Blogging, podcasting, professional anxiety and change:

The use of Web2.0 technologies for supporting Initial Teacher Education in the Post-Compulsory Education and Training (PCET) sector.

Warren Kidd

Cass School of Education, University of East London


Reference: 0246

Warren Kidd, Senior Lecturer

Cass School of Education, The University of East London

Stratford Campus, Water Lane, London, E15 4LZ

Email: w.kidd@uel.ac.uk

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Abstract

This paper explores the outcomes of two separate but parallel developments in asynchronous support for Initial Teacher Education (ITE) within the Post-Compulsory (PCET) sector. The paper reports on experiments currently undertaken with the adoption of Web2.0 communications technologies (blogging, wikis and podcasts) to support reflections about, and learning on, PCET ITE programmes. The paper also reports on research using wikis and blogs as a means for data capture – in assessing both the impact of post-PGCE provision and trainee ‘prepardness’1 for changing professional identities and roles in the first sixth months of employment.

As a means to evaluate existing provision, a small cohort of ex-trainees from the PGCE PCET programme have engaged in a regular blogging exercise on a secure wiki with a view to articulating and tracking their emerging identities and pedagogic concerns in their NQT year. Reflections and concerns of the blogging sample are used to frame and inform e-learning provision on the PGCE PCET programme. Semi-regular bespoke ‘podcasts’ and occasional Twitter micro-blogging, made by the teaching team, are used to support the learning of the current cohort. These Web2.0 e-learning tools are drawn from the reflections made by the NQT sample in their evaluation of the impact of our previous teacher education provision. In this way, we seek to draw together both evaluation of provision and new avenues for pedagogy using emergent technologies.

Ongoing concerns emerging through the blogging by the NQT sample have been: feeling ‘alone’ in the NQT year; missing regular support from the training programme; a sense of concern at pedagogic ‘mismatch’ between training and mundane ‘everyday practice’; and the excitement and overwhelming responsibility of ‘knowing one’s own learners’.

1 The notion of ‘prepardness’ (and the term itself) comes directly from the language of the sample taking part in the blogging/wiki data capture.
To chart the concerns, pleasures, successes and anxieties of the sample, I have adopted Web2.0 tools – blogs and wikis – as a means to capture data and to develop a methodology based upon an asynchronous e-focus group. This paper is both an analysis of the data generated by the blogging and the use of blogging as a methodological tool.

Introduction

The genesis for this research emerges from my own hermeneutical situation – my previous experience in action research in past professional posts and my current role as a teacher educator. As with my sample, my own professional identity as a teacher educator is as ‘emerging’ as their own identities as FE teachers. Phenomenologically speaking, I am interested in the identity and ‘settling-in’ changes that FE teachers make (and are required to make) in their first year of employment and their reasons for thinking about the sorts of issues that preoccupy them: what are the levels of awareness practitioners have over their own practice and how do they construct their own repertoire of ideas, techniques and approaches? What are the levels of awareness NQT practitioners have over their ongoing and changing identity and professional role constructions? In turn, I am interested in how new entrants into full-time, qualified teaching roles post-training in the FE sector construct their teacher-identity and how this identity relates to their classroom choices and practices (Day, 1985).

The role of Web2.0 tools – the twin dynamic of teaching and data gathering

The phrase ‘emergent technologies’ has come to be associated with rapidly growing and changing technologies arising out of developments in Web2.0: it is interactive and allows for users to participate as manipulators and creators. This enquiry adopts asynchronous Web2.0 tools (wikis and blogs) as a means to both evaluate and enhance ITE PCET provision. Engagement with digital communities and with podcasting teaching/learning tools has allowed for the intensification of support of past and current trainees across both internal and partnership provision. Emergent technology has also provided a platform for emerging teacher educators to solidify their practice, pedagogy and identity by, literary ‘speaking-it-out-loud’. It has made sense for the purposes of this enquiry to compare the use of online blogging with more traditional diary-based methods of reflection and data generation. Recently
Avis, Bathmaker and Parsons (2001) have used time-log diaries with FE practitioners to record workflow. Jordan (1989) writes of the role to be played by the articulation of ‘stories’ to help ‘apprenticeship’ work-based learning. The adoption of blogging in this research has allowed the capture of some stories of PCET sector NQTs - stories firmly rooted in workplace learning. This method has provided an effective means to uncover themes and to see how such stories develop and change over time.

