

Educational
Research

Lancaster
University



Doctoral Programme in E- Research & Technology Enhanced Learning

Programme Information

Part-Time, Structured, Doctoral Programme in
E-Research and Technology Enhanced Learning leading to a PhD.

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Welcome to the Department of Educational Research

Who we are

The Department of Educational Research is based in [the Faculty of Arts and Social Sciences](#).

The PhD in e-Research and Technology Enhanced Learning is supported by the expertise of the members of the Centre for Technology Enhanced Learning in the Department of Educational Research.

Our Departmental research is focused through our three research groupings that meet frequently, collaborate on writing research proposals and run on-going reading groups and seminars. The Department's three research groups are:

Centre for Technology Enhanced Learning

Focusing on teaching and learning with digital technologies and with widening digital participation across a range of populations; collaborative/team-learning and the co-construction of 'working knowledge'; learning with simulations; design methodologies; evaluations of ICT supported learning in educational settings.

Higher Education Research and Evaluation Centre (here@lancaster) supports a wide range of research and evaluation work that is concerned with higher education in all its manifestations: teaching; research; administration; income generation.

Centre for Social Justice and Wellbeing in Education explores questions about equity, diversity, inclusion and wellbeing. Our work is multi-disciplinary - drawing particularly on sociology, linguistics and psychology. It spans a range of formal and informal education contexts including schools, higher education, home and the workplace.

Why Choose Lancaster?

- Lancaster University is among the best in the UK. A top 15 university in the three major UK league tables, we are also highly ranked in international league tables such as the QS World Rankings.
- Good student support and a friendly atmosphere.
- All courses allow for personal study and research and are valuable for academic, institutional and personal development.
- International mix of students.
- In the 2021 Research Excellence Framework (REF), 100% of our research impact was rated outstanding and 90% of our research was rated as world leading or internationally excellent. Since the first Research Assessment Exercise (RAE) in 1992 the Department has consistently been judged to be one of the best in the UK.

Key Information

Introduction

This structured, part-time Doctoral Programme in e-Research and Technology Enhanced Learning leads to a PhD. This innovative programme, launched in January 2008, combines a limited number of face-to-face residential meetings with carefully designed 'online' learning activities and peer collaboration. It is available to anyone in the world wishing to develop their e-learning research and practice.

Modular Structure

Part One (Years 1 and 2)

In Part 1 of the programme (Years 1 and 2), students follow four modules, assessed by coursework and cumulatively building knowledge of theory and methods of e-research and learning towards the thesis.

- Module 1: Becoming an educational researcher: Researching the self and others as educational subjects. 45 credits.
- Module 2: Researching contemporary questions concerning education and technologies. 45 credits.
- Module 3: Social practice, practitioner and institutional change in technology enhanced learning. 45 credits.
- Module 4: Researching emerging technologies and inclusive education. 45 credits.

Part Two (Year 3 Onwards)

Preparing for and developing the thesis

- **Thesis** (maximum 50,000 words). The qualification awarded is a PhD.

Admissions Information

Next Start Date: 1st January 2026

There are two four-day *compulsory* residential meetings in Lancaster.

First Year Dates: 23rd – 26th March, 2026

Second Year Dates To be Confirmed.

The programme can benefit from previous research training, and those admitted should normally have relevant professional experience. For admission to this programme applicants should normally have:

- a relevant upper-second class honours degree from a British university or CNAA. However, we will consider applications where you have a 2:2 or equivalent result and/or extensive relevant experience. In these cases, you should clearly demonstrate how your experience and skills have prepared you for postgraduate study. Or
- • qualifications of a comparable standard from a university or recognised degree awarding body in another country.
- at least three years' experience of teaching, research or administration in a university, adult or further education college, school, or comparable institution or similar experience from a commercial or industrial training context.

Participants will need to spend about 12-15 hours studying per week. This includes reading and responding to online discussions and peer group activities at least two or three times a week (throughout the programme). This will, of course, vary from participant to participant and from time to time. The flexibility of the Virtual Learning Environment (VLE) medium and form of learning should allow each participant to manage this in ways which suit their professional and personal life, as well as allowing them to participate fully in the online activities associated with the Doctoral programme.

For students whose first language is not English, an English Language Test Certificate will be required.

As this is a distance learning programme, the Pre-Sessional English Language Programme is not available.

Apply Online

Applications can be made [online](#).

