

IMPDET Student Guide

Version 1.4



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IMPDET OVERVIEW

IMPDET - providing multidisciplinary PhD training in the interactions of culture, education, and technology

The need for technological solutions and expert knowledge in ICT pedagogy is substantial because ICT is increasingly being applied in education. More than ever, expertise from many areas is needed. Currently, the lack of an interdisciplinary approach in the field of educational technology results in action being taken without adequate knowledge. The key issue is if educational technology, as such, can develop a genuine multidisciplinaryity that is based on sound methodology, including the different aspects of research in cultural studies and education, and the contributions of computer science.

Quality departments and educational technology specialists, offering skills and expertise both from a technical and from a pedagogical perspective, are located all over the world. The **International Multidisciplinary PhD Studies in Educational Technology** (IMPDET) programme is an integrative measure to bring together expertise in the field. Although IMPDET is European, it focuses on a wide range of developmental issues, in collaboration with universities in Africa and Asia. The unique aspects of this training are the combinations of expertise, its distribution over the Internet, and the intensive periods of work expected from students and their supervisors.

In IMPDET, an international supervision system has been developed that meets the rigorous standards of the academic community and also addresses the particular needs of PhD- students. Special approaches and forms of support have to be developed in order to form an inspiring and collaborative research community. Students have access to supervisors via email, phone, or at research seminars. Additionally, individual meetings can be arranged as needed. It is of course not the supervisory professors from diverse academic fields and cultural contexts that make up this community. Rather, it is the students working in close contact with other students from different backgrounds that create it.

The main areas of interest in the multidisciplinary PhD studies concern contextualized, culturally-sensitive technologies and pedagogies, adaptivity and student diversity, web-based community building, thinking tools, and robotics.

The program is administered by the University of Joensuu, Finland, under the general direction of Dr. Jarkko Suhonen, and under the scientific direction of Prof. Päivi Atjonen and Prof. Erkki Sutinen. The PhD students receive their degree at the University of Joensuu, either in computer science or in education. A number of leading scholars serve on the board of the IMPDET program:

Meurig Beynon
University of Warwick

David Bloom
Harvard University

Peter Brusilovsky
University of Pittsburgh

Nian-Shing Chen
National Sun Yat-sen
University

Johannes Cronje
Cape Peninsula University
of Technology

Mike Joy
University of Warwick

Kinshuk
Athabasca University

Piet Kommers
University of Twente

Wolfram Laaser
Fern-Universität Hagen

Chee-Kit Looi
National University of
Singapore

Henrik Lund
University of Southern
Denmark

Catherine McLoughlin
Australian Catholic
University

Dave Roberts
IBM Warwick

Micheal Spector
Florida State University

The University of Joensuu has numerous partnerships with universities and scientists in Africa and Asia and is always open to fostering new partnerships. In particular, universities and scientists who are willing to collaborate in establishing this programme are sought.

Fruitful cooperation between the educational sciences and computer science is one of the key points of the IMPDET program. This cooperation is further complimented by the possibility of IMPDET students to incorporate studies from disciplines other than educational or computer sciences into their study plan.

Although there is currently no study fee for PhD studies, a plan for financial support for related expenses has to be approved. Funders and enterprises interested in key areas of the programme and in implementing educational technology projects, in developing contexts particularly, are encouraged to bring in their visions for cooperation. For example, industrial cooperation can be realised through joint research projects or by sending an employee through the IMPDET programme; study programmes and schedules can be tailored individually.

IMPDET's modus operandi is guided by research on what works in the doctoral preparation of scientifically-based researchers. The pedagogical objectives adopted by IMPDET are aligned with the general outlines, which are listed below, in Elsenhart & DeHaan's *Doctoral Preparation of Scientifically-based Education Researchers*:

- *Core Courses.* Courses in subjects traditional for education programs, as well as in relevant interdisciplinary areas . . . should be required for all entering doctoral students; these courses must be scholarly, rigorous, and intense enough to bear the burden of familiarizing students with the orienting concepts in each field, the culture of scientific inquiry, and the special demands of research in education.
- *Research experience.* Doctoral students should have at least two kinds of training experience with a research project under a faculty member. First, with close monitoring and support, students should be given the opportunity to engage in all phases of an investigation, from identifying a research problem to research design, to data collection and analysis, to communication of results. Second, students should have the experience of pursuing a significant line of research on their own (under the supervision of one or more faculty members), and completing a report about it in the form of a technical report, a dissertation, a

reviewed grant application, or a series of articles. This research experience should be of sufficient depth and duration to bring the student to a reasonable level of expertise in at least one disciplinary domain and should require exposure to related research perspectives and methodologies in at least one other discipline.