1. **Blogs and wikis**

For the purposes of this enquiry a sample of 3 ex-trainees blogged together on a secure and private externally hosted wiki through the first 6 months of their Newly Qualified Teacher (NQT) year – their first year in employment, directly following their learning on the PGCE PCET programme at the University of East London (UEL). I adopted the interrelated roles of: role of e-moderator; support and a ‘sounding board’ for their reflections; and finally researcher – taking the blogged ‘posts’ and through coding using them as a text to analyse emerging identities and professional concerns.

Participation in the enquiry was on the basis of ‘something-for-something’. It offered ‘value’ back to the participants of the research, situating them (Lave and Wenger, 1991) as their own ‘virtual community’. The participants benefited from added support from each other and myself through the blogging experience which lasted 6 months. The challenge has been to create the right climate and relationships between the members of the (small) virtual community to encourage them to communicate with each other and to try and understand each other’s reflections; to understand the ‘situatedness’ they each draw upon.

2. **Podcasts**

In addition to the use of wikis and blogs to generate data from a sample, a third Web2.0 tool has been used – podcasts. As the posts and communication on the wiki with the research sample articulated themes and concerns, it also allowed the evaluation of the impact of our teaching as teacher educators: did the PGCE prepare the sample for ‘life in FE’? As the sample blogged, these raised issues and concerns that then informed bespoke podcasts made for the current teaching cohort, hoping to have them ‘more prepared’ in the light of the experience of the research respondents. Souter and Muir (2008) have adopted podcasts as a means to enable pre-service
teachers to extend their professional learning through the creation of podcast reports on their own individual action research projects conducted as part of their training programme. For our purposes, the podcasts are generated as a teaching tool by staff involved in teaching on ITE programmes but are congruent with themes and concerns generated from the blogging sample of NQTs. In this way, our practice is ‘research-informed’ and podcasts can timely capture and reflect concerns raised by the sample as they navigate their way through their professional identities and reflect upon the impact of the PGCE in, as one respondent put it, their ‘preparedness’.

The posts and blogs are held to be snapshots of wider ongoing identity and pedagogic constructions. Various lessons learned (patterns, trends and concerns) – the articulation of their ‘stories’ – have been captured from this enquiry as we chart the ex-trainees through the first half of their first teaching year. These stories can help to inform the practice of new trainees and entrants into the FE professional sector at a time when the research literature speaks of concern for the potential of multiple, solid and confused identities at such a “significant conjunctural moment in FE” (Avis and Bathmaker, 2009). Stories help locate our practice within a more tightly defined and yet broader nexus of practice: they help us to imagine and as a result fit in; they help in locating us within the habitus of our professional practice. It is important for the methodology of this enquiry that participants are afforded the opportunity to reflect upon their classroom practice and in doing so make transparent the choices and decisions which underpin the growth of their ‘professional craft knowledge’ (Hagger and McIntyre, 2006), and wider concerns and preoccupations. Avis and Fisher (2006) have suggested that on-line learning can construct meaningful dialogue. Morrison and Galloway (1996) have highlighted the usefulness of diary accounts in making public the usually private world of classrooms. The experience of this enquiry, to date, indicates that online and digital tools allow for an ease of data generation and gathering.

**Background to the topic**

This paper is both an analysis of the data generated by the blogging and an evaluation, in general, of the use of blogging as a methodological tool, and the lessons learned from this example.
In this paper and the accompanying paper presentation at the 2010 BERA Annual Conference, I seek to:

- Illustrate the use of e-learning tools for research / data generation and gathering and for teaching contextualised by research-informed practices;
- Discuss the value of the adoption of wiki tools for research purposes;
- Discuss data illustrating the (re)construction of identity for NQTs in the Post-Compulsory Education and Training (PCET) sector;
- Showcase e-learning tools which respond to research-informed practice.

