

Appendix I

Staff Evaluations from the IT Workshop and FLC

| | | |
|------------|--|-----|
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Exhibit I1 Repertory Grid EvidencesSteve Coombs

STEVE 1. PERSONAL REPERTORY GRID (RAW ENTRY) : CSHL

| P1 | PAIR | ✓ | E1 | E2 | E3 | E4 | E5 | E6 | E7 | E8 | E9 | E10 | E11 | E12 | E13 | E14 | E15 | E16 | E17 | E18 | P2 | SINGLETON | |
|----|---|---|----|----|----|----|----|----|----|----|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|----|-----------|--|
| C1 | Discovery of meaning and purpose behind tools designed for use in ITWS. | | X | ✓ | X | X | ✓ | X | ✓ | X | X | ✓ | ✓ | ✓ | | | | | | | | X | Necessity to develop CAL support systems across a common team. |
| C2 | Staffing problems associated with lack of support in running the ITWS. | | ✓ | ✓ | X | ✓ | ✓ | ✓ | X | ✓ | X | X | ✓ | X | | | | | | | | | Success of action research applied to course design etc. |
| C3 | Success and necessity of an ITWS team and practical tutorial system. | | ✓ | X | ✓ | ✓ | X | ✓ | ✓ | X | ✓ | ✓ | ✓ | ✓ | | | | | | | | | Traumatic move to ITWS leading to newly experienced problems. |
| C4 | Positive events/issues leading to development and discovery of new learning tools applied to tutorials and course design. | | X | ✓ | ✓ | ✓ | X | X | ✓ | X | ✓ | ✓ | ✓ | ✓ | | | | | | | | | Discovery of problem of support in wider context of running an ITWS for whole college and implications. |
| C5 | ITWS staff problems and implications for management and coordination of ITWS as a college venture. | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | X | ✓ | X | X | ✓ | X | | | | | | | | | Generation of new plans, ideas/solutions towards learning systems in the ITWS. |
| C6 | Problems associated within the ITWS with lack of human support infra-structure. | | ✓ | ✓ | X | ✓ | ✓ | ✓ | X | ✓ | X | X | ✓ | X | | | | | | | | | Eliciting of PLC algorithm and tools for ITWS flexible learning management structure as alternative to conventions of traditional learning delivery. |

SCHEMATIC CSHL 8.91

Problems Managing Assignments
 The move to ITWS
 Development of PR
 Team sharing
 Librarian conflict
 Lack of support staff
 DTP plan success
 General lack of ITWS support
 Ideas at CAL '91
 U.D.T. for GIC
 Compromise of courses
 D PLC tutor algorithm

C. S. MIL. GRID -- STEVE

SPACED CROSSED GRID

| GRID | DESCRIPTION | STATUS | DATE | REMARKS |
|------|---------------------|--------|------|---------------------|
| 000 | CONTRACT POLE WATED | 1 | 5 | CONSTANT POLE WATED |
| 001 | | 0 | 0 | |
| 002 | | 0 | 0 | |
| 003 | | 0 | 0 | |
| 004 | | 0 | 0 | |
| 005 | | 0 | 0 | |
| 006 | | 0 | 0 | |
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| 094 | | 0 | 0 | |
| 095 | | 0 | 0 | |
| 096 | | 0 | 0 | |
| 097 | | 0 | 0 | |
| 098 | | 0 | 0 | |
| 099 | | 0 | 0 | |
| 100 | | 0 | 0 | |

PATTERN OF MEANING : LADDERING-UP ANALYSIS RECORD

Enter significant ideas/thoughts generated for each element cluster considered.

| Element Cluster | Record of Personal Feedback |
|--------------------|--|
| E1, 5, 6, 8, 2, 11 | The uphill struggle of setting-up an ITWS with little support in college. Collected thru trying to set-up a FUSO environment within an accepted CE program. Overall lack of properly employed support-staff. |
| | |
| | |
| | |

Enter significant ideas/thoughts generated for each construct cluster considered.

| Construct Cluster | Record of Personal Feedback |
|-------------------|--|
| C2, 5, 6 | Lack of staffing support inside the ITWS means it can't function as a college venue. |
| | |
| | |
| | |

Consider the total pattern of meaning for each element cluster in each construct cluster.

| Element Construct Cluster | Record of Personal Feedback |
|-------------------------------|---|
| C2, 5, 6 + E1, 2, 5, 6, 8, 11 | The move to ITWS was not properly thought-out, as a serious student-support venue. Staffing is only given to running courses not new student central services. This is the key problem. |
| | |
| | |
| | |

Review focussed grid in light of the original purposes/aims intentionality.

| Purposes and Aims | New Learning achieved upon reflection |
|---|---|
| To identify key learning experiences associated with setting up the ITWS. | That my college is very 'conservative' in its approach to educational delivery, which is why it has been an uphill struggle to set-up the ITWS properly with a full-staffing model team. Staff only exists thru IT for course support in other faculties. |

Sheet 1.
Learning Focus:

Clients Name:

Learning Experiences in setting up the ITWS: SHEET 1

Steve Womby -526-

Date: 05 / 10 / 92
 Steve Womby
 K. Cook
 SCMP/DC/HA/1/00/10.0

PATTERN OF MEANING: LADDERING-UP ANALYSIS RECORD

Enter significant ideas/thoughts generated for each element cluster considered.

| Element Cluster | Record of Personal Feedback |
|-----------------|---|
| EG + E8 | General lack of workshop support + lack of support staff. |
| | Strong feeling of elements lacking 'lack of support staff' in the IT workshop compared to student needs/programmes. |
| | |
| | |
| | |

Enter significant ideas/thoughts generated for each construct cluster considered.

| Construct Cluster | Record of Personal Feedback |
|---------------------|--|
| C1, 3, 4, RC2, 5, 6 | Constructs lacking 'support' staffing problems in new IT workshop venue; plus under role and team implementation of support staff. |
| | |
| | |
| | |
| | |

Consider the total pattern of meaning for each element cluster in each construct cluster.

| Element Construct Cluster | Record of Personal Feedback |
|-----------------------------|---|
| EG, 8 + C1, 3, 4, RC2, 5, 6 | Both elements and constructs strongly correlate the need for adequate support staff in the IT workshop, including both tutors and administrative/technical support. |
| | |
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| | |
| | |

Review focussed grid in light of the original purposes/aims intentionality.

| Purposes and Aims | New Learning achieved upon reflection |
|--|--|
| My learning experiences in setting-up the IT workshop. | General lack of 'understanding' and 'support' by management of the 'new' staffing roles required for the smooth operation of the IT workshop i.e. the need for a joint team approach between admin staff and tutors on-the-job together with students. |
| | |
| | |
| | |
| | |

Learning Focus:

Learning Experiences in setting up the IT workshop: sheet 2, Steve I

Clients Name:

Steve Coombs. -527-

Date: 05 / 10 / 92

PATTERN OF MEANING: LADDERING-UP ANALYSIS RECORD

Enter significant ideas/thoughts generated for each element cluster considered.

| Element Cluster | Record of Personal Feedback |
|-----------------|--|
| E7, 10, 12. | DTP plan success + UOT for GUC & FL/SOL template + I.D. of PLC tutor algorithm. All these elements clustered the success of integrating SOL and FL to produce the ITPM course programmes |
| | |
| | |
| | |
| | |

Enter significant ideas/thoughts generated for each construct cluster considered.

| Construct Cluster | Record of Personal Feedback |
|--------------------------|--|
| Ide 1:- C1,3,4 + RC2,5,6 | Most of these constructs link the positive development of PLC and ITPM 'process-based' learning tools, coupled to use by IT workshop team-based tutorial system. |
| | |
| | |
| | |
| | |

Consider the total pattern of meaning for each element cluster in each construct cluster.

| Element Construct Cluster | Record of Personal Feedback |
|-------------------------------|--|
| E7, 10, 12 + C1,3,4 + RC2,5,6 | The 'action-research' development of 'systems-based' tools identifying the SOL/FL educational process behind the ITPM programme has produced successful results. |
| | |
| | |
| | |
| | |

Review focussed grid in light of the original purposes/aims intentionality.

| Purposes and Aims | New Learning achieved upon reflection |
|--|---|
| Learning experiences in setting up the IT workshop, particularly the SOL/FL curriculum programmes. | That differentiating between the FL/SOL as a 'curriculum-process' has led to developing the U.O.T., with IT subjects designed-in as 'curriculum-content' for each ITPM curriculum learning plan - linking PLC process by mapping-in use of active & review 'logs' for evaluation. |

Learning Focus:

Learning Experiences in setting-up the IT workshop: sheet 3: Steve L.

Clients Name:

Steve Coombs.

-528-

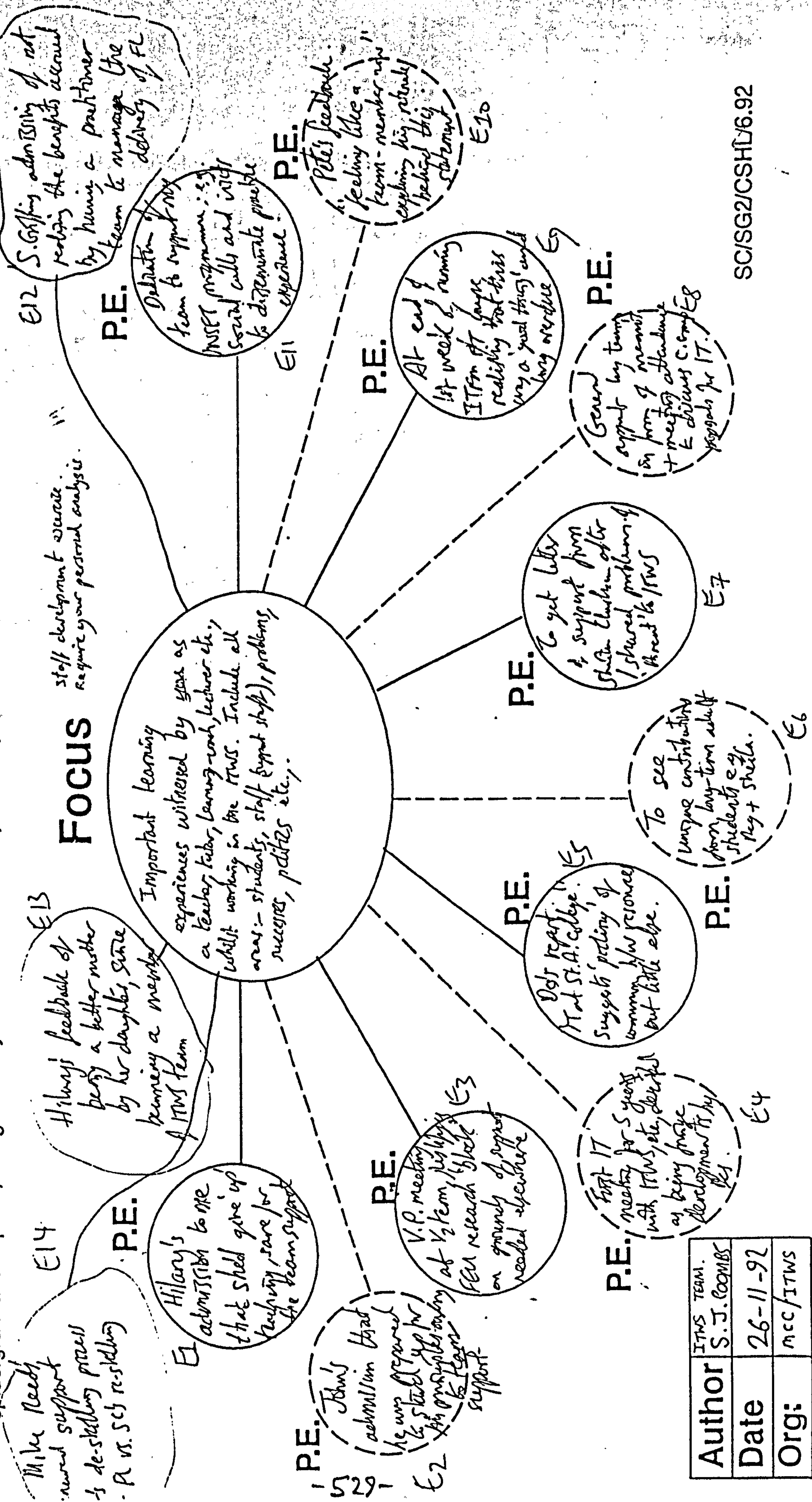
Date:

05/10/92

SPIDERGRAM®

Personal Experiences (P.E.) referral Sheet. Enter topic, issue, subject or event you wish to think/explore about into the FOCUS balloon. Think deeply about all the personal events of your experiences related to this focus and enter these actual experiences as raw data into the other PE balloons.

Add extra PE balloons as needed. If a PE becomes a focus for more experiences, then put this event as a new focus into another blank spidergram and explore, using as many additional blank templates of paper as required in order to continue your brain-storming session!



| | |
|--------|----------------------------|
| Author | ITWS TEAM. S. J. COOMBS |
| Date | 26-11-92 |
| Org: | mcc/ITWS |

STEVEZ GRID

C P1

Construct Card : Similarity Pole ✓

Enter your thoughts/ideas generated, considering the similarity bi-pole.

E3 + E4
Ed. practice disabled as an individual.

Client Name

Date

SC/HR/RGCC01/CSHL/8.92

C P2

Construct Card : Singularity Pole ✗

Enter your thoughts/ideas generated, considering the singularity bi-pole.

E2
Ed. practice enabled as a prac. team.

Client Name

Date

SC/HR/RGCC01/CSHL/8.92

C P1

Construct Card : Similarity Pole ✓

Enter your thoughts/ideas generated, considering the similarity bi-pole.

E5 + E2
No lessons learnt re: FL man by non-practitioners.

Client Name

Date

SC/HR/RGCC01/CSHL/8.92

C P2

Construct Card : Singularity Pole ✗

Enter your thoughts/ideas generated, considering the singularity bi-pole.

E14
Lessons learnt re: FL man, by TWS prac. team.

Client Name

Date

SC/HR/RGCC01/CSHL/8.92

C P1

Construct Card : Similarity Pole ✓

Enter your thoughts/ideas generated, considering the similarity bi-pole.

E6 + E7
Progress & Support from TWS students.

Client Name

Date

SC/HR/RGCC01/CSHL/8.92

C P2

Construct Card : Singularity Pole ✗

Enter your thoughts/ideas generated, considering the singularity bi-pole.

E3
Lack of support from coll. man.

Client Name

Date

SC/HR/RGCC01/CSHL/8.92

C P1

Construct Card : Similarity Pole ✓

Enter your thoughts/ideas generated, considering the similarity bi-pole.

E13 + E10
Improved morale by team members i.e. Individual benefits realised as team.

Client Name

Date

SC/HR/RGCC01/CSHL/8.92

C P2

Construct Card : Singularity Pole ✗

Enter your thoughts/ideas generated, considering the singularity bi-pole.

E12
Unaware of benefits than having a team

Client Name

Date

SC/HR/RGCC01/CSHL/8.92

C 5 P1

Construct Card : Similarity Pole ✓

Enter your thoughts/ideas generated, considering the similarity bi-pole.

E8+E9
Successful team

Client Name S.J. Cumbly

Date 3/12/22

SC/HR/RGCC01/CSHL/8.92

C 5 P2

Construct Card : Singularity Pole ✗

Enter your thoughts/ideas generated, considering the singularity bi-pole.

E4
Unsuccessful team

Client Name S.J.C

Date 3/12/22

SC/HR/RGCC01/CSHL/8.92

C 6 P1

Construct Card : Similarity Pole ✓

Enter your thoughts/ideas generated, considering the similarity bi-pole.

E12+E3
Progress blocked by ignorance

Client Name S.J.C.

Date 3/12/22

SC/HR/RGCC01/CSHL/8.92

C 6 P2

Construct Card : Singularity Pole ✗

Enter your thoughts/ideas generated, considering the singularity bi-pole.

E14
Progress backed by understanding

Client Name S.J.C.

Date 3/12/22

SC/HR/RGCC01/CSHL/8.92

C 7 P1

Construct Card : Similarity Pole ✓

Enter your thoughts/ideas generated, considering the similarity bi-pole.

E10+E12
Awareness of team benefits gained
"Indi's support backed by team"

Client Name S.J.C.

Date 3/12/22

SC/HR/RGCC01/CSHL/8.92

C 7 P2

Construct Card : Singularity Pole ✗

Enter your thoughts/ideas generated, considering the singularity bi-pole.

E11
Common support given
"Indi. support given to team"

Client Name S.J.C.

Date 3/12/22

SC/HR/RGCC01/CSHL/8.92

C 8 P1

Construct Card : Similarity Pole ✓

Enter your thoughts/ideas generated, considering the similarity bi-pole.

E3+E5
FL. delivery block

Client Name S.J.C.

Date 7/12/22

SC/HR/RGCC01/CSHL/8.92

C 8 P2

Construct Card : Singularity Pole ✗

Enter your thoughts/ideas generated, considering the singularity bi-pole.

E1
C.L. delivery failure

Client Name S.J.C.

Date 2/12/22

SC/HR/RGCC01/CSHL/8.92

PERSONAL REPERTORY GRID (RAW ENTRY) : CSHL

STEVE 2

| P1 | Pole Rated | E1 | E2 | E3 | E4 | E5 | E6 | E7 | E8 | E9 | E10 | E11 | E12 | E13 | E14 | E15 | E16 | E17 | E18 | P2 | Pole Rated | |
|----|--|----|----|----|----|----|----|----|----|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|----|------------|---|
| C1 | Ed. practice disabled as an individual | ✓ | X | ✓ | ✓ | ✓ | X | X | X | X | X | X | ✓ | X | ? | | | | | | X | Ed. practice enabled as a practitioner team. |
| C2 | No lessons learnt re: FL mar. by non-practitioners | ? | X | ✓ | ✓ | ✓ | ✓ | X | X | X | X | X | ✓ | X | X | | | | | | | Lessons learnt re: FL mar. by TNS prac. team. |
| C3 | Progress & support from TNS students | X | X | X | X | X | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | X | ✓ | ✓ | | | | | | | Lack of support from College management. |
| C4 | Improved morale by team members. ie. Individual benefits realized as a team. | X | ✓ | X | X | X | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | X | ✓ | X | | | | | | | Unaware of benefits from having a team |
| C5 | Successful Team | X | ✓ | X | X | X | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | X | ✓ | ✓ | | | | | | | Unsuccessful team |
| C6 | Progress blocked by ignorance. | ✓ | X | ✓ | ✓ | ✓ | X | X | X | X | X | X | ✓ | X | X | | | | | | | Progress backed by understanding. |

Always giving feedback
John's stand-up for principles
Real personal 'block'
Teaming
Bridge dev.
Dev report on IT with centre.
Worked with support staff.
Letter of support from support staff.
Gen. support from TNS team
Success of TNS course
Pcty feeling
Idea born
Date of team
Set not aware of team benefits
Hilly letters
Another
Mats received
Support

3/12/92

SC/HR/RG0/CSHL/6.92

PERSONAL REPERTORY GRID (RAW ENTRY) : CSHL

STEVE Z

| P1 | Pole Rated | E1 | E2 | E3 | E4 | E5 | E6 | E7 | E8 | E9 | E10 | E11 | E12 | E13 | E14 | E15 | E16 | E17 | E18 | P2 | Pole Rated | |
|----------|------------------------------------|----|----|----|----|----|----|----|----|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|----|------------|------------------------------|
| C7 | Awareness of team benefits gained. | ✓ | ✓ | X | ✓ | ? | ✓ | ✓ | X | ✓ | ✓ | X | ? | ✓ | ✓ | | | | | | X | Common support given. |
| | Indi's support backed by team. | ✓ | ✓ | ✓ | ✓ | ✓ | X | ✓ | ? | X | X | ? | ✓ | ? | ✓ | | | | | | | Indi. support given to team. |
| C8 | FL. Delivery block. | X | ✓ | ✓ | ✓ | ✓ | X | X | ? | X | X | ? | ✓ | ? | ✓ | | | | | | | CL Delivery failure. |
| C | | | | | | | | | | | | | | | | | | | | | | |
| C | | | | | | | | | | | | | | | | | | | | | | |
| C | | | | | | | | | | | | | | | | | | | | | | |
| C | | | | | | | | | | | | | | | | | | | | | | |
| C | | | | | | | | | | | | | | | | | | | | | | |
| 3/12/92. | | | | | | | | | | | | | | | | | | | | | | |

C.S.H.L. GRID --STEP 12--

SPACED FOCUSED GRID

ELEMENTS

| | | | | |
|--------|---|---|----|---------|
| EE | E | E | EE | E |
| 0 01 0 | 0 | 0 | 10 | 1 001 0 |
| 0 02 4 | 1 | 2 | 18 | 3 970 1 |

CONSTRUCT FOLE RATED - 2/10

INDIS SUP BACKED IN TEAM

RC7

11 3 333

3

RC7

PROGRESS BLOCKED BY IGNORANT * C6 *
 UNSUCCESSFUL TEAM * RC5 *
 ED PRAC DISABLED AS AN INDI * C1 *
 UNWARE OF 'BENS THRU H TEAM * RC4 *

PROG BLOCKED BY UNDERSTANDIN
 SUCCESSFUL TEAM
 ED PRAC EN AS A PRACT TEAM
 AND BENEFITS AS A TEAM

LESSONS LEARNT BY PR TEAM
 PROG SUPPT FROM THIS SIBS

CL DELIVERY FAILURE

CE

22 2 333

1

CE

PR'S FEELING LIKE A TEAM
 LETTER OF SUPP FROM S CL
 SUCCESS OF ITFM COURSE
 PR'S FEELING LIKE A TEAM
 LETTER OF SUPP FROM S CL
 SUCCESS OF ITFM COURSE

3

3

1

CE

1

2 Key clusters - each cluster has an inner-focused cluster.

1

IT MEETING FRINGE

SO'S NOT AWARE OF

DM REPORT ON

FED PROPOSAL

JP'S STAND UP FOR PRINCIPLE

MR'S RENewed SUPPORT

PATTERN OF MEANING : LADDERING-UP ANALYSIS RECORD

Enter significant ideas/thoughts generated for each element cluster considered.

| Element Cluster | Record of Personal Feedback |
|-----------------|---|
| E3,4,5,12 | People in rest of college not aware of imp. of team dev. |
| E7,9,10 | Benefits of 'team' policy starting to 'bear-fruit' |
| + E6,8,11,13. | Ind. team members also realising benefits and giving support. |
| | |
| | |

Enter significant ideas/thoughts generated for each construct cluster considered.

| Construct Cluster | Record of Personal Feedback |
|-------------------|---|
| C1,6,RC4,5 pole 1 | Non team colleagues unaware of team, indeed jealous of it! |
| + C2,8,RC3 pole 1 | Coll. man don't like team, seen as 'threat to authority'? |
| C1,6,RC4,5 pole 3 | Successful practitioner team benefits all individuals + education |
| + C2,RC3 pole 3 | Lessons learnt by having a team + student support. |
| | |

Consider the total pattern of meaning for each element cluster in each construct cluster.

| Element Construct Cluster | Record of Personal Feedback |
|----------------------------|---|
| 2 main clusters: cluster ① | Team has almost been 'too-successful' and seen in jealous terms, hence PL block by senior management. |
| cluster ② | Successful team has brought learning benefits to both tutors and students in ITWS. |
| | |
| | |

Review focussed grid in light of the original purposes/aims intentionality.

| Purposes and Aims | New Learning achieved upon reflection |
|--|--|
| Key learning experiences by me in association to ITWS development & practice | I have experienced the benefits of putting into action the 'system 7' learning management plan. Tutors and students have benefited from a learning gain. The grid process for me has proved an invaluable INSET team tool for reflecting on team practice, development etc. Need to censor success to avoid jealousy of non-team colleagues. |

Learning Focus:

LEARNING EXP'S REL. TO ITWS TEAM PTL.

: GRID : STEVEZ

Clients Name:

STEVE COOMBS -535-

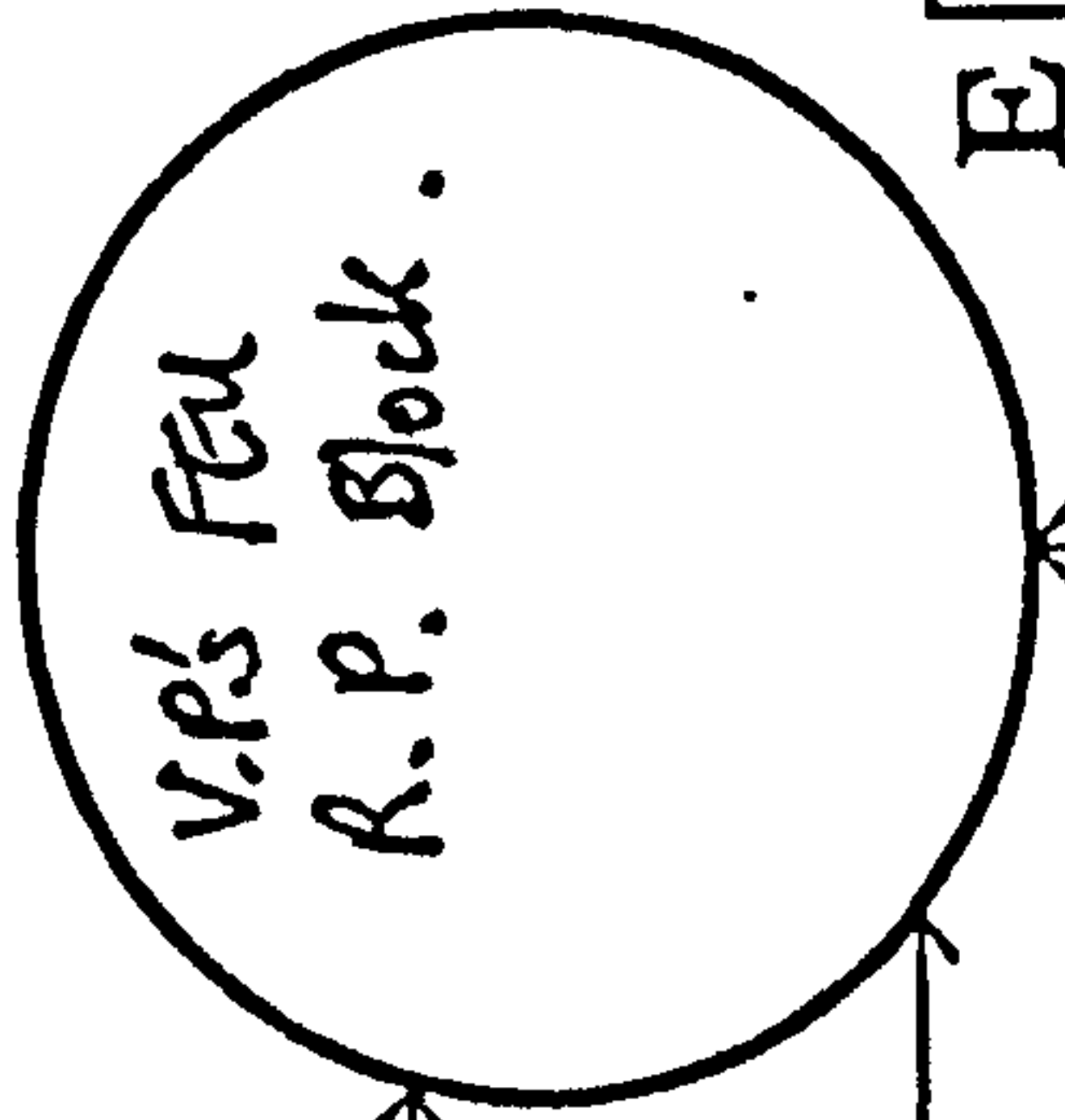
Date: 31/12/92

TRIADGRAM®

P1

Focused thoughts and feelings associated with similarity of elements chosen

Represents the 'bad' side of the college I work at. I.e. the old dominant negative attitudes that have haunted and stymied new developments and original work, since I started 10 years ago. Practice more easily 'blocked' when operating as just an individual.



E 3

E 4

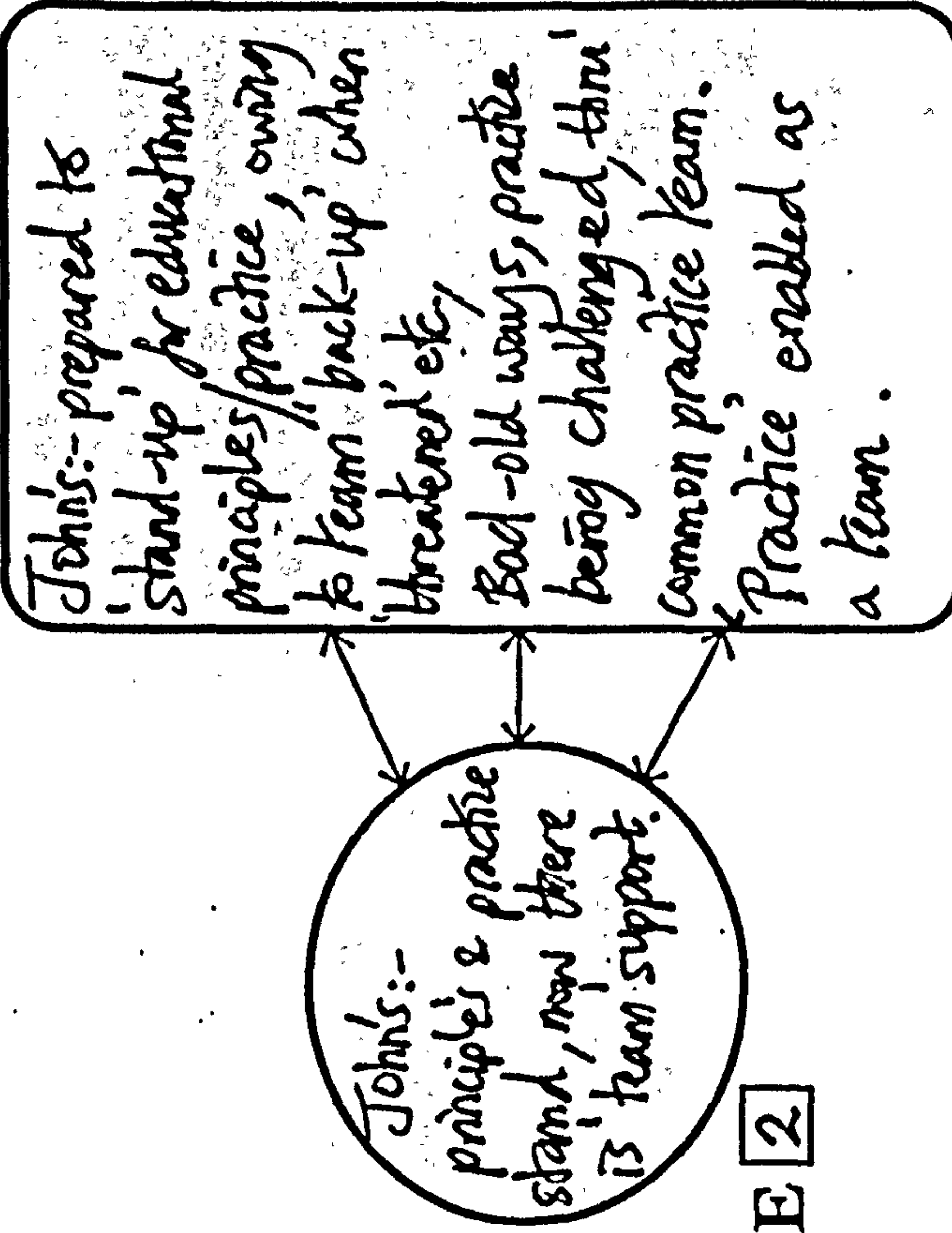
SUMMARY CONSTRUCT C 1

Ed. Practice 'disabled' as an individual

SIMILARITY POLAR CONSTRUCT

P2

Focused thoughts and feelings associated with singularity of element chosen and how it differentiates/opposes the 'matched' pair opposite



E 2

SUMMARY CONSTRUCT C 1

Ed. Practice 'enabled' as a prac. team.

SINGULARITY POLAR CONSTRUCT

GRIP: STEVEZ

TRIADGRAM[®]

P1

Focused thoughts and feelings associated with similarity of elements chosen

That other colleagues involved with IT, FL etc, don't appear to have learnt any lessons re its delivery & man., over past few years. e.g. De's report is similar to one from 1989/90. Sg. skills seen all as main FL man. structure for core w/ship support in main college.

De's Report.
Common H/W Centre etc.

E 5

Steve Griffin's lack of understanding that a prac. team is essential for effective man. of FL etc.

E 12

SUMMARY CONSTRUCT C 2

Little or no lessons learnt re FL man by non-practitioners. i.e. difficult for those to appreciate without experience.

SIMILARITY POLAR CONSTRUCT

P2

Focused thoughts and feelings associated with singularity of element chosen and how it differentiates/opposes the 'matched' pair opposite

Mike leads
Conary from different angles SG vs SC understanding & geared support of IT/MS FL Teams etc.

Realising that all my work has not been in vain; that despite lack of career progress etc, I have learnt valuable lessons about FL & w/ship management in general, cf. colleagues on outside of development that have resisted team work and appear not to have progressed or become any wiser.

E 14

SUMMARY CONSTRUCT C 2

Lessons learnt re: FL man. by practitioners team due to experience of process.

SINGULARITY POLAR CONSTRUCT

GRIP STATE 2.

AUTHOR Steve Coombs

DATE 26/11/92

LEARNING FOCUS Imp. Learning Expts. rel. to IT/MS.

CONSTRUCT - ELEMENT SCALING RECORDER
5 POINT SCALE

SIMILARITY CONSTRUCT

SINGULARITY CONSTRUCT

Ed. Prac. Disabled as an indi.

Ed. Prac. En. as a Pract. Team.

| C | 1 (✓/✓) | 2 (✓) | 3 (?) | 4 (X) | 5 (X X) |
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CONSTRUCT - ELEMENT SCALING RECORDER
5 POINT SCALE

SIMILARITY CONSTRUCT

SINGULARITY CONSTRUCT

No lessons learnt as a team.

Lessons learnt by pr. team.

| C | 1 (✓/✓) | 2 (✓) | 3 (?) | 4 (X) | 5 (X X) |
|-----|---------|-------|-------|-------|---------|
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for 'STEVES' GRID.