Programme Information

The 4-year minimum Doctoral Programme in e-Research and Technology Enhanced Learning will provide you with experience in research methodologies, expose you to key literature that will enable you to link cutting edge learning theories with your professional practice, as well as providing you with a period of intensive, individual research that is supervised by an expert in the field leading to a PhD in e-Research and Technology Enhanced Learning.

This PhD doctoral programme is designed specifically for professionals, for people who wish to study to an advanced level and carry out a piece of research of the highest possible standard in an aspect of their professional practice.

What is Technology Enhanced Learning?

The term 'technology enhanced learning' encompasses all uses of information and communications technologies in learning and teaching. It is also sometimes referred to as 'e-learning', 'online learning' and 'advanced learning technology'.

Our programme aligns with a particular aspect of technology enhanced learning, which is 'networked learning', in which there is promotion of connections between learners, one-to-one, or one-to-many; connections between learners and teachers; and connections between members of groups and communities and the social networking that takes place on the Internet. This view of technology enhanced learning as 'networked learning' puts an emphasis on the 'human' aspects of technology in learning, and highlights the need to consider the educational and training values that underpin the use of technology. It questions a simple view of technological determinism and understands technology and learning as each shaping the other.

What is e-Research?

The term 'e-research' indicates an emerging field in which advanced technologies are applied to existing research methods and approaches. This Programme will examine some of the trends in this new field and will lead participants in the use of accessible technologies for carrying out research into technology enhanced learning.

The term e-research encapsulates research activities that use the spectrum of advanced ICT capabilities and embraces new research methodologies emerging from increasing access to:

- Broadband and mobile communications networks, research instruments and facilities, sensor networks and data repositories;
- Software and infrastructure services that enable secure connectivity and interoperability;
- Application tools, that encompass discipline-specific tools and interaction tools.

e-Research capabilities serve to advance and augment, rather than replace traditional research methodologies, but there is a growing dependence on e-Research capabilities. Improved access to knowledge and information will enable researchers to perform their research more creatively, efficiently and collaboratively across long distances and disseminate their research outcomes. Using e-Research, researchers can work seamlessly from desk-to-desk within and between organisations. e-Research advances rather than replaces traditional research methodologies.

Programme Structure and Modules

The programme lasts a minimum of four years, and is divided into two parts. Part One consists of four compulsory modules aimed at offering you guided study in important and topical areas of technology enhanced learning and e-research. In Part Two you will carry out an original piece of research under the supervision of a member of staff.

Part One

Peer review may be undertaken in the modules, at the discretion of the convenor/tutor. When peer review is undertaken, the form of the review will be stated in the module handbook in advance, and the form stated will constitute a compulsory part of the module. This will provide useful experience in academic knowledge production.

Module 1 (ED.S881): Becoming an educational researcher: Researching the self and others as educational subjects

(Year One, January – May, 45 credits)

This introductory module on online doctoral study and research methodology will prepare participants for their transition into the educational and social science research community as a doctoral researcher.

The purpose of this module is to provide participants with solid foundations for planning, conducting, and evaluating an educational research project in the context of e-research and technology enhanced learning. The module will offer a range of opportunities to learn and discuss different philosophical traditions and methodological approaches that underlie educational research projects. Participants will be guided to plan and conduct a small-scale research project in this module. The module will also offer a range of resources that participants can draw on in their own research that will help them understand different methodologies and methods, theoretical models and conceptual models, and their application in educational settings.

The module will cover key issues for those starting this journey: what is involved in doing a PhD and becoming an educational researcher; what the major philosophical and methodological approaches to educational research are; how the roles of researchers are positioned in those approaches; how educational research projects can be planned and conducted so that they are meaningful – personally, professionally and academically; what the value/power of researching the self (and personal experiences) as an educational subject are; and how rigour/validity can be promoted in interpretivist/subjectivist educational research.

Assessment: There are two equally-weighted assessments for this module: two 3,000 word written assignments on a topic falling within the remit of the module.

Residential (Year One)

The four-day residential meeting in Part One is compulsory. It is designed to allow us to get to know each other and form a learning community, and for us to introduce you to wider thinking about e-research and TEL research, the upcoming programme and modules, the virtual learning platform and associated technologies.

Module 2 (ED.S882): Researching contemporary questions concerning education and technology

(Year One, June – December, 45 credits)

This module will cover four key topics that are fundamental elements when considering research within the field of technology enhanced learning. These are: basic concepts and foundations; context, space and time; learning as a cultural process; and methodologies, theoretical and conceptual models. You will be encouraged to take critical and analytical approaches, rather than just descriptive approaches, when exploring these fundamental elements.