The aim of this enquiry was to chart the identity formation of a small group of NQTs as they leave my PGCE programme and enter their first teaching posts in the ambivalent and turbulent world of the Further Education sector. Much of the literature commentating on the past decade of ‘workplace reform’ within the Further Education sector adopts the language of a post-modern (and at times a post-structural) pessimism: it speaks of a late-modern and reflexive modern ennui characterised by anxiety, uncertainty, de-professionalism and surveillance (Avis, 2002; Ainley and Bailey, 1997; Wallace, 2002). Such is the prevalence of the managerialism within the sector, Reeves (1995) described the FE sector as being ‘totalitarian’ in outlook and in working conditions and relationships. However, there is another interpretation. While not negating the application of post-structural analytical tools, nor the realities of problematic conditions, neo-Fordist working regimes and anxious, unconstructed, fragmented post-modern identities, is it possible to see change within lifelong learning as a space for *possibility* not pessimism. The possibility of identity change and also the possibility for newly formed identities.

The fluidity of Further Education, as characterised in the writings of Avis (1999 and 2002), point to *shifting identities* as global policy agendas shape the reality of the FE sector but more importantly, are in turn adopted, managed, maintained and subverted by the lived experience of trainees, teachers and teacher educators in the FE sector.

Avis (1999) offers an interpretation of the Further Education sector where previous notions of ‘proletarianisation’ or ‘de-skilling’ are seen as lacking and limited. For Avis (as for Bathmaker and Avis, 2007), FE is witnessing a transformation process – of both teaching and learning and of identity. The transformation of teaching and learning itself opens up a space within which it is possible for VET professionals to
explore new professional knowledge, re-evaluate practice and construct new identities. This is a positive interpretation of the workplace reforms undertaken by the sector over the past decade, but one that owes as much to post-structuralism as nihilistic interpretations of ‘risk’ and the onset of control and compliance: both recognise that discourses produce subjects under their gaze, but the interpretation placed upon this subjectification process by Avis suggests that agents within policy settlements and ideologies are able to carve out and negotiate futures and identities for themselves (Avis, et. al., 2002; Avis, 2002).

For the FE sector, we can make the case that despite obvious managerialism and neo-Fordist discourses, and the adoption of globalization themes within policy rhetoric and narratives (such as the call for ‘world class’ skills and competition and the rise of the ‘knowledge economy’), it is nonetheless possible to see FE teachers and trainee teachers as navigating identities situated within the institutions they work and compounded by the learners they teach (Avis and Bathmaker, 2009; Bathmaker and Avis, 2007).

Focus of the enquiry

This turbulent and uncertain world of Further Education policy, rhetoric and practice is the one in which I work as a new teacher educator. In terms of my own hermeneutical location and position, I am both ‘figuring out’ my pedagogy and also my new, changing, ongoing professional identity. I am both a ‘teacher of teachers’ and am doing as much ‘identity-work’ into a new profession as are the trainees I train. I am conscious of both leaving a contradictory FE world where policy settlements both open up and close down opportunities for identity construction as well as supporting – through my teacher educator’s pedagogy – new entrants into this uncertain settlement.

For Avis et. al., (2003), much FE literature is concerned with ‘the parameters and contradictions of the competitiveness education settlement’ (Avis, et. al., 2003: 192). By ‘settlement’ herein, I refer to the ideology that shapes the policy landscape. For the world of FE teaching and education, this ideological rhetoric is the claim that the FE sector has a crucial role in ‘world class’ competition - ‘...by developing the knowledge and skills of the workforce a vibrant and dynamic economy will be created, able to compete successfully in the global marketplace’ (Avis, et, al., 2003:
There is an 'education myth' (Wolf, 2002) at play here within this settlement – that the rise of the 'knowledge economy' creates demands for increased performativity and 'standards' compliance in the FE sector. As Rikowski (2001) illustrates, there are genuine differences between government, colleges' and employers' understandings of how these global agendas are interpreted, framed and played-out. It is true that the FE sector is experiencing a 'renewed' focus of political attention due to the rhetoric of lifelong learning within the global narratives as above (Wallace, 2002), but this does not mean that on a local stage all global forces play-out the same. Avis (2002) notes that managerialism in FE and performativity are a direct consequence of globalisation and a resulting technocratic conceptualisation of the role of education in a knowledge economy. This has been fundamental within the discourses of (then) New Labour to locate education as ‘...rooted in a common-sense technicism’ (Avis, 2002: 76), and has been a key feature in Third Way politics. The hegemony of this is ultimately authoritarian – neo-Fordist compliance dressed up as post-Fordist flexibility. And yet, there is some flexibility – the fluidity of the sector is such that agents are given choice on local levels.

