

EP905: PGCE Secondary Subject Studies: Computer Science

View Online



[1]

S. Langfield and K. R. Bond, AQA computing: AS : exclusively endorsed by AQA. Cheltenham: Nelson Thornes, 2008.

[2]

S. Langfield and K. R. Bond, AQA A2 computing: Student's book. Cheltenham: Nelson Thornes, 2009.

[3]

A. K. Dewdney, The (new) Turing omnibus: 66 excursions in computer science, 1st Holt paperback ed. New York: Henry Holt, 2001.

[4]

R. L. Graham, D. E. Knuth, and O. Patashnik, Concrete mathematics: a foundation for computer science, 2nd ed. Reading, Mass: Addison-Wesley, 1994 [Online]. Available: <https://go.exlibris.link/2jW0FW9R>

[5]

D. Harel, Computers Ltd: what they really can't do. Oxford: Oxford University Press, 2003.

[6]

D. Harel and Y. A. Feldman, Algorithmics: the spirit of computing, 3rd ed. Harlow, Essex, England: Addison Wesley, 2004 [Online]. Available: http://encore.lib.warwick.ac.uk/iii/encore/record/C__Rb2522778

[7]

A. J. G. Hey and G. Pápay, The computing universe: a journey through a revolution. New York: Cambridge University Press, 2015 [Online]. Available: <https://go.exlibris.link/K2LRyls0>

[8]

M. Kölling, Introduction to programming with greenfoot object-oriented programming in java with games and simulations, Second edition. Boston: Pearson, 2016.

[9]

J. Kubica, Computational fairy tales, Version 1.1. [Place of publication not identified]: Jeremy Kubica, 2012.

[10]

J. Kubica, Best practices of spell design: a computational fairy tale. San Bernardino, CA: [CreateSpace], 2013.

[11]

C. Leadbetter, P. Greig, and G. Rouse, OCR computing for A level. London: Hodder Murray, 2008 [Online]. Available: <https://go.exlibris.link/gQsd8wlk>

[12]

S. O'Byrne and G. Rouse, OCR Computing for GCSE. London: Hodder Education, 2012 [Online]. Available: <https://go.exlibris.link/Pt0tfTBy>

[13]

C. Petzold, Code: the hidden language of computer hardware and software, Paperback edition. Redmond, Washington: Microsoft Press, 2000 [Online]. Available: <https://go.exlibris.link/ZC3xNd26>

[14]

C. Petzold, The annotated Turing: a guided tour through Alan Turing's historic paper on computability and the Turing machine. Indianapolis, IN: Wiley Pub, 2008.

[15]

CS Education Research Group, 'Computer Science Unplugged', 2019. [Online]. Available: <https://classic.csunplugged.org/>

[16]

J. Bennedsen, M. E. Caspersen, and M. Kölling, Reflections on the teaching of programming: methods and implementations, vol. LNCS sublibrary. SL 2, Programming and software engineering. Berlin: Springer, 2008 [Online]. Available: <https://go.exlibris.link/6pvhSxJ5>

[17]

J. Gal-Ezer and D. Harel, 'What (else) should CS educators know?', Communications of the ACM, vol. 41, no. 9, pp. 77–84, 1998 [Online]. Available: <http://0-dl.acm.org.pugwash.lib.warwick.ac.uk/citation.cfm?doid=285070.285085>

[18]

C. R. Graham, 'Theoretical considerations for understanding technological pedagogical content knowledge (TPACK)', Computers & Education, vol. 57, no. 3, pp. 1953–1960, 2011 [Online]. Available: <http://0-www.sciencedirect.com.pugwash.lib.warwick.ac.uk/science/article/pii/S0360131511000911?via%3Dihub>

[19]

M. Guzdial, Learner-centered design of computing education: research on computing for everyone, vol. Synthesis lectures on human-centered informatics. [San Rafael, California]: Morgan & Claypool Publishers, 2016 [Online]. Available: <https://go.exlibris.link/D8h7kls8>

[20]

O. Hazzan, 'A model for high school computer science education', in Proceedings of the 39th SIGCSE technical symposium on Computer science education - SIGCSE '08, 2008 [Online]. Available: <http://portal.acm.org/citation.cfm?doid=1352135.1352233>

[21]

O. Hazzan, T. Lapidot, and N. Ragonis, Guide to teaching computer science: an activity-based approach, Second edition. London: Springer-Verlag London Limited, 2014 [Online]. Available: <https://go.exlibris.link/pZB91QwH>

[22]