CONSTRUCT - ELEMENT SCALING RECORDER
5 POINT SCALE

SIMILARITY CONSTRUCT

SINGULARITY CONSTRUCT

SIMILARITY CONSTRUCT

SINGULARITY CONSTRUCT

SIMILARITY CONSTRUCT

SINGULARITY CONSTRUCT

SIMILARITY CONSTRUCT

SINGULARITY CONSTRUCT

| C3 | 1 (✓/✓) | 2 (✓) | 3 (?) | 4 (X) | 5 (XX) |
|-----|---------|-------|-------|-------|--------|
| E1 | | | | | |
| E2 | | . | | | . |
| E3 | | | | | . |
| E4 | | | . | . | |
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CONSTRUCT - ELEMENT SCALING RECORDER
5 POINT SCALE

SIMILARITY CONSTRUCT

SINGULARITY CONSTRUCT

SIMILARITY CONSTRUCT

SINGULARITY CONSTRUCT

SIMILARITY CONSTRUCT

SINGULARITY CONSTRUCT

SIMILARITY CONSTRUCT

SINGULARITY CONSTRUCT

| C4 | 1 (✓/✓) | 2 (✓) | 3 (?) | 4 (X) | 5 (XX) |
|-----|---------|-------|-------|-------|--------|
| E1 | . | | | | |
| E2 | . | | | | |
| E3 | | | . | . | |
| E4 | | | . | . | |
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CONSTRUCT - ELEMENT SCALING RECORDER
5 POINT SCALE

SIMILARITY CONSTRUCT

SINGULARITY CONSTRUCT

SUCCESSFUL TEAM

SIMILARITY CONSTRUCT

SINGULARITY CONSTRUCT

UNSUCCESSFUL TEAM

| C5 | 1 (✓/✓) | 2 (✓) | 3 (?) | 4 (X) | 5 (X X) |
|-----|---------|-------|-------|-------|---------|
| E1 | | | | | |
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| E3 | | | | . | |
| E4 | | | | | . |
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CONSTRUCT - ELEMENT SCALING RECORDER
5 POINT SCALE

SIMILARITY CONSTRUCT

SINGULARITY CONSTRUCT

PROGRESS BLOKED BY IGNORAN

SIMILARITY CONSTRUCT

SINGULARITY CONSTRUCT

PROG BAKED BY UNDERSTANDIN

| C6 | 1 (✓/✓) | 2 (✓) | 3 (?) | 4 (X) | 5 (X X) |
|-----|---------|-------|-------|-------|---------|
| E1 | | | | | . |
| E2 | | | | | . |
| E3 | . | | | | |
| E4 | . | | | | |
| E5 | . | | | | |
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CONSTRUCT - ELEMENT SCALING RECORDER
5 POINT SCALE

SIMILARITY CONSTRUCT SINGULARITY CONSTRUCT
 SIMILARITY CONSTRUCT SINGULARITY CONSTRUCT

FA DELIVERY BLOCK

CL DELIVERY FAILURE

| C | 1 (✓/✓) | 2 (✓) | 3 (?) | 4 (X) | 5 (XX) |
|-----|---------|-------|-------|-------|--------|
| E1 | | | | | |
| E2 | | | | | |
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CONSTRUCT - ELEMENT SCALING RECORDER
5 POINT SCALE

SIMILARITY CONSTRUCT SINGULARITY CONSTRUCT
 SIMILARITY CONSTRUCT SINGULARITY CONSTRUCT

FA DELIVERY BLOCK

CL DELIVERY FAILURE

| C | 1 (✓/✓) | 2 (✓) | 3 (?) | 4 (X) | 5 (XX) |
|-----|---------|-------|-------|-------|--------|
| E1 | | | | | |
| E2 | | | | | |
| E3 | | | | | |
| E4 | | | | | |
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| E29 | | | | | |
| E30 | | | | | |

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PERSONAL REPERTORY GRID (OPEN ENTRY) : CSHL®

| P1 | Pole Rated ✓ | E1 | E2 | E3 | E4 | E5 | E6 | E7 | E8 | E9 | E10 | E11 | E12 | E13 | E14 | E | E | E | P2 | Pole Rated X |
|----|---------------------------------|----|----|----|----|----|----|----|----|----|-----|-----|-----|-----|-----|---|---|---|-----------------------------------|--------------|
| C1 | Ed. Prac. Disabled as an indi. | 1 | 5 | 2 | 2 | 2 | 5 | 4 | 5 | 5 | 5 | 5 | 2 | 4 | 2 | | | | Ed. Prac. En. as a | |
| C2 | No lessons learnt msn-pracs. | 4 | 5 | 2 | 1 | 1 | 5 | 4 | 5 | 4 | 5 | 4 | 1 | 4 | 2 | | | | Lessons learnt by pr. team. | |
| C3 | Prog & spt from HWS skills. | 5 | 2 | 5 | 4 | 4 | 1 | 1 | 1 | 1 | 2 | 2 | 4 | 2 | 4 | | | | Lack of spt from COL. MANT. | |
| C4 | Ind. Benefits as a team | 1 | 1 | 4 | 4 | 4 | 2 | 1 | 1 | 1 | 1 | 1 | 5 | 2 | 2 | | | | Unaware of ben's thru h. team. | |
| C5 | Successful team | 4 | 1 | 4 | 5 | 5 | 1 | 1 | 1 | 1 | 1 | 1 | 4 | 2 | 2 | | | | Unsuccessful team | |
| C6 | Progress block by ignora | 5 | 5 | 1 | 1 | 1 | 5 | 5 | 5 | 4 | 4 | 4 | 1 | 4 | 4 | | | | Prog backed by understand | |
| C7 | Indi's sup' backed by team | 2 | 1 | 2 | 2 | 4 | 5 | 5 | 5 | 5 | 5 | 1 | 3 | 2 | 5 | | | | Indi support great's team. | |
| C8 | FL delivery block. | 5 | 2 | 1 | 1 | 1 | 3 | 3 | 3 | 3 | 3 | 3 | 1 | 3 | 2 | | | | Credibility failure. | |
| | | | | | | | | | | | | | | | | | | | ' STEVES ' 5 POINT | |

CONSTRUCT - ELEMENT SCALING RECORDER
3 POINT SCALE

✓ SIMILARITY CONSTRUCT Ed. Pac. Disabled as an indiv.
 ✗ SINGULARITY CONSTRUCT Ed. Pac. Gr. as a Pres. Team.

| C1 | 1 (✓) | 2 (?) | 3 (X) |
|-----|-------|-------|-------|
| E1 | . | | |
| E2 | | | . |
| E3 | . | | |
| E4 | . | | |
| E5 | . | | |
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| E16 | | | . |
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| E19 | | | . |
| E20 | . | | |

NAME S. Cornbl. FOCUS Learnig Expt in ITMS.
 DATE 4/3/93 ORGANISATION MCC/CSHL
 PAGE 1 KEVEY 'CHANGE' GRAD.

CONSTRUCT - ELEMENT SCALING RECORDER
3 POINT SCALE

✓ SIMILARITY CONSTRUCT No lessons learnt from-pracs
 ✗ SINGULARITY CONSTRUCT Lessons learnt by-pr-team

| C2 | 1 (✓) | 2 (?) | 3 (X) |
|-----|-------|-------|-------|
| E1 | . | | |
| E2 | | | . |
| E3 | . | | |
| E4 | . | | |
| E5 | . | | |
| E6 | | | . |
| E7 | | | . |
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| E17 | | | . |
| E18 | | | . |
| E19 | | | . |
| E20 | . | | . |

NAME S. C. FOCUS
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CONSTRUCT - ELEMENT SCALING RECORDER
3 POINT SCALE

SIMILARITY CONSTRUCT

SINGULARITY CONSTRUCT

PROF. & SUPPORT FROM MMS STOS.

LACK OF SUPPORT FROM COL MANT.

| C3 | 1 (✓) | 2 (?) | 3 (X) |
|-----|-------|-------|-------|
| E1 | . | | . |
| E2 | . | | . |
| E3 | . | | . |
| E4 | . | | . |
| E5 | . | | . |
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| E15 | . | | . |
| E16 | . | | . |
| E17 | . | | . |
| E18 | . | | . |
| E19 | . | | . |
| E20 | . | | . |

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CONSTRUCT - ELEMENT SCALING RECORDER
3 POINT SCALE

SIMILARITY CONSTRUCT

SINGULARITY CONSTRUCT

IND. BENEFITS AS A TEAM

UNWARE OF BENEF THAN H. TEAM

| C4 | 1 (✓) | 2 (?) | 3 (X) |
|-----|-------|-------|-------|
| E1 | . | | |
| E2 | . | | |
| E3 | . | | . |
| E4 | . | | . |
| E5 | . | | . |
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| E18 | . | | . |
| E19 | . | | . |
| E20 | . | | . |

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CONSTRUCT - ELEMENT SCALING RECORDER
3 POINT SCALE

✓ SIMILARITY CONSTRUCT
 ✗ SINGULARITY CONSTRUCT

| C5 | 1 (✓) | 2 (?) | 3 (X) |
|-----|-------|-------|-------|
| E1 | | | . |
| E2 | . | | . |
| E3 | | | . |
| E4 | | | . |
| E5 | | | . |
| E6 | . | | . |
| E7 | . | | . |
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| E16 | . | | . |
| E17 | . | | . |
| E18 | . | | . |
| E19 | . | | . |
| E20 | . | | . |

NAME FOCUS
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CONSTRUCT - ELEMENT SCALING RECORDER
3 POINT SCALE

✓ SIMILARITY CONSTRUCT
 ✗ SINGULARITY CONSTRUCT

| C6 | 1 (✓) | 2 (?) | 3 (X) |
|-----|-------|-------|-------|
| E1 | | | . |
| E2 | | | . |
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| E5 | . | | . |
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| E20 | . | | . |

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CONSTRUCT - ELEMENT SCALING RECORDER
3 POINT SCALE

✓ SIMILARITY CONSTRUCT A DELIVERY SLURK
 ✗ SINGULARITY CONSTRUCT CL DELIVERY FAILURE

| <input checked="" type="checkbox"/> C8 | 1 (✓) | 2 (?) | 3 (X) |
|--|-------|-------|-------|
| E1 | | | |
| E2 | . | | |
| E3 | . | | |
| E4 | . | | |
| E5 | . | | |
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| E16 | | . | |
| E17 | | . | |
| E18 | | . | |
| E19 | | . | |
| E20 | . | | |

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CONSTRUCT - ELEMENT SCALING RECORDER
3 POINT SCALE

✓ SIMILARITY CONSTRUCT INDIS SUP BACKED BY TEAM
 ✗ SINGULARITY CONSTRUCT INDIS SUPPORT GIVEN TO TEAM

| <input checked="" type="checkbox"/> C7 | 1 (✓) | 2 (?) | 3 (X) |
|--|-------|-------|-------|
| E1 | . | | |
| E2 | . | | |
| E3 | | . | |
| E4 | . | | |
| E5 | | . | |
| E6 | | . | |
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| E11 | . | | |
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| E15 | . | | |
| E16 | . | | |
| E17 | . | | |
| E18 | . | | |
| E19 | . | | |
| E20 | . | | |

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CONSTRUCT - ELEMENT SCALING RECORDER
3 POINT SCALE

SIMILARITY CONSTRUCT

SINGULARITY CONSTRUCT

SIMILARITY CONSTRUCT

SINGULARITY CONSTRUCT

Lots of progress through tasks

Limited progress despite lack of skills

| C1 | 1 (✓) | 2 (?) | 3 (X) |
|-----|-------|-------|-------|
| E1 | | | |
| E2 | | | |
| E3 | | | |
| E4 | | | |
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CONSTRUCT - ELEMENT SCALING RECORDER
3 POINT SCALE

SIMILARITY CONSTRUCT

SINGULARITY CONSTRUCT

Lots of progress through tasks

Limited progress despite lack of skills

| C10 | 1 (✓) | 2 (?) | 3 (X) |
|-----|-------|-------|-------|
| E1 | | | |
| E2 | | | |
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| E20 | | | |

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CONSTRUCT - ELEMENT SCALING RECORDER

3 POINT SCALE

SIMILARITY CONSTRUCT Social-caring thro' team.

SINGULARITY CONSTRUCT Professional caring thro' team.

| C | 1 (✓) | 2 (?) | 3 (X) |
|-----|-------|-------|-------|
| E1 | | | • |
| E2 | | | • |
| E3 | | | • |
| E4 | | | • |
| E5 | | | • |
| E6 | • | | |
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| E13 | • | | |
| E14 | • | | |
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| E20 | | | • |

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CONSTRUCT - ELEMENT SCALING RECORDER

3 POINT SCALE

SIMILARITY CONSTRUCT

SINGULARITY CONSTRUCT

| C | 1 (✓) | 2 (?) | 3 (X) |
|-----|-------|-------|-------|
| E1 | | | |
| E2 | | | |
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| E19 | | | |
| E20 | | | |

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TRIADGRAM®

P1

Focused thoughts and feelings associated with similarity of elements chosen

E 4

II. meeting 'stage - development'

E 15

Non-appointment of candidates for C-Group 3, with statement to review post in context of IT needs

Original meeting led to argument over role and purposes of IT. People of IT of Programming & Electronic wanted to own it as just another small section of own department. ITNS wanted autonomy and independence so as to fulfil a x-vision purpose. People agree ITNS people were among 'stage dev't' were slated for C.G. post. In event not appointed. A review of group & post is being undertaken. Leads to some hope for future development of IT and the C.G.S section i.e. - use, future prospects.

SUMMARY CONSTRUCT C 9

Possibile or Optimistic future developments for ITNS.

SIMILARITY POLAR CONSTRUCT

SUMMARY CONSTRUCT C 9

P2

Focused thoughts and feelings associated with singularity of element chosen and how it differentiates/opposes the 'matched' pair opposite

E 20

ending out that my full proposal was only provided after another one had been 'bugged'

Suddenly discovered that my full letter via H.O.P. was sent out of - the - line 3 months after written. Distorted 2 weeks later that full proposal already submitted and accepted during intervening period. Implies little hope for future development of machine in terms of man. doesn't support IT excellence. i.e. Setback to ITNS dev.

SUMMARY CONSTRUCT C 9

Pessimistic developments against ITNS.

SINGULARITY POLAR CONSTRUCT

SUMMARY CONSTRUCT C 9

1540

TRIADGRAM®

P1

Focused thoughts and feelings associated with similarity of elements chosen

Both Jamison and David Sean well-organized. David is a native street in med. 40's, good ready/amount of reflective process of numbering work and steady progress. Jamison just 16 with low grade G-088, but does. Confidence & personal org. sheets were last Sept. Both have purpose as roles and have full-control of their learning programmes. Lot of progress made with covering org. skills.

J. Leonard's progress and increased confidence and responsibility.

E 17

P. Vordich's ability to reflect and ID the most relevant project to combine started and own business interest.

E 18

SUMMARY CONSTRUCT C 10

Lots of Progress through S.D.C. skills

SIMILARITY POLAR CONSTRUCT

P2

Focused thoughts and feelings associated with singularity of element chosen and how it differentiates/opposes the 'matched' pair opposite

Agley left school with virtually no credit. He has found it difficult because he can't discipline himself to do any thing except under formal instruction. He has exhibited some boyish miff, but attended steadily. He has attended steadily, but support but cannot complete any of the work and whatever given. I adjust a different kind of giving him support - role taking in form. This seems to have worked as he is keen to help anyone and looks like a matched member of the team with other peers. With firm guidance I should be and trust in his self-esteem. Some progress despite fear organization.

Surprise of happy Amber readily working closely to help as both peer - tutor and with other staff despite problem of letting teaching and work.

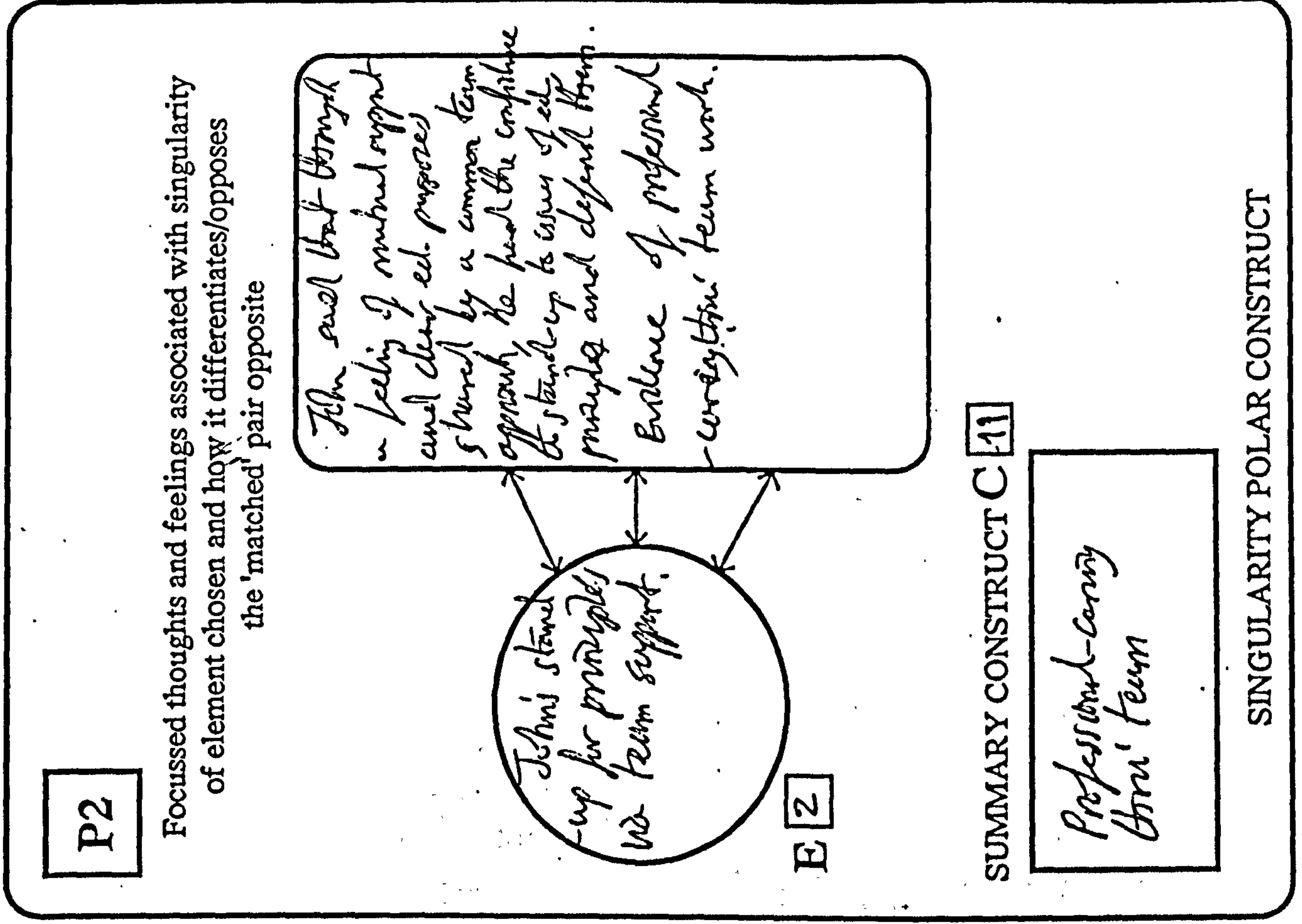
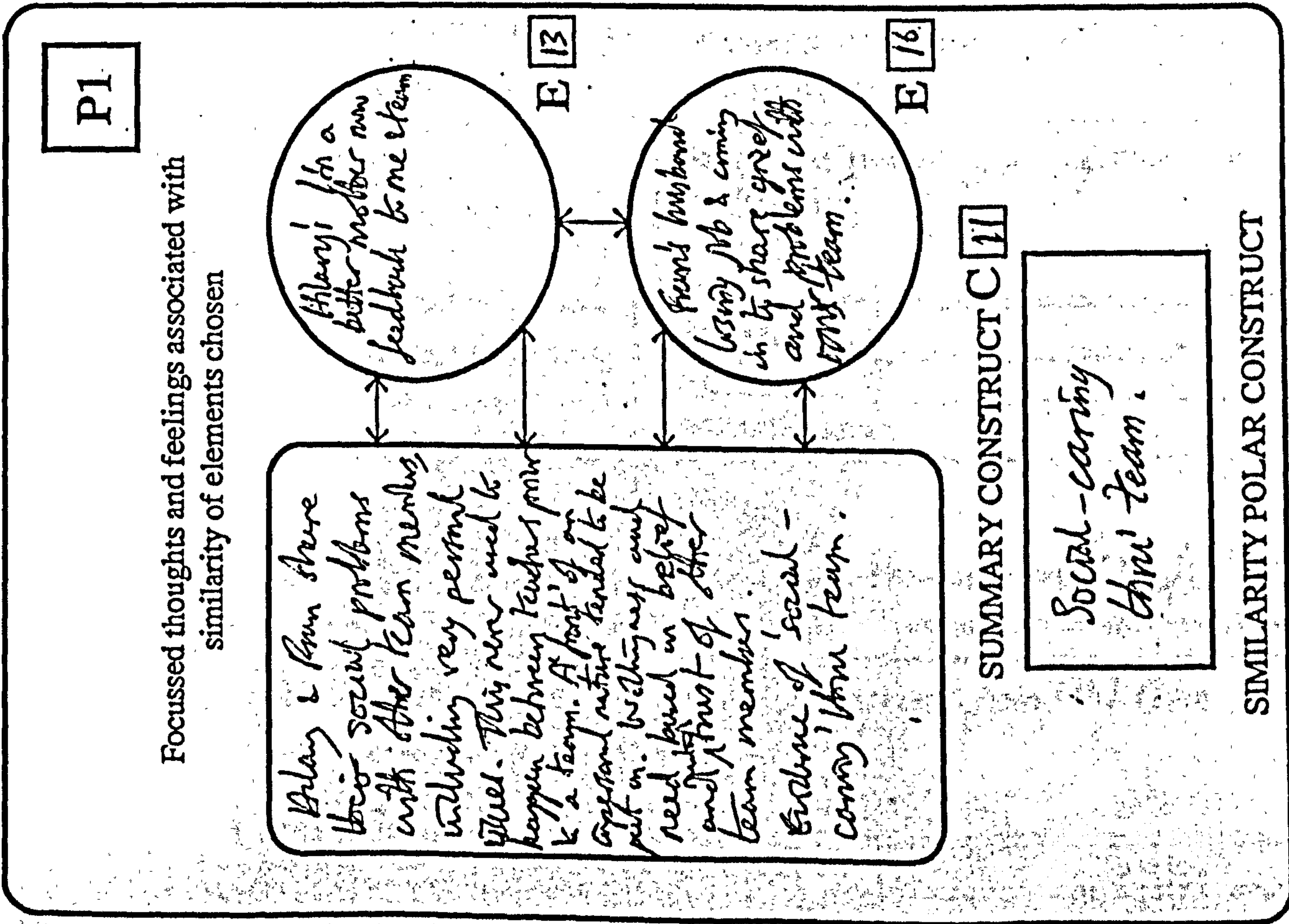
E 19

SUMMARY CONSTRUCT C 10

Limited progress despite lack of soft skills.

SINGULARITY POLAR CONSTRUCT

TRIADGRAM[®]



STEVE'S GRID.

E 1

Element Card : Raw Data : Date 26/11/92

Enter the actual significant experience below, without generalisation.

Hilary's gave up teaching threat.

Learning Focus *Impish learning exp in ITNS.*

Client Name *Steve Combs.*

SC/HR/ROEC01/CSHL/8.92

E 2

Element Card : Raw Data : Date

Enter the actual significant experience below, without generalisation.

John's stand-up for principles in team support.

Learning Focus

Client Name

SC/HR/ROEC01/CSHL/8.92

E 3

Element Card : Raw Data : Date

Enter the actual significant experience below, without generalisation.

PEU proposal 'block'.

Learning Focus

Client Name

SC/HR/ROEC01/CSHL/8.92

E 4

Element Card : Raw Data : Date

Enter the actual significant experience below, without generalisation.

IT necessary 'fringe development'.

Learning Focus

Client Name

SC/HR/ROEC01/CSHL/8.92

E 5

Element Card : Raw Data : Date

Enter the actual significant experience below, without generalisation.

Des report on IT. H/w centre.

Learning Focus

Client Name

SC/HR/ROEC01/CSHL/8.92

E 6

Element Card : Raw Data : Date

Enter the actual significant experience below, without generalisation.

Unique contributions from long-term adult students

Learning Focus

Client Name

SC/HR/ROEC01/CSHL/8.92

E 7

Element Card : Raw Data : Date

Enter the actual significant experience below, without generalisation.

Letter of support from S. Clarkson.

Learning Focus

Client Name

SC/HR/ROEC01/CSHL/8.92

E 8

Element Card : Raw Data : Date

Enter the actual significant experience below, without generalisation.

General support from ITNS team.

Learning Focus

Client Name

SC/HR/ROEC01/CSHL/8.92

STEP 2/3 GRU CONTD.

E 9

Element Card : Raw Data : Date 26/11/92

Enter the actual significant experience below, without generalisation.

Success of running ITEM course for Pft & Pft students.

Learning Focus

Client Name

SC/HR/RGEC01/CSHL/8.92

E 10

Element Card : Raw Data : Date

Enter the actual significant experience below, without generalisation.

Pete's "feeling like a team-member now" feedback.

Learning Focus

Client Name

SC/HR/RGEC01/CSHL/8.92

E 11

Element Card : Raw Data : Date

Enter the actual significant experience below, without generalisation.

Dedication of team to support my UNCT programme.

Learning Focus

Client Name

SC/HR/RGEC01/CSHL/8.92

E 12

Element Card : Raw Data : Date

Enter the actual significant experience below, without generalisation.

S.G.'s not realising benefits of prosthesis team to manage FL delivery.

Learning Focus

Client Name

SC/HR/RGEC01/CSHL/8.92

E 13

Element Card : Raw Data : Date

Enter the actual significant experience below, without generalisation.

Hilary's 'better mother' feedback.

Learning Focus

Client Name

SC/HR/RGEC01/CSHL/8.92

E 14

Element Card : Raw Data : Date

Enter the actual significant experience below, without generalisation.

Mrs' renewed support via 'de-skilling' analogy.

Learning Focus

Client Name

SC/HR/RGEC01/CSHL/8.92

E

Element Card : Raw Data : Date

Enter the actual significant experience below, without generalisation.

E

Element Card : Raw Data : Date

Enter the actual significant experience below, without generalisation.

Learning Focus

Client Name

SC/HR/RGEC01/CSHL/8.92

Learning Focus

Client Name

SC/HR/RGEC01/CSHL/8.92

STAGE 4 GRID (CHANGE)

E 15

Element Card : Raw Data : Date 04/03/93

Enter the actual significant experience below, without generalisation.

Non-appointment of candidates for C. Group 3 with statement to review post in context of IT needs.

Learning Focus Imp. learning expi in ITMS dev.

Client Name S. Combs

SC/HR/ROEC01/CSHL/8.92

E 16

Element Card : Raw Data : Date 04/03/93

Enter the actual significant experience below, without generalisation.

Fran's husband losing job, coming in especially to solve problems with ITMS team.

Learning Focus

Client Name S.C.

SC/HR/ROEC01/CSHL/8.92

E 17

Element Card : Raw Data : Date 04/03/93

Enter the actual significant experience below, without generalisation.

J. Leonard's progress and increased confidence/responsibility.

Learning Focus

Client Name S.C.

SC/HR/ROEC01/CSHL/8.92

E 18

Element Card : Raw Data : Date 04/03/93

Enter the actual significant experience below, without generalisation.

D. Youlden's ability to 'reflect' and I.D. the most relevant project to combine IT/external and own business interests. (Accounts, models).

Learning Focus

Client Name S.C.

SC/HR/ROEC01/CSHL/8.92

E 19

Element Card : Raw Data : Date 04/03/93

Enter the actual significant experience below, without generalisation.

Surprise of seeing Adam kindly providing advice to help us with peer-review and other stuff, despite personal problem of not being able to record his work in our C logs.

Learning Focus

Client Name S.C.

SC/HR/ROEC01/CSHL/8.92

E 20

Element Card : Raw Data : Date 04/03/97

Enter the actual significant experience below, without generalisation.

Finding out that my Fed proposal was only funded after another one had been 'bagged'.

Learning Focus

Client Name S.C.

SC/HR/ROEC01/CSHL/8.92

E

Element Card : Raw Data : Date

Enter the actual significant experience below, without generalisation.

Learning Focus

Client Name

SC/HR/ROEC01/CSHL/8.92

E

Element Card : Raw Data : Date

Enter the actual significant experience below, without generalisation.

Learning Focus

Client Name

SC/HR/ROEC01/CSHL/8.92

Sheet 1.

PATTERN OF MEANING : LADDERING-UP ANALYSIS RECORD

Enter significant ideas/thoughts generated for each element cluster considered.

| Element Cluster | Record of Personal Feedback |
|-----------------|--|
| E3,4,5,12 | I feel that these link the problems of lack of recognition of contribution made by ITWS team, deliberate as a consequence of org. change in college i.e. a deliberate attempt to 'push through' 'them' according to comm. learning models as this rep's the 'horizontal' front. Also, those on-site reacting to fear as a defensive tactic due |

to everyone applying for jobs in new college or from April 1997.

Enter significant ideas/thoughts generated for each construct cluster considered.

| Construct Cluster | Record of Personal Feedback |
|-------------------|--|
| C2,6,8 | Despite problems, the 'team' approach is vital and valuable lessons have been learnt as a consequence of having a 'practitioner' team. Progress has been bought through common understanding of the roles & approach within the FL/SL philosophy and can be improved to CL cultures by some members operating in both spheres. |

Consider the total pattern of meaning for each element cluster in each construct cluster.

| Element Construct Cluster | Record of Personal Feedback |
|---------------------------|--|
| E3,4,5,12 + C2,6,8 | That FL/SL management can only be achieved through a common prac. team approach to managing learning roles, curriculum dev. and problem solving. |

Review focussed grid in light of the original purposes/aims intentionality.

| Purposes and Aims | New Learning achieved upon reflection |
|--|--|
| Key learning exp't by me rel. to ITWS dev. & prac. | The 'practitioner' team approach has enabled all staff involved to work together, share problems and cope with the change-management issues involved in both rapid developments in IT itself as well as the problems of moving from a CL to FL delivery model structure. |

Learning Focus: LEARNING-EXPS REL. TO ITWS TEAM ETC. GRID STAGE 3 (SP)

Clients Name: STEVE COMBS-555-(1) Date: 04/03/93

PATTERN OF MEANING : LADDERING-UP ANALYSIS RECORD

Sheet 2

Enter significant ideas/thoughts generated for each element cluster considered.

| Element Cluster | Record of Personal Feedback |
|------------------|---|
| E6, 7, 8, 9, 10. | These elements link a common theme of individual success by students helping to motivate and confidence of team itself. |
| | |
| | |
| | |
| | |

Enter significant ideas/thoughts generated for each construct cluster considered.

| Construct Cluster | Record of Personal Feedback |
|------------------------|--|
| C1, 2, 6, 7 RC 3, 4, 5 | From the constructs I realize that despite the normal confrontation experienced elsewhere in college as a manifestation of change frustration, the team defends and supports itself, rising above threats and substance shown elsewhere. |
| | |
| | |
| | |
| | |

Consider the total pattern of meaning for each element cluster in each construct cluster.

| Element Construct Cluster | Record of Personal Feedback |
|---------------------------|---|
| All above. | Because the ITMS pilot approach is totally depend to practice elsewhere in the college, there has been a tendency towards creative tension. Because it is successful, people elsewhere feel threatened as this is a practical example they may have to emulate, the anxiety enhanced by fact that ext. bodies (SPT) support the direction we are making in. |

Review focussed grid in light of the original purposes/aims intentionality.

| Purposes and Aims | New Learning achieved upon reflection |
|--|---|
| Key learning exp't by me re: to APP, ITMS dev etc. | There is no doubt that institutional change has occurred. There is a passionate debate within the SMT in college both in areas of how IT should be managed as well as how it should be delivered. There is no doubt that without the contribution of the ITMS and this project, there wouldn't be any issues to debate. |

Learning Focus:

Learning Exp'ts re: to ITMS team etc.; : GRID SAVE3 (SPT)

Clients Name:

Steve Coombes 556(2)

Date:

04 / 07 / 97

PERSONAL REPERTORY GRID (OPEN ENTRY): CSHL

| P1 | Pole Rated | ✓ | E1 | E2 | E3 | E4 | E5 | E6 | E7 | E8 | E9 | E10 | E11 | E12 | E13 | E14 | E15 | E16 | E17 | E18 | E19 | E20 | AR2 | X | Pole Rated |
|----|---|---|----|----|----|----|----|----|----|----|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|---|------------------------------------|
| C1 | Ed. Prac. | | 1 | 3 | 1 | 1 | 1 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 1 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 1 | | Ed. Prac. enabled as a Prac. team. |
| C2 | No lessons learnt by non-practitioners. | | 1 | 3 | 1 | 1 | 1 | 3 | 3 | 3 | 3 | 3 | 3 | 1 | 3 | 3 | 1 | 3 | 3 | 3 | 3 | 1 | | | Lessons learnt by non-team. |
| C3 | Prog. e support from HWS Students | | 3 | 1 | 3 | 3 | 3 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 3 | 3 | 1 | 1 | 1 | 1 | 1 | 3 | | Lack of support from Col man't. |
| C4 | Ind. benefits as a team. | | 1 | 1 | 3 | 3 | 3 | 3 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 3 | | Unaware of ben's from h. team. |
| C5 | Successful team. | | 3 | 1 | 3 | 3 | 3 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 3 | 1 | 1 | 1 | 1 | 1 | 3 | | Unsuccessful team. |
| C6 | Prog. blocked by ignorance. | | 3 | 3 | 1 | 1 | 1 | 3 | 3 | 3 | 3 | 3 | 3 | 1 | 3 | 3 | 1 | 3 | 3 | 3 | 3 | 1 | | | Prog. blocked by understanding. |

SCORE & GAME REP. PERSONAL REPERTORY GRID (OPEN ENTRY): CSHL

| PI | Pole Rated | ✓ | E1 | E2 | E3 | E4 | E5 | E6 | E7 | E8 | E9 | E10 | E11 | E12 | E17 | E18 | E19 | E20 | E21 | E22 | E23 | E24 | E25 | E26 | AR2 | X | Pole Rated | |
|-----|---------------------------------------|---|----|----|----|----|----|----|----|----|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|---|---|------------------------------|
| C7 | Indi's sup. | | 1 | 1 | 2 | 1 | 2 | 3 | 3 | 3 | 1 | 3 | 1 | 1 | 2 | 3 | 1 | 1 | 1 | 2 | 1 | 3 | 2 | 1 | 1 | 1 | 2 | Indi. support given to team. |
| C8 | FL delivery block | | 3 | 1 | 1 | 1 | 1 | 2 | 2 | 2 | 3 | 2 | 2 | 1 | 2 | 3 | 2 | 3 | 2 | 1 | 3 | 2 | 3 | 2 | 3 | 1 | CL delivery failure. | |
| C9 | Optimistic future dev's for FAWs. | | 3 | 1 | 3 | 3 | 3 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 3 | 1 | 1 | 1 | 3 | 1 | 1 | 3 | Resistant to dev's against FAWs. | |
| C10 | lots of progress through soc. skills. | | 1 | 1 | 2 | 2 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 3 | 1 | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 3 | Limited progress despite lack of soc. skills. | |
| C11 | Social-carry team | | 3 | 3 | 3 | 3 | 3 | 1 | 1 | 3 | 3 | 1 | 3 | 3 | 3 | 3 | 3 | 1 | 3 | 3 | 3 | 3 | 1 | 3 | 3 | 3 | 3 | Professional carry team. |
| C | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

PATTERN OF MEANING : LADDERING-UP ANALYSIS RECORD

Enter significant ideas/thoughts generated for each element cluster considered.