**Genesis**

As a new teacher educator, how do I ‘go about the business of teacher education’? How do I construct a pedagogy and how can I measure the impact of this – and the legacy of this impact – in those I teach to teach? The notion of ‘modelling’ and of making explicit the mechanics of practice are often seen to be at the heart of notions of teacher education (see Loughran, 2006 and 2007), although they are as problematic, often ambiguous and contested as the very educational sectors and policy settlements they ‘train’ and ‘educate’ for. Nonetheless, the expression of this meta-process – reflecting, making explicit otherwise tacit knowledge, modelling and making visible hidden structures and craft practices and techniques - finds illustration in a number of writings in the field (Loughran, 1996; Hagger and McIntyre, 2006; Kane, 2007; Kroll, 2007; Malderez and Wedell, 2007). As Loughran (2007) notes, “Enacting a pedagogy of teacher education is enmeshed in the ways in which teacher educators knowingly and purposefully create opportunities for students of teaching to see into teaching.” (Loughran, 2007: 1).

The Web2.0 tools and techniques which are the subject of this paper are my response to this particular professional location: how can I support the education of my trainees, and how can I chart and measure the impact of my teaching? How can I
chart the development of teacher identities and roles amongst those whom I have taught and trained to teach?

**Research questions/**

If contradictory policy agendas and fluid and global policy narratives have enabled a degree of autonomy of practice for the FE sector (Avis, et. al., 2003), where does this lead ITE in FE? What are the pedagogic choices on offer, if practice is as fluid and open as I have argued above? I assert (as above) that post-structural readings of the current FE political ennui are such that we can see practitioners as able to cut across and step through boundaries of practice, identity and pedagogy, reforming themselves and their professional work in doing so. I am interested in how NQT FE practitioners go about the construction of these roles, in the light of the current policy settlements in the FE sector.

In addition, in light of the interest in capturing developing (new) teacher identities, the ‘research problematic’ would be the construction of appropriate methodological tools to aid the exploration of issues of identity, given the subjectivity of the issue under investigation. I have chosen to draw upon the use of emergent technologies (blogs and wikis) as a form of (digital) qualitative-based e-focus group, due to the flexibility these offer for both sharing across a virtual community and for ownership by those who construct them (Kamel Boulos and Wheelert, 2007).

**Research questions:**

- How ‘prepared’ are FE NQTs for the teaching role?
- How ‘prepared’ are FE NQTs for membership of further education communities?
- How do new entrants to the teaching profession figure out who they are?
- How do new FE practitioners ‘navigate’ the construction of their professionalism?
Analytical frame

In framing this discussion of teaching, teaching knowledge base and teacher education I argue that it makes sense to see the complex and context-dependent practice of teaching as an identity forming/supporting/transforming process (Buchmann, 1987; Fenstermacher, 1994; Feldman, 1997; Turner-Bisset, 1999; Cochran-Smith and Lytle, 1999). As true for the FE sector as elsewhere – and as true for teacher educators training VET professionals to work in the FE sector as elsewhere. Feldman (1997) articulates this clearly in describing “teaching as a way of being.” (Feldman, 1997: 757). In this ‘teaching as a way of being perspective’ it is not so much that one ‘does’ teaching, but they are ‘being’ a teacher. Part of this conceptualisation suggests that teaching is a social practice made up of innumerable social encounters; that teaching “…is highly contextualized and is situated socially, spatially, and temporally in teachers’ practice.” (Feldman, 1997: 757).

If nothing else, the social enterprise that is teaching means that teachers come into contact, daily, routinely, with other knowledgeable social agents – students/learners – and their agency requires newcomers to the profession to often rethink their learning and practice – a vital part of the localised context and how this shapes the learning experience of FE trainees (Yandell and Turvey, 2007).