Basic concepts and foundations will explore two different perspectives. Looking back will focus on the history of educational technology. Current perspectives will explore situated learning and networked learning.

Context, space and time will provide opportunities to consider three current crucial areas. These are technology for knowledge construction, media and mobile learning, and informal learning.

Learning as a cultural process will allow deeper insights into two areas. These are identity and subjectivity, and power and social justice.

Methodologies, theoretical and conceptual models will cover a range of possibilities. Two key areas of contemporary concern to be covered are discourse analysis, and data-mining and learning analytics.

An empirical study will be based on the conceptual backgrounds that form the earlier part of the module.

Assessment will be in the form of a single assignment, a 6,000 word written assignment whose format should be of a publishable-style outcome (but not requiring publication).

Module 3 (ED.S883): Social practice, practitioner and institutional change in technology enhanced learning

(Year Two, January – May, 45 credits)

This module will explore the meanings of 'social practice' as they relate to uses of technology for educational purposes. It will emphasise the importance of understanding the goals and expertise of those using it, the material circumstances in which it is used, a range of institutional and micro-cultural factors, and relationships between the practices being studied and others with which they intersect. It will also emphasise that practices are often unstable and constantly developing.

The module will provide you with an opportunity to reflect in new ways on the practices, policies, and change initiatives you are already familiar with. The module will provide you with an opportunity to familiarise yourself with, and gain confidence in using, theoretical scholarly vocabularies to describe professional practices and policies. The module will increase your awareness of approaches to policy development and change that you might use in your own settings.

The module will draw on a cluster of 'social practice theories', with which you will engage, and will encourage you to use those theories to interrogate your own practices and the previous academic literature on topics related to your research interests. There will be a particular emphasis on understanding how policy interacts with practice (since technology use is often mandated by a variety of policies) and how change, including professional development initiatives, is attempted in particular educational settings.

You will be invited to:

1. Discuss a range of policies, originating from a variety of sources, that impact upon uses of technology for educational purposes;
2. Recognise and analyse how technology use for educational purposes is situated in particular practice contexts;
3. Analyse the extent to which existing literature recognises the practice context;
4. Provide reasoned arguments in support of your views on how technology use for educational purposes might be enacted, contested, changed and developed;
5. Relate theories of practice, relevant to uses of technology for educational purposes, to your own professional practice and expertise.

Assessment will be in the form of a 6,000 word assignment, written in the form of a journal article, on a topic falling within the remit of the module. You will submit a draft version and receive feedback from the tutor and two of your peers before re-submitting the final version.

Module 4 (ED.S884): Researching emerging technologies and inclusive education

(Year Two, June – December, 45 credits)

This module will introduce participants to the principles of emerging technologies, their roles in inclusive education and concerns for universal design for learning. Researching emerging technologies is often needed, given that technology development is ongoing. There are important principles to consider when undertaking research in an emerging rather than a static environment, and these include the important need to consider inclusive learning and related practices. Students will explore how emerging technologies have effects on pedagogy and assessment, and how pedagogy and assessment can be designed to meet the needs of all students, considering how inclusion can be identified and developed in the context of technology enhanced learning. Perspectives on inclusion, and the moral and legal imperatives that exist to ensure that teaching-learning is inclusive and accessible at every level of education and in the workplace will be considered. There will be a focus on how to research uses of emerging technologies in the context of innovation, from technology enhanced learning and pedagogical perspectives. Students will be introduced to mechanisms for investigating educational uses of emerging technologies, to critically evaluate benefits and challenges. Students will draw on innovative and evolving e-research approaches – such as learning analytics – alongside related ethical concerns to understand how emerging developments can underpin inclusive teaching-learning generally.

The module will enable a range of methodological approaches, theoretical and conceptual models to be explored, and used as appropriate. Case study approaches will be discussed in terms of emerging technologies; mixed methods and inclusive methods will be introduced that include participatory, emancipatory and arts-based methods, such as visual and narrative approaches.

Assessment will be in the form of two equally-weighted submissions: two 3,000 word written assignments, the first of which can be based on empirical (newly gathered or existing) data. and the second of which will be a draft research proposal that focuses on a future longer study. The assignments may relate to each other or not.