- . . . *Interdisciplinary collaborations.* In addition to interdisciplinary courses and seminars, opportunities should be provided for doctoral students to build networks with students and researchers in other departments where studies relevant to education are being conducted.

By adopting these guidelines it is hoped that each IMPDET student will come to possess the requisite research and development skills needed to make a significant contribution to the field of educational technology, and ultimately to social betterment.

COMPONENTS OF THE IMPDET PROGRAM

The IMPDET program has three components: Courses and learning tasks, summer schools and research seminars, and a supervision system. The three components work together to achieve IMPDET's pedagogical objectives. Each IMPDET student along with his or her supervisor will create an IMPDET study plan that specifies what the requirements regarding each of the IMPDET components are. The study plan is a contract that specifies what is required of whom and when it is required.

Courses and Learning Tasks

The elective course requirements and learning tasks that will be required of each student may vary on a number of factors:

1. The student's previous academic and professional experience;
2. The student's research interests; and
3. The requirements of the department to which the student is centered (either the Faculty of Education or the Department of Computer Science.)

When creating an individualized study plan, students and their supervisors are encouraged to work closely with the IMPDET staff and with representatives of the appropriate department so that requirements are met.

The courses that are offered by the IMPDET program are described below. See the updated course timetables from our website:

Distance Learning and Multimedia (6 ECTS), 175811

Online assignments, readings, and media projects. The aim is to introduce students to multimedia in distance education. Contents: development of distance education, modern learning theories, design of media, collaborative learning environments, mobile devices, barrier-free web content, evaluation schemes, and costing. Grading: 0-5.

Multidisciplinary Methodology in Educational Technology Research (10 ECTS), 175812

Online assignments, readings, and project work. The aim is to familiarize students with

the main components of educational technology research. Contents: Introduction to educational technology research, key persons and issues in the research field, the main paradigms of educational technology research, characteristics of qualitative research, characteristics of quantitative research, and mixed-methods approaches and content analysis. Grading: 0-5.

Scholarly Communication: Writing, Reporting, and Publishing within the Scientific Community (4 ECTS), 175821

Readings, article writing, presentations, and peer-reviewing. The aim of the course is to mentor students through the process of scholarly communication. Contents: Writing as conversation; beginning with the end in mind; identifying topics, conversants, and exemplars; overview of the sections of behavioral science paper; overview of the sections of a technical paper; conducting a systematic literature review; ethics in writing; making an outline; title and abstract; introduction and conclusion; presentation; body of the paper; reviewing; revision, quality control, and wordsmithing; submission; and notes for nonnative speakers of English. Required texts: Huff, A. S. (1999). *Writing for scholarly publication*. London: Sage. (ISBN: 0-7619:1805-1); American Psychological Association. (2001). *Publication manual of the American Psychological Association (5th ed.)*. Washington, DC: American Psychological Association. Grading: 0-5

Culturally-Contextualized Educational Technology (6 ECTS), 175813

Readings, interaction over the web, and personal assignments. The aim of the course is to introduce various educational traditions, theories, and concepts of contextualization across different academic disciplines in order to create and draft models for culturally-relevant applications of educational technologies. Contents: Introduction to cultural topics in educational technology, culturally-related research variables, unpacking cultural research, culture and professional practice. Grading: 0-5.

Educational Technology and Psychology (6 ECTS), 175814

Readings, projects, and assignments. The goal of this course is to help students become aware of the applications of psychology for educational technology. Contents: Life-long learning, web-based communities, mobile learning, instructional design, TIPS: theory

into practice, media psychology, Science Direct: Literature search, and media philosophy. Grading: 0-5.