Within this ‘way of being’ – this ‘acting out’ and ‘feeling within’ the teacher role and identity – Grimmett and MacKinnon (1992) talk of the ‘crafty teacher’: the dexterous manipulation of a variety of knowledges and their application to localised contexts. I suggest that this is the true goal of all teacher education and of its pedagogy – to develop ‘crafty trainees’ who go onto to become ‘craft-y teachers’. In a sector shaped by global policy rhetoric and increased managerialism, FE trainee teachers, perhaps, manipulating both a VET background and a ‘college’ pedagogy might need to be the ‘craftiest’ of all, to negotiate both ‘being a vocational professional’, and ‘being a teaching’.
Research methods

The chosen instrument for data gathering is a private wiki – hosted by the Wetpaint\(^2\) site, and ‘closed’ to public scrutiny. Only members of the sample have access to this site and myself as e-moderator/researcher. Participants are able to post comments, create ‘discussion threads’ and to post replies to each other.

\[\text{Figure 1. Screen shot of the ‘reflections-in-practice’ research wiki used for this research, hosted by Wetpaint.}\]

- participants post comments, reflections and questions to each other semi-regularly onto the secure webspace where they in turn can see all the posts and comments and replies of each other - generating support amongst the participants and offering membership of a virtual ‘community of practice’. This offers something of considerable value back to the participants of the research, situating them as their own ‘virtual community’;
- I have explored how the data gathered, with appropriate anonymity (and awareness and approval of the participants) can be made available in teaching sessions to the new cohort on the PGCE – a source of data representing a growing, living, on-going construction to others (an archive of the voices of others). The new cohort, as an audience, outside of the research, might still be able to access the journey that the data seeks to

\(^{2}\text{This wiki site was chosen as it is the same host (but not the same actual wiki) used by the PGCE PCET at UEL for pre-programme welcome and discussion. This means that the participants were already familiar with the look and feel of the site and also already had membership accounts.}\)
reflect and make transparent; in this way, the professional concerns and ‘lessons learned’ from the impact of the PGCE:

- The themes drawn from the data has enabled myself as a teacher education practitioner to evaluate the impact of the UEL provision for my own classroom and professional practice.
The use of wikis as a data gathering tool, from the experience of this research, raises a number of points:

- Use of blogs and wikis in this way seems to construct a mythology of an ‘E-focus group’ – but one that is asynchronous, where participants can respond and ‘chat’ not in real time;
- The use of the wiki, with its emphasis upon ‘text language’ and reflection, can produce data that is both ‘off the cuff’ and also ‘considered’;
- Data is expressed by participants in the language of Web2.0 and can be (re)presented as it is typed by the participants themselves;
- The wiki, over time, allows themes and discussions to emerge and this builds up conversational elements between participants;
- As a researcher, I have access to the time of posting by the participants – adding another rich layer of information to the data;
- The use of a wiki in this way has been easy to edit, easy to moderate and offers an ‘anywhere’ access. New posts can be flagged to the e-moderator/researcher in an email alert maximising efficiency;
- Data is backed-up;
- Data is ready-made in digital form – allowing for a simple ‘cut and paste’ of text into other programmes for coding and data analysis purposes.

**Research findings and/or contribution to knowledge**

On the ‘Reflections-in-practice’ wiki created for this research participants were able to construct ‘threads’ for discussion – based upon what they felt were the important issues to ‘chat’ about. I could e-moderate, ask questions, pose questions to others and the participants were able to reply to each other within each thread.

‘Threads’ posted by sample include:

- How useful and relevant was the PGCE?
- Ending the PGCE
- Those first few lessons
- Successes and failures – highs and lows in the classroom
- Honesty time!
- Pedagogic mismatches?
Data was coded – terms and phrases were pulled-out of the data; terms were matched together. Themes emerged from the data and in turn, codes were categorised together into groups.

Initial codes included:
- Subject pedagogy
- Finding professional identity
- ‘Pedagogic mismatch’
- Burden of perfomativity

Codes were groups into categories on the second reading/analysis, drawing together codes which painted common pictures. For example, the category ‘Finding professional identity’ was comprised of a number of initial codes – such as:
- Need to find new inspiration
- Continuing learning
- Needing to navigate through office politics
- Mistrust at staff negativity
- Surprise at motivation of staff and students
- Making transition into a new role
- Constructing new identity
- Life-work imbalance

Ongoing concerns emerging through the blogging by the NQT sample have been:
1. feeling ‘alone’ in the NQT year;
2. missing regular support from the training programme;
3. a sense of concern at pedagogic ‘mismatch’ between training and mundane ‘every-day practice’;
4. and the excitement and overwhelming responsibility of ‘knowing ones own learners’.