D. M. Kadijevich, C. Angeli, and C. Schulte, Improving computer science education. New York: Routledge, 2013 [Online]. Available: <https://go.exlibris.link/fnYGYZj8>

[23]

P. Kemp, 'Computing in the national curriculum: A guide for secondary teachers'. Computing At School, London [Online]. Available: <https://www.shropshirelg.net/media/189239/CAS-booklet-for-secondary-schools.pdf>

[24]

M. J. Koehler, P. Mishra, and W. Cain, 'What Is Technological Pedagogical Content Knowledge (TPACK)?', Journal of Education, vol. 193, no. 3, pp. 13-19, 2013 [Online]. Available: <https://0-journals-sagepub-com.pugwash.lib.warwick.ac.uk/doi/abs/10.1177/002205741319300303>

[25]

P. Norvig, 'Teach Yourself Programming in Ten Years', 2001. [Online]. Available: <http://norvig.com/21-days.html>

[26]

'ICT in schools: 2008 to 2011', 2013. [Online]. Available:
<https://www.gov.uk/government/publications/ict-in-schools-2008-to-2011>

[27]

S. Papert, *Mindstorms: children, computers and powerful ideas*, 2nd ed. New York: Harvester Wheatsheaf, 1993 [Online]. Available: <https://go.exlibris.link/27hvHBWj>

[28]

Royal Society, 'Shut down or restart? | Royal Society (Video)', 2012. [Online]. Available: <https://royalsociety.org/topics-policy/projects/computing-in-schools/report/>

[29]

M. Saeli, J. Perrenet, W. M. G. Jochems, and B. Zwaneveld, 'Teaching Programming in Secondary School: A Pedagogical Content Knowledge P...', *Informatics in Education*, vol. 10, no. 1, pp. 73-88, 2011 [Online]. Available:
<http://0-search.ebscohost.com.pugwash.lib.warwick.ac.uk/login.aspx?direct=true&db=ehh&AN=67257653&site=eds-live&group=trial>

[30]

Department of Education, 'Subject knowledge requirements for entry into computer science teacher training'. 2012 [Online]. Available:
<http://www.computingatschool.org.uk/data/uploads/CSSubjectKnowledgeRequirements.pdf>

[31]

M. Webb, M. Cox, and King's College London. Department of Education and Professional Studies, *Information and communication technology inside the black box: assessment for learning in the ICT classroom*, vol. Black box assessment for learning series. London: nferNelson, 2007.

[32]

S. K. Abell, 'Twenty Years Later: Does pedagogical content knowledge remain a useful idea?', *International Journal of Science Education*, vol. 30, no. 10, pp. 1405–1416, 2008 [Online]. Available:
<http://0-www.tandfonline.com.pugwash.lib.warwick.ac.uk/doi/abs/10.1080/09500690802187041>

[33]

A. Berry, J. Loughran, and J. H. van Driel, 'Revisiting the Roots of Pedagogical Content Knowledge', *International Journal of Science Education*, vol. 30, no. 10, pp. 1271–1279, 2008 [Online]. Available:
<http://0-www.tandfonline.com.pugwash.lib.warwick.ac.uk/doi/abs/10.1080/09500690801998885>

[34]

R. V. Bullough, 'Pedagogical content knowledge circa 1907 and 1987: a study in the history of an idea', *Teaching and Teacher Education*, vol. 17, no. 6, pp. 655–666, 2001 [Online]. Available:
<http://0-www.sciencedirect.com.pugwash.lib.warwick.ac.uk/science/article/pii/S0742051X01000221?via%3Dihub>

[35]

K. F. Cochran, J. A. DeRuiter, and R. A. King, 'Pedagogical Content Knowing: An Integrative Model for Teacher Preparation', *Journal of Teacher Education*, vol. 44, no. 4, pp. 263–272, 1993 [Online]. Available:
<http://0-journals.sagepub.com.pugwash.lib.warwick.ac.uk/doi/10.1177/0022487193044004004>

[36]

EPPI, 'A systematic map into approaches to making initial teacher training flexible and responsive to the needs of trainee teachers'. 2006 [Online]. Available:
<http://eppi.ioe.ac.uk/cms/Default.aspx?tabid=780>

[37]

EPPI, 'What pedagogical practices do teacher educators use in Higher Education based elements of their courses?', 2004. [Online]. Available:
http://eppi.ioe.ac.uk/cms/Portals/0/PDF%20reviews%20and%20summaries/TTA_Learning_p

rotocol1.pdf?ver=2006-03-06-105329-870

[38]

S. Feiman-Nemser, 'From Preparation to Practice: Designing a Continuum to Strengthen and Sustain Teaching', *Teachers College Record*, vol. 103, no. 6, pp. 1013–1055, 2001 [Online]. Available: <https://0-journals-sagepub-com.pugwash.lib.warwick.ac.uk/doi/abs/10.1111/0161-4681.00141>

[39]

P. L. Grossman, *The making of a teacher: teacher knowledge and teacher education*, vol. Professional development and practice series. New York: Teachers College Press, Teachers College, Columbia University, 1990.