Ethical and Educational-Philosophical Foundations of Educational Technology (6 ECTS), 175815

Readings, presentations, and project work. The aim of this course is to familiarize students with the ethical issues inherent in the development and dissemination of educational technologies and with the educational and philosophical tenets on which the field of educational technology lies. Contents: Ethical considerations in educational technology; deontological, utilitarian, and relativistic views on educational technology; Gagne's contribution; the Turing test; constructionism in the computer age, Skinner's legacy, and new directions in the theory of educational technology. Grading 0-5

Economic aspects in the design and implementation of distance learning systems and multimedia (6 ECTS), 175816

Readings, assignments, and project work. The goal of this course is to enable students to deal with the economic aspects of distance learning and to make cost estimates of e-learning projects. Contents: The economics of distance education, economics of digital goods, cost-benefit analysis, evaluating feasibility, costing distance education and media projects. Grading: 0-5.

Computer Science Methods in Educational Technology (3 ECTS), 175817

Readings, assignments, presentations, and project work. This course aims to give students an understanding and appreciation of the methods and techniques used to undertake research in computer science, and of their application in the domain of educational technology. Contents: History of computer science research, definition of research problems, the scientific method, other methods and techniques used in computer science research, validity of research methods, practical application of research methods; computer science within educational technology, and the presentation of results. Grading: 0-5.

Adaptivity and Intelligent Learning Systems (6 ECTS), 175818

Projects, readings, and presentations. The aim of this course is to familiarize students with adaptivity and its uses in education. Contents: modeling, learning theories related to adaptivity, authoring, learning objects standards, adaptive techniques, evaluation, other applications of adaptivity, and the adaptivity research community. Grading: 0-5.

ICT Business Development and International Consulting (6 ECTS), 175819

Project work, hands-on experience, readings and written assignments. The goal of this practical course is to develop students' skills as ICT entrepreneurs and consultants. Contents: Opportunities for ICT business and consultancy, securing funding, business planning, project management, evaluation, and business ethics. Grading: 0-5.

An Advanced Course in ICT for Development (6 ECTS), 175820

Readings, project work, and case studies. The aim of this practical course is to empower students to take action in using ICT for development. The course will be done in cooperation with African universities. Contents: The contrast between more developed and less developed countries, developing ICT, the social influences of ICT, contextual teaching and learning, evaluation of technical possibilities of ICT for development, and the implementation and evaluation of ICT. This course expands on the lessons learned in the course - ICT for Development (175617). Grading: 0-5.

Multidisciplinary Methodologies in Educational Technology Research, Scholarly Communication, and Culturally-Contextualized Educational Technology are mandatory IMPDET courses. In addition to the mandatory IMPDET courses, students may also be required to take the mandatory courses of their respective departments or faculties.

In addition to IMPDET study courses, students should also choose elective courses within and outside of their respective departments. Students will need to consult with

their advisor in order for the specific course of studies to be finalized. All of the courses that are offered in English during the academic year can be found from:

<http://www.joensuu.fi/students/studies.html>

Students may get credits for completing learning tasks such as authoring a paper, presenting a paper at a conference, or attending a conference and writing a report based on the conference. Also, directed readings in English can often be arranged upon request.

Forest Camps, seminars and symposiums

IMPDET Forest Camps will be held in various locations during the year. During these camps students will have an opportunity to network with peers and professionals already working in the field, sometimes get a head start on IMPDET coursework, and have an opportunity to meet with supervisors. Attendance at forest camps is highly encouraged. The educational technology research group at the University of Joensuu will held research seminars and symposiums in Joensuu. See the IMPDET website (www.impdet.org) for a list of upcoming, IMPDET-endorsed forest camps, research seminars and symposiums.

Supervision

Each IMPDET student should have at least two supervisors. Having a third supervisor, who plays a minor supporting role, is also recommended. A team of supervisors helps ensure a solid base of expertise for a student. At least one of the supervisors must be a faculty member of the University of Joensuu. Supervisors outside of the University of Joensuu must be approved by the student's respective department. An IMPDET student's supervisors are collectively responsible for:

- a) Mentoring a student through all stages of at least one scientific investigation;
- b) Direct students through an investigation of their own that will result in a dissertation or licentiate thesis; and

- c) Creating a study plan and monitoring the progress of students through the study plan.

IMPDET has an international network of supervisors; therefore, IMPDET students are encouraged to contact IMPDET staff if they need help finding an appropriate supervisor.