Residential (Year Two)

The residential in Year two, which is also compulsory, includes reviewing the programme to date, looking ahead to the final two modules of Part One, and community and social activities. It also looks ahead to Years Three and Four (Part Two) and begins discussion on individual research activities and the writing of a research proposal.

Part Two

Thesis (maximum 50,000 words)

You will complete a thesis of up to 50,000 words. The thesis will represent a significant contribution to knowledge and will contain material which is of publishable quality. It will be comparable, in its presentation of the results of your work, with 'traditional' PhD theses at Lancaster University. It will also demonstrate some broader aspects of your capacity to pursue scholarly research or scholarship in your field of study, though this demonstration of competence will be made in conjunction with your assessed work on the four modules in Part One of your studies.

Most of the work on the thesis will be carried out during Part Two of the programme (Year 3 onwards) The thesis will be similar in form to, and at least as rigorous in intellectual demands as, the conventional PhD thesis. It will be more concisely written and presented as it will not have to demonstrate the full range of competences and achievements, as these are also partially documented through the module assessment tasks.

Residential Meetings

There will be two four-day residential meetings in Part One of the programme. These meetings are compulsory and are designed to allow us to get to know each other and form a learning community, and for us to introduce you to the various modules, the virtual learning platform and associated technologies.

Costs

Tutor teaching and administration costs of these meetings are included in the programme fees, but travel and accommodation still needs to be budgeted for. We suggest £500.00 per residential; this is dependent on the standard of accommodation required, and this costing is based on campus accommodation.

Who is the Doctoral Programme for?

This programme is suitable for senior managers, policy makers and experienced professionals in all areas of education, consultants and self-employed persons, and those in public and private sector organisations wishing to develop their understanding of the research and practice of technology enhanced learning. Learning technology professionals, educational developers and those with a strong interest in developing distance or blended learning in their courses are likely to be interested. The programme is aimed at those who are looking for a course of relevance to their current responsibilities and who wish to gain a doctorate. The focus of the programme is on educational uses and practices of technology enhanced learning.

Who Teaches on the Programme?

The academic staff who teach on the programme and who supervise participants' research theses are established practitioners and researchers. They are members of the Department of Educational Research at Lancaster University. Details on staff in the Department can be found on the [Department Web site](#).

Benefits of Studying on the Programme

One of our current programme participants explains the benefits she has gained from studying for a PhD on a structured programme within a supportive collaborative online learning community:

“Having completed my MA through involvement in a virtual learning community, I was looking for a similarly engaging and motivational learning experience which would allow me to develop my capabilities and professional practice further. I learned of the development of this programme at the Networked Learning Conference 2006 and pestered Alice until details were available. I have not been disappointed. The programme is challenging and requires commitment, but it is sufficiently open to enable professional relevance. I have found the learning community atmosphere hugely motivating and extremely supportive; I hope I’ve made some friends here for the very long term.”

Jane Davis

Director of Learning: Higher Education, Colchester Institute
2008 doctoral programme intake

Frequently Asked Questions

How is this programme different?

How does this programme differ from your Independent Study PhD, say, in e-Learning, or groups and communities in networked e-Learning programmes?

By studying in this programme, you will benefit from: a) a two-year structured set of modules, which will introduce you to major research and practice themes in educational uses and practices of technology enhanced learning. Your learning will be paced according to the modules and you will have the opportunity of submitting assignments and receiving detailed comment on them from tutors and other programme participants; and b) being a member of an online learning community from where you will receive the support of participant and tutor members.

Is it a full or part-time programme?

Part-time.

Can I study full-time?

No. The programme is delivered part-time, with reflection on professional practice. Studying full-time is therefore inappropriate.

Do I have to come to Lancaster?

You must attend the four-day residential meetings at Lancaster University in Years One and Two. Other than that, you can study on this programme from anywhere in the world, as most of the learning and teaching is conducted via the Internet.

When are the residential meetings?

The residential dates for the first year are 23rd – 26th March, 2026.; the second year dates are still to be confirmed.

As an overseas student, will I be able to get a student visa to study on this programme?

Rules about visas for part-time and distance learners are different from those for full-time students. As a part-time, distance learner, you will not qualify for a Student Visa.

I require a visa to visit the UK for the residential - how should I apply for this?

Visa rules changed from the 1st January 2020; you should check if you need a visa to attend the residential.

You must attend both four-day residential meetings at Lancaster University in Years One and Two.

What time commitments must I make?

What is the anticipated weekly time commitment to the programme?