| Element Cluster | Record of Personal Feedback |
|---|--|
| E 2, 6, 7, 8, 9, 10, 11, 13, 16, 17, 18, 19 | Re-affirms success of team operation in TWS. |
| E 3, 4, 5, 12, 20 | All associate with negative 'back-lash' developments from within college against TWS team long on active in general. |

Enter significant ideas/thoughts generated for each construct cluster considered.

note 3

note 1

| Construct Cluster | Record of Personal Feedback |
|----------------------------|---|
| RC2, 16, C3, 4, 5; NC9, 10 | These all confirm conflict dev. has caused within org, as practice diverges from 'accepted' conventional norms. |
| RC1, 2, 6, C3, 4, 5; NC9. | Confirm positive benefits attributed to organisation operating as a 'practitioner team' model. |

Consider the total pattern of meaning for each element cluster in each construct cluster.

note 1

note 3

| Element Construct Cluster | Record of Personal Feedback |
|---------------------------|---|
| E2 → 19 + RC1 → NC10 | Success of prac. team with both staff & student personal evidence fed-back to me. |
| E3 → 20 + RC1 → NC10 | Success of new approach has been done at personal cost to myself. |

Review focussed grid in light of the original purposes/aims intentionality.

| Purposes and Aims | New Learning achieved upon reflection |
|--|--|
| Systems 7 team approach & role sharing → | No doubt that learning on-the-job has been enhanced thru common team cooperation and mutual practice. |
| Student benefits → | This has led to increased learning benefits by diverse learning target groups in TWS, i.e. adults to school leavers. Increased completion rates, more left obtained, successful job opportunities gained by individual students. |

Learning Focus: Learning Exp's rel. to TWS team etc.; GRID... Change - B. Steve Y. CHA

Clients Name: Steve Combs. - 559 - Date: 18 / 03 / 93

CHANGE-GRID TALKBACK RECORD

Where do the new elements occur in the FOCUSED CHANGE grid?

| New Elements | Region/Cluster/Area ... Grid Description/Rationale |
|----------------|--|
| 16, 17, 18, 19 | At the edge of a large cluster on R.H.S. of grid about pole 1. |
| 20 | Within a cluster on L.H.S. of grid about pole rating 3 |

What new thoughts, ideas, suggestions does this raise?

| New Elements | Record of Personal Feedback |
|----------------|---|
| 16, 17, 18, 19 | Nearly all the new elements attribute to the large cluster providing new evidence towards team & student progress in TWS development. |
| 20 | Extra piece of evidence towards external/unhelpful tendencies. |

Where do the new constructs occur in the FOCUSED CHANGE grid?

| New Construct | Region/Cluster/Area ... Grid Description/Rationale |
|---------------|--|
| 9, 10 | Appear in both clusters supporting the two key dimensions of evidence towards overall development. |
| 11 | Stands on its own, but supports the 'team development' construct. |

What new thoughts, ideas, suggestions does this raise?

| New Construct | Record of Personal Feedback |
|---------------|---|
| 9, 10 | These constructs support the positive development of applying self philosophy to this ASP team development programme. |
| 11 | Contributes on this aspect of positive development through developing a 'partner' team approach. |

Which Element-Construct ratings have changed? Enter your significant ideas/thoughts generated, accounting for these changes.

| E-C Rating Change | | | Record of Personal Feedback |
|-------------------|---------|---------|--|
| E-C | From: | To: | |
| E6710 - C8 | 1, 3, 3 | 2, 2, 2 | Team approach transcends CL/FL divide. |
| E6710 - C7 | 1, 2, 2 | 3, 3, 3 | Personal description of evidence req. adds support to team. |
| E2 - C3 | 3 | 1 | Changed mind - This language not so successful. |
| E6 - C2 → RC2 | 1 | 3 → 1 | Switched meaning to better suit by team than core study shift success. |

Consider the total pattern of 'change' observed and enter your attributed meaning.

| Cluster/Area/Theme Explored | Record of Personal Causality |
|--------------------------------|--|
| E16, 17, 18, 19 - C9, 10 + C11 | Success of this in future is only assured through team support and successful feedback by core-lead student members, despite initial departure from team's. |
| E20 - C9, 10 | Resilience by doing against this is due to human change - personal problems dealt with in a way based by dual-creative tension of self development + external pressures. |

Learning Focus/Grid Ref: Learning Exp's rel. to TWS team chg, /CHANGE-R-SEVE4.CHA

Clients Name: Steve Corrick Date: 21/03/93

Page: 1

SC/HR/RGLUA2/CSHIL/3.93

-CHANGE GRID-

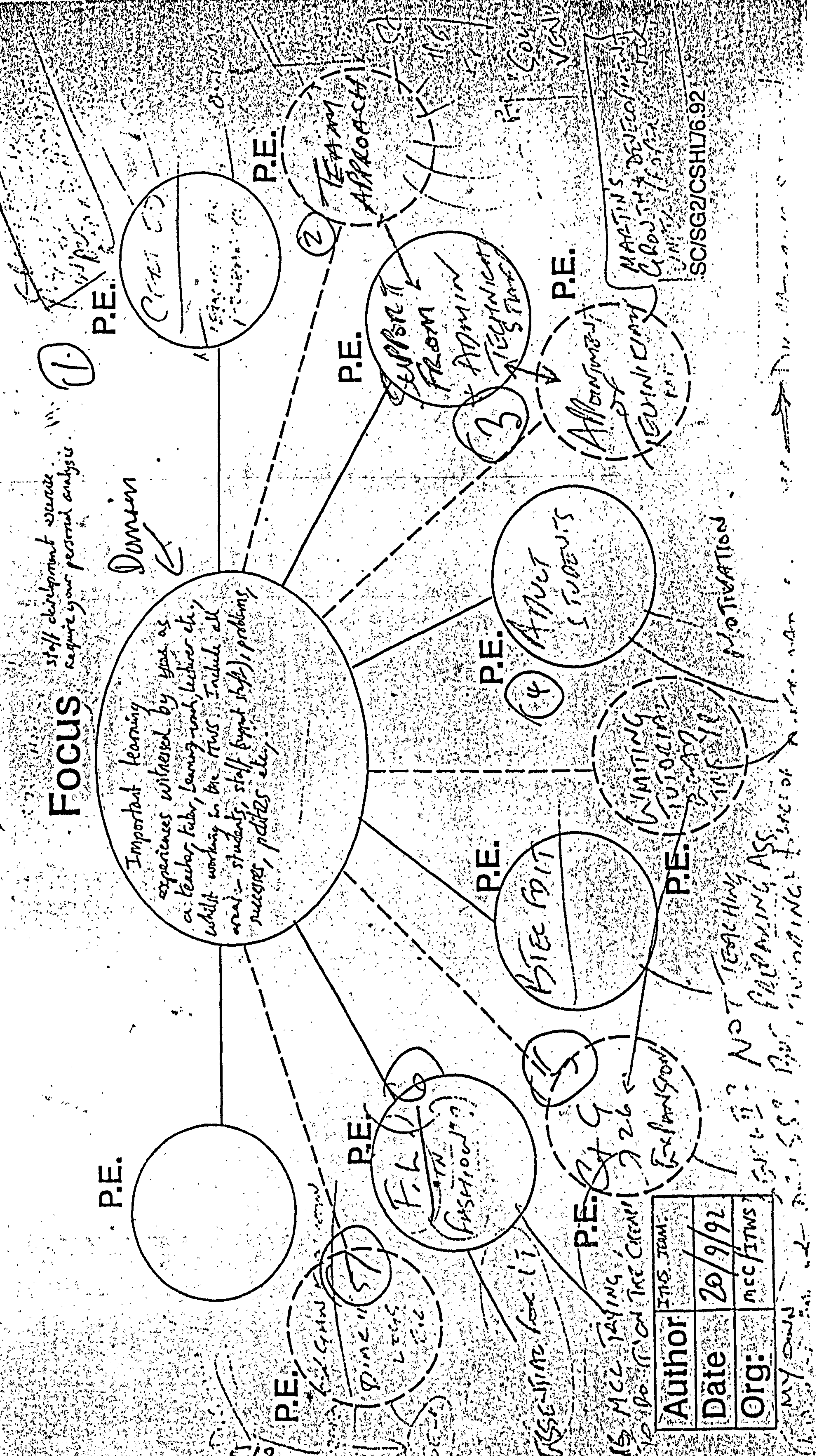
| CONSTRUCT POLE RATED - 1 - | | ELEMENTS | | CONSTRUCT POLE RATED - 3 - | |
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| 4 | 222 2 | 4 | 222 2 | 4 | 222 2 |
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| 99 | 333 3 | 99 | 333 3 | 99 | 333 3 |
| 100 | 333 3 | 100 | 333 3 | 100 | 333 3 |

Exhibit I2 Repertory Grid EvidencesJohn Perry

SPIDERGRAM®

Personal Experiences (P:E.) referral Sheet. Enter topic, issue, subject or event you wish to think/explore about into the FOCUS balloon. Think deeply about all the personal events related to this focus and enter these actual experiences as raw data into the other PE balloons.

Add extra PE balloons as needed. If a PE becomes a focus for more experiences, then put this event as a new focus into another blank spidergram and explore, using as many additional blank templates of paper as required in order to continue your brain-storming session!



| | | |
|--------|-----------|--|
| Author | ITIS TEAM | |
| Date | 20/9/92 | |
| Org: | MCC/ITWS | |

SCI/SG2/CSHL76.92

NOT TEACHING ASS
PREPARING ASS
TEACHING ASS

MY OWN

CONSTRUCT POLE RATED - 1 -

CONSTRUCT POLE RATED - 3 -

115 4 2 2 7

TRAINING SUPPORT C7 * 111 3 1 1 3 * C7 STUDENT SUPPORT

| | |
|-------------------|-----|
| FAILURE C2 | 111 |
| SLOPPINESS RC1 | 111 |
| OLD SITUATION RC2 | 111 |
| DESPAIR C5 | 111 |

| | | |
|-----|-----|--------------|
| RC1 | 111 | SUCCESS |
| RC2 | 111 | NEW POLICIES |
| C5 | 111 | SUCCESS |

* * * * * D COCKIN ORGANISATION EG

* * * * * MARTIN HAS IMPROVED

* * * * * SOCIAL MEETING AT SC HOME

* * * * * ADULT STUDENT LEFT AFTER IH

* * * * * LACK OF KNOWLEDGE CONCERN

* * * * * INCONSISTENT WORK

* * * * * FL VS. FASHION WORRY

PATTERN OF MEANING: LADDERING-UP ANALYSIS RECORD

Enter significant ideas/thoughts generated for each element cluster considered.

| Element Cluster | Record of Personal Feedback |
|-----------------|--|
| 6, 1, 5 | High level of professionalism/expertise Expected from me whereas mentors exhibit lack of these qualities |
| 3, 7 (?) | Required standards rubbing off on staff & students. |

Enter significant ideas/thoughts generated for each construct cluster considered.

| Construct Cluster | Record of Personal Feedback |
|-------------------|---|
| 3, RC1, RC2, 5 | Organization of team approach to overcome the negative forces |
| 3, RC1, RC2, 5 | Successful: team approach overcomes problems - committed by p-tiner. |

Consider the total pattern of meaning for each element cluster in each construct cluster.

| Element Construct Cluster | Record of Personal Feedback |
|------------------------------|--|
| 6, 1, 5 + 3 RC1, RC2, 5 | Team: can share & increase fund of knowledge/expertise |
| 3, 7 (3 RC1, RC2, 5 + E2) | New roles being found in + re-named as evidenced on all areas |

Review focussed grid in light of the original purposes/aims intentionality.

| Purposes and Aims | New Learning achieved upon reflection |
|---|---|
| To extend maximum meaning/velarime from experiences as later in ITWS | Process may be valuable in context of "teacher as researcher" (Stenhouse) Value/support of team in ITWS Support of "Cent. bid. team" Weakness of individual by comparison lack of projects |

Learning Focus:

Learning Experiences of an ITWS tutor. original 7
JOHN R.G.

Clients Name:

J.P.

Date: 20/10/92

SPACED FOCUSED GRID

ELEMENTS CONSTRUCTED

0.0.0.0
1.1.1.1
2.2.2.2
3.3.3.3
4.4.4.4
5.5.5.5
6.6.6.6
7.7.7.7
8.8.8.8
9.9.9.9

STUDENT SUPPORT

PERFORMANCE RESULTS

RC1 SUCCESS PROFESSIONALISM
RC2 NEW POLICIES
RC3 SUPPORT

INTERIOR LACK OF SUPPORT

LACK OF SUPPORT

ADDITIONAL INFORMATION

WHEREAS REQUIRED

REQUIREMENTS

LACK OF KNIGHT EDGE COVER

INCONSISTENT WORK

FAST FASHION WORRY

WEAKNESS IN BUDGETING

REQUIREMENTS

REQUIREMENTS

REQUIREMENTS

| PI | Pole Rated | E1 | E2 | E3 | E4 | E5 | E6 | E7 | E8 | E9 | E10 | E | E | E | E | E | E | 192 | X | Pole Rated | |
|----|-----------------|----|----|----|----|----|----|----|----|----|-----|---|---|---|---|---|---|-----|---|------------|---|
| C1 | PROFESSIONALISM | 5 | 1 | 2 | 4 | 2 | 4 | 2 | 5 | 5 | 5 | | | | | | | | | 5 | 5 |
| C2 | PROFICIENCY | 3 | 1 | 1 | 2 | 2 | 4 | 1 | 5 | 5 | 5 | | | | | | | | | 5 | 5 |
| C3 | FAILURE | 2 | 5 | 5 | 1 | 2 | 3 | 5 | 1 | 1 | 1 | | | | | | | | | 5 | 5 |
| C4 | LACK OF S. | 5 | 3 | 3 | 1 | 3 | 5 | 3 | 5 | 5 | 5 | | | | | | | | | 5 | 5 |
| C5 | RESHAIR | 1 | 5 | 5 | 1 | 2 | 4 | 5 | 1 | 1 | 1 | | | | | | | | | 5 | 5 |
| C6 | CANNING | 3 | 2 | 5 | 3 | 2 | 3 | 5 | 3 | 3 | 3 | | | | | | | | | 5 | 5 |

| P1 | Pole Rated | E1 | E2 | E3 | E4 | E5 | E6 | E7 | E8 | E9 | E10 | E | E | E | E | E | AR2 | X | Pole Rated |
|----|---------------|----|----|----|----|----|----|----|----|----|-----|---|---|---|---|---|-----|---|----------------------|
| CF | Supp | 1 | 3 | 3 | 5 | 3 | 1 | 3 | 5 | 5 | 5 | | | | | | | | S. Sull |
| C8 | ATTACKS ON FL | 3 | 3 | 3 | 5 | 3 | 5 | 3 | 1 | 5 | 5 | | | | | | | | WACR of Sull. for fl |
| C | | | | | | | | | | | | | | | | | | | |
| C | | | | | | | | | | | | | | | | | | | |
| C | | | | | | | | | | | | | | | | | | | |
| C | | | | | | | | | | | | | | | | | | | |
| C | | | | | | | | | | | | | | | | | | | |

C P1 $\checkmark 5+6$

Construct Card : Similarity Pole

Enter your thoughts/ideas generated, considering the similarity bi-pole.

FEELINGS OF DEFEAT

Client Name JP

Date 00/00/92

SC/HR/RGCC01/CSIL/8.92

C P2 $\times 7$

Construct Card : Singularity Pole

Enter your thoughts/ideas generated, considering the singularity bi-pole.

FEELING OF SUCCESS

Client Name JP

Date 01/00/92

SC/HR/RGCC01/CSIL/8.92

C P1 $\checkmark 2+3$

Construct Card : Similarity Pole

Enter your thoughts/ideas generated, considering the similarity bi-pole.

GOOD PLANNING

Client Name JP

Date 00/00/92

SC/HR/RGCC01/CSIL/8.92

C P2 $\times 7$

Construct Card : Singularity Pole

Enter your thoughts/ideas generated, considering the singularity bi-pole.

GOOD RESULTS

Client Name JP

Date 00/00/92

SC/HR/RGCC01/CSIL/8.92

C P1 $\checkmark 1+6$

Construct Card : Similarity Pole

Enter your thoughts/ideas generated, considering the similarity bi-pole.

(POOR) TRAINING SUPPORT

Client Name JP

Date 00/00/92

SC/HR/RGCC01/CSIL/8.92

C P2 $\times 4$

Construct Card : Singularity Pole

Enter your thoughts/ideas generated, considering the singularity bi-pole.

(POOR) SUPPORT

Client Name JP

Date 00/00/92

SC/HR/RGCC01/CSIL/8.92

C P1 $\checkmark 8+10$

Construct Card : Similarity Pole

Enter your thoughts/ideas generated, considering the similarity bi-pole.

ATTACKS ON F.W.

Client Name JP

Date 00/00/92

SC/HR/RGCC01/CSIL/8.92

C P2 $\times 89$

Construct Card : Singularity Pole

Enter your thoughts/ideas generated, considering the singularity bi-pole.

LACK OF SUPPORT FOR F.W.

Client Name JP

Date 00/00/92

SC/HR/RGCC01/CSIL/8.92

Need Johny's description!

E 1

Element Card : Raw Data : Date 22/09/92

Enter the actual significant experience below, without generalisation.

M.T. RETURNED WORK AS 'UNSATISFACTORY' AFTER IT HAD BEEN PASSED BY R.F. (COURT ED. TUTORS) - I REGARD THEIR INCONSISTENT APPROVALS UNPROFESSIONAL

Learning Focus LEARNING EXPERIENCES AS TUTOR

Client Name J.P.

SC/HR/ROEC01/CSHL/8.92

E 2

Element Card : Raw Data : Date 22/09/92

Enter the actual significant experience below, without generalisation.

A FRUITFUL MEETING AT S.C.'S HOUSE WITH OTHER BTEC FOOT TUTORS - SOCIALLY ENJOYABLE & PROFESSIONALLY USEFUL (SEPT 91)

Learning Focus LEARNING EXPERIENCES AS TUTOR

Client Name J.P.

SC/HR/ROEC01/CSHL/8.92

E 3

Element Card : Raw Data : Date 22/09/92

Enter the actual significant experience below, without generalisation.

MARTIN (ASSISTANT E.T. TECHNICIAN) IS NOW HELPFUL, POLITE & ALMOST HUMAN! YESTERDAY HE OFFERED TO HELP ME WITHOUT BEING ASKED (PLEADED WITH! (SUMMER 92)

Learning Focus LEARNING EXPERIENCES AS TUTOR

Client Name J.P.

SC/HR/ROEC01/CSHL/8.92

E 4

Element Card : Raw Data : Date 22/09/92

Enter the actual significant experience below, without generalisation.

AN ADULT STUDENT LEFT THE ITWS VERY DISGRUNTLED AFTER WAITING TO SEE ME FOR 1 HOUR - I WAS TOO BUSY TO SEE HIM (THURS PM. LAST YR)

Learning Focus LEARNING EXPERIENCES AS TUTOR

Client Name J.P.

SC/HR/ROEC01/CSHL/8.92

E 5

Element Card : Raw Data : Date 22/09/92

Enter the actual significant experience below, without generalisation.

I AM SERIOUSLY CONCERNED AT MY OWN LACK OF KNOWLEDGE AFTER S.C. ASKED ME TO SET UP CAG STREAMSHEETS LEVEL II. I HAVE A 'BLOCK' AGAINST PROGRAMMING ETC. (SEPT 92)

Learning Focus LEARNING EXPERIENCES AS TUTOR

Client Name J.P.

SC/HR/ROEC01/CSHL/8.92

E 6

Element Card : Raw Data : Date 22/09/92

Enter the actual significant experience below, without generalisation.

M.T. CENTRY TUTOR ARGUES THAT 'FLEXIBLE LEARNING IS CURRENTLY IN FASHION' WORRYING ME THAT HOW SHOULD WE TEACH I.T. IF A.L. GOES 'OUT OF FASHION'? (SEPT 92)

Learning Focus LEARNING EXPERIENCES AS TUTOR

Client Name J.P.

SC/HR/ROEC01/CSHL/8.92

E 7

Element Card : Raw Data : Date 22/09/92

Enter the actual significant experience below, without generalisation.

D. COCKIN, AMATEUR CAG STUDENT, HAS SO IMPRESSED ME WITH HIS ASSIDUOUS DIARY/LOG KEEPING THAT I HAVE DECIDED TO DO LIKEWISE (END OF SUMMER TERM 92)

Learning Focus LEARNING EXPERIENCES AS TUTOR

Client Name J.P.

SC/HR/ROEC01/CSHL/8.92

E 8

Element Card : Raw Data : Date 20/10/92

Enter the actual significant experience below, without generalisation.

D.H. ARGUES IT IS A FLING EVENT

Learning Focus

Client Name J.P.

SC/HR/ROEC01/CSHL/8.92

E 9

Element Card : Raw Data : Date 20/10/92

Enter the actual significant experience below, without generalisation.

WEAKNESS OF SENIOR MANAGEMENT AS EVIDENCED BY MEETINGS IN CONCLUSIONS

Learning Focus

Client Name

SC/HR/ROEC01/CSHL/8.92

E 2

Element Card : Raw Data : Date 2

Enter the actual significant experience below,

QUALITY OF LEARNING VS QUANTITY OF ADVICE - IN REPLY TO MEMO RE R. CLASS DISPUTE

Learning Focus

Client Name

SC/HR/ROEC01/CSHL/8.92

E

Element Card : Raw Data : Date

Enter the actual significant experience below, without generalisation.

Learning Focus

Client Name

SC/HR/ROEC01/CSHL/8.92

E

Element Card : Raw Data : Date

Enter the actual significant experience below, without generalisation.

Learning focus

Client Name

SC/HR/ROEC01/CSHL/8.92

E

Element Card : Raw Data : Date

Enter the actual significant experience below, without generalisation.

Learning Focus

Client Name

SC/HR/ROEC01/CSHL/8.92

E

Element Card : Raw Data : Date

Enter the actual significant experience below, without generalisation.

Learning Focus

Client Name

SC/HR/ROEC01/CSHL/8.92

E

Element Card : Raw Data : Date

Enter the actual significant experience below, without generalisation.

Learning Focus

Client Name

SC/HR/ROEC01/CSHL/8.92

E

Element Card : Raw Data : Date

Enter the actual significant experience below, without generalisation.

Learning Focus

Client Name

SC/HR/ROEC01/CSHL/8.92

John's new elements towards change - grid.

E 11

Element Card : Raw Data : Date 02/03/93

Enter the actual significant experience below, without generalisation.

Inquire at apparent grid in Central Group between levels & use levels over identical w/e.

Learning Focus

Client Name

SC/HR/ROEC01/CSHL/8.92

E 17

Element Card : Raw Data : Date 02/03/93

Enter the actual significant experience below, without generalisation.

Waning over grid in unit period of group over attitudes to Tier 4 appointments

Learning Focus

Client Name

SC/HR/ROEC01/CSHL/8.92

E 12

Element Card : Raw Data : Date / /

Enter the actual significant experience below, without generalisation.

Concern over 'downgrading' at OGC after SQ leaves

Learning Focus

Client Name

SC/HR/ROEC01/CSHL/8.92

E 14

Element Card : Raw Data : Date / /

Enter the actual significant experience below, without generalisation.

Shelton Hart changes course in mind stream to fit with personal needs

Learning Focus

Client Name

SC/HR/ROEC01/CSHL/8.92

E 15

Element Card : Raw Data : Date / /

Enter the actual significant experience below, without generalisation.

Principal proposes appointments are to be made on basis of salary rather than ability

Learning Focus

Client Name

SC/HR/ROEC01/CSHL/8.92

E 17

Element Card : Raw Data : Date / /

Enter the actual significant experience below, without generalisation.

Learning Focus

Client Name

SC/HR/ROEC01/CSHL/8.92

E 16

Element Card : Raw Data : Date / /

Enter the actual significant experience below, without generalisation.

Learning Focus

Client Name

SC/HR/ROEC01/CSHL/8.92

E 16

Element Card : Raw Data : Date / /

Enter the actual significant experience below, without generalisation.

Learning Focus

Client Name

SC/HR/ROEC01/CSHL/8.92

PATTERN OF MEANING : LADDERING-UP ANALYSIS RECORD

Enter significant ideas/thoughts generated for each element cluster considered.

| Element Cluster | Record of Personal Feedback |
|-----------------|---|
| E1, 5, 6, 9 | Professional development fear coupled with lack of support from senior management. Leads to destruction of an prof. dev. |
| E2, 3, 7 | Own management of IATS; local management in IATS may be more successful and effective re problem solving: Misguided managers at the Comp. |
| E10, 8 | |

Enter significant ideas/thoughts generated for each construct cluster considered.

| Construct Cluster | Record of Personal Feedback |
|---------------------|--|
| RC1, RC2, C3, C5, X | Need for support when first started, more support = bits of a vested interest success - Right style = more prof. approach now, substituting, reward. |
| | |
| | |
| | |
| | |

Consider the total pattern of meaning for each element cluster in each construct cluster.

| Element Construct Cluster | Record of Personal Feedback |
|------------------------------|--|
| E1, 5, 6, 9 + RC1, RC2, 3, 5 | Can now come to terms with weaknesses in management elsewhere due to strong team in workshops + feel more confident of ability + support from team |
| E2, 3, 7 + RC1, RC2, 3, 5 | Early team spirit developing with +ve results. |
| E10, 8 + RC1, RC2, 3, 5 | As individual, felt very vulnerable to these managers, but prepared to stand up for ideals/principles within a team support model. |

Review focussed grid in light of the original purposes/aims intentionality.

| Purposes and Aims | New Learning achieved upon reflection |
|---|---|
| 'My' ideas, feelings about working as IATS tutor without corruption of experience | Felt grid is a relevant tool for conversation; better than directed questionnaire. Key lessons learnt - value of team support e.g. starting from scratch, sharing of ideas & practice. Vulnerability of individual teacher operates on an ce. as team. |

Learning Focus:

Learning experiences as an IATS tutor: John R.G.

Clients Name:

John Perry: IATS tutor.

Date: 10/11/92 -573-

PATTERN OF MEANING : LADDERING-UP ANALYSIS RECORD

Enter significant ideas/thoughts generated for each element cluster considered.

| Element Cluster | Record of Personal Feedback |
|-----------------|--|
| E9, E10 | MANAGEMENT ACT IN A MANNER WHICH OBSERVES THAT THE TEAM SUPPORTS |
| 2, 3, 7 | MY PRACTICE AS A TEACHER IMPROVES THROUGH STUDENTS/COLEAGUES SUPPORT & REWARDS |

Enter significant ideas/thoughts generated for each construct cluster considered.

| Construct Cluster | Record of Personal Feedback of Team |
|--------------------------------|--|
| C7, C8, C4, C2, C1 RC3, RC5 | WITNESSING COUNTESS LACK OF EXTERNAL SUPPORT, UNITY BROUGHT ABOUT BY THIS INITIAL ADVERSITY? |
| 2, 1, RC3, RC5 | MY PERSONAL PERCEPTION HELPS ME DEAL WITH WHAT OTHERS SEEM TO BE INSURMOUNTABLE PROBLEMS |

Consider the total pattern of meaning for each element cluster in each construct cluster.

| Element Construct Cluster | Record of Personal Feedback |
|---------------------------|---|
| - - - | SUPPORT OF TEAM HELPS ME DEAL WITH MANAGEMENT ATTACK |
| - - - | I HAVE GROWN PROFESSIONALLY REW. INSET & TEAM SUPPORT |

Review focussed grid in light of the original purposes/aims intentionality.

| Purposes and Aims | New Learning achieved upon reflection |
|-------------------|---|
| | POSITIVE LACK OF SUPPORT FROM MANAGEMENT & FEEL WE HAVE ACHIEVED A LEVEL OF SUCCESS IN THE TWS. MAKE PERSONALLY I FEEL I AM BECOMING A 'PROFESSIONAL' TEACHER & FEEL MORE CONFIDENT OF MY ABILITIES 'FW' OULD SUPPORT LIKE A 'DRUM' - NOW I'S ACHIEVING |

Learning Focus:

Learning exp's. with ITWS etc.

Clients Name:

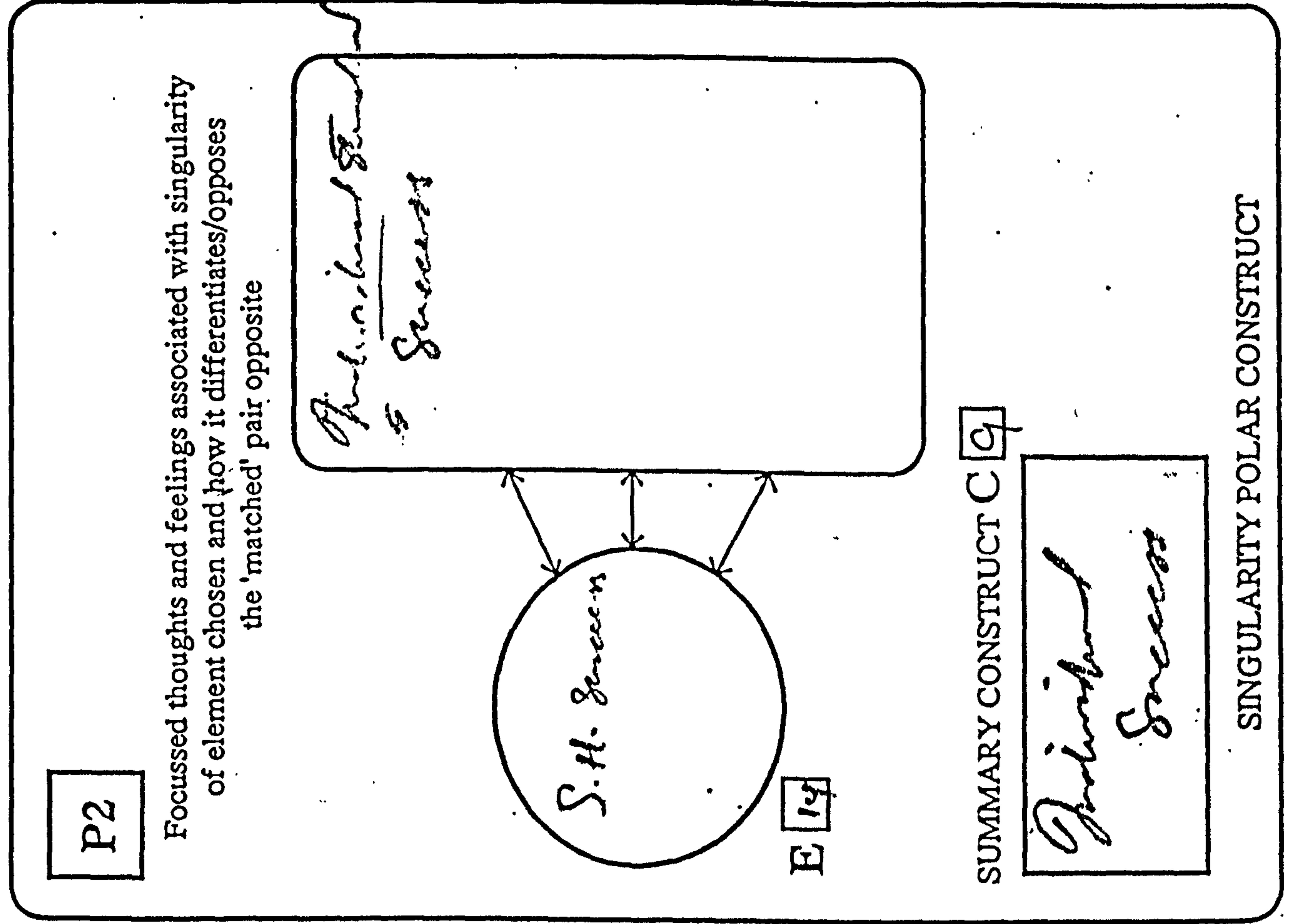
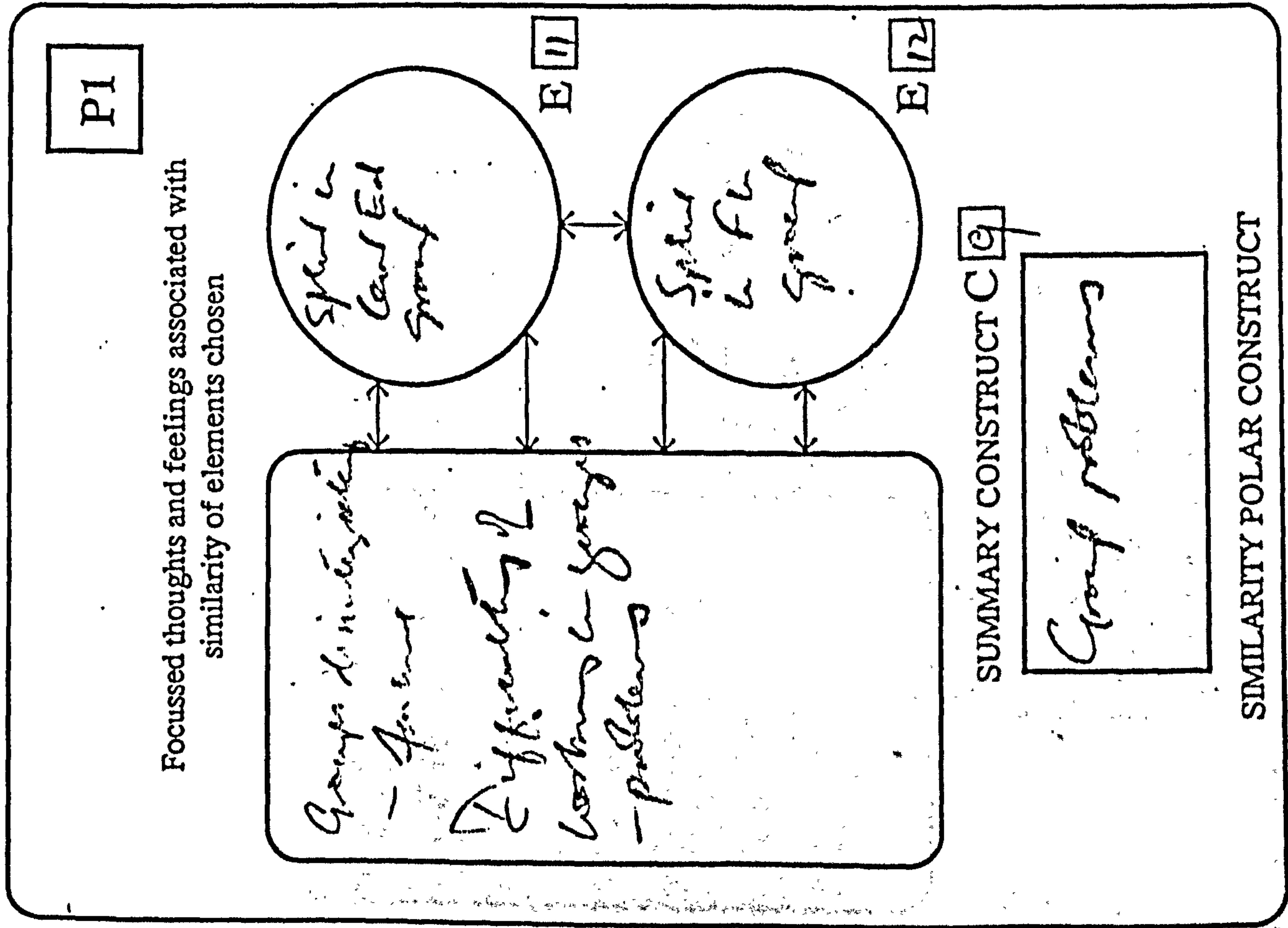
John Perry: And?