[40]

P. H. Hirst and R. S. Peters, *The logic of education*, vol. Students library of education. London: Routledge & Kegan Paul, 1970 [Online]. Available: <https://go.exlibris.link/Zwx175wB>

[41]

F. Korthagen and A. Vasalos, 'Levels in reflection: core reflection as a means to enhance professional growth', *Teachers and Teaching: Theory and Practice*, vol. 11, no. 1, pp. 47–71, 2005 [Online]. Available: <http://0-www.tandfonline.com.pugwash.lib.warwick.ac.uk/doi/abs/10.1080/1354060042000337093>

[42]

F. A. J. Korthagen and J. P. A. M. Kessels, 'Linking Theory and Practice: Changing the Pedagogy of Teacher Education', *Educational Researcher*, vol. 28, no. 4, pp. 4–17, 1999 [Online]. Available: http://0-www.jstor.org.pugwash.lib.warwick.ac.uk/stable/1176444?seq=1#page_scan_tab_contents

[43]

T. Lawson and J. K. Harrison, 'Individual Action Planning in Initial Teacher Training: Empowerment or Discipline?', *British Journal of Sociology of Education*, vol. 20, no. 1, pp. 89–105, 1999 [Online]. Available: <http://0-www.tandfonline.com.pugwash.lib.warwick.ac.uk/doi/abs/10.1080/014256999995524>

[44]

J. Calderhead, *Teachers' professional learning*. London: Falmer, 1988.

[45]

Beijaard Douwe; Meijer Pauline C.; Morine-Dersheimer Greta; Harm Tillema, *Teacher Professional Development in Changing Conditions*, Softcover reprint of hardcover 1st ed. 2005. Dordrecht: Springer-Verlag, 2005 [Online]. Available: <https://go.exlibris.link/F4DZx3Jl>

[46]

L. S. Shulman, 'Those Who Understand: Knowledge Growth in Teaching', *Educational Researcher*, vol. 15, no. 2, pp. 4–14, 1986 [Online]. Available: <https://go.exlibris.link/q3sKNXxf>

[47]

D. Buckingham, *Beyond technology: children's learning in the age of digital culture*. Cambridge: Polity, 2007 [Online]. Available: http://encore.lib.warwick.ac.uk/iii/encore/record/C__Rb2870385

[48]

J. Davies and G. Merchant, *Web 2.0 for schools: learning and social participation*, vol. New literacies and digital epistemologies. New York: Peter Lang, 2009.

[49]

K. Facer, *Learning futures: education, technology and social change*, 1st ed. Abingdon, Oxon: Routledge, 2011 [Online]. Available: <https://go.exlibris.link/hc5J4ZZY>

[50]

H. Jenkins, Confronting the challenges of participatory culture: media education for the 21st century, vol. The John D. and Catherine T. MacArthur Foundation Reports on Digital Media and Learning. Cambridge, MA: The MIT Press, 2009 [Online]. Available: <https://go.exlibris.link/KZxbsxmG>

[51]

J. L. Howland, D. H. Jonassen, and R. M. Marra, Meaningful learning with technology, Pearson New international fourth edition., vol. Pearson custom library. Harlow, Essex: Pearson, 2013 [Online]. Available: <https://go.exlibris.link/P85HN6HP>

[52]

R. Noss, 'System Upgrade: Realising the vision for UK education'. 2012 [Online]. Available: <http://discovery.ucl.ac.uk/1475950/>

[53]

S. Papert, The children's machine: rethinking school in the age of the computer. New York: Harvester Wheatsheaf, 1994.

[54]

M. Prensky, Teaching digital natives: partnering for real learning. Thousand Oaks, Calif: Corwin, 2010 [Online]. Available: <https://go.exlibris.link/zxg4KD60>

[55]

N. Selwyn, Schools and schooling in the digital age: a critical analysis, 1st ed. London: Routledge, 2011 [Online]. Available: <https://go.exlibris.link/2TGwK8C4>

[56]

N. Selwyn, Education and technology: key issues and debates. London: Continuum International Pub. Group, 2011 [Online]. Available: <https://go.exlibris.link/KQD30P2T>