Participants will need to spend around 12-15 hours studying per week. This includes reading and responding to online discussions, and taking part in peer group activities on average at least two or three times a week throughout the programme. This will, of course, vary from participant to participant and from time to time.

When can I study on the course - are there scheduled classes/contact times or can I choose when to log on and participate?

The only scheduled classes are during the four-day residential meetings in Years One and Two. The flexibility of the VLE medium and form of learning should allow each participant to manage this in ways that suit their professional and personal life, as well as allowing them to participate fully in the online activities associated with the doctoral programme.

The course involves quite a lot of contact between students and tutors through online tools, for seminars and project work. Is this flexible or are connections mainly at fixed times? I am trying to understand if I would need to be available at certain times during a working week or whether I can participate at weekends and in evenings.

The flexibility of the VLE medium and form of learning should allow each participant to manage this in ways that suit their professional and personal life, as well as allowing them to participate fully in the online activities associated with the doctoral programme. This for some students will be mainly weekends and evenings. When synchronous meetings are held, their timing is negotiated with participants, and they are recorded so that they can be viewed when and as convenient.

Who studies on the course?

This PhD programme is designed specifically for people who wish to study to an advanced level and carry out a piece of research of the highest possible standard in an aspect of their professional practice. Students taking this programme are highly motivated, self-managing individuals who work in positions of influence in any sector of education.

I have been in teaching for 12 years and have a Masters degree - do I fit the profile of a suitable applicant for this course?

Yes. Most of our applicants are established professionals with experience in the field of education and training. It is unlikely that we would accept someone who does not have some professional, further or higher education experience, or experience in public and private sector organisations (e.g. as a teacher, librarian, resource person or learning technologist).

Is there an age limit?

No. Most of our applicants are established professionals, so our participants are mature people across a wide age span. Offers to study are made on qualifications, experience and suitability for the programme, not age.

What technical skills are required?

Does the course assume or require a certain level of proficiency with specific web-design packages or the use of HTML or programming?

The only technical skills required for this programme are the ability to use a personal computer (whether mobile or desktop) and associated software, and an ability to access the Internet. The programme does not focus on technical issues, such as those of course design or programming. We focus on the educational and learning potential of technology enhanced learning.

To what extent is the practical use of technologies and actual hands-on experience gained on the course?

The programme does not focus on technical issues, such as those of course design or programming. We focus on the educational and learning potential of technology enhanced learning.

Is the course/qualification fully recognised?

Is this kind of PhD recognised in Europe?

A PhD degree is the highest possible qualification attainable in UK higher education.

Since the programme is blended with an online component, what is its acceptance by the academic circle generally in the UK? I'm concerned about its recognition by other universities or accreditation bodies, as some have reservations for programmes delivered online.

No distinction is made between the various study methods leading towards the award of the PhD degree. The degree is recognised by other universities and accreditation bodies. You should however, always check the regulations for your own country.

Application Information.

When is the next start date for the course?

1st January, 2026

What is the duration of the programme in terms of months/years?

The minimum period of registration is four years, the maximum is seven years. Students remain on full fee until a full draft of their thesis has been submitted and reviewed.

How many students are accepted?

The 2025 intake was 23 students; the programme is regularly over-subscribed and our intake is a maximum of 30.

Is there one intake stream per year or multiple?

We only have one cohort, or group, of students who start in January of each year.

When is the application deadline for this class?

We don't set a deadline for applications, but we do recommend you apply early, in order to ensure your application is considered for the first allocation of places. We can, however, accept applications right up until the course start date if places are still available. You should check with the Course Administrator as to the likelihood of available places after the end of July each year.

Is it possible to take a break during the course, between years, if the demands of one's full-time employment require it, for example?

Yes. Intercalations are possible, but this does mean that you will need to suspend your studies and restart by joining a new cohort and you won't continue the programme with your original cohort. The break in studies can also mean that re-engagement is difficult.

How much does it cost and is there any financial help?

What are the tuition fees for this programme including any incidental items such as exam fees?

The 2025/6 fee is £5,620.00 per academic year, for four years minimum, for UK nationals. The Overseas Student fee is £10,050.00 per academic year, for four years minimum (*fees are subject to an increase each academic year*).

All PhD students in the Department of Educational Research stay on full fees until submission of a complete thesis for viva examination, unless they have submitted and had full feedback from a supervisor (and a second reader if this is agreed) on a submitted full final draft and the supervisor confirms the student can move onto the Writing Up Fee.

Are there any other costs associated with the programme?