Date:

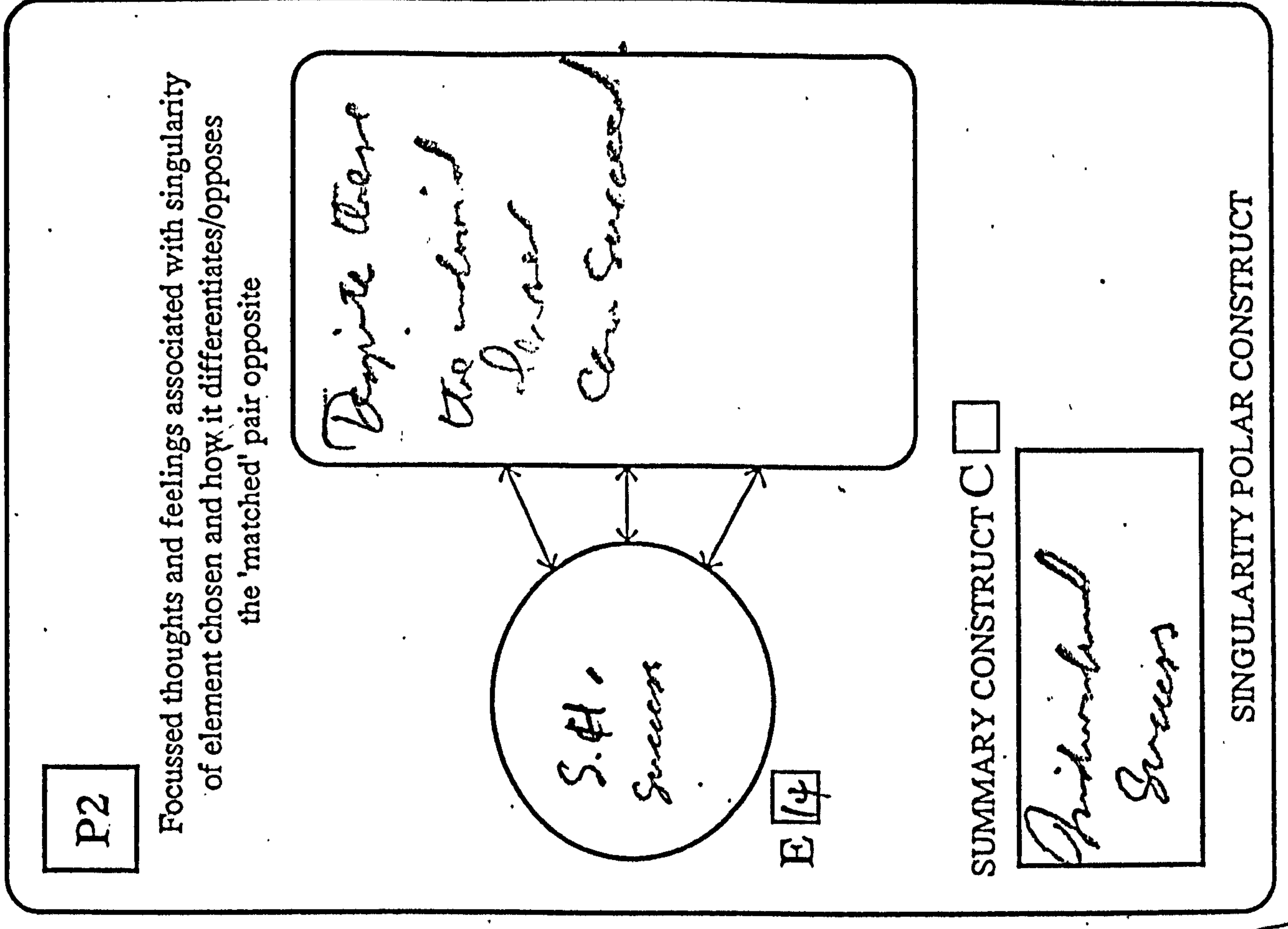
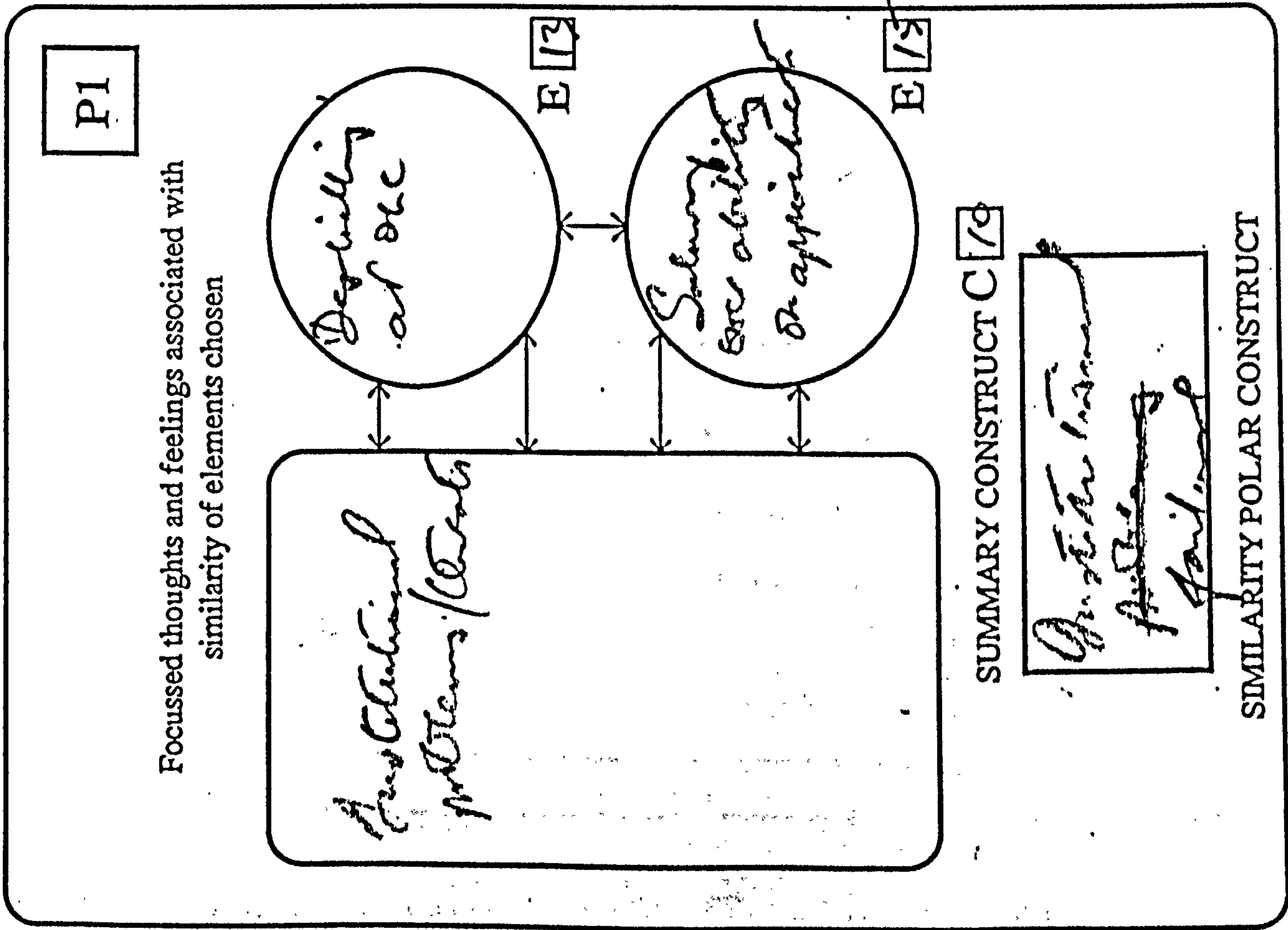
02/03/03

-574-

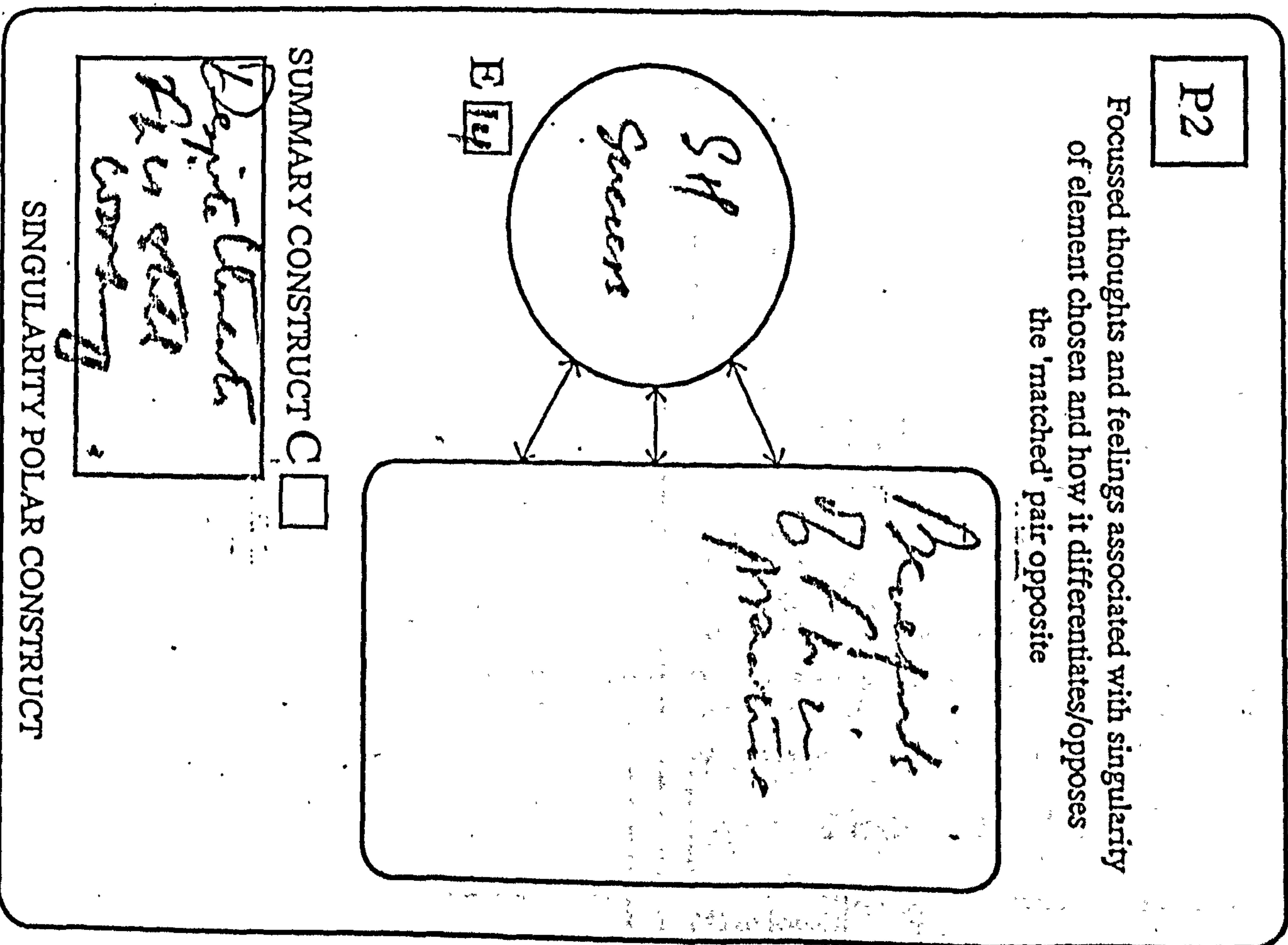
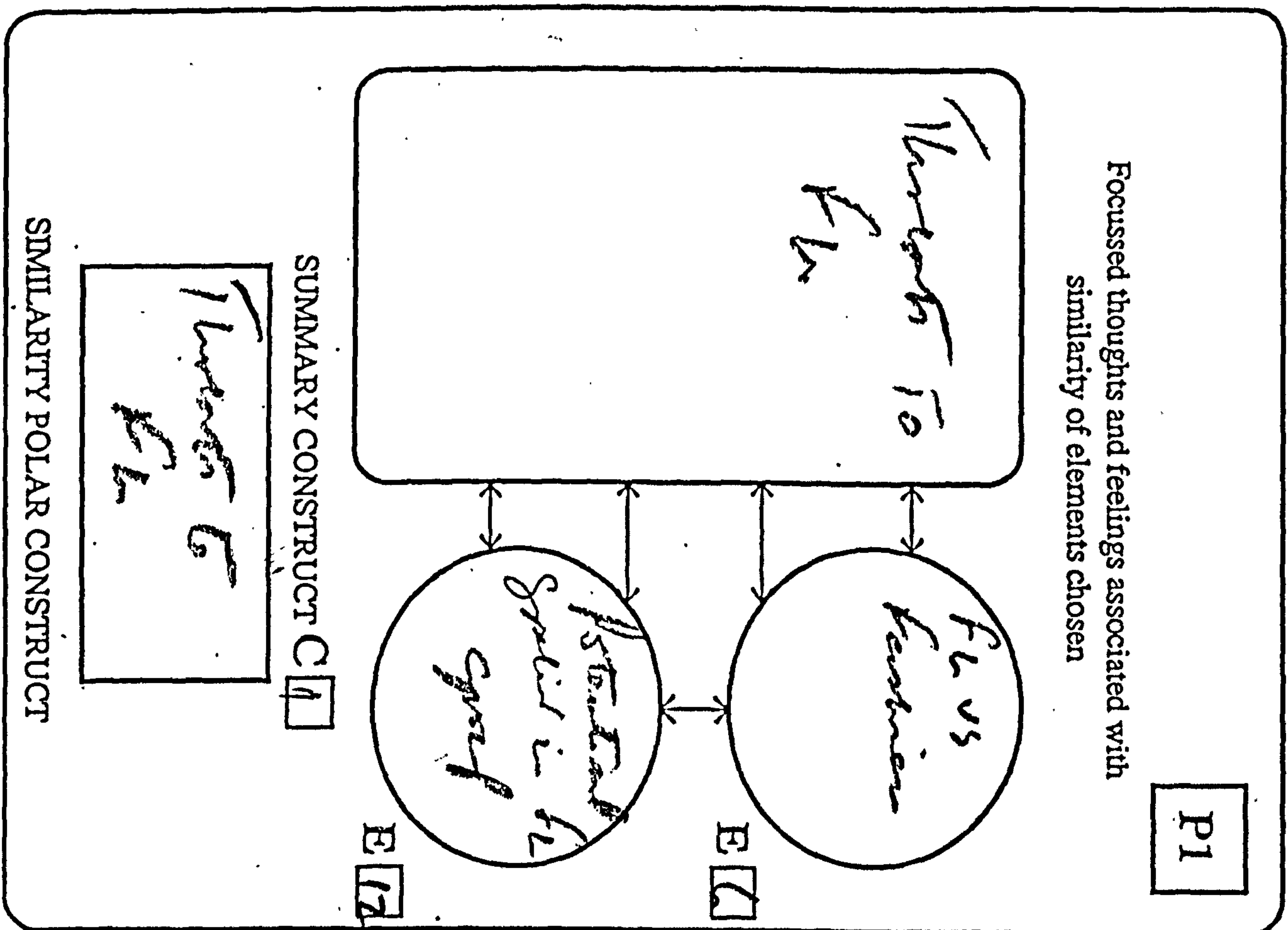
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TRIADGRAM[®]



TRIADGRAM®



AUTHOR

DATE

LEARNING FOCUS

C P1
Construct Card : Similarity Pole ✓ 2 + 3

Enter your thoughts/ideas generated, considering the similarity bi-pole.

"PROFESSIONAL" APPROACH IN ITWS

Client Name JH

Date 07/10/92

SC/HR/RGCC01/CSIL/8.92

C P2
Construct Card : Singularity Pole ✗ 1

Enter your thoughts/ideas generated, considering the singularity bi-pole.

"UNPROFESSIONAL" APPROACH ELSEWHERE

Client Name JH

Date 07/10/92

SC/HR/RGCC01/CSIL/8.92

C P1
Construct Card : Similarity Pole ✓ 2 + 3

Enter your thoughts/ideas generated, considering the similarity bi-pole.

NEW, REVISED POLICIES IN ITWS

Client Name JH

Date 07/10/92

SC/HR/RGCC01/CSIL/8.92

C P2
Construct Card : Singularity Pole ✗ 4

Enter your thoughts/ideas generated, considering the singularity bi-pole.

OLD SITUATION - OVERBURD - BEING

Client Name JH

Date 07/10/92

SC/HR/RGCC01/CSIL/8.92

C P1
Construct Card : Similarity Pole ✓ 4 + 5

Enter your thoughts/ideas generated, considering the similarity bi-pole.

FEELINGS OF FAILURE

Client Name JH

Date 07/10/92

SC/HR/RGCC01/CSIL/8.92

C P2
Construct Card : Singularity Pole ✗ 3

Enter your thoughts/ideas generated, considering the singularity bi-pole.

FEELINGS OF SUCCESS

Client Name JH

Date 07/10/92

SC/HR/RGCC01/CSIL/8.92

C P1
Construct Card : Similarity Pole ✓ 4 + 5

Enter your thoughts/ideas generated, considering the similarity bi-pole.

LACK OF SUPPORT INSIDE WIS.

Client Name JH

Date 07/10/92

SC/HR/RGCC01/CSIL/8.92

C P2
Construct Card : Singularity Pole ✗ 6

Enter your thoughts/ideas generated, considering the singularity bi-pole.

LACK OF SUPPORT OUTSIDE WIS.

Client Name JH

Date 07/10/92

SC/HR/RGCC01/CSIL/8.92

C P1

Construct Card : Similarity Pole ✓

Enter your thoughts/ideas generated, considering the similarity bi-pole.

Group problems - split in cert. level group + potential split in the group

Client Name

Date 27 / 02 / 93

SC/HR/RGCC01/CSHL/8.92

C P2

Construct Card : Singularity Pole ✗

Enter your thoughts/ideas generated, considering the singularity bi-pole.

Individual success of S+.

Client Name

Date / /

SC/HR/RGCC01/CSHL/8.92

C P1

Construct Card : Similarity Pole ✓

Enter your thoughts/ideas generated, considering the similarity bi-pole.

Institutional failure - desirability of OLC x 'salary over ability' issue

Client Name

Date / /

SC/HR/RGCC01/CSHL/8.92

C P2

Construct Card : Singularity Pole ✗

Enter your thoughts/ideas generated, considering the singularity bi-pole.

Despite that, the individual leader can succeed.

Client Name

Date / /

SC/HR/RGCC01/CSHL/8.92

C P1

Construct Card : Similarity Pole ✓

Enter your thoughts/ideas generated, considering the similarity bi-pole.

Problems of FL - the "fashion" + potential split in the group

Client Name

Date / /

SC/HR/RGCC01/CSHL/8.92

C P2

Construct Card : Singularity Pole ✗

Enter your thoughts/ideas generated, considering the singularity bi-pole.

Benefits of FL in practice i.e. SH change of direction & success in interview

Client Name

Date / /

SC/HR/RGCC01/CSHL/8.92

C P1

Construct Card : Similarity Pole ✓

Enter your thoughts/ideas generated, considering the similarity bi-pole.

Client Name

Date / /

SC/HR/RGCC01/CSHL/8.92

C P2

Construct Card : Singularity Pole ✗

Enter your thoughts/ideas generated, considering the singularity bi-pole.

Client Name

Date / /

SC/HR/RGCC01/CSHL/8.92

SPACED FOCUSED GRID

SPACED FOCUSED GRID

CONSTRUCTIVE PAPER

CONSTRUCTIVE PAPER

STUDENT SUPPORT

STUDENT SUPPORT

LACK OF SUPPORT FOR

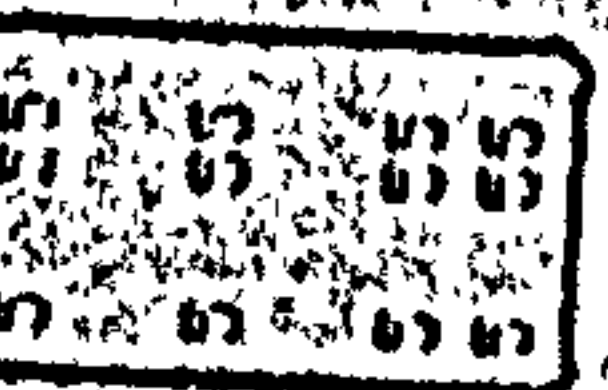
NEW OPPORTUNITIES

PROFESSIONAL

SUCCESS

FAILURE

DESPAIR



RESULTS

RC6

RC3

RC4

RC11

RC6

PLANNING

LACK OF KNOWLEDGE CONCERN

ADULT STUDENT LEFT AFTER 1H

LEARN V D OF ADMIN AD 15

WEAKNESS SM INCONCLUSIVE NO

FRINGE EVENT

INCONSISTENT WORK

FL VS FASH: IN WORRY

1-3 Quay, 10/92 - PERSONAL REPERTORY GRID (RAW ENTRY): CSHL (P=2)

| P1 | PAIR | ✓=1 | E1 | E2 | E3 | E4 | E5 | E6 | E7 | E8 | E9 | E10 | E11 | E12 | E13 | E14 | E15 | E16 | E17 | E18 | P2 | X SINGLETON | |
|----|--------------------------|-----|----|----|----|----|----|----|--------------|----|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|----|--------------------------|--|
| C1 | PROFESSIONALISM | | X | ✓ | ✓ | X | X | X | ✓ | X | X | X | | | | | | | | | | constant paper | |
| C2 | NEW POLICIES | | X | ✓ | ✓ | X | X | X | ✓ | X | X | X | | | | | | | | | | Stiffness | |
| C3 | FAILURE | | ✓ | X | X | ✓ | ✓ | ✓ | X | ✓ | ✓ | ✓ | | | | | | | | | | Success | |
| C4 | EXTERNAL LACK OF SUPPORT | | X | ✓ | X | ✓ | ✓ | X | ✓ | X | X | X | | | | | | | | | | EXTERNAL LACK OF SUPPORT | |
| C5 | DESPAIR | | ✓ | X | X | ✓ | ✓ | ✓ | X | ✓ | ✓ | ✓ | | | | | | | | | | Success | |
| C6 | PLANNING | | ✓ | ✓ | X | ✓ | ✓ | ✓ | X | ✓ | ✓ | X | | | | | | | | | | Results | |
| C7 | TRAINING SUPPORT | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | X | ✓ | ? | X | | | | | | | | | | STUDENT SUPPORT | |
| C8 | ATTACHES ON PL | | ? | ? | ? | X | ? | X | ? | ✓ | X | ✓ | | | | | | | | | | LACK OF SUPPORT FOR PL | |

PATTERN OF MEANING : LADDERING-UP ANALYSIS RECORD

Enter significant ideas/thoughts generated for each element cluster considered.

| Element Cluster | Record of Personal Feedback |
|-----------------|---|
| E8,9,10 | long term A note of vision among S.M. |
| E2,3,7 | Check before workers try to establish plans ^{plans} via long-term planning |

Enter significant ideas/thoughts generated for each construct cluster considered.

| Construct Cluster | Record of Personal Feedback |
|-------------------|---|
| C1,2,4,RC3,5 | lack of support in old situation → personal dispar |
| C1,2,RC3,5 | Increased support in new situation → feelings of personal dev. |

Consider the total pattern of meaning for each element cluster in each construct cluster.

| Element Construct Cluster | Record of Personal Feedback |
|---------------------------|--|
| E8,9,10 with C1,2,4,RC3,5 | lack of support underpinned by lack of vision |
| E2,3,7 with C1,2,RC3,5 | Increased support underpinned by group planning |

Review focussed grid in light of the original purposes/aims intentionality.

| Purposes and Aims | New Learning achieved upon reflection |
|--|--|
| Learning experiences as ITW's team designed to be concerned with | Change: At the time it seemed change was being done from below with no direction/support from above |

Learning Focus:

Learning experiences as an IT workshop tutor: John R. G.

Clients Name:

John Perry: -582-

Date: 23/05/94

JOHN Y "CHANGE-GRID" PERSONAL REPERTORY GRID (OPEN ENTRY) : CSIL^o

3

| P1 | Pole Rated ✓ | E1 | E2 | E3 | E4 | E5 | E6 | E7 | E8 | E9 | E10 | E11 | E12 | E13 | E14 | E15 | E | E | E | AP2 | X Pole Rated | |
|----|-------------------------------|----|----|----|----|----|----|----|----|----|-----|-----|-----|-----|-----|-----|---|---|---|-----|--------------|--------------------------------|
| C1 | Professionalism in ITNs. | 3 | 1 | 1 | 2 | 2 | 3 | 1 | 3 | 3 | 3 | 2 | 1 | 3 | 1 | 3 | | | | | | C1 Unprofessionalism |
| C2 | New Revised Policies in ITNs. | 2 | 1 | 1 | 3 | 1 | 2 | 1 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | | | | | | old situation - overburdening. |
| C3 | Failure | 1 | 3 | 3 | 1 | 1 | 1 | 3 | 1 | 1 | 1 | 1 | 1 | 3 | 1 | 1 | | | | | | Success. |
| C4 | Lack of Support in ITNs. | 3 | 2 | 2 | 1 | 2 | 3 | 2 | 3 | 3 | 3 | 3 | 1 | 3 | 2 | 3 | | | | | | Lack of support outside ITNs. |
| C5 | Despair | 1 | 3 | 3 | 1 | 2 | 1 | 3 | 1 | 1 | 1 | 1 | 1 | 1 | 3 | 1 | | | | | | Success. |
| C6 | Good Planning | 2 | 1 | 3 | 2 | 2 | 2 | 3 | 2 | 2 | 2 | 2 | 2 | 2 | 3 | 2 | | | | | | Good Results. |

Change-Grid: Project C1
Project Manager: John Perry
SC/IR/RG1/CSIL/6.92

JOHN Y "CHANGE-GRID" PERSONAL REPERTORY GRID (OPEN ENTRY) : CSIL^o

| P1 | Pole Rated ✓ | E1 | E2 | E3 | E4 | E5 | E6 | E7 | E8 | E9 | E10 | E11 | E12 | E13 | E14 | E15 | E | E | E | AP2 | X Pole Rated | |
|-----|------------------------|----|----|----|----|----|----|----|----|----|-----|-----|-----|-----|-----|-----|---|---|---|-----|--------------|-------------------------|
| C7 | Poor training support. | 1 | 2 | 2 | 3 | 2 | 1 | 2 | 2 | 2 | 3 | 1 | 2 | 3 | 2 | 2 | | | | | | Poor Student support. |
| C8 | Attacks on FL | 2 | 2 | 2 | 3 | 2 | 1 | 2 | 1 | 1 | 1 | 1 | 2 | 1 | 2 | 2 | | | | | | Lack of support for FL. |
| C9 | Group Problems | 2 | 2 | 3 | 2 | 2 | 2 | 3 | 1 | 1 | 2 | 1 | 1 | 2 | 3 | 2 | | | | | | Individual Success. |
| C10 | Institutional failure | 2 | 2 | 3 | 2 | 2 | 2 | 3 | 1 | 1 | 2 | 1 | 1 | 2 | 3 | 2 | | | | | | Individual Success. |
| C11 | Threats to FL | 2 | 3 | 3 | 2 | 2 | 1 | 3 | 1 | 1 | 1 | 1 | 1 | 1 | 3 | 2 | | | | | | Benefits of FL |

- 585 -

SC/IR/RG1/CSIL/6.92

CHANGE-GRID TALKBACK RECORD

Where do the new elements occur in the FOCUSED CHANGE grid?

| New Elements | Region/Cluster/Area... Grid Description/Rationale |
|--------------|---|
| NE14 | With cluster of NE14, E2, E3, E7 and RCL, CS, NC11: cluster NE14, E3, E7 & C6, NC9 & 10. |
| NE13 & 15 | cluster NE13, 15, E1, E6, E10 & C8, RCL, RCL, CS, NC11: cluster C3 with NE15, E5, E1, 4, 10 |
| NE11 & NE12 | cluster NE11, E8, E9, C8, RCL: cluster NE11, NE12, E8 & 9, CS, NC11, NC9, NC10 |
| " NE12 | cluster NE12, E4 & C7, C8, RCL & cluster NE11, 12, E8 & 9 & 4 with C3. |

What new thoughts, ideas, suggestions does this raise?

| New Elements | Record of Personal Feedback |
|--------------|--|
| NE 11, 12 | Level of support/direction from SM in FL area. |

Where do the new constructs occur in the FOCUSED CHANGE grid?

| New Construct | Region/Cluster/Area... Grid Description/Rationale |
|---------------|--|
| NC11 | clusters RCL/CS/NC11; C8/RCL/RCL/CS/NC11; CS/NC11/NC9/NC10 |
| NC9 | clusters NC9/NC10/C6; CS/NC11/NC9/NC10 |

What new thoughts, ideas, suggestions does this raise?

| New Construct | Record of Personal Feedback |
|---------------|---|
| NC 9, 10 | Personal success related to student + own satisfaction despite inconsistent feedback. |

Which Element-Construct ratings have changed? Enter your significant ideas/thoughts generated, accounting for these changes. *i.e. relative to both new grids.*

| E-C Rating Change | | | Record of Personal Feedback |
|-------------------|--------|--------|---|
| E-C | From: | To: | |
| E6-C8 | 5 (sp) | 1 (sp) | As a "back story" was (in some form). |
| E9-C8 | 5 " | 1 " | As a longer dependent totally to SM's view. |
| E5-C2 | 2 " | 3 " | Increase in own knowledge + team support. |

Consider the total pattern of 'change' observed and enter your attributed meaning.

| Cluster/Area/Theme Explored | Record of Personal Causality |
|-----------------------------|--|
| NE 11, 12 | Concern over future existence of the increased dependence on team support (as a student). As supported party for future years. |
| E 8, 9 | |
| CS, NC11, 9, 10 | |

Learning Focus/Grid Ref:

Learning experiences as an IT workshop tutor (over 1992-1993)

Clients Name:

John Perry

Date:

23 / 05 / 94

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CHANGE-GRID TALKBACK RECORD

Where do the new elements occur in the FOCUSED CHANGE grid?

| New Elements | Region/Cluster/Area... Grid Description/Rationale |
|--------------|--|
| NE14 | With cluster of NE14, E1, E3, E7 and RC1, C5, NC11: cluster NE14, E3, E7 & C6, NC9 & 10. |
| NE13 & 15 | cluster NE13, 15, E1, E6, E10 & C8, RC4, RC1, C5 & NC11: cluster C3 with NE15, E5, E1, E10 |
| NE11 & NE12 | cluster NE11, E8, E9, C8, RC4: cluster NE11, NE12, E8 & 9, C5, NC11, NC9, NC10 |
| " NE11 | cluster NE12, E4 & C7, C8, RC1 & 4 & cluster NE11 & 12, E8 & 9 & 14 with C3. |

What new thoughts, ideas, suggestions does this raise?

| New Elements | Record of Personal Feedback |
|--------------|--|
| NE 13, 15 | Despite various management restructuring & personal career advances, I am still very concerned about the future of the |

Where do the new constructs occur in the FOCUSED CHANGE grid?

| New Construct | Region/Cluster/Area... Grid Description/Rationale |
|---------------|--|
| NC11 | clusters RC1/C5/NC11; C8/RC4/RC1/C5/NC11; C5/NC11/NC9/NC10 |
| NC9 | clusters NC9/NC10/C6; C5/NC11/NC9/NC10 |

What new thoughts, ideas, suggestions does this raise?

| New Construct | Record of Personal Feedback |
|---------------|--|
| NC 11 | Despite obvious benefits to students of the institutional problems presented this full realisation |

Which Element-Construct ratings have changed? Enter your significant ideas/thoughts generated, accounting for these changes. i.e. relative to both run grids.

| E-C Rating Change | | | Record of Personal Feedback |
|-------------------|---------|---------|-----------------------------|
| E-C | From: | To: | |
| E6-C8 | 5 (SpH) | 1 (SpH) | |
| E9-C8 | 5 " | 1. " | |
| E5-C2 | 2 " | 3 " | |

Consider the total pattern of 'change' observed and enter your attributed meaning:

| Cluster/Area/Theme Explored | Record of Personal Causality |
|-----------------------------|--|
| RC5, 7, 10, 9, 10, 16 | Benefits of first world - based systems in manufacturing |

Learning Focus/Grid Ref:

Learning experiences as an IT workshop tutor (over 1992-1993)

Clients Name:

John Perry.

Date: 23 / 05 / 94

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Exhibit I3 Repertory Grid Evidences Hilary Baker

PERSONAL LEARNING BIOGRAPHY: NAME

HILARY BAKER

| Date | Participation in S.O.L Activities | Evidence of Learning | | Outcomes associated with S.O.L | |
|------|-----------------------------------|---|--|--|---|
| | | Learners own view: Changes in attitude and understanding | Others' observations: Changes in the learners' behaviour | Outcomes valued by the learner | Outcomes valued by I.T. tutor 'Subjectively' assessed 'Objectively' measured |
| | CERT ED | Organising & managing time for assignments Initial doubts on capability Enjoyed some of the work for Cert Ed. Stage 2 was necessary to cope with Cert Ed. Decided to concentrate on DTP - at home | | Being offered appropriate assignment choices | |
| 18 | DTP & IT areas | Saw training in isolated environment Chose CAG WORKS IT Spreadsheets & Database Giving choice of parallel modules | Hilary started IT with a low skill-base; however, I know from my own experience that her key capabilities were represented in her work from work skills in media industry plus empathy towards adult students as an adult learner herself. Her teaching helped me. CAG Ed. pkg oriented well as a 'text' supported by my prior "number-culture" thing developed skills in terms of 'social - workshop' and had gained confidence from being a full-member of a practice team | Value IT skills gained Value necessity of tutor support for other students. Achieved aims & students benefit from my skills. Demanding on tutor inflexible - not truly flexible intensive session | Overall embrace of using generic IT packages by Hilary and in context of both individual & group of students. Default preference with IT skills. Course via CAG 726 + final Cert Ed. IT project represents real. desc. in context of IT teaching. |

PERSONAL LEARNING BIOGRAPHY: NAME

HILARY BAKER

| Date | Participation in S.O.L Activities | Evidence of Learning | | Outcomes associated with S.O.L | |
|--------|--|--|--|--|---|
| | | Learners own view: Changes in attitude and understanding | Others' observations: Changes in the learners' behaviour | Outcomes valued by the learner | Outcomes valued by I.T. tutor 'Subjectively' assessed 'Objectively' measured |
| 1/6/92 | Acting as learning coach for study skills I.T. | Increased awareness of each learner on individual. | I have observed that Hilary has reached her difficult teaching and learning, but has been able to compare techniques delivery system with those of our ITWS team. | Gained a lot of self-confidence through contact experience. Likes one-to-one learner-tutor relationship. Value support of "the team". | I have seen Hilary gain experience simply by being a part of the team. Hilary has guided new staff-in-the-job :- counselling/educational therapy. :- managing I.T. courses :- Actual I.T. skills e.g. e-Maker, CoolDraw. :- Insight into a new profession. :- Has made a valuable contribution to ITWS team |
| 1/6/92 | | | Hilary had problems with managing groups in a hostile environment e.g. Combined Home with no technician or other staff support. So much so, that she expressed a desire to 'discontinue' the job. However, extra support from 'new technician' & gradual support from team helped Hilary to keep her head above water. | Hilary is now a valuable member of the team because she works well with students and colleagues and has opened her own specialist areas e.g. Study Skills, 3D, Art & Design IT Short courses. etc. word processing. etc. IT Applications. Media Studies. | |

CONSTRUCT - ELEMENT SCALING RECORDER

5 POINT SCALE

SIMILARITY CONSTRUCT

TEAM MEMBER SHARE IDEAS/RESOURCES

SINGULARITY CONSTRUCT

ISOLATION WHEN NO EXCHANGE OF RESOURCES

| C | 1 (✓/✓) | 2 (✓) | 3 (?) | 4 (X) | 5 (X X) |
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NAME

KEY IT / FL EXP

FOCUS

DATE

ORGANISATION

PAGE

SC/HR/CESRI/CSHL/1.93

CONSTRUCT - ELEMENT SCALING RECORDER

5 POINT SCALE

SIMILARITY CONSTRUCT

UNCERTAIN ON RIGHTS / RESPONSIBILITIES

SINGULARITY CONSTRUCT

EXPERIENCE GAINS KNOWLEDGE

| C | 1 (✓/✓) | 2 (✓) | 3 (?) | 4 (X) | 5 (X X) |
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NAME

KEY IT / FL EXP.