[57]

N. Selwyn, *Distrusting educational technology: critical questions for changing times*. New York: Routledge, 2014 [Online]. Available: <https://go.exlibris.link/hPHr77Wb>

[58]

B. Somekh, *Pedagogy and learning with ICT: researching the art of innovation*, 1st ed. London: Routledge, 2007 [Online]. Available: <https://go.exlibris.link/Jkmz5CK0>

[59]

R. Eynon, 'Supporting the "'Digital Natives'": what is the role of schools?', in *Proceedings of the 7th International Conference on Networked Learning*, 2010, pp. 851–858 [Online]. Available: <http://www.lancaster.ac.uk/fss/organisations/netlc/past/nlc2010/abstracts/PDFs/Eynon.pdf>

[60]

E. J. Helsper and R. Eynon, 'Digital natives: where is the evidence?', *British Educational Research Journal*, vol. 36, no. 3, pp. 503–520, 2010 [Online]. Available: <http://0-onlinelibrary.wiley.com.pugwash.lib.warwick.ac.uk/doi/10.1080/01411920902989227/abstract>

[61]

'Digital Skills For Tomorrow's World'. 2014 [Online]. Available: <http://www.ukdigitalskills.com/wp-content/uploads/2014/07/Binder7-REDUCED2.pdf>

[62]

T. Cremin, 'Literature review of creativity in education'. 2012 [Online]. Available: <http://www.creative-little-scientists.eu/sites/default/files/Addendum%20%20Creativity%20in%20Ed%20FINAL.pdf>

[63]

J. Hattie, Visible learning: a synthesis of over 800 meta-analyses relating to achievement. London: Routledge, 2009 [Online]. Available: <https://go.exlibris.link/5xxHDw5j>

[64]

A. Hunt, Pragmatic thinking and learning: refactor your 'wetware', vol. Pragmatic programmers series. Raleigh: Pragmatic, 2008 [Online]. Available: <https://go.exlibris.link/rpX94YGw>

[65]

A. Pritchard and J. Woollard, Psychology for the classroom: constructivism and social learning, vol. Psychology for the classroom series. London: Routledge, 2010 [Online]. Available: <https://go.exlibris.link/WYDLp1rC>

[66]

M. Marland, The craft of the classroom: a survival guide, 3rd ed., vol. Heinemann school management. Oxford: Heinemann Educational, 2002.

[67]

T. Atkinson and G. Claxton, The Intuitive practitioner: on the value of not always knowing what one is doing. Buckingham: Open University Press, 2000.

[68]

C. Beard, J. P. Wilson, and C. Beard, Experiential learning: a best practice handbook for educators and trainers, 2nd ed. London: Kogan Page, 2006 [Online]. Available: <https://go.exlibris.link/fjCHmcgl>

[69]

G. Bolton and R. Delderfield, Reflective practice: writing and professional development, Fifth edition. Los Angeles: SAGE, 2018 [Online]. Available: <https://go.exlibris.link/PwJm4hpz>

[70]

I. Abbott, P. Huddleston, and D. Middlewood, Eds., *Preparing to teach in secondary schools: a student teacher's guide to professional issues in secondary education*, Fourth edition. London, England: McGraw-Hill Education, 2019 [Online]. Available: <https://go.exlibris.link/FR1cwz1X>

[71]

D. Halpin, *Romanticism and education: love, heroism and imagination in pedagogy*, vol. Continuum studies in education. [London]: Continuum, 2007 [Online]. Available: <https://go.exlibris.link/zDNcw17j>

[72]

S. Dymoke and J. Harrison, *Reflective teaching and learning: a guide to professional issues for beginning secondary teachers*. Los Angeles: SAGE, 2008.

[73]

G. Petty, *Evidence-based teaching: a practical approach*, 2nd ed. Cheltenham: Nelson Thornes, 2009 [Online]. Available: <https://go.exlibris.link/xydf3KX6>

[74]

M. Wallace and A. Wray, *Critical reading and writing for postgraduates*, 4th edition. Los Angeles: SAGE, 2021 [Online]. Available: https://encore.lib.warwick.ac.uk/iii/encore/record/C__Rb3685508

[75]

E. Wenger, *Communities of practice: learning, meaning, and identity*, 1st pbk. ed., vol. Learning in doing. Cambridge, U.K.: Cambridge University Press, 1999.

[76]

T. Wrigley, *Schools of hope: a new agenda for school improvement*. Stoke-on-Trent: Trentham, 2003.