Additional costs will include travel to Lancaster and accommodation and subsistence for the two compulsory short residential meetings. You will also require a personal computer and printer, and a broadband connection to the Internet. Core readings are made available electronically and a wide range of electronic resources are used, e.g. e-books and e-journal papers, but you will also have key texts recommended for further reading which you may wish to purchase or borrow from a library.

Are there any scholarships available for the programme?

Not at present. Any future scholarships would be announced on the FASS website.

As a British citizen currently residing in another country, would I pay the UK fees or the overseas ones?

The general criteria governing “home” (UK) fee status are that you should be a UK national AND that you should have been “ordinarily resident” in this country for the 3 years immediately preceding the start of the programme.

Each case is decided by the Postgraduate Admissions Department and they may need to request further documentation from you to help them with this decision.

Full guidance notes on fee classification can be viewed on the [UKCISA](#) web site.

As a foreign student, am I allowed to pay in instalments?

All self-funding students are able to pay their yearly fees in 2 instalments, the first in January and the second around April. Full details will be sent to you on completion of your registration at the start of the course.

Do you offer internships after completing or while pursuing the programme?

No.

How do I apply?

Applications can be made [online](#).

Do I have to write a research proposal to apply for this scheme?

As this is a structured PhD programme we don't need a research proposal, but you should provide a personal statement that explains why you wish to join this course and what benefits you expect to gain. This section is an important section of your application form, as this programme is traditionally oversubscribed.

Do my research interests have to match those of the staff on the programme?

PhD research in Years Three and Four does need to be supervised by an academic member of staff in the Educational Research Department, so your study will need to match their interests in some way. But you will have the opportunity to discuss your research project interests with tutors and negotiate a topic that suits your interests and the interests of the tutor.

Is it best to start thinking now about a possible research topic and would I need to find a staff member interested in my ideas?

During Part 1 your ideas may change as a consequence of your study on the programme. So, it is not essential as you won't be allocated a supervisor until you move into Part 2 - you will find a list of the interests of staff in the Department on the [Department website](#).

Could you provide me with your admissions requirement for this programme?

The programme does not assume any previous specific research training, but those admitted should normally have relevant academic background, professional experience and be currently engaged in teaching and learning activities, as this programme supports

professional development activities. For admission to this programme, applicants should normally have:

- a relevant upper-second class honours degree from a British university or CNAA. However, we will consider applications where you have a 2:2 or equivalent result and/or extensive relevant experience. In these cases, you should clearly demonstrate how your experience and skills have prepared you for postgraduate study. Or
- • qualifications of a comparable standard from a university or recognised degree awarding body in another country. 23
- at least three years' experience of teaching, research or administration in a university, adult or further education college, school, or comparable institution or similar experience from a commercial or industrial training context.

What English Language score is required - are equivalent tests/certificates from other institutions considered?

For students whose first language is not English, an English Language Test Certificate will be required:

- An IELTS result of at least 6.5 overall (with no less than 6.0 in the reading and writing elements and 5.5 in the speaking and listening elements) or
- An internet-based TOEFL result of at least 93 overall (with no less than 22 in the reading and writing elements and 20 in the speaking and listening elements).

Alternative qualifications are detailed on the [University website](#).

I have qualifications from a non-UK university, will these be accepted?

Yes, as long as these are of a comparable standard to a UK university. We require copies of certificates.

How can I get more information?

Would it be possible to speak to a programme tutor at some point in the future?

Yes, of course, all our tutors are happy to speak with prospective students. You should contact the Programme Administrator, Alice Jesmont, in the first instance; she will be able to arrange this.

I have read all the details on the website, but I'd like to get a fuller flavour. Could you recommend any other websites/articles/publications?

The way we run the doctoral programme may also interest you - we work as a community of learners, involving participants and tutors. We try to make it possible for participants to take control of their learning and to design the way in which the community works and interacts. We're interested in working with people who like to share their learning and develop learning relationships, and who can look at their own practice as a way of learning about the use of new technologies in the learning process. We think that working in these ways helps each learner 'work out' what learning means for them, and work out what it is they want to research for their thesis. We think you might enjoy it!!

As a community, we're also interested in developing new ways of working in online learning contexts, and in new ways of researching online learning.

To get a flavour of what we mean, you might like to have a look at the following book which is about learning through communities:

[E-Learning Groups and Communities](#).

Further Information

If you would like to discuss your application or have further questions please contact Alice Jesmont who will be pleased to help you.

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