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DATE

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SC/HR/CESRI/CSHL/1.93

CONSTRUCT - ELEMENT SCALING RECORDER

5 POINT SCALE

✓ SIMILARITY CONSTRUCT

BEING IGNORED LEADS TO LOW SELF WORTH

✗ SINGULARITY CONSTRUCT

ENCOURAGEMENT HELPS FULFILLMENT ^{SATISFACTION}

| <input type="checkbox"/> C | 1 (✓/✓) | 2 (✓) | 3 (?) | 4 (X) | 5 (X X X) |
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NAME HILARY BAKER

FOCUS

KEY IT / FL EXP

DATE 28.6.93

ORGANISATION

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CONSTRUCT - ELEMENT SCALING RECORDER

5 POINT SCALE

✓ SIMILARITY CONSTRUCT

NEW SKILLS HELP RELATIONSHIPS

✗ SINGULARITY CONSTRUCT

LACK OF FAMILIARITY WITH STUDENTS

| <input type="checkbox"/> C | 1 (✓/✓) | 2 (✓) | 3 (?) | 4 (X) | 5 (X X X) |
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NAME HILARY BAKER

FOCUS

KEY IT / FL EXP

DATE 28.6.93

ORGANISATION

SAC

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CONSTRUCT - ELEMENT SCALING RECORDER

5 POINT SCALE

SIMILARITY CONSTRUCT

GAINING CONFIDENCE THROUGH RELATIONSHIPS

SINGULARITY CONSTRUCT

LOSS OF CONFIDENCE THROUGH NOT BEING IN EXPERIENCE

| C | 1 (✓/✓) | 2 (✓) | 3 (?) | 4 (X) | 5 (XX) |
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| E1 | ✓ | | | | |
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NAME

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DATE

ORGANISATION

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CONSTRUCT - ELEMENT SCALING RECORDER

5 POINT SCALE

SIMILARITY CONSTRUCT

EXPERIENCE UNDEPENDING OF STUDENT NEEDS

SINGULARITY CONSTRUCT

LACK OF EXPERIENCE LEADS TO TEACHING EXPERIENCE

| C | 1 (✓/✓) | 2 (✓) | 3 (?) | 4 (X) | 5 (XX) |
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NAME

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SC/HR/CESR/CSHL/1.93

CONSTRUCT - ELEMENT SCALING RECORDER

5 POINT SCALE

SIMILARITY CONSTRUCT

EXPERIENCE 1 UNDERSTANDING STUDENT NEEDS

SINGULARITY CONSTRUCT

LACK OF EXPERIENCE LEADS TO TERRIFYING EXPERIENCES

| C <input type="checkbox"/> | 1 (✓/✓) | 2 (✓) | 3 (?) | 4 (X) | 5 (X X) |
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| E1 | ✓ | | | | |
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NAME HILARY BAKER

FOCUS KE/FLIT EXPS

DATE 28.6.93

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SC/HR/CESR1/CSHL/1.93

CONSTRUCT - ELEMENT SCALING RECORDER

5 POINT SCALE

SIMILARITY CONSTRUCT

SINGULARITY CONSTRUCT

| C <input type="checkbox"/> | 1 (✓/✓) | 2 (✓) | 3 (?) | 4 (X) | 5 (X X) |
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NAME

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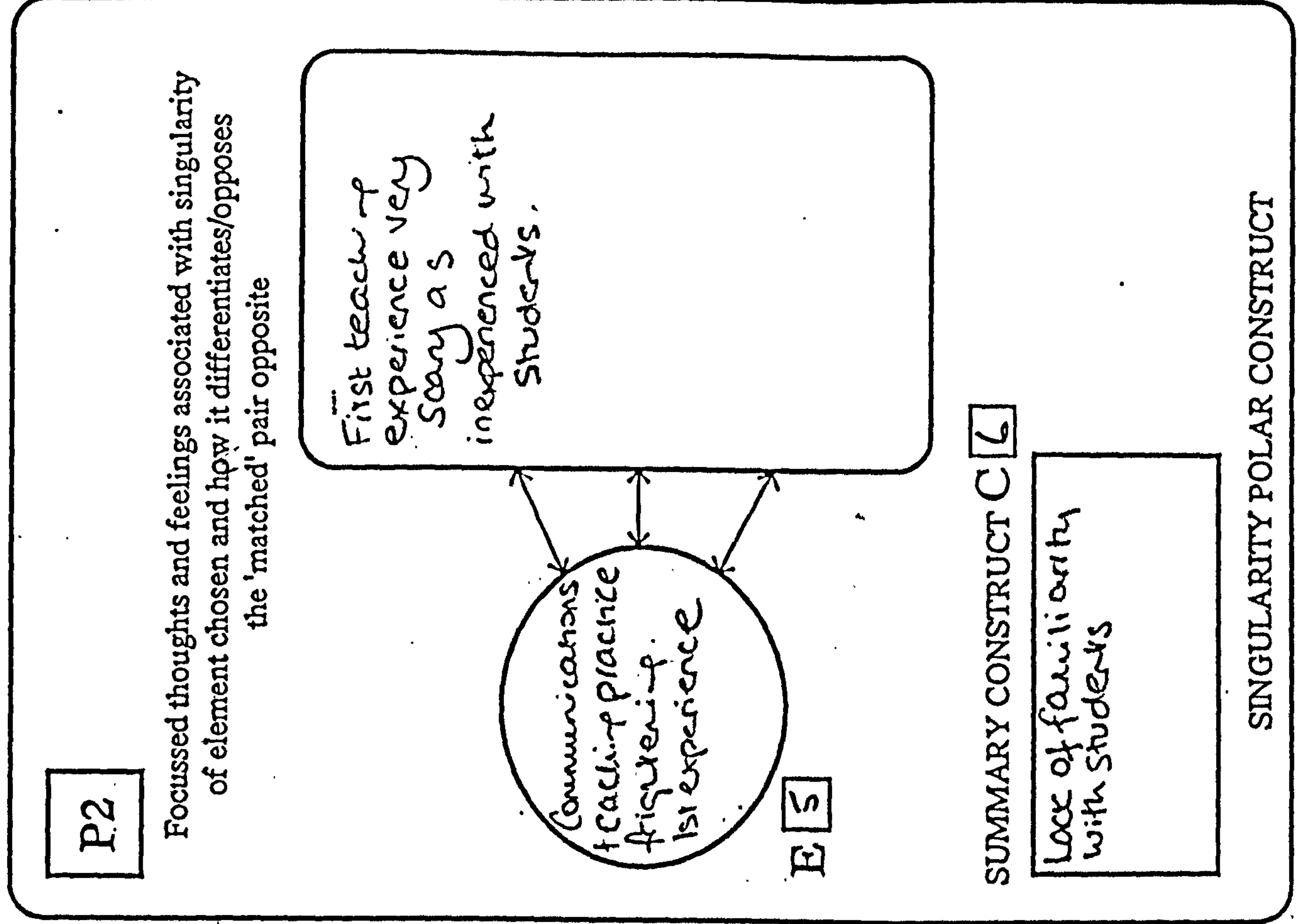
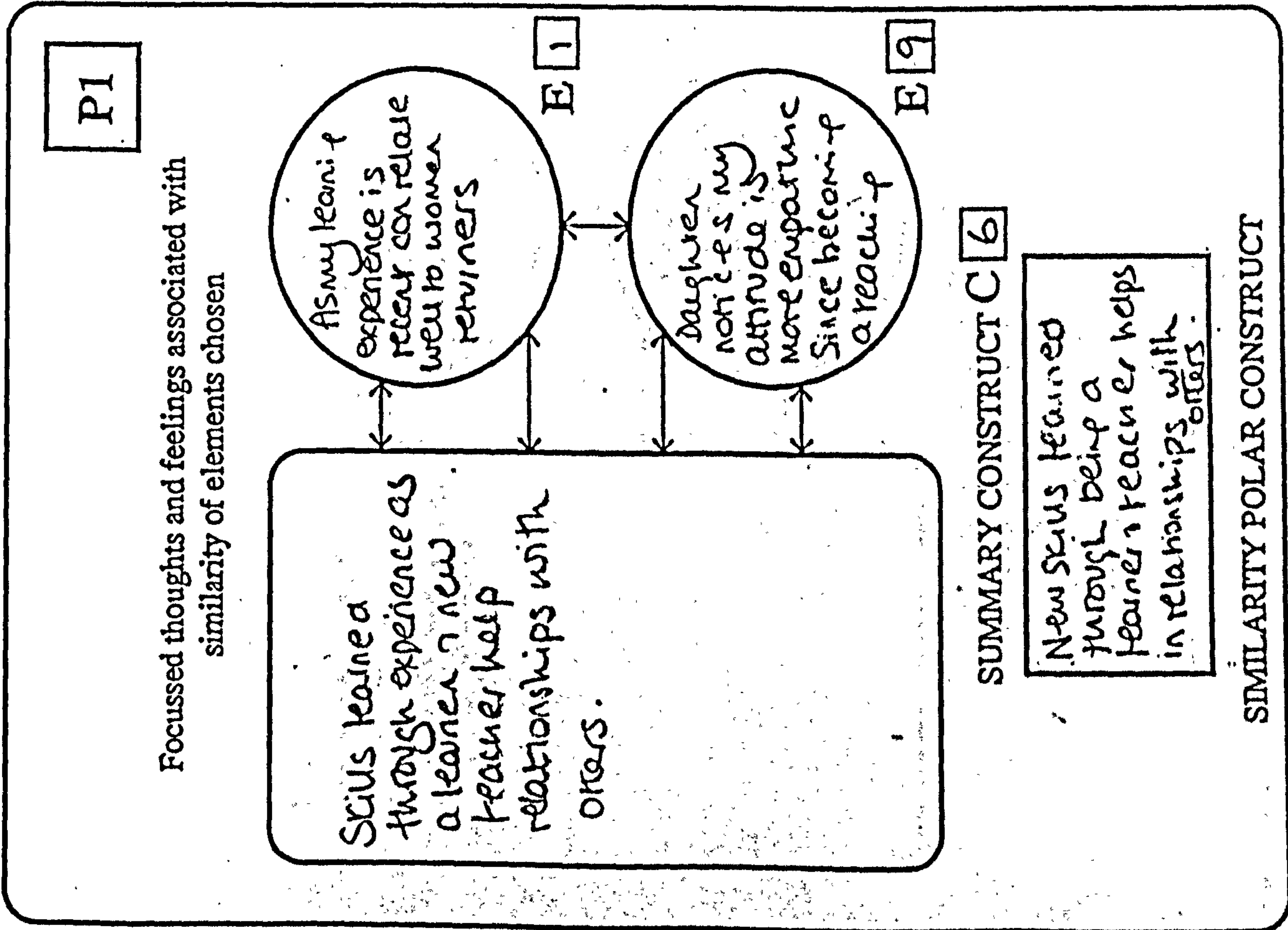
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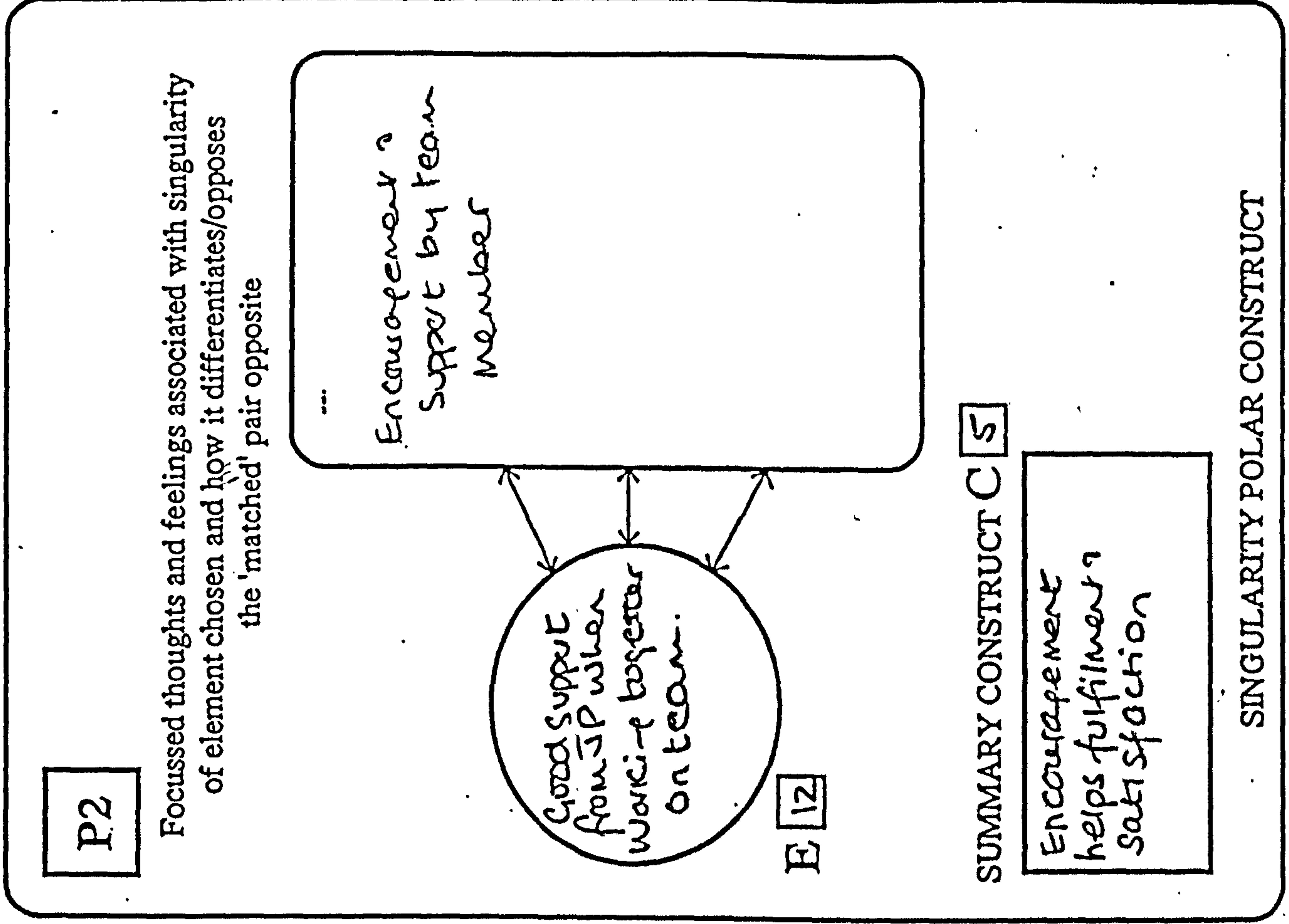
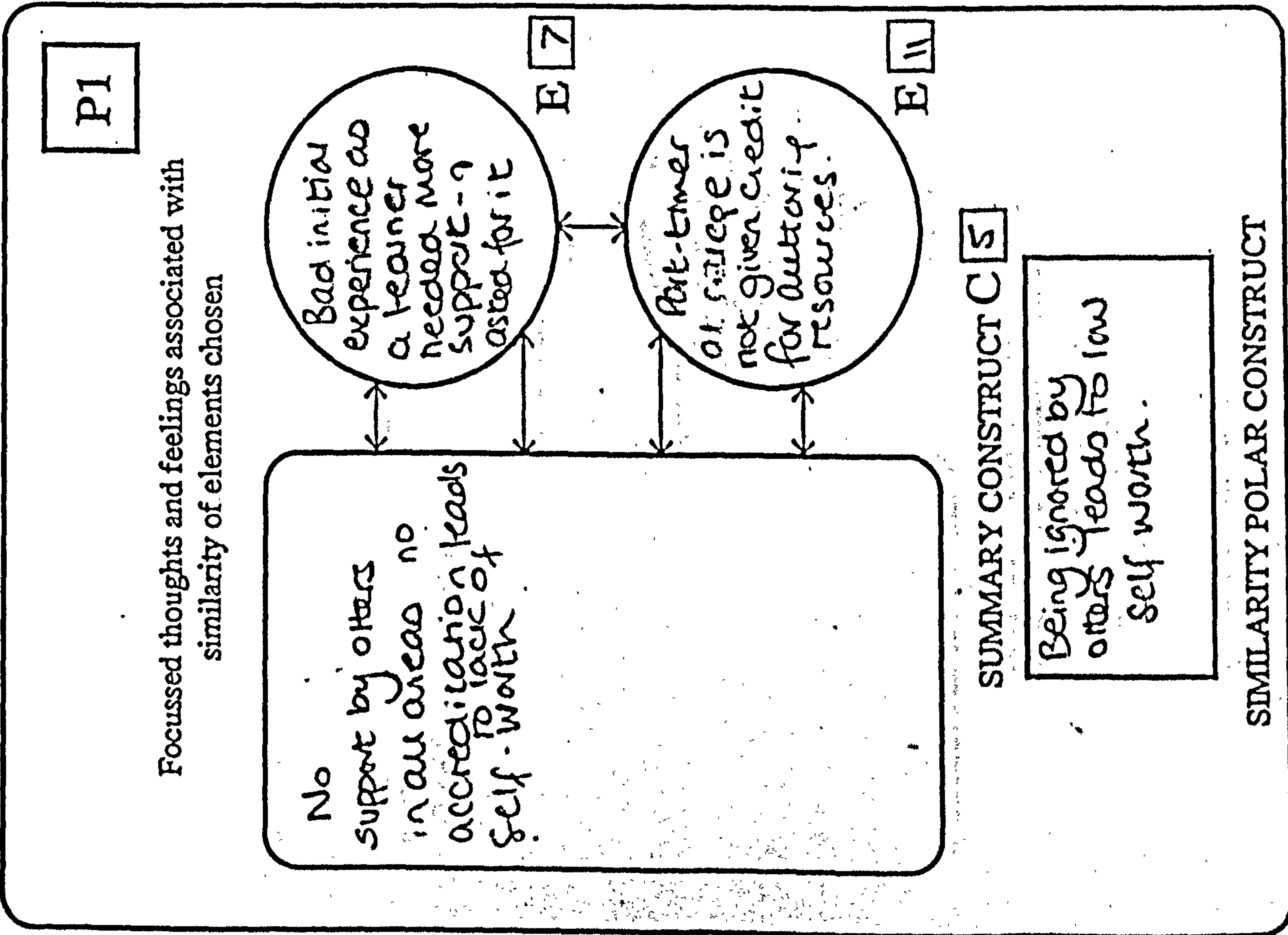
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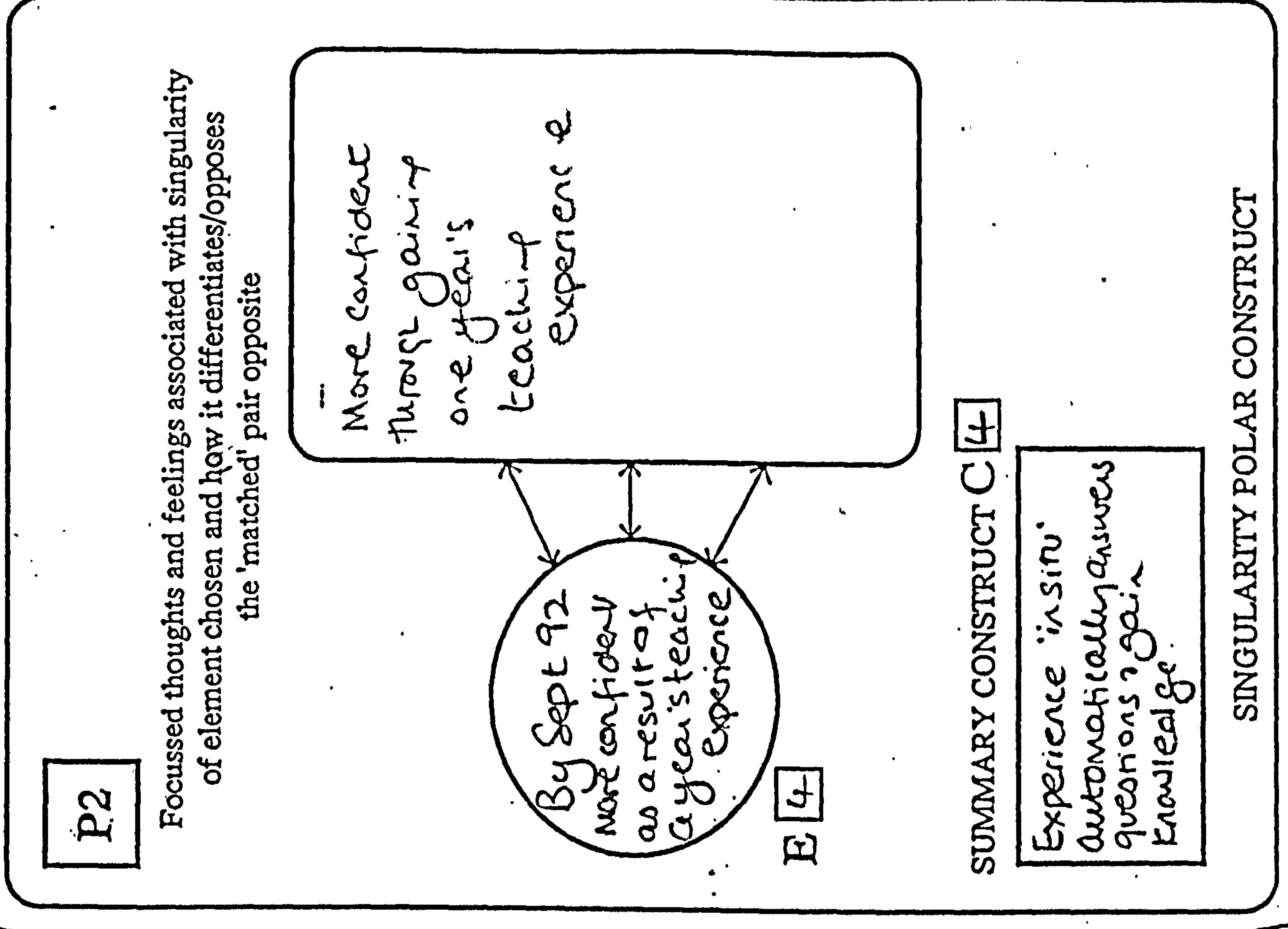
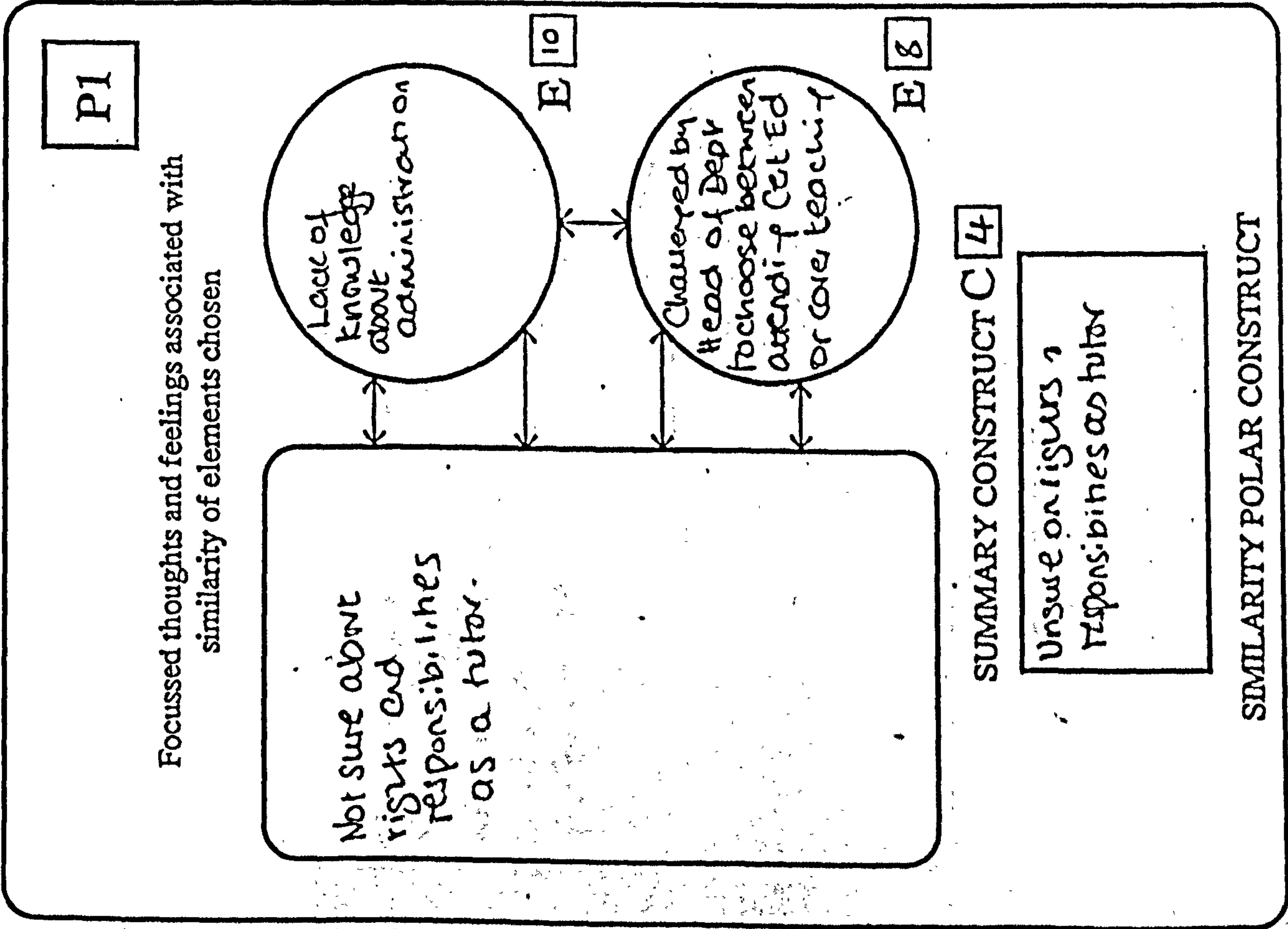
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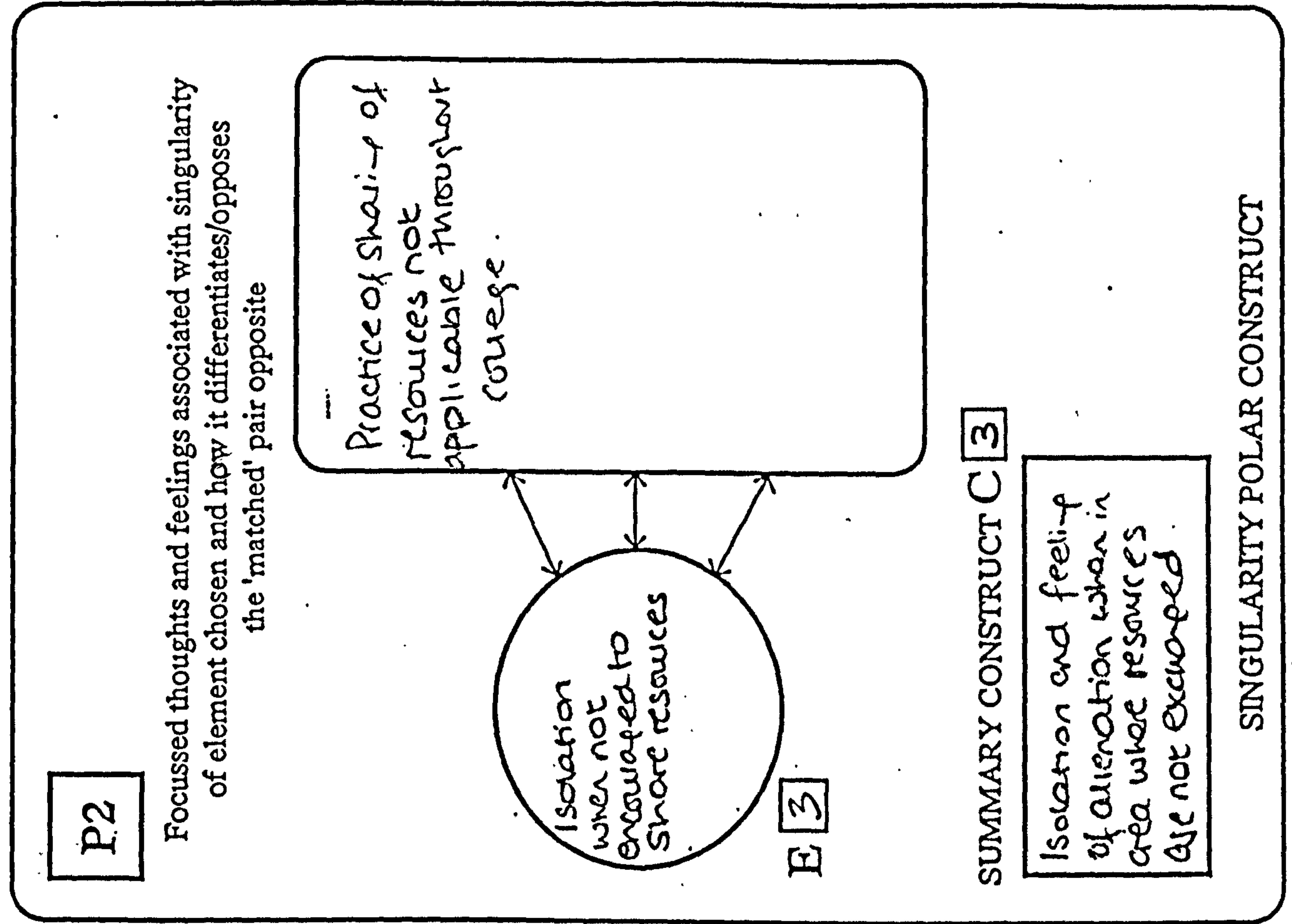
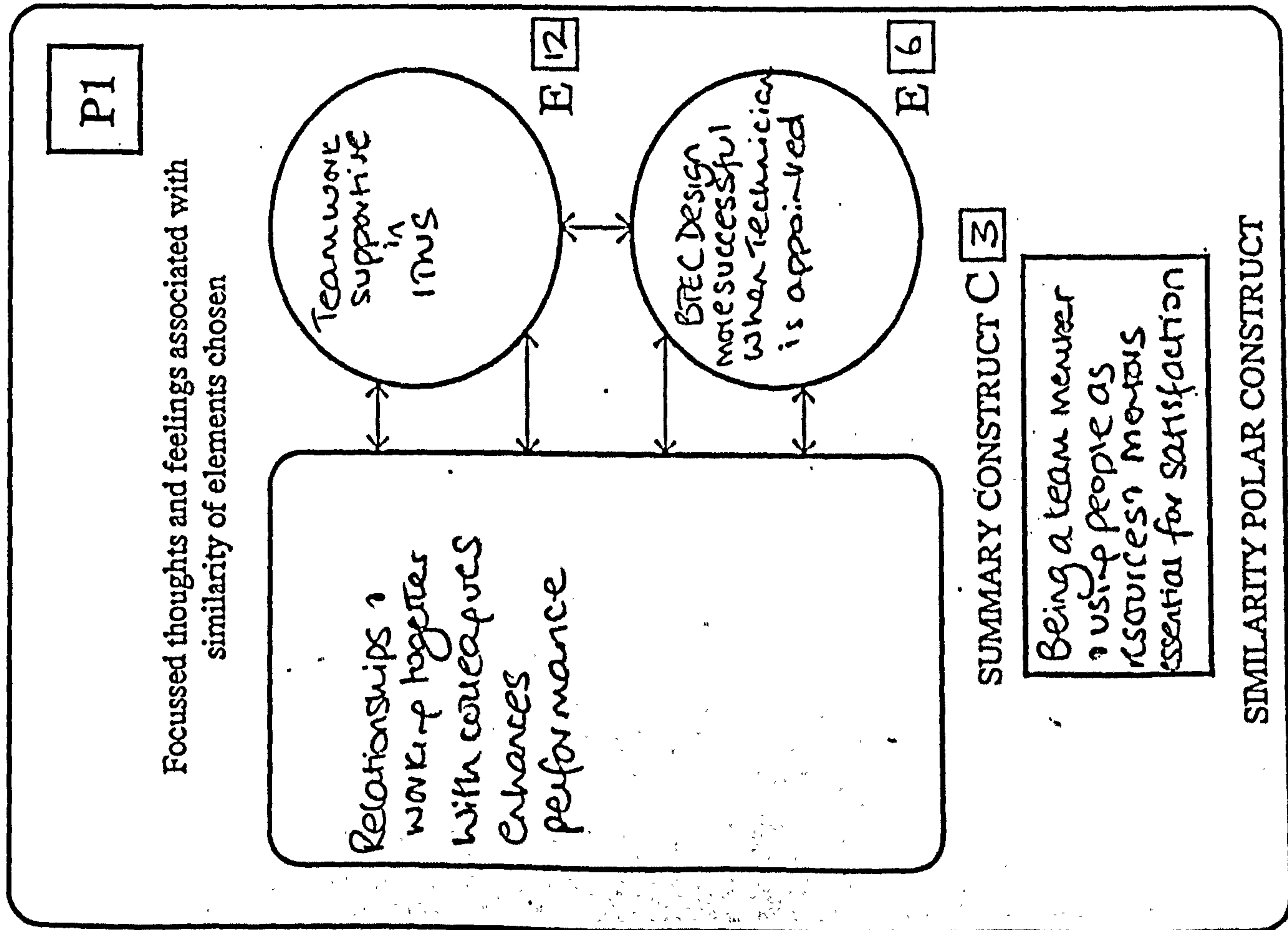
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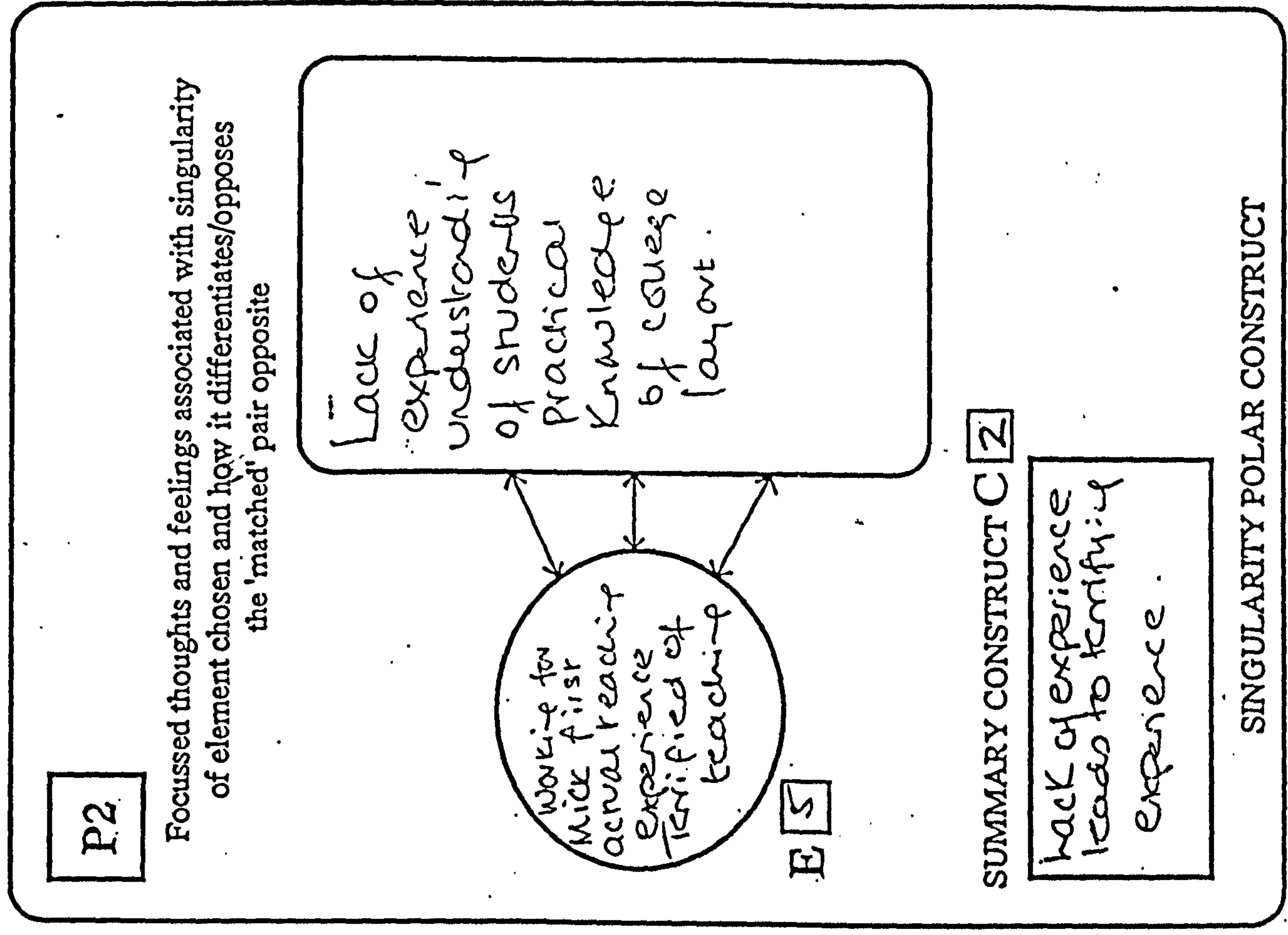
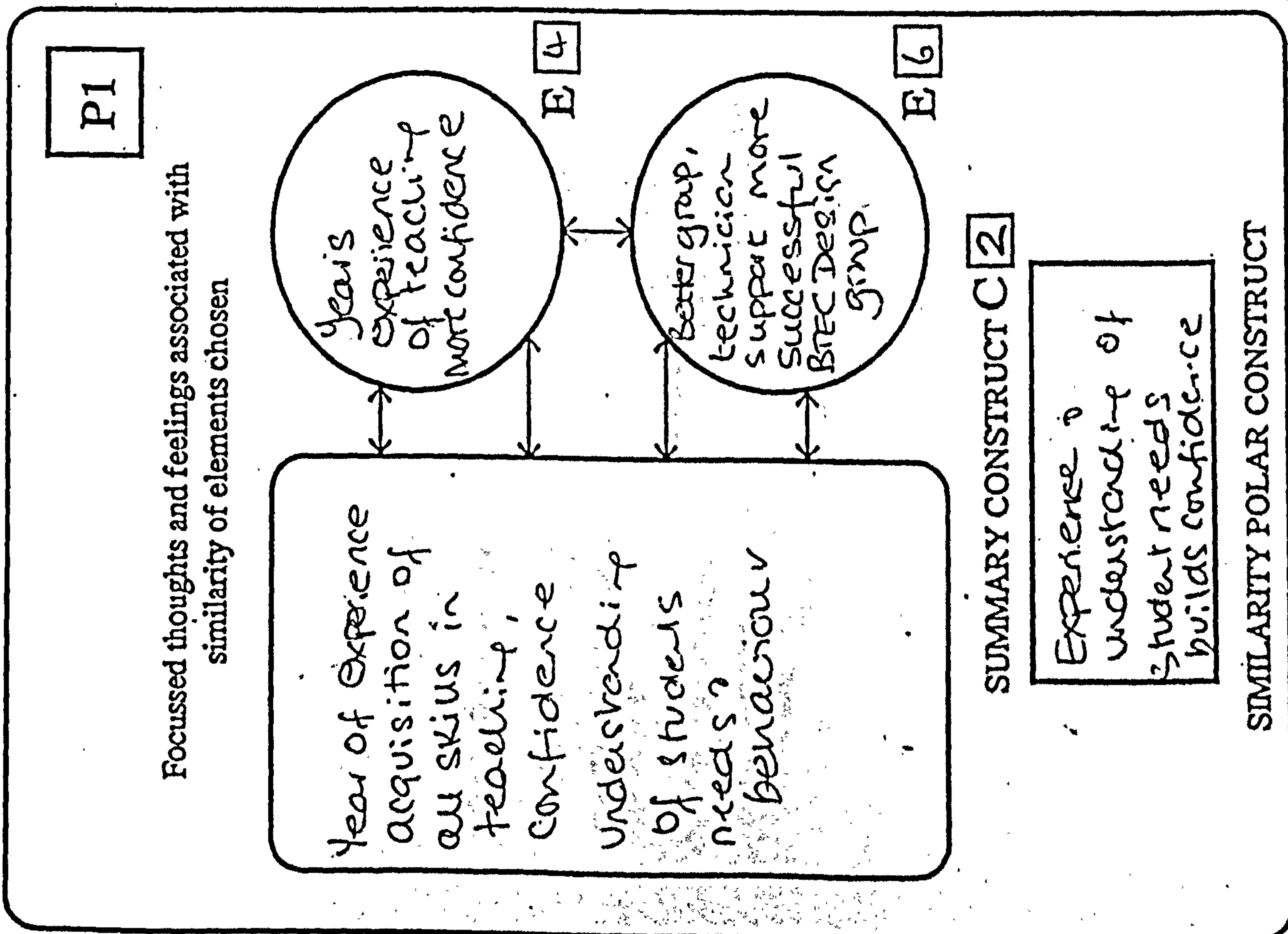
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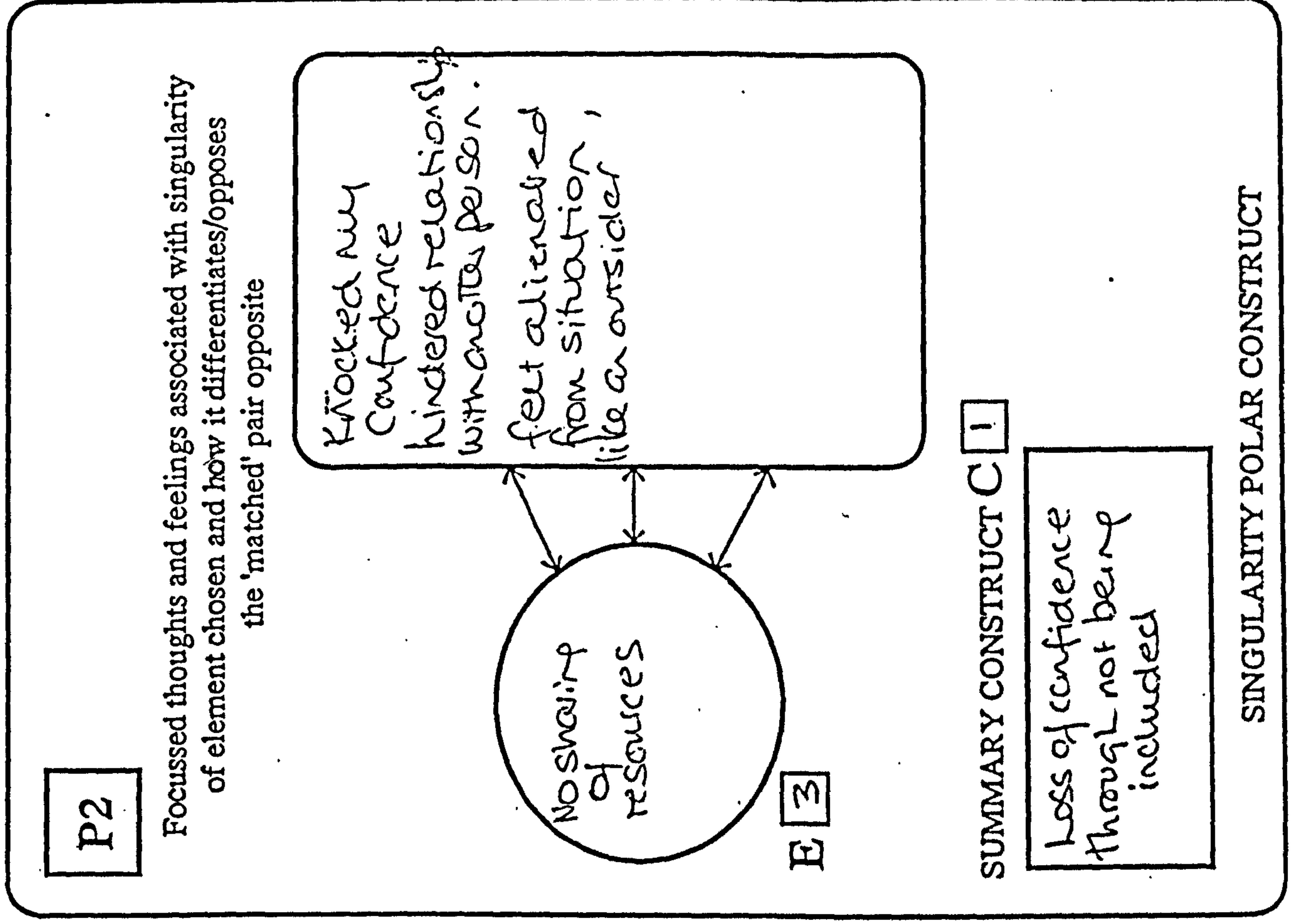
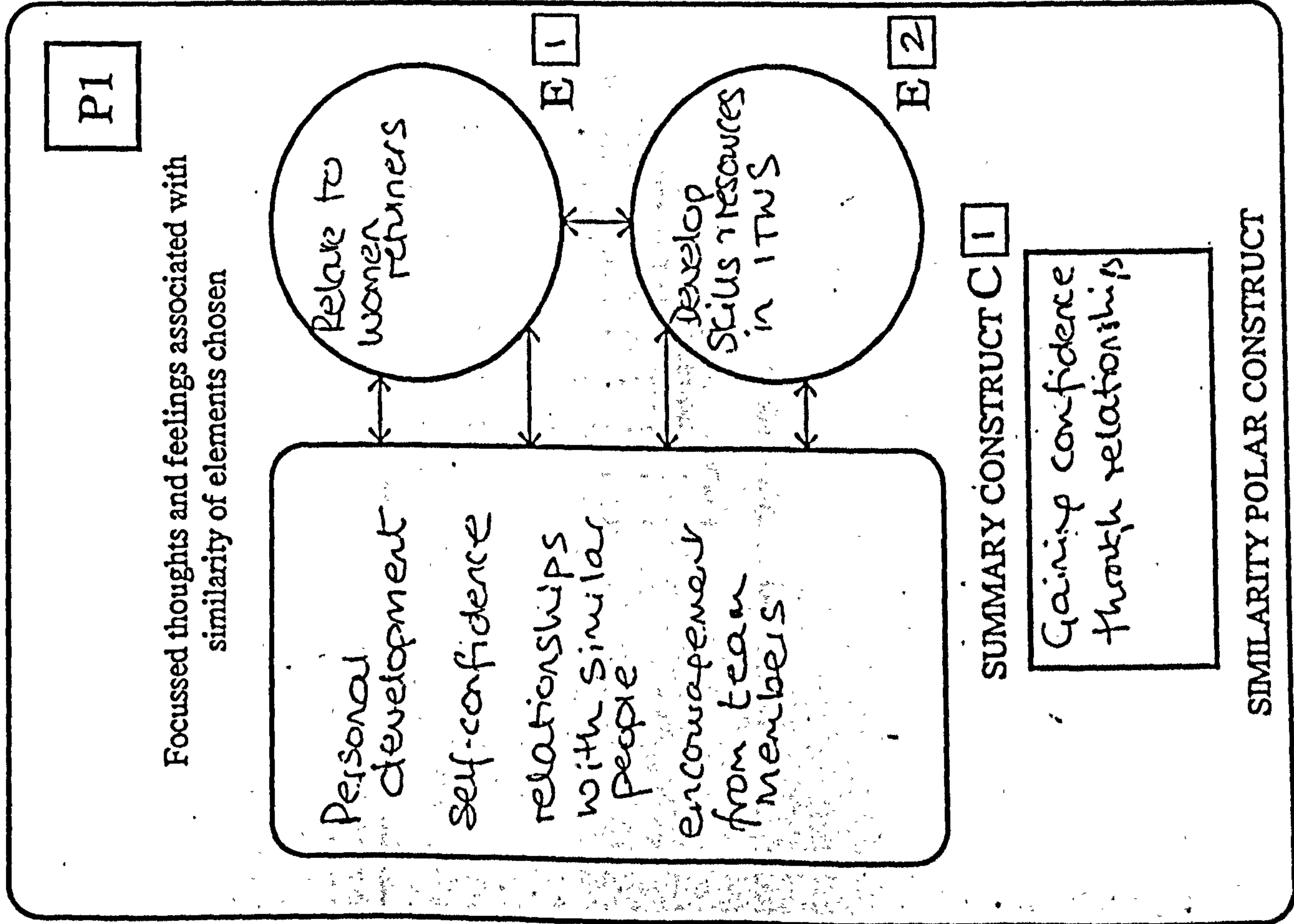