APPLYING FOR IMPDET STUDIES

Students who wish to apply for IMPDET PhD studies must meet the following requirements:

- Have a Master's degree in education, computer science, or a related field,
- Be willing to focus on one or more of the areas of interest in IMPDET,
- Have fluent written and oral English,
- Have previous academic and/or professional experience in educational technology or a related field, and
- Have a scientifically sound and feasible research plan and proposal.

If a student meets the requirements mentioned above, the applications are reviewed by experts in the field of educational technology. The completed applications, the reviews, and all supporting forms are sent to the appropriate scientific directors of the IMPDET program. Upon their recommendation, they are sent to either the Faculty of Science or Faculty of Education, depending on where the student wants to apply for final approval. In certain cases, if students do not have the prerequisite coursework to be accepted into the IMPDET program proper or if they have a research plan that needs structured improvement, they may be given the opportunity to do remedial studies as a temporary student and then given the chance to reapply as a permanent PhD student status.

The application form can be found on the IMPDET website (www.impdet.org).

Departmental Requirements for IMPDET

In this section, general information is provided about the requirements for post-graduate degrees in the Faculty of Education and the Department of Computer Science.

Doctoral Degrees in Education

Postgraduate students are required to focus their research interests and be able to create new scientific knowledge. Students should also achieve a deep understanding of their fields of research and its social and historical contexts, and of the theory of science. They should be able to apply scientific research methods independently and critically.

Please contact Sari Husa (shusa@joyx.joensuu.fi) for more information.

The Doctoral degree consists of 240 ECTS credits in

- Scientific post-graduate studies, and
- Doctoral dissertation and public examination of the dissertation.

Doctoral studies include the following minimum components, out of which personal study programs can be compiled:

1. Educational content studies, according to students' own research interests (20 ECTS);
2. Philosophy of science and methodological studies (15 ECTS);
3. Scientific communication and research cooperation studies (8 ECTS);
4. Minor subject studies that support content studies (35 ECTS); and
5. A Doctoral dissertation (160 ECTS).

Licentiate Degrees in Education

Students who are entitled to postgraduate studies at the Faculty of Education can also take the Licentiate's degree, it can be part of doctoral studies or it can be taken as a separate and independent degree.

Postgraduate students have to show a deep understanding of their own research interest and a readiness for independent and critical scientific thinking.

The Licentiate's degree consists of 120 ECTS credits with a minimum of

- Scientific postgraduate studies (40 ECTS), and
- A Licentiate's thesis (80 ECTS).

Postgraduate Degrees in Computer Science

The general objective of a Doctor in Philosophy degree majoring in computer science is a profound expertise in a special field of computer science and the ability to practice study of computer science. The Licentiate in Philosophy degree may aim at the facilities to research or ability to apply research methods and research results in professional tasks. To take a Licentiate' degree a student is to show good knowledge of her/his special field and ability to work independently and to prepare a Licentiate's Thesis. To postgraduate students of computer science are admitted: Masters of Philosophy or persons who possess a comparable Finnish or foreign degree having majored in computer science. If this is not the case, the advanced or equivalent studies in the major subject needs to be completed for a postgraduate degree.

The student also needs to complete additional studies of 60 ECTS credits according to a confirmed, individual postgraduate study plan. The studies may consist of studies in the major subject exclusively, or of studies in the major and minor subject(s). Studies in the major subject have to be in the advanced or equivalent level, and the minor subject(s) are required to form an acceptable entity that supports the studies in the major subject, and eventually, the research. The departments have defined the extent of the studies that need to be completed in the major subject.

In addition to the studies, the student is required to write a doctoral dissertation and defend it in a public examination, or to write a licentiate thesis. A Licentiate's thesis treats a problem of the student's special field, resting on literature and the student's own work. It does not necessarily include publishable results. However, it is to show that the student

masters well the represented subject and has treated the subject independently and irreproachably as the presentation technique is concerned. A doctoral dissertation is to be a publishable scientific study on a problem of the student's special field. The dissertation is based on the student's own work. It also is to show that the student masters thoroughly the represented subject and can treat the subject independently and irreproachably as the presentation technique is concerned. If necessary, a Licentiate thesis can be prepared as an interim objective for the doctoral dissertation.