A key theme – and one raised by the participants themselves as a ‘thread’ for continued discussion through the six month period has been the notion of the ‘Pedagogic Mismatch’ there has been between their PGCE training pedagogy –
based upon experimentation and active-learning – and that in operation through their employment institutions

There are a number of elements to this ‘mismatch’:

1. Frustration at ‘older staff’ and their practice;
2. Feeling of tension between models of ‘good practice’ on PGCE and what employment institutions were celebrating as ‘normal’ or ‘good practice’;
3. Surprise and anxiety at prevalence of ‘didactic’ teaching;
4. Surprise and frustration at learners who valued didactic methods
5. ‘Emotional drain’ of feeling ‘unconnected’ with colleagues.

“Challenge and strech yes, go for it at any costs?? Not really. I think that these observations are sterile and not aimed at getting learners to learn but at getting the college to record your ‘progress' and giving them the info they need for OFSTED and interna; reporting.”

“…you need to play the game. While you can do what you know is best in your classes, when you are being observed you need to know the rules of the game and plan strategically. Not change your style and your belief completely but see the bigger picture. If you don’t achieve the best grades, you don’t get to progress and influence even more how the teaching is done.”

“The worrying thing is, is that my colleague commented on the fact that she did the didactic with activities because otherwise ‘they don't think they are learning anything’ My stomach churned over and I felt myself getting quite annoyed actually!! Not toward my colleague, but towards the whole system! After doing my PGCE training and it changing my life completely and my ideas about what teaching should be, to hear that comment, after working so hard really made me feel angry, annoyed, anxious and a bit sad actually!”

“I am also sooooo confused about what the college is looking for with regards to teaching practice. My colleague, who I adore and totally respect and who i think is awesome, got observed today and got a grade two for mainly didactic teaching with activities inbetween.........I feel totally lost! On the other hand, I

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3 All quotations from the data (re)presented here exactly as the comment was typed and posted by the respondent on the wiki
love the work and the stuff I am doing with my students and feel it is right, but will I need to have a didactic approach with a few bits of activities when I am observed next year??!! Any suggestions guys?"

**Conclusions – moving on**

The participants in the research were both excited about the prospect of, as one put it, ‘carving out’ new professional identities but frustrated at the same time with what they saw as poor and average practice, at the ‘mismatch’ between what they believed about learning, teaching and pedagogy, and what they felt was ‘thrust upon’ them by the quality mechanisms of their employment institutions.

The participants were surprised and overwhelmed by the levels of ‘performativity’ in their employment institutions – and felt they had been sheltered from this while training pre-service. There was also wide-spread recognition that their teaching professional role was ‘there for the making’. They operated with a strong notion that their own professional identity was contested and at odds with what they felt was happening to their institutions and that they worked in a space where they had to ‘play the game’ while still making sure they taught how they wanted to. They saw themselves as active agents in their own professional practices, but that this involvement would be both a challenge and also occurring at times in ‘secret’ from the wider ‘institutional game’.

These concerns and surprises have enabled my own reflections about being a teacher educator and preparing trainees for a role in the turbulent FE sector. Through these reflections of the impact of my practice, I have developed a podcasting blog[^4] where I am able to articulate ‘answers’ to the questions and themes raised by the sample – which can then be made available to current trainees. This podcasting weblog teaching tool is part lecture capture, part e-learning blog and partly a space where I can reflect upon wider professional issues and make podcasts available to my existing trainees to extend their reflective practice separate from, but parallel to teaching sessions.

[^4]: Located at [http://blog.uelconnect.org.uk/warren](http://blog.uelconnect.org.uk/warren) and available for all to view.
The experience of this enquiry, to date, indicates that online and digital tools allow for an ease of data generation and gathering. They have allowed rich qualitative data to be produced which at times speaks with a very personal voice; making invisible classrooms slightly less private than before. The regular and at times ‘throw-away’ nature of the threads, and the openness of many of the blogged posts, suggests that the act of working digitally and communally enables participants to manipulate and mould thoughts and reflections in reflective and reflexive ways.

References


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