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| CONSTRUCT POLE RATED - 1 | E 1 | E 2 | E 3 | E 4 | E 5 | E 6 | E 7 | E 8 | E 9 | E 10 | E 11 | E 12 | CONSTRUCT POLE RATED - 5 |
|------------------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|-------------------------------|
| GAINING CONF THRO RELATIONSHPS C1 | 1 | 1 | 5 | 1 | 4 | 2 | 5 | 4 | 2 | 4 | 4 | 1 | C1 LOSS OF CONF THR NOT BEING |
| EXP: UNDERSTANDING STUDENT MDS C2 | 1 | 2 | 2 | 1 | 5 | 1 | 5 | 3 | 1 | 4 | 3 | 3 | C2 LACK OF EXP: TERRIFYING EX |
| TEAM MEMBER, SHARE IDEAS & RESO C3 | 3 | 1 | 1 | 2 | 4 | 2 | 3 | 3 | 3 | 5 | 4 | 1 | C3 ISOLATION NO EXCHANGE OF R |
| UNCERTAIN ON RIGHTS & RESPONS C4 | 3 | 2 | 2 | 5 | 5 | 1 | 3 | 4 | 4 | 4 | 2 | 2 | C4 EXPERIENCE, GAINS KNOWLEDG |
| BEING IGNORED, LOW SELF WORTH C5 | 5 | 5 | 4 | 4 | 3 | 4 | 1 | 2 | 3 | 1 | 1 | 5 | C5 ENCOURAGEMENT HELPS FULFIL |
| NEW SKILLS HELP RELATIONSHIPS C6 | 1 | 2 | 3 | 2 | 5 | 4 | 3 | 3 | 1 | 4 | 3 | 2 | C6 LACK OF FAMILIARITY WITH S |

GOOD JP SUPPORT
 P-T EXPLAINED
 TUTOR'S MENTOR
 DAUGHTER ATTITUDE
 CHOOSE DIPLOMA
 BAD EXPERIENCE AT O.L.C
 BTECH BY DESIGN
 TERRIFIED OF TEACHING
 MORE PERSONAL CONFIDENCE
 DIFF. IN FREE EXCHANGE
 ENCOURAGEMENT BY SC
 RELATE TO WOMEN



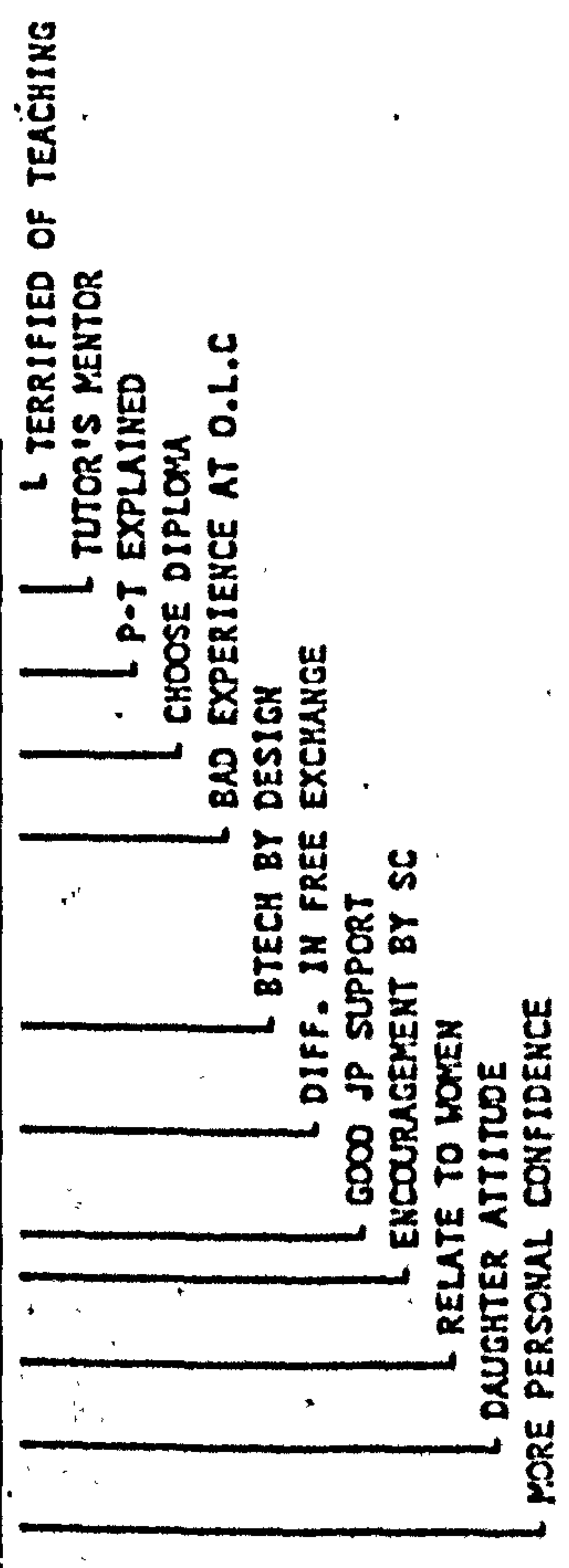
COPYRIGHT

S.H.L. GRID --BAKER_SC--

SPACED FOCUSED GRID

| CONSTRUCT POLE RATED -- 1 - | | ELEMENTS | | | | | | | | | | CONSTRUCT POLE RATED - 5 - | | | |
|------------------------------|-----|----------|---|---|---|---|---|---|---|---|---|----------------------------|---|-----|-----------------------------|
| | | E | E | E | E | E | E | E | E | E | E | E | | | |
| UNCERTAIN ON RIGHTS & RESPO | C4 | 5 | 4 | 3 | 2 | 2 | 2 | 1 | 3 | 4 | 2 | 4 | 5 | C4 | EXPERIENCE, GAINS KNOWLEDG |
| TEAM MEMBER, SHARE IDEAS & R | C3 | 2 | 3 | 3 | 1 | 1 | 1 | 2 | 3 | 3 | 4 | 5 | 4 | C3 | ISOLATION NO EXCHANGE OF R |
| ENCOURAGEMENT HELPS FULFIL | RC5 | 2 | 3 | 1 | 1 | 1 | 2 | 2 | 5 | 4 | 5 | 5 | 3 | RC5 | BEING IGNORED, LOW SELF WOR |
| GAINING CONF THRO RELATIONS | C1 | 1 | 2 | 1 | 1 | 1 | 5 | 2 | 5 | 4 | 4 | 4 | 4 | C1 | LOSS OF CONF THR NOT BEING |
| EXP: UNDERSTANDING STUDENT | C2 | 1 | 1 | 1 | 2 | 3 | 2 | 1 | 5 | 3 | 3 | 4 | 5 | C2 | LACK OF EXP: TERRIFYING EX |
| NEW SKILLS HELP RELATIONSHI | C6 | 2 | 1 | 1 | 2 | 2 | 3 | 4 | 3 | 3 | 3 | 4 | 5 | C6 | LACK OF FAMILIARITY WITH S |

7021



SPACED FOCUSED GRID

| CONSTRUCT POLE RATED - 1 - | | ELEMENTS | | | | | | | | | | CONSTRUCT POLE RATED - 5 - | | | |
|----------------------------|------------------------------|----------|---|---|---|---|---|---|---|---|---|----------------------------|---|-----|-----------------------------|
| | | E | E | E | E | E | E | E | E | E | E | | | | |
| C4 | UNCERTAIN ON RIGHTS & RESPO | 5 | 4 | 3 | 2 | 2 | 2 | 1 | 3 | 4 | 2 | 4 | 5 | C4 | EXPERIENCE, GAINS KNOWLEDG |
| C3 | TEAM MEMBER, SHARE IDEAS & R | 2 | 3 | 3 | 1 | 1 | 1 | 2 | 3 | 3 | 4 | 5 | 4 | C3 | ISOLATION NO EXCHANGE OF R |
| RCS | ENCOURAGEMENT HELPS FULFIL | 2 | 3 | 1 | 1 | 1 | 2 | 2 | 5 | 4 | 5 | 5 | 3 | RCS | BEING IGNORED, LOW SELF WOR |
| C1 | GAINING CONF THRO RELATIONS | 1 | 2 | 1 | 1 | 1 | 5 | 2 | 5 | 4 | 4 | 4 | 4 | C1 | LOSS OF CONF THR NOT BEING |
| C2 | EXP: UNDERSTANDING STUDENT | 1 | 1 | 1 | 2 | 3 | 2 | 1 | 5 | 3 | 3 | 4 | 5 | C2 | LACK OF EXP: TERRIFYING EX |
| C6 | NEW SKILLS HELP RELATIONSHI | 2 | 1 | 1 | 2 | 2 | 3 | 4 | 3 | 3 | 3 | 4 | 5 | C6 | LACK OF FAHILIARITY WITH S |

603

L TERRIFIED OF TEACHING
 L TUTOR'S MENTOR
 L P-T EXPERIENCE EXPLOITED
 L CHOOSE DIFFERENT DILEMMA
 L BAD EXPERIENCE AT O.L.C.
 L BTECH BY DESIGN
 L DIFF. IN FREE EXCHANGE
 L GOOD JP SUPPORT
 L ENCOURAGEMENT BY SC
 L RELATE TO WOMEN
 L DAUGHTER ATTITUDE
 L MORE PERSONAL CONFIDENCE

PATTERN OF MEANING : LADDERING-UP ANALYSIS RECORD

Enter significant ideas/thoughts generated for each element cluster considered.

| Element Cluster | Record of Personal Feedback |
|-----------------|--|
| E1, 2, 12 | RELATIONSHIPS WITH PEOPLE |
| | NETWORK OF SUPPORT |
| | SUPPORT WAS VITAL TO MY DEVELOPMENT |
| | LEARNING CONVERSATIONS WITH JP, SC, MU |
| | EMPATHY WITH WOMEN RETURNERS |
| | |

Enter significant ideas/thoughts generated for each construct cluster considered.

| Construct Cluster | Record of Personal Feedback |
|-------------------|--|
| C3 RC5 C1 | TEAM MEMBER SHARING IDEAS GIVES ENCOURAGEMENT AND CONFIDENCE |
| | |
| | |
| | |
| | |

Consider the total pattern of meaning for each element cluster in each construct cluster.

| Element Construct Cluster | Record of Personal Feedback |
|---------------------------|---|
| | GOOD, SHARING RELATIONSHIPS WITH OTHERS BUILDS CONFIDENCE AND LEADS TO GOOD TEACHING PRACTICE |
| | |
| | |
| | |

Review focussed grid in light of the original purposes/aims intentionality.

| Purposes and Aims | New Learning achieved upon reflection |
|-------------------|---|
| | NEED TO WORK WITH PEOPLE - DO NOT PERFORM WELL IN ISOLATION |
| | |
| | |
| | |

Learning Focus:

LEARNING EXPERIENCES AS NEW IT TUTOR

Clients Name:

HILARY BAKER

Date:

09/07/93

PATTERN OF MEANING : LADDERING-UP ANALYSIS RECORD

Enter significant ideas/thoughts generated for each element cluster considered.

| Element Cluster | Record of Personal Feedback |
|-----------------|---|
| E7, 8, 10, 11 | ALL SITUATIONS WHEN I COULDN'T COPE I DID NOT KNOW WHAT TO DO |
| | NEEDED SUPPORT - |
| | ASKED FOR HELP - SELF ASSERTIVENESS |
| | FIT IN WITH OTHERS & DO THE RIGHT THING WITHOUT FAILING, NOT KNOWING SYSTEM |

Enter significant ideas/thoughts generated for each construct cluster considered.

| Construct Cluster | Record of Personal Feedback |
|-------------------|---|
| C3, RCS, C1 | ISOLATION LEADS TO LOW-MOTIVATION AND LACK OF FULFILLMENT |
| | |
| | |
| | |
| | |

Consider the total pattern of meaning for each element cluster in each construct cluster.

| Element Construct Cluster | Record of Personal Feedback |
|---------------------------|---|
| | REALISE UNSUITABILITY TO WORKING IN ISOLATION |
| | |
| | |
| | |
| | |

Review focussed grid in light of the original purposes/aims intentionality.

| Purposes and Aims | New Learning achieved upon reflection |
|-------------------|---|
| | PAST EXPERIENCES - CAN COPE NOW THROUGH HAVING THE EXPERIENCE |
| | DOUBTS ABOUT DEALING WITH PROBLEMS - WHETHER I HAD CONFIDENCE TO DO THINGS. |
| | OVERCOME CRISIS OF BEING A WOMAN RETURNER ITDS ALLOTTED TO WOMEN RETURNERS SHOULD BE AWARE OF THESE NEEDS. |

Learning Focus: LEARNING EXPERIENCES AS NEW IT TUTOR

Clients Name: HILARY BAKER Date: 09/07/93

PATTERN OF MEANING : LADDERING-UP ANALYSIS RECORD

Enter significant ideas/thoughts generated for each element cluster considered.

| Element Cluster | Record of Personal Feedback |
|-----------------|----------------------------------|
| E9, E1 | SELF-CONFIDENCE, BELIEF IN SELF, |
| | NOT A GENDER ISSUE |
| | SELF ACTUALISATION |
| | |
| | |
| | |

Enter significant ideas/thoughts generated for each construct cluster considered.

| Construct Cluster | Record of Personal Feedback |
|-------------------|---------------------------------|
| C2 C6 | NEWSKILLS LEAD TO UNDERSTANDING |
| | SELF & BELIEVING IN WHAT I |
| | DO AND MY OWN ATTITUDES |
| | |
| | |
| | |

Consider the total pattern of meaning for each element cluster in each construct cluster.

| Element Construct Cluster | Record of Personal Feedback |
|---------------------------|-----------------------------|
| E9, E1 | PERSONAL PROGRESSION |
| C2, C6 | |
| | |
| | |
| | |
| | |

Review focussed grid in light of the original purposes/aims intentionality.

| Purposes and Aims | New Learning achieved upon reflection |
|-------------------|--|
| | DESPITE AFFINITY TO WOMEN RETURNERS |
| | FEEL MEN HAVE SIMILAR NEEDS |
| | WASN'T AWARE OF DAUGHTER ATTITUDE |
| | UNTIL REFLECTION |
| | REALISED I HAVE CHANGED MORE CONFIDENCE |
| | AND SELF-ESTEEM NOT JUST IN WORK CONTEXT |
| | CHANGED LIFE |

Learning Focus:

LEARNING EXPERIENCES AS NEW IT TUTOR

Clients Name:

HILARY BAKER

Date:

04 / 07 / 93

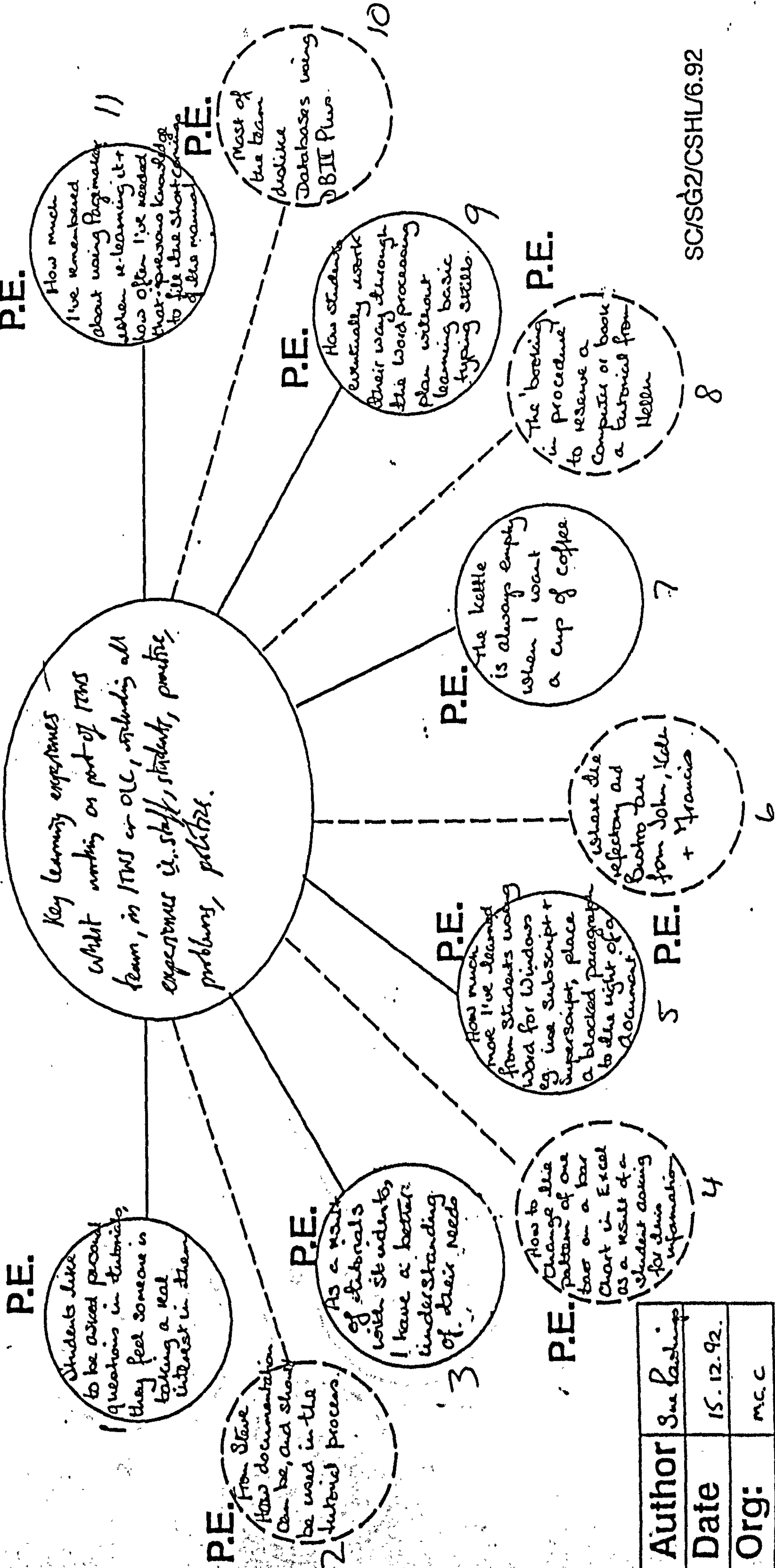
Exhibit I4 Repertory Grid EvidencesSue Rawlings

SPIDERGRAM®

Personal Experiences (P.E.) referral Sheet. Enter topic, issue, subject or event you wish to think/explore about into the FOCUS balloon. Think deeply about all the personal events of your experiences related to this focus and enter these actual experiences as raw data into the other PE balloons.

Add extra PE balloons as needed. If a PE becomes a focus for more experiences, then put this event as a new focus into another blank spidergram and explore, using as many additional blank templates of paper as required in order to continue your brain-storming session!