IMPDET Visiting Students

For students who want to benefit from the IMPDET study courses but are not interested in pursuing a PhD or licentiate degrees, a limited number of visiting students are accepted. The fees are € 3,500 per year that a visiting student is enrolled in the university. (A visiting student is a student who is not accepted as a degree seeking student or enrolled in an approved student exchange program.) For more information about becoming a visiting student, please contact info@impet.org

GETTING FUNDING

Although there are currently no study fees for those accepted as degree-seeking students, students are responsible for securing funding for nontuition-related costs such as attending seminars and conferences, books, data collection, and living costs for those who plan to study on-campus. Students are responsible for finding their own sources of funding. Finding individual funding is indeed an individual process because each student has different characteristics, and therefore, different funding capabilities and restrictions. However, an annotated bibliography of some individual funding resources is listed below. (Students who wish to take IMPDET studies via exchange programs should contact the University of Joensuu's International Student Services office [<http://www.joensuu.fi/students/index.html>] directly to find out the details related specific exchange programs.)

Center for International Mobility (CIMO). Scholarships-

<http://www.cimo.fi/Resource.php/cimo/services/scholarships.htm> : CIMO awards and administers scholarships to Finnish and international postgraduate students, researchers and teachers as well as for Finnish experts in science and the arts. An average of 1,100 persons participate in the various scholarship programmes every year. Scholarships are offered for applicants from all countries. However, some emphasis is laid on cooperation with Finland's neighboring countries, the Baltic States, and countries in Central and Eastern Europe.

The Foundation Center. For Individual Grantseekers -

<http://www.foundationcenter.org/international/> - An online database of more than 6,000 foundation and public charity programs that fund students, artists, researchers, and other individual grantseekers. Low monthly, three-month, and yearly subscription rates. (There is also a page for international visitors.)

Finnish Cultural Foundation - <http://www.skr.fi/english/grants.html>: The aim of the Finnish Cultural Foundation is to promote and develop the cultural and economic life in Finland. To further this aim the Foundation awards grants to individuals and groups

- for post-graduate and post-doctoral studies in sciences and arts
- for artistic work
- for any other work promoting culture in Finland.

The Fulbright Center for Finnish-American Academic Exchanges -

<http://www.fulbright.fi/uusi/englanti/index.html> : The Fulbright Center is a service organization that specializes in cultural exchange between Finland and North America. The services include grant programs, advising and information services, and computer-based testing for academic admission and professional licensure.

International Education Financial Aid - <http://www.iefaf.org/>: International Education Financial Aid (IEFA) scholarship search is the premier resource for financial aid, college scholarship and grant information for international students wishing to study abroad. At this site, you will find the most comprehensive college scholarship search and grant listings plus international student loan programs and other information to promote study abroad.

InternationalScholarships.com -

<http://www.internationalscholarships.com/index.php>: InternationalScholarships.com is an online financial aid database for students from any origin. We have scoured all corners of the globe to locate awards that are designed to assist students who wish to study in another country - so no matter whom you are, we will have an award for you.

Open Society Institute. A Soros Foundations Network -

<http://www.soros.org/grants>: OSI initiatives award grants, scholarships, and fellowships on a regular basis throughout the year. Applicants can determine their eligibility and view relevant initiatives and application guidelines.

ETHICAL STANDARDS

IMPDET's principles of good ethical practice are expressed in The Association's for Educational Communication and Technology's Code of Professional Ethics (see <http://www.aect.org/intranet/publications/ethics/ethics03.htm>) and the American Psychological Association's *Ethical Principles of Psychologists Code of Conduct* (see <http://www.apa.org/ethics/homepage.html> .)

IMPDET staff, students, and supervisors are expected to abide by the authorship ethics explained in *Authorship Ethics. ERIC/AE Digest*¹ (See <http://www.eric.ed.gov/contentdelivery/servlet/ERICServlet?accno=ED410318> . An abstract of *Authorship Ethics. ERIC/AE Digest* is provided below:

Authorship Ethics. ERIC/AE Digest.

Syrett, Kristen L.; Rudner, Lawrence M.