FOCUS

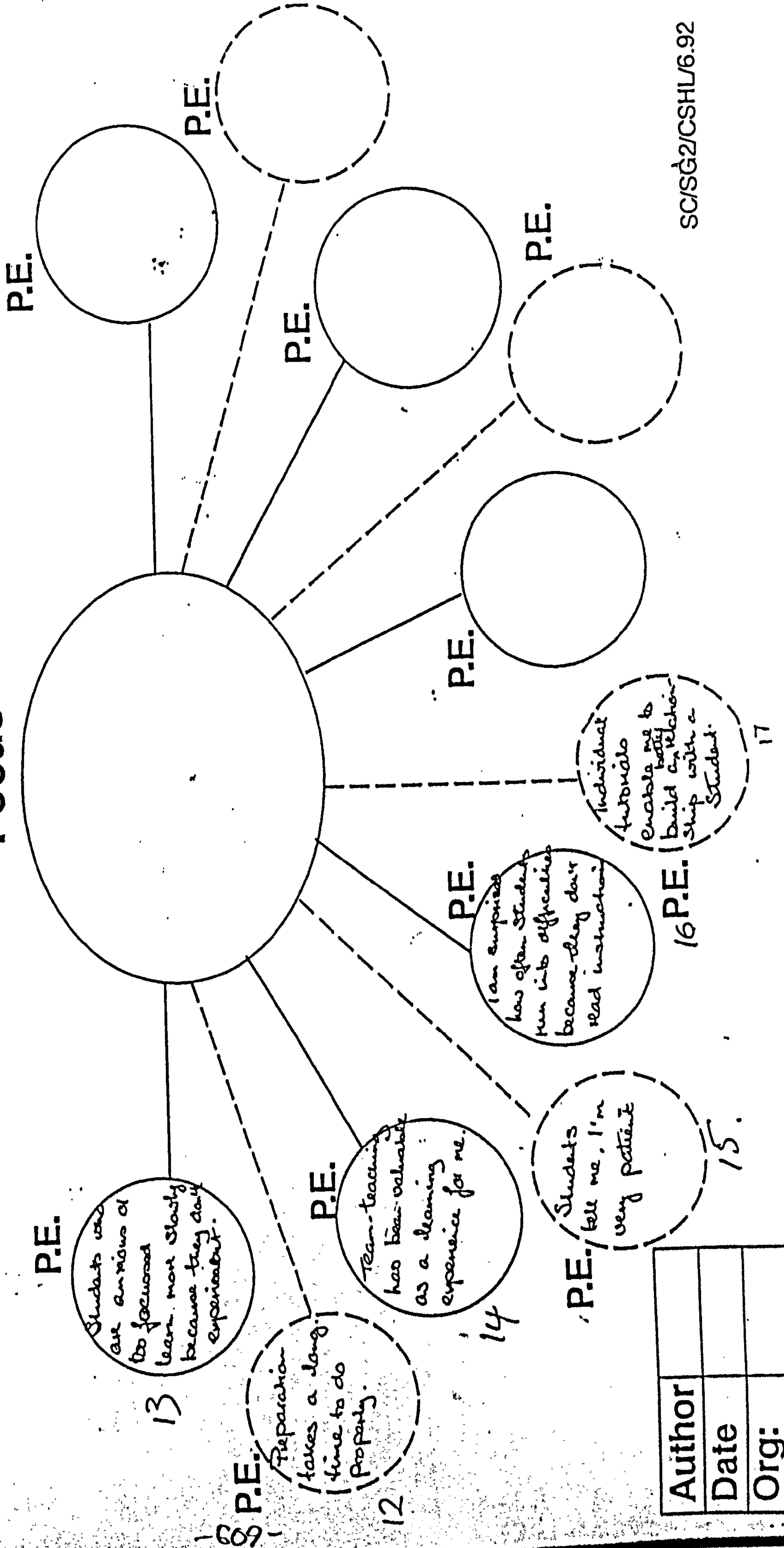


| | |
|--------|------------|
| Author | Sue Pashup |
| Date | 15.12.92. |
| Org: | m.c.c |

SPIDERGRAM®

Personal Experiences (P.E.) referral Sheet. Enter topic, issue, subject or event you wish to think/explore about into the FOCUS balloon. Think deeply about all the personal events of your experiences related to this focus and enter these actual experiences as raw data into the other PE balloons. Add extra PE balloons as needed. If a PE becomes a focus for more experiences, then put this event as a new focus into another blank spidergram and explore, using as many additional blank templates of paper as required in order to continue your brain-storming session!

FOCUS



| | |
|--------|--|
| Author | |
| Date | |
| Org: | |

E 6

Element Card : Raw Data : Date 13/12/92

Enter the actual significant experience below, without generalisation.

Discovering where the refectory and Bistro was, from Kate + John

Learning Focus

Client Name

Sue Rawlings

SC/HR/ROEC01/CSHL/8.92

E 3

Element Card : Raw Data : Date 13/12/92

Enter the actual significant experience below, without generalisation.

As a result of tutorials with students, I have a better understanding of their needs.

Learning Focus

Client Name

Sue Rawlings

SC/HR/ROEC01/CSHL/8.92

E 5 ✓

Element Card : Raw Data : Date 13/12/92

Enter the actual significant experience below, without generalisation.

Discovered how to use subscript + superscript and place a blocked paragraph to the right of a document as a result of students' demonstrations.

Learning Focus

Client Name

Sue Rawlings

SC/HR/ROEC01/CSHL/8.92

E 2 ✓

Element Card : Raw Data : Date 13/12/92

Enter the actual significant experience below, without generalisation.

Explanation from Steve Coombs of the documentation to be used in the tutorial system, how it works and the value of it.

Learning Focus

Client Name

Sue Rawlings

SC/HR/ROEC01/CSHL/8.92

E 4 ✓

Element Card : Raw Data : Date

Enter the actual significant experience below, without generalisation.

~~Discovered from manual~~
How to change the pattern of one bar on a bar chart in Excel as a result of a student's query.

Learning Focus

Client Name

Sue Rawlings

SC/HR/ROEC01/CSHL/8.92

E 8

Element Card : Raw Data : Date 13/12/92

Enter the actual significant experience below, without generalisation.

Explanation of the booking procedure to reserve a computer or book a tutorial, from Helen

Learning Focus

Client Name

Sue Rawlings

SC/HR/ROEC01/CSHL/8.92

E 11 ✓

Element Card : Raw Data : Date

Enter the actual significant experience below, without generalisation.

Students liked to be asked personal questions during tutorials as they felt that I really took an interest in them 'as people'.

Learning Focus

Client Name

Sue Rawlings

SC/HR/ROEC01/CSHL/8.92

E 11

Element Card : Raw Data : Date 13/12/92

Enter the actual significant experience below, without generalisation.

I have discovered while working through the DTP plan, how much I can recall from the last time I used this package 2 years ago.

Learning Focus

Client Name

Sue Rawlings

SC/HR/ROEC01/CSHL/8.92

E 7

Element Card : Raw Data : Date /

Enter the actual significant experience below, without generalisation.

Almost every time I want a cup of coffee, the kettle is empty

Learning Focus

Client Name

SC/HR/ROEC01/CSHL/8.92

E 12

Element Card : Raw Data : Date /

Enter the actual significant experience below, without generalisation.

Prep. Serious lack of resources throughout the college, especially at the OLC. Preparation involves producing resources/learning materials and takes a lot of time

Learning Focus

Client Name

SC/HR/ROEC01/CSHL/8.92

E 9

Element Card : Raw Data : Date /

Enter the actual significant experience below, without generalisation.

Students are able to attain C+G 1 + 2 in word processing without formal training in basic typing skills

Learning Focus

Client Name

SC/HR/ROEC01/CSHL/8.92

E 14

Element Card : Raw Data : Date /

Enter the actual significant experience below, without generalisation.

Team teaching has been a valuable learning experience for me, eg exchanging ideas, information developing learning/teaching resources.

Learning Focus

Client Name

SC/HR/ROEC01/CSHL/8.92

E 10

Element Card : Raw Data : Date /

Enter the actual significant experience below, without generalisation.

Most of the IT w/Shop team dislike using DB III Plus for Databases.

Learning Focus

Client Name

SC/HR/ROEC01/CSHL/8.92

E 15

Element Card : Raw Data : Date /

Enter the actual significant experience below, without generalisation.

Students have said I am very patient.

Learning Focus

Client Name

SC/HR/ROEC01/CSHL/8.92

E 13

Element Card : Raw Data : Date /

Enter the actual significant experience below, without generalisation.

Students who are anxious or too focused are too 'blinkered' in their approach take longer to learn because they don't experiment

Learning Focus

Client Name

SC/HR/ROEC01/CSHL/8.92

E 16

Element Card : Raw Data : Date /

Enter the actual significant experience below, without generalisation.

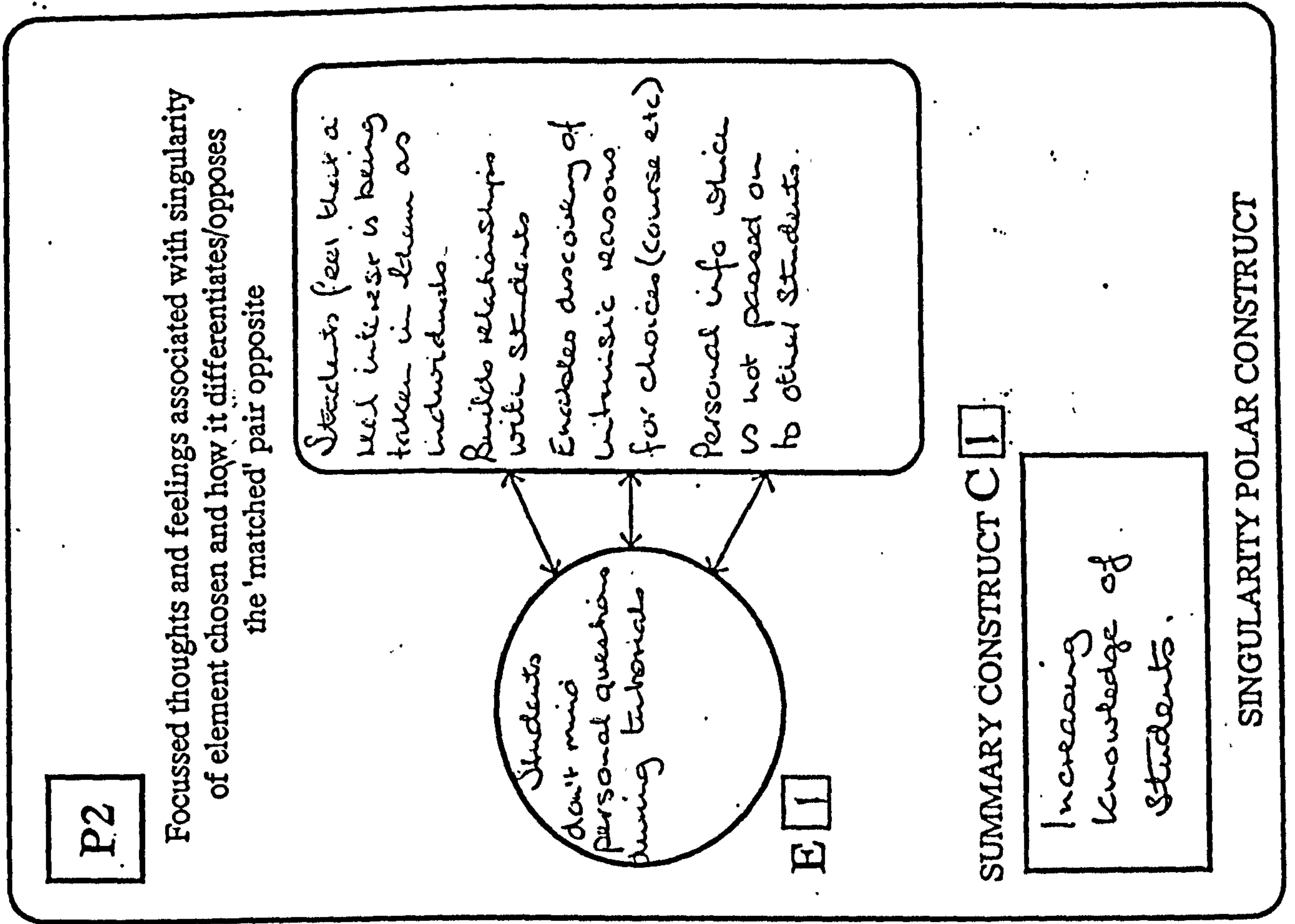
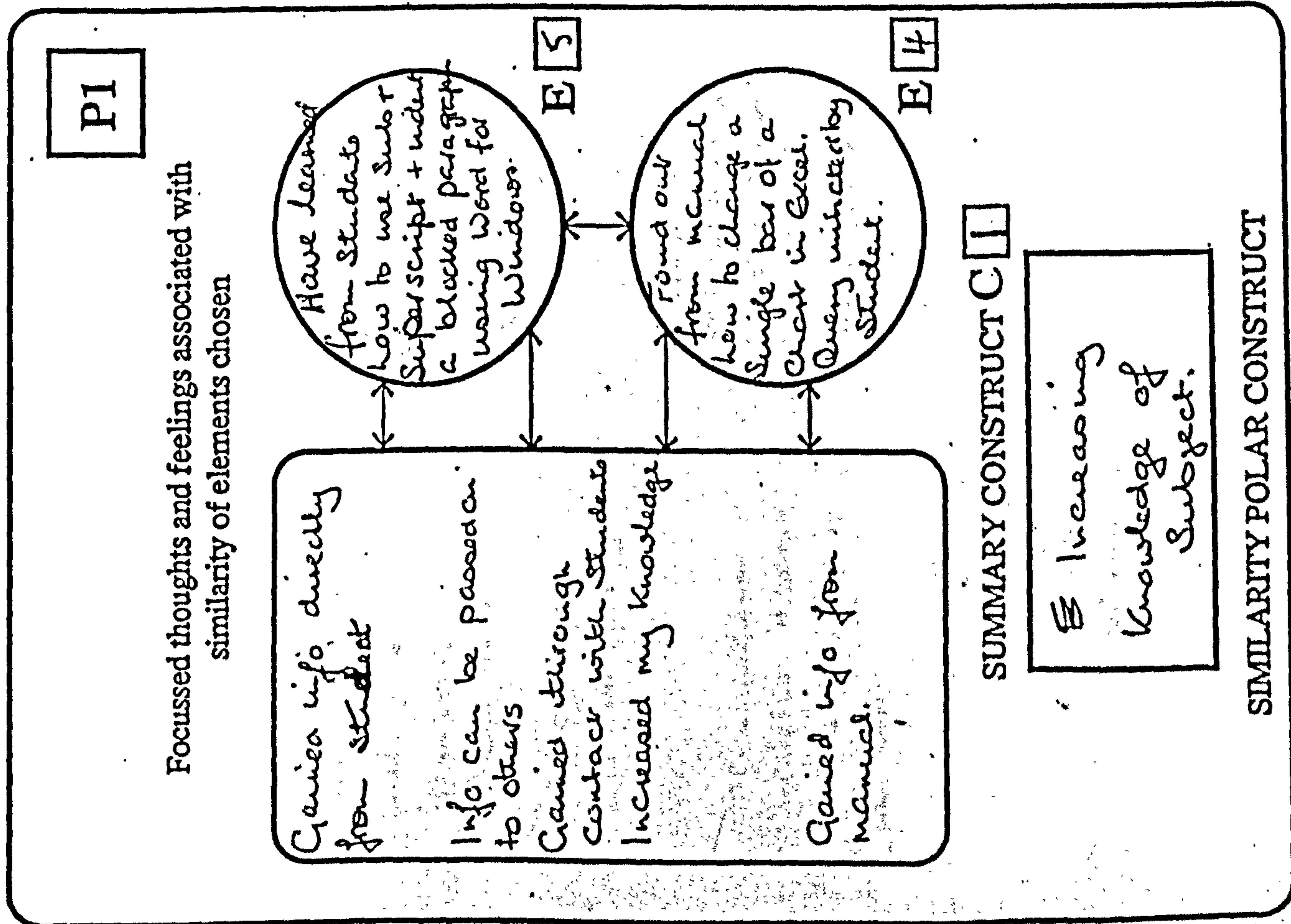
I am surprised how often students run into difficulties because they don't read instructions

Learning Focus

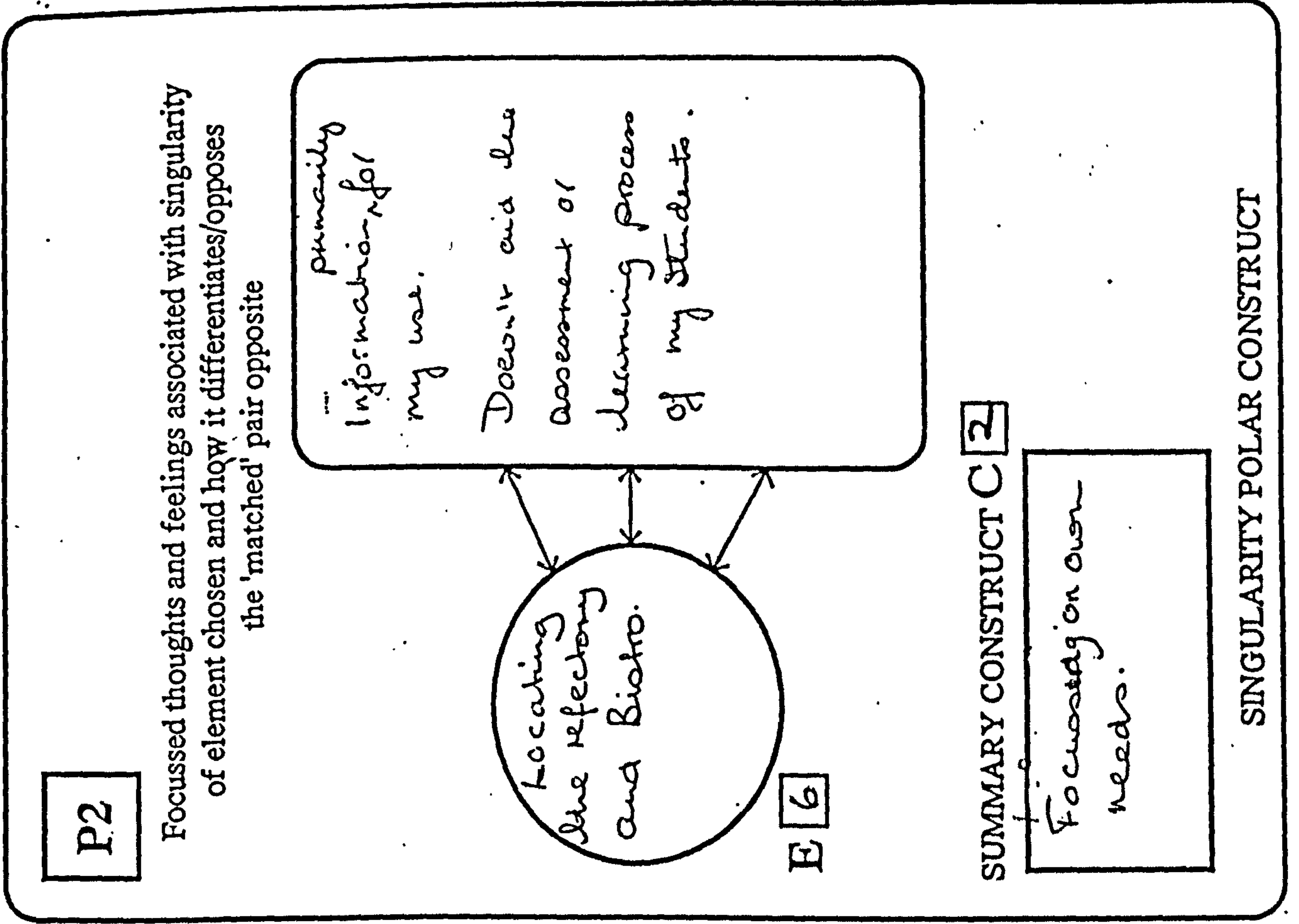
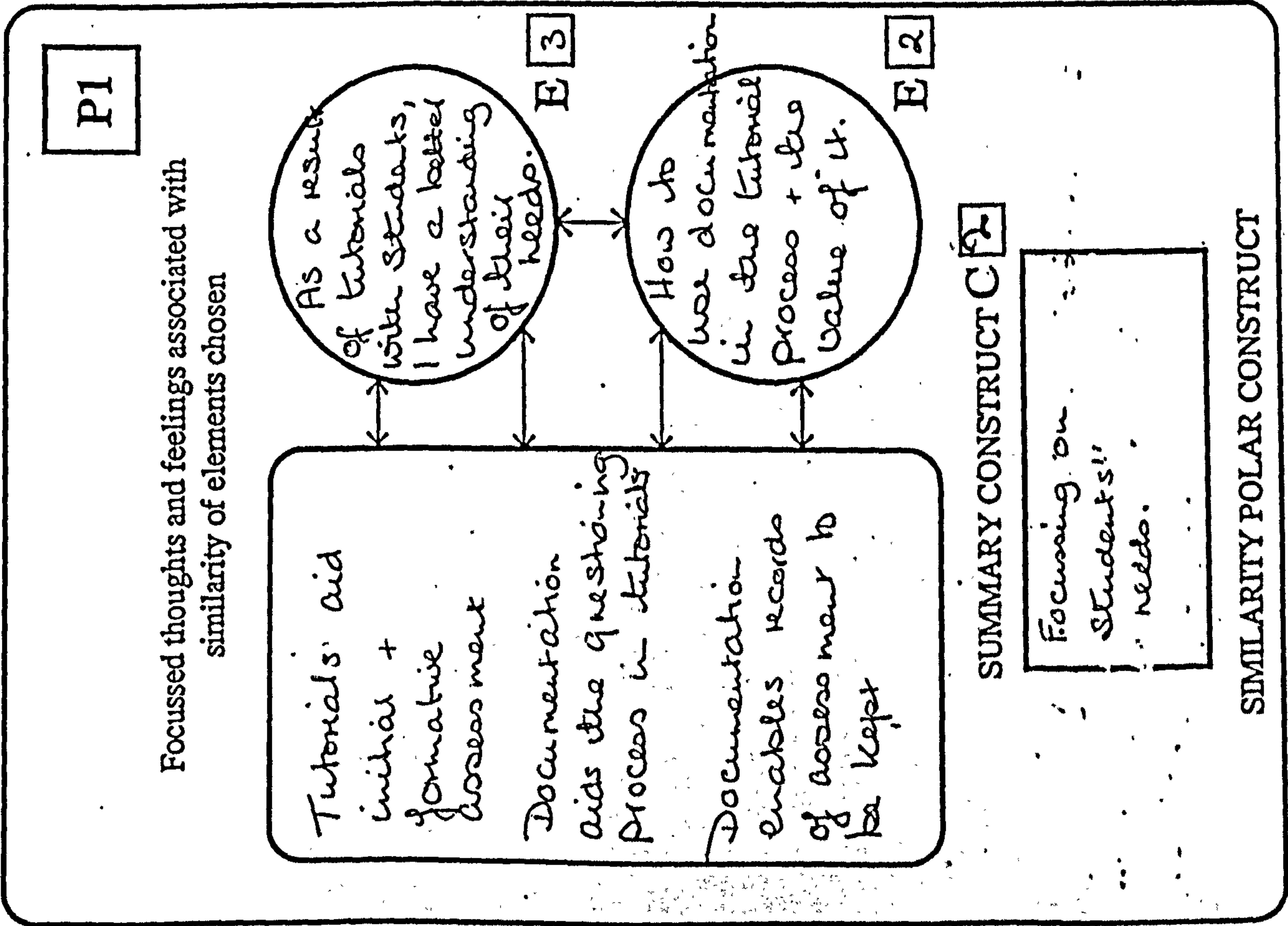
Client Name

SC/HR/ROEC01/CSHL/8.92

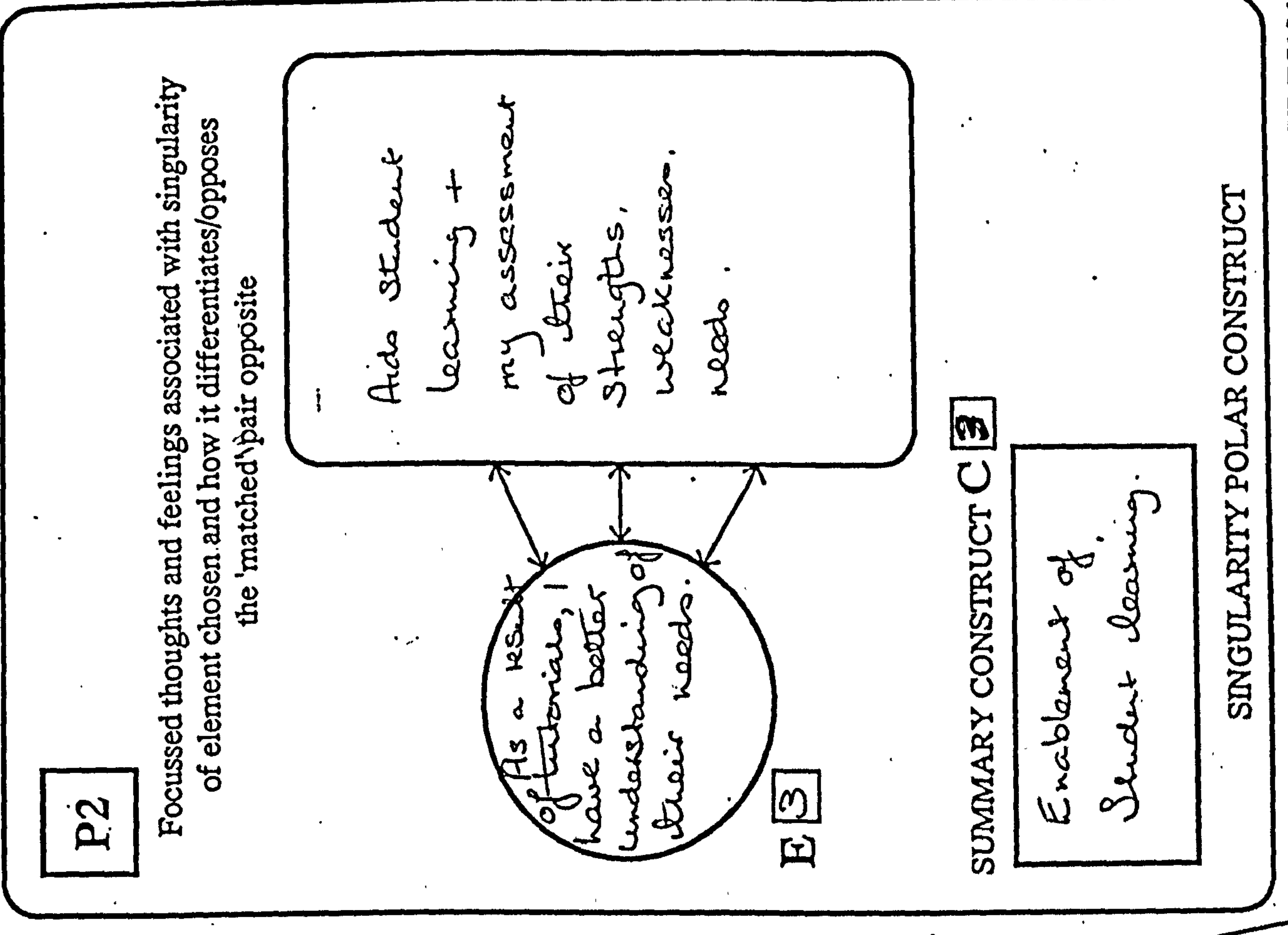
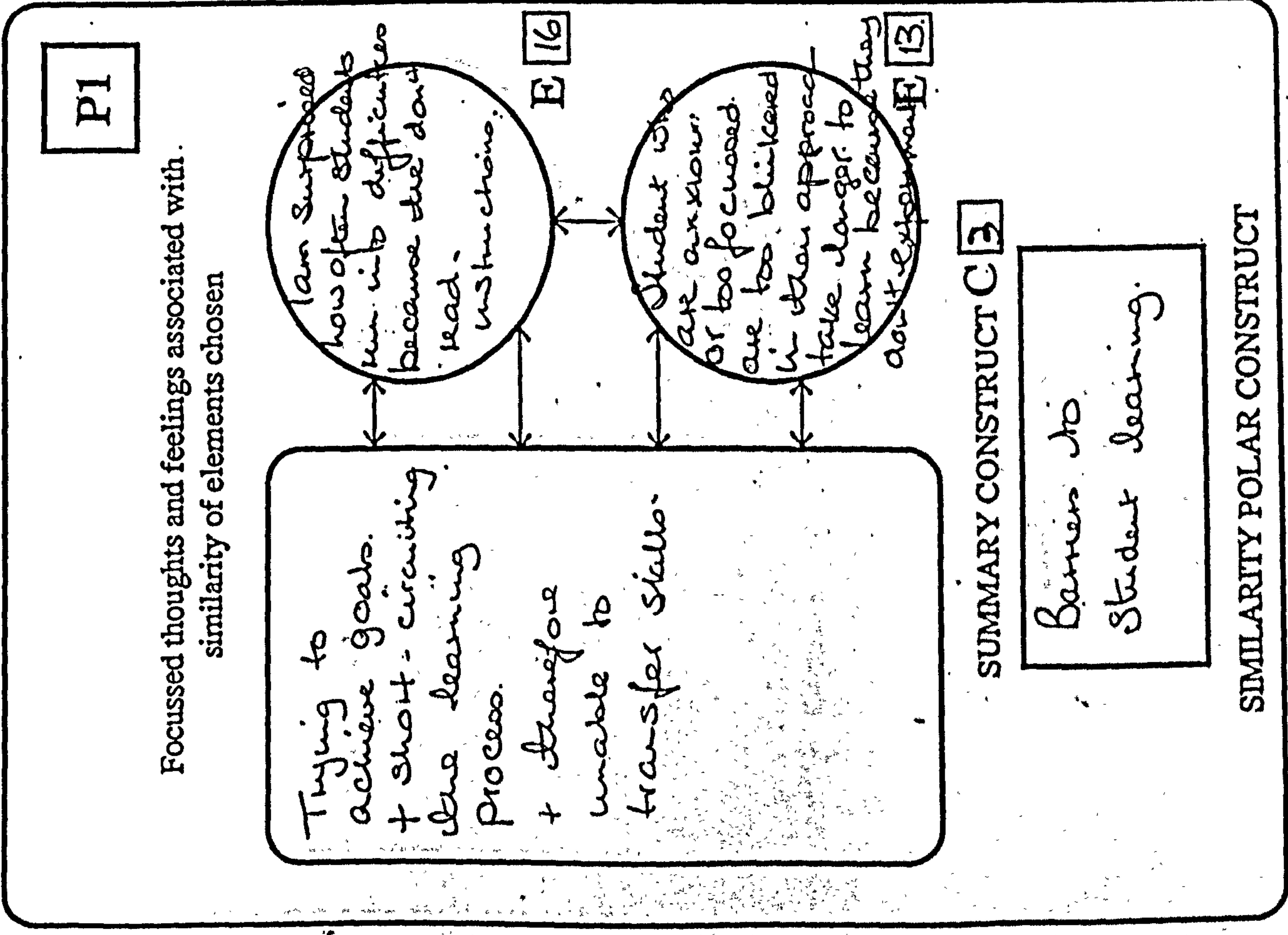
TRIADGRAM®



TRIADGRAM[®]



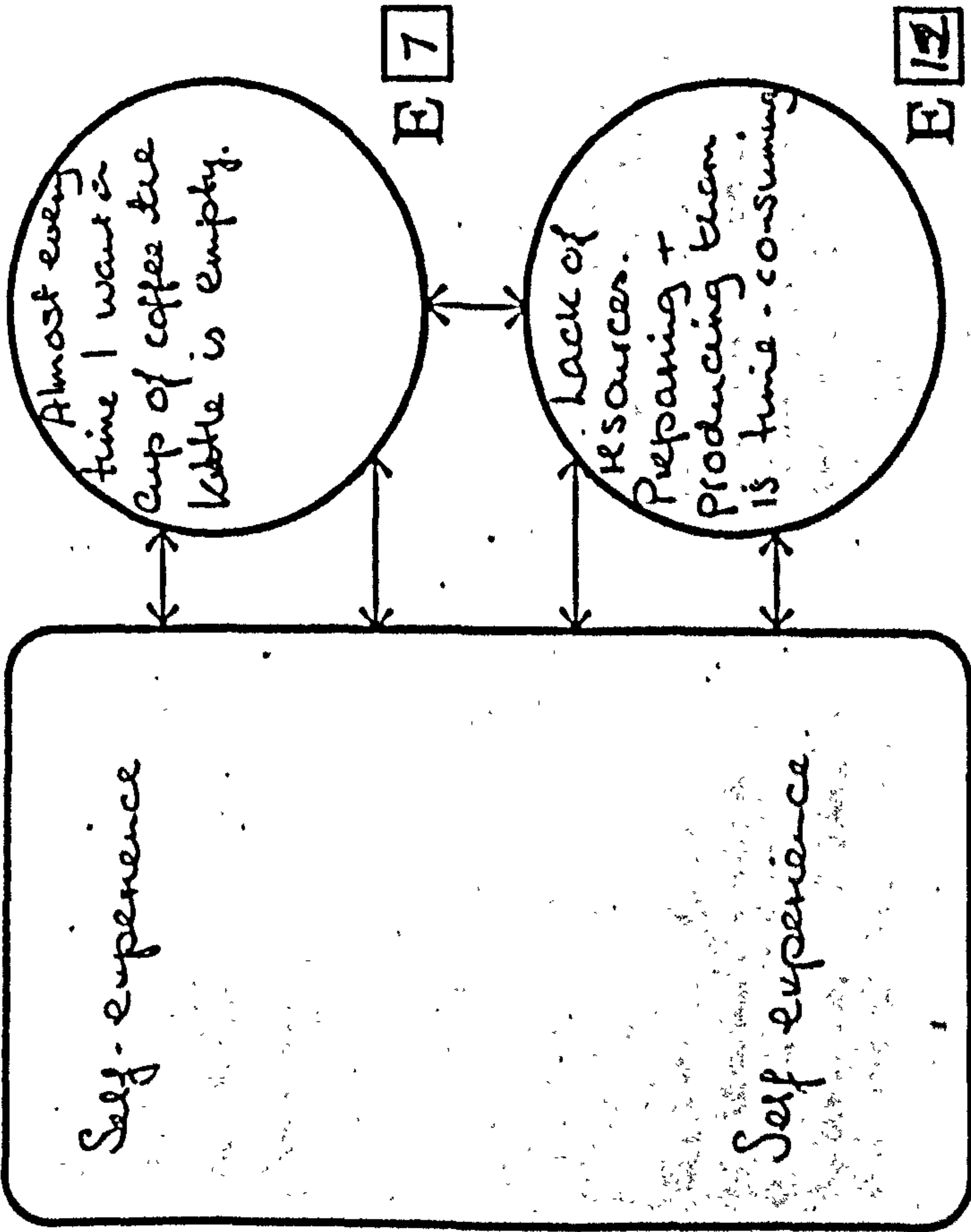
TRIADGRAM



AUTHOR DATE LEARNING FOCUS

P1

Focused thoughts and feelings associated with similarity of elements chosen



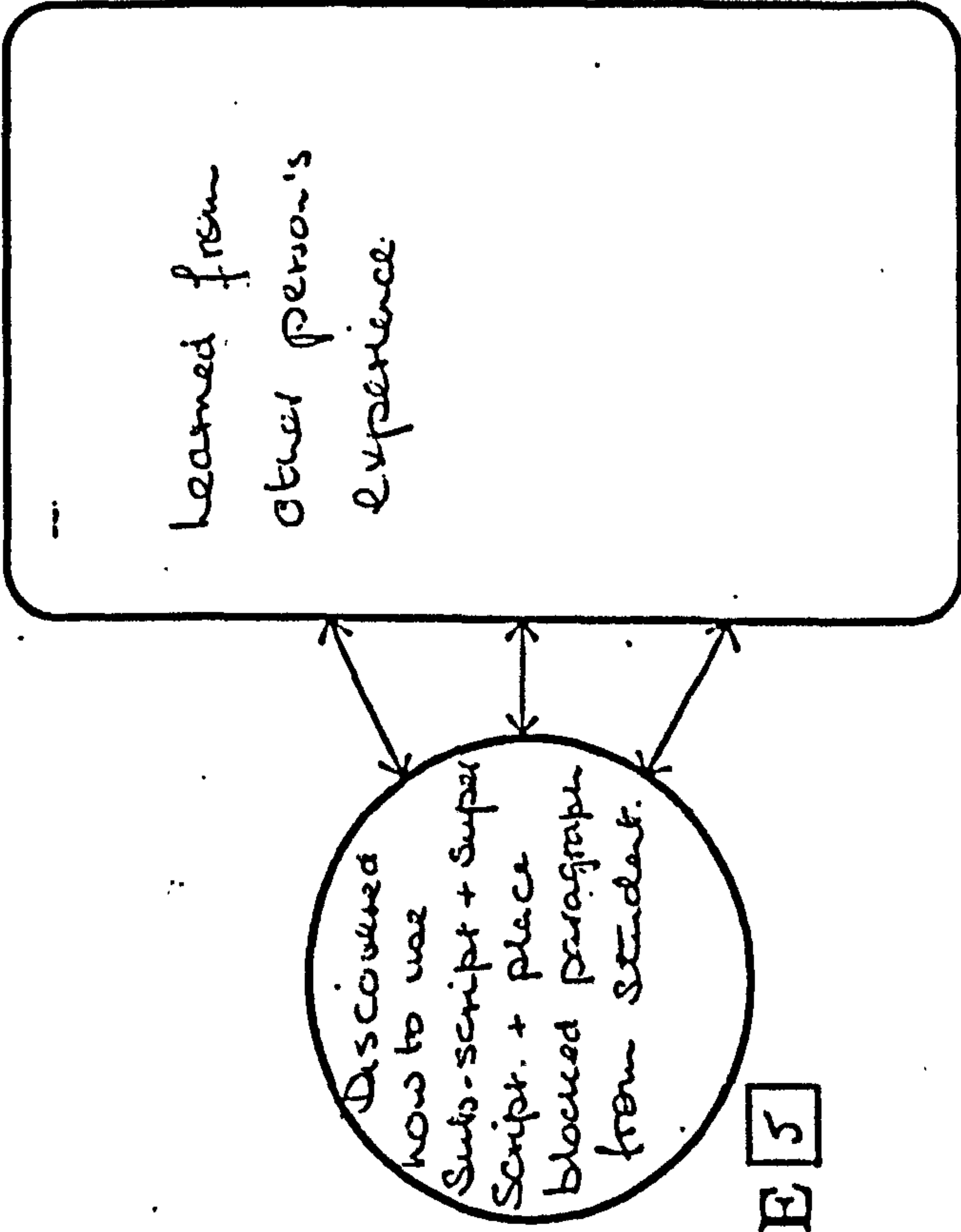
SUMMARY CONSTRUCT C [4]

Learning from Own experience

SIMILARITY POLAR CONSTRUCT

P2

Focused thoughts and feelings associated with singularity of element chosen and how it differentiates/opposes the 'matched' pair opposite



SUMMARY CONSTRUCT C [4]

Learning from Others' experience

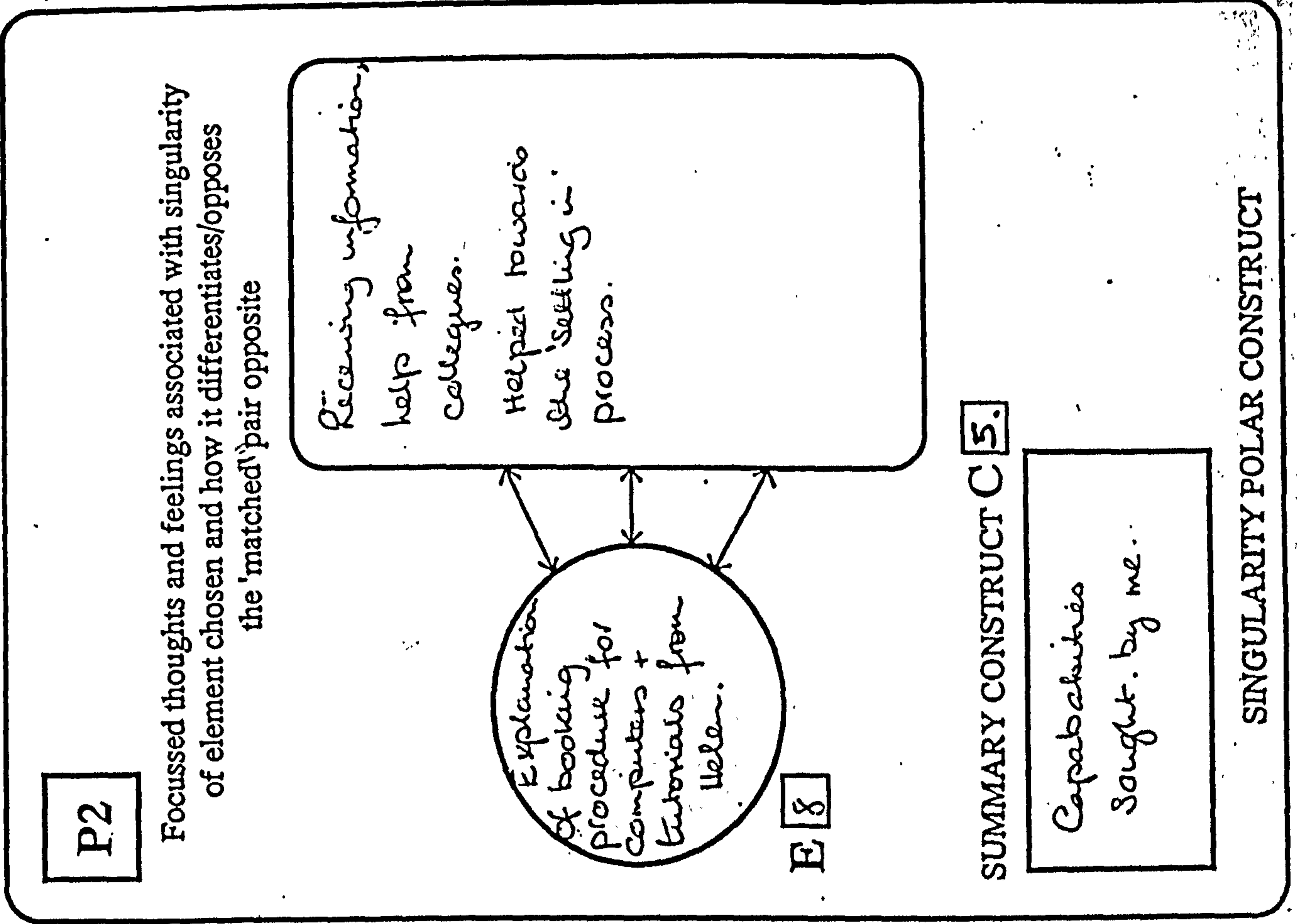
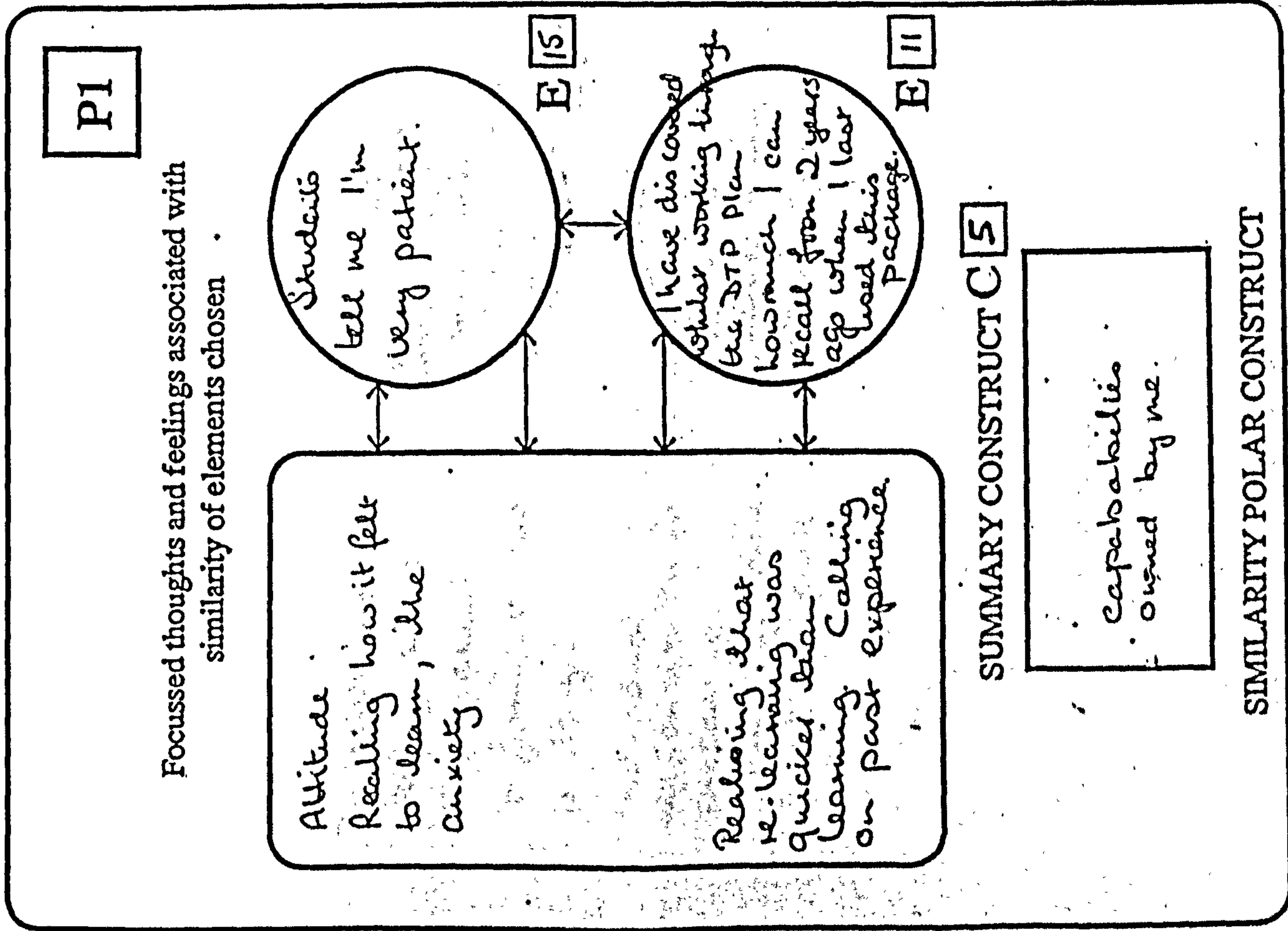
SINGULARITY POLAR CONSTRUCT

AUTHOR [S. C. Ranjith]

DATE [12.1.93]

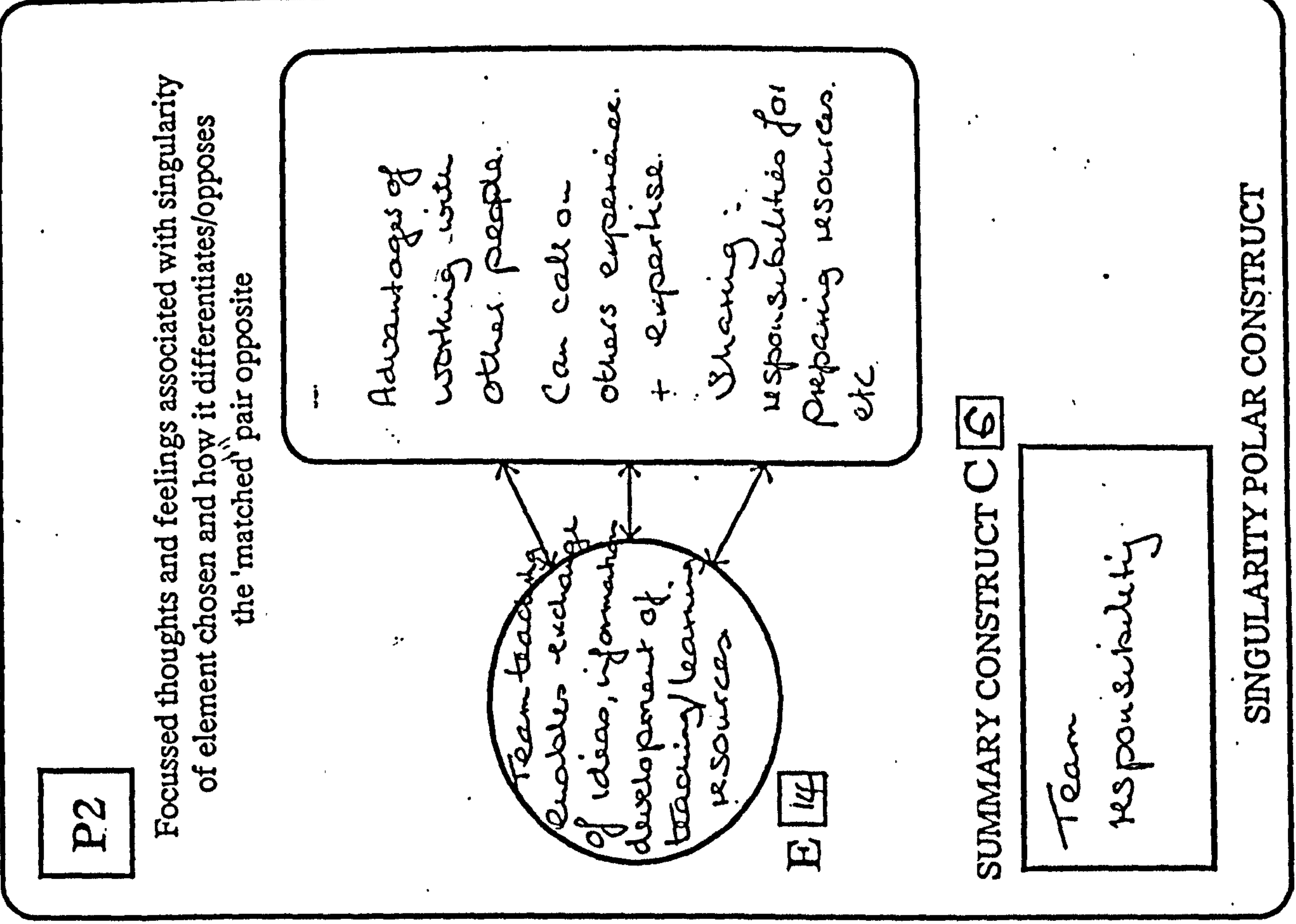
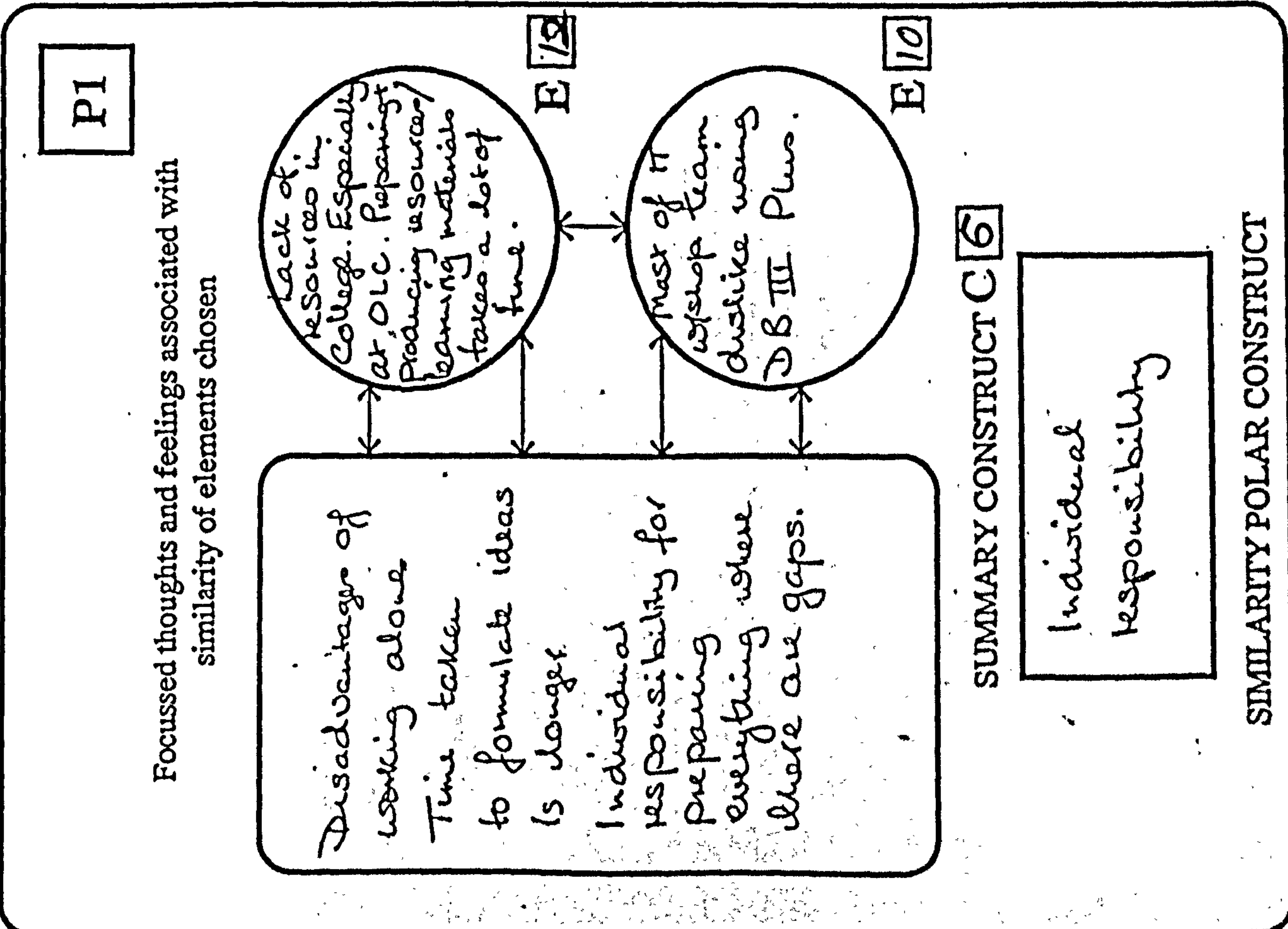
LEARNING FOCUS [L. Exp in ITWS etc.]

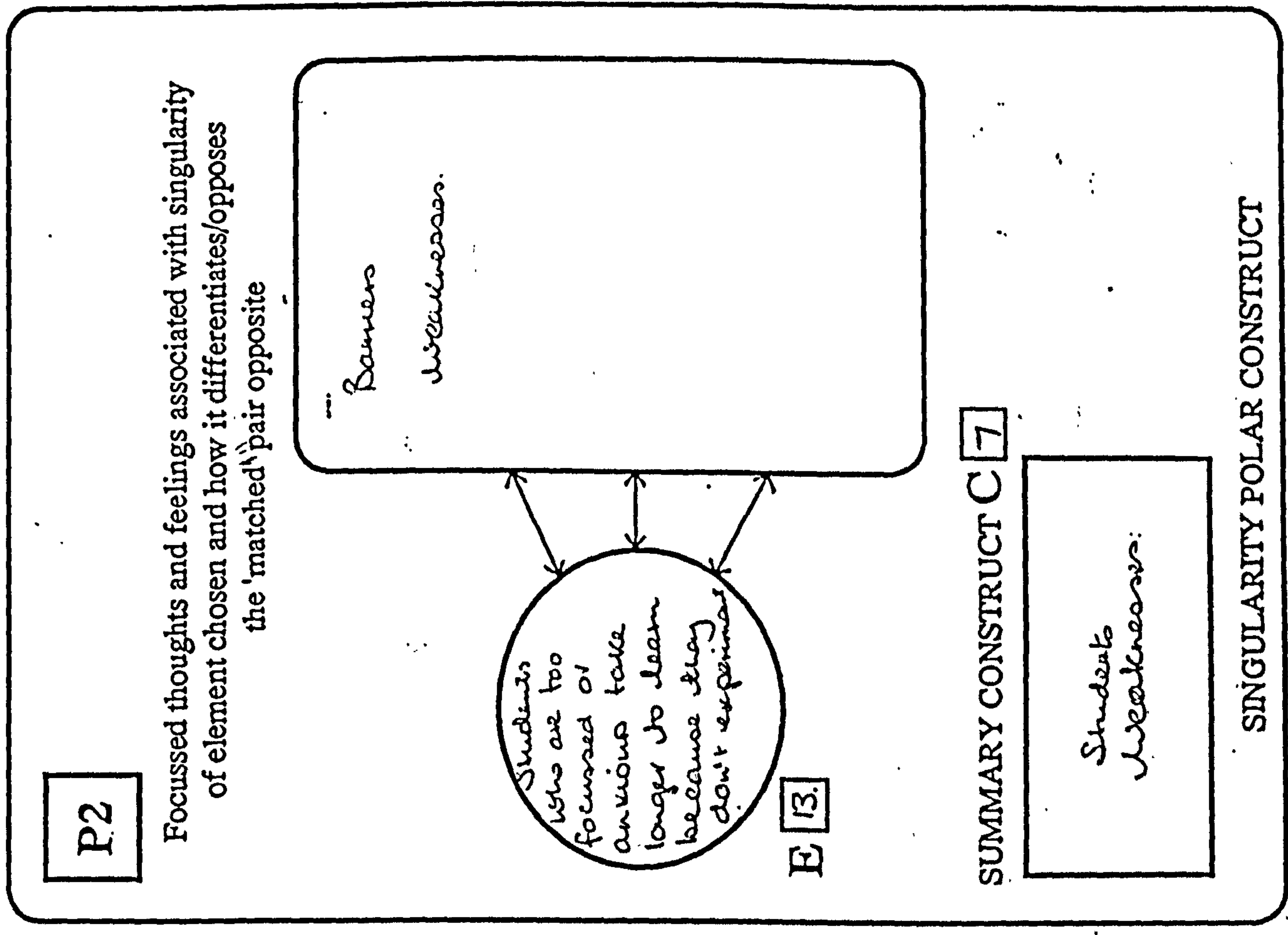
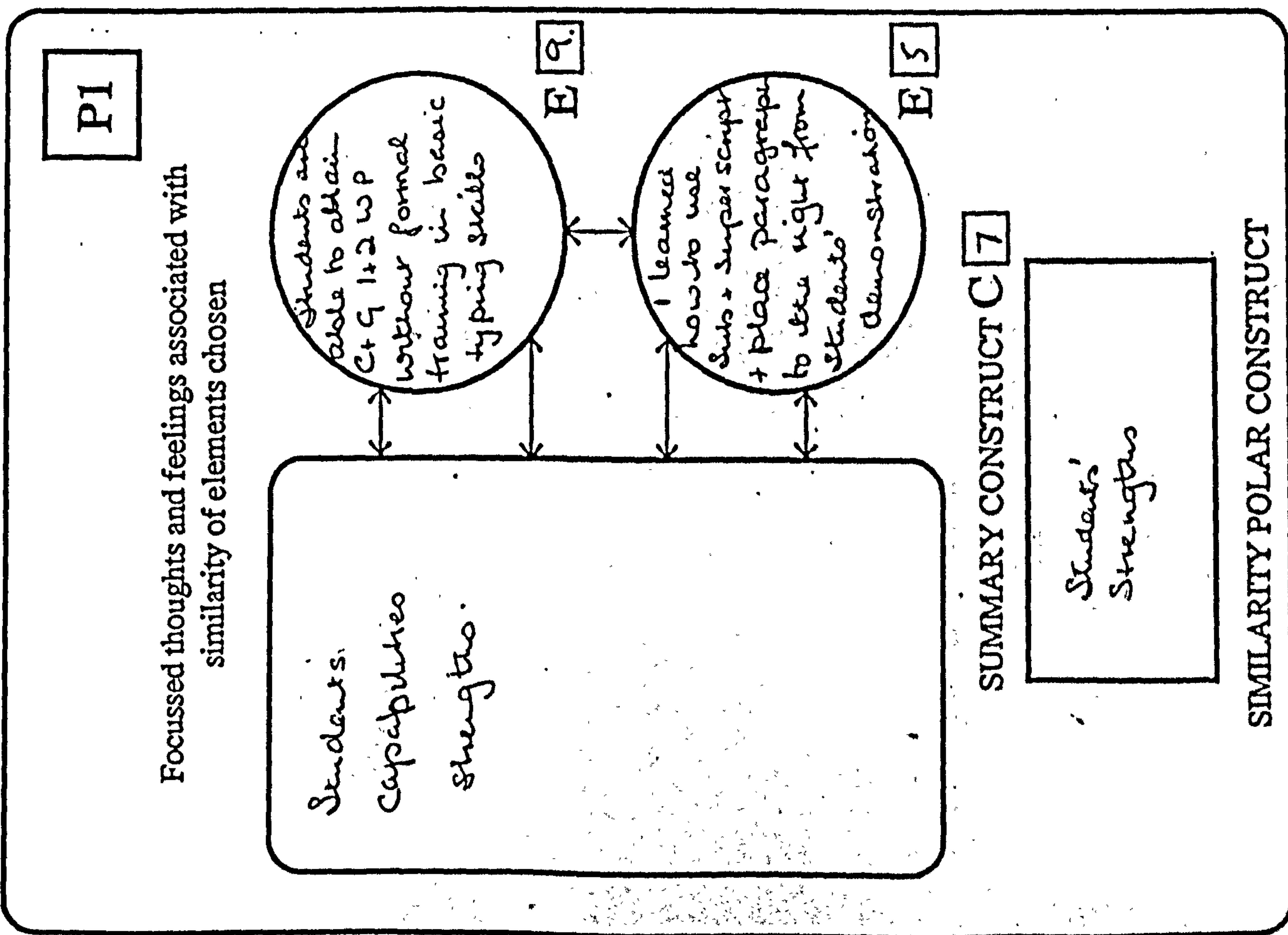
TRIADGRAM



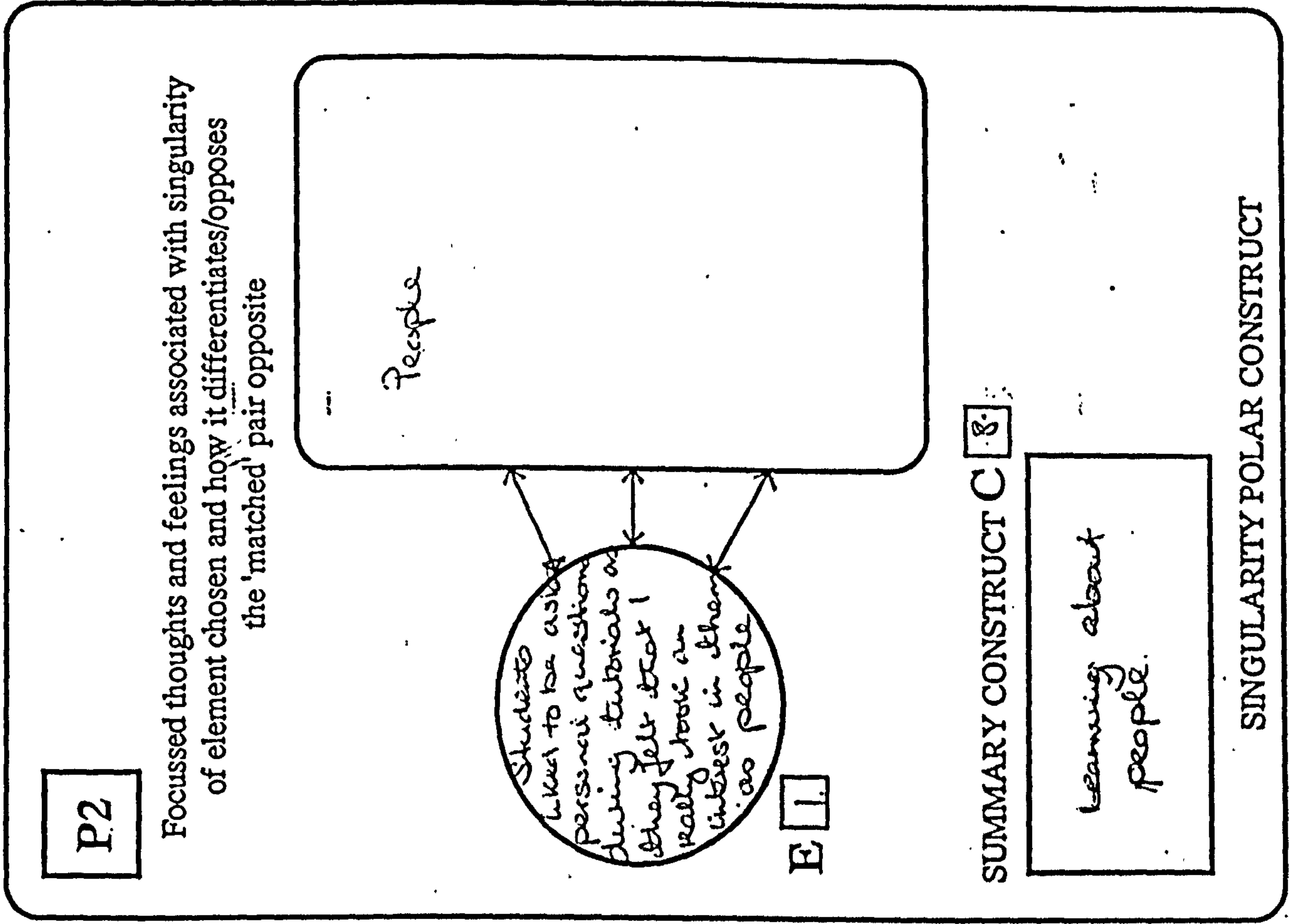
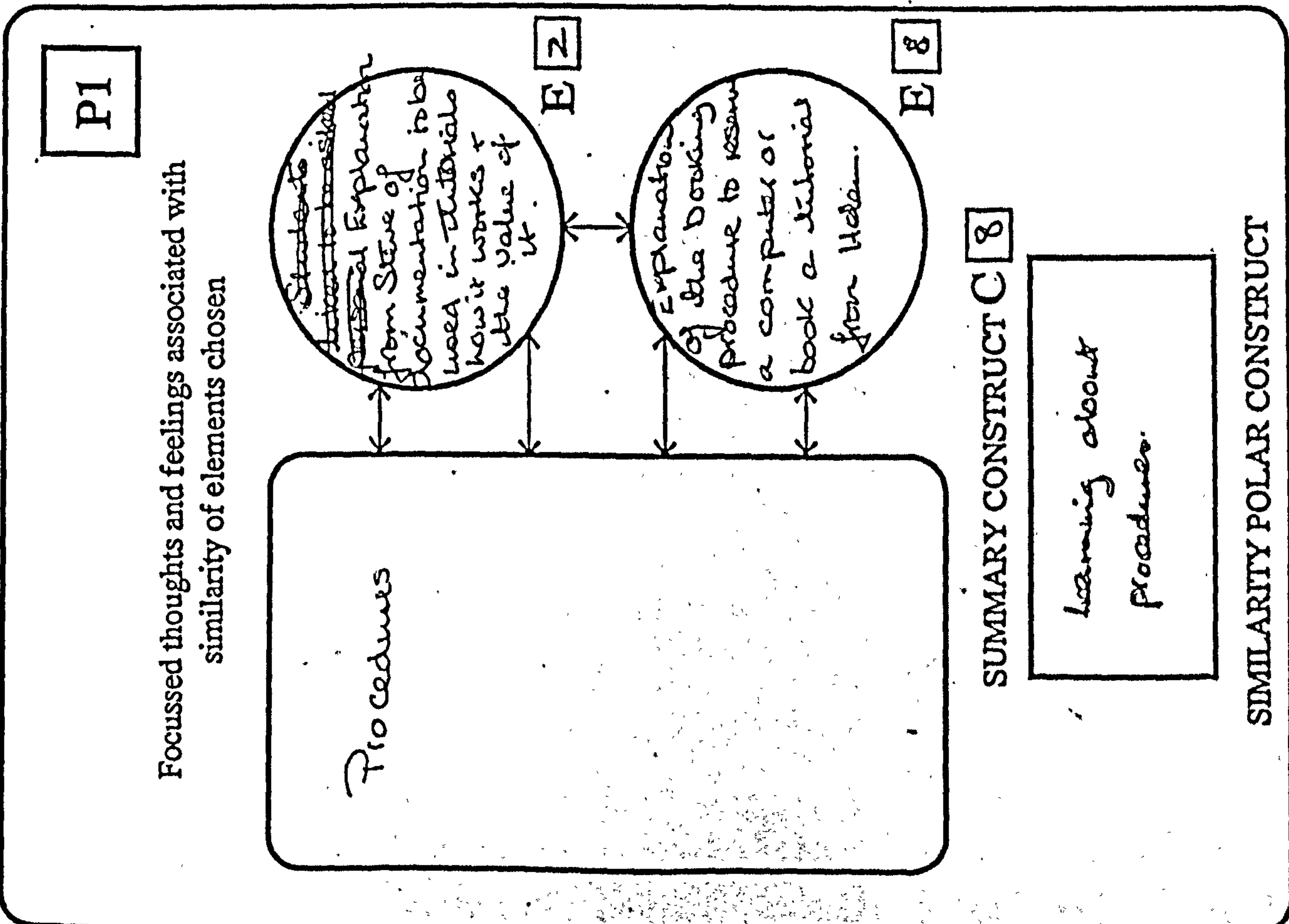
AUTHOR S.C. Partridge DATE 12.1.93 LEARNING FOCUS L.exp in ITWS etc.

TRIADGRAM





TRIADGRAM



AUTHOR S.C. Rawlings DATE 12.1.93

LEARNING FOCUS IT's Experiences

SC/HR/TG/MCC/12.92

C P1

Construct Card : Similarity Pole ✓

Enter your thoughts/ideas generated, considering the similarity bi-pole.

Increasing knowledge of
Subject.

Client Name

Date

SC/HR/RGCC01/CSHL/8.92

C P2

Construct Card : Singularity Pole ✗

Enter your thoughts/ideas generated, considering the singularity bi-pole.

Increasing knowledge of
Students.

Client Name

Date

SC/HR/RGCC01/CSHL/8.92

C P1

Construct Card : Similarity Pole ✓

Enter your thoughts/ideas generated, considering the similarity bi-pole.

Process Focussing on student needs
documentation focusses
+ enables the student
learning process.

Client Name

Date

SC/HR/RGCC01/CSHL/8.92

C P2

Construct Card : Singularity Pole ✗

Enter your thoughts/ideas generated, considering the singularity bi-pole.

Information focussed to
Focussing
own needs.

Client Name

Date

SC/HR/RGCC01/CSHL/8.92

C P1

Construct Card : Similarity Pole ✓

Enter your thoughts/ideas generated, considering the similarity bi-pole.

Barriers to Student
learning

Client Name

Date

SC/HR/RGCC01/CSHL/8.92

C P2

Construct Card : Singularity Pole ✗

Enter your thoughts/ideas generated, considering the singularity bi-pole.

Enablement of
Student learning.