Abstract: The key ethical standards for authorship of educational research are summarized, drawing on "Uniform Requirements for Manuscripts Submitted to Biomedical Journals" developed by the International Committee of Medical Journal Editors. Adopted by more than 500 scientific and biomedical journals, these standards are effective guidelines for educational publications. All persons listed as authors must have made a substantial intellectual contribution to the study and accept public responsibility for it, and be able to defend the contribution against academic challenge. Participation solely in the acquisition of funding or the collection of data does not merit authorship

¹ Syrett, K. L. & Rudner, L. M. (1996). Authorship ethics. ERIC/AE Digest. (ERIC Document Reproduction Service No. ED410318). Available from <http://www.eric.ed.gov/contentdelivery/servlet/ERICServlet?accno=ED410318> . See also Syrett, Kristen L. & Rudner, Lawrence M. (1996). Authorship ethics. *Practical Assessment, Research & Evaluation*, 5(1). Retrieved October 25, 2005 from <http://PAREonline.net/getvn.asp?v=5&n=1>

status. People who made a significant contribution to the work that did not justify authorship may be listed among the acknowledgments. Authors also have an obligation to use journal space wisely and efficiently, and to avoid redundant publication. While it is generally permissible for an author to submit a manuscript that has been presented at a conference, an author should not submit a paper that has been published previously. Because journals usually will not wish to publish separate articles by competing members of a research team, co-workers should consider submitting one manuscript containing multiple interpretations if they exist, and then calling the attention of the editors to the dispute. Conflict of interest for a given manuscript exists when a participant in the peer review and publication process has ties to activities that could influence judgment inappropriately. Financial relationships and their effects are less easily detected than other conflicts of interest, and authors should disclose these conflicts to their editors. An author should cite all publications that have been influential to the work, and should identify the sources of information quoted or offered. Explicit permission is needed for information obtained privately.

TECHNICAL PROCEDURES

All of the IMPDET courses will be offered through distance education. This means, that a web-based course management system is used in order to provide instruction and most of the learning material. In order to access the system you should have, or have access to, a computer with a network, preferably broadband, connection.

Since the course management system is web-based, you will also need a modern internet browser. Browsers such as Firefox (www.getfirefox.com), Opera (www.opera.com), Netscape (browser.netscape.com) or Microsoft Internet Explorer (www.microsoft.com) should all work well, although IE on Mac is not recommended. It is recommended that you keep the browsers up to date.

In order to access all the provided course material, you are going to need plug-ins for your browser and will also need some external programs. These include the Adobe Acrobat reader and Macromedia flash player among others. You also should have common office applications, like word processing and spreadsheet tools. You are responsible for purchasing and installing the software essentials yourself.

The course management system currently in use is called Moodle. Upon being accepted into the IMPDET program, you will be provided with a login and password for the system. If you know that you have been accepted, but do not yet have the login, please contact the IMPDET staff.

The Moodle environment can be found from the address: <http://www.impdet.org/moodle>.

When you login for the first time, you shall be prompted to change your password. At the same time, you can also check your personal details and write something about yourself.

Most of the courses in IMPDET Moodle are locked. This means that you are not able to enroll in the course with out an enrollment key. When the courses are about to start, you should get this key from the administrator of the IMPDET Moodle or from the teacher of the course. In most cases the administrator is responsible for the keys. If you want to enroll in a course, but do not have the enrollment key, please contact the Moodle administrator (support@impdet.org).

Even if you are not taking IMPDET courses during a certain semester, checking Moodle often will help you keep up to date with the events, news and discussions of the IMPDET community.

Currently there are no other requirements for the hardware or for the software than the ones mentioned above. However it is likely that the selection of the applications used will expand. In the future you may be required to purchase accessories such as headphones, microphones and a webcam; new software may also have to be purchased. Unfortunately, the amount of technical support that can be provided for each of student is limited. Due to this fact, you should be able to install all the required software and accessories by yourself or get someone to help you.

Overview of Requirements and Hints

Requirements

- * A computer
- * A network connection (preferably broadband connection)
- * An internet browser (using Microsoft Internet Explorer on a Mac might cause problems while using Moodle.) (See the link list.)

Moodle

- * Moodle can be found from www.impdet.org.
- * You will be provided with a login and password from the IMPDET staff.
- * When logging in for first time, change the password and check your details.

Links:

- * IMPDET: www.impdet.org
- * IMPDET Moodle: www.impdet.org/moodle
- * FireFox: www.getfirefox.com
- * Opera: www.opera.com
- * Netscape: browser.netscape.com
- * Microsoft Internet Explorer: www.microsoft.com
- * Macromedia, for Flash player: www.macromedia.com
- * Adobe, for Acrobat Reader: www.adobe.com
- * Moodle, general website: www.moodle.org

Contacts:

* support@impdet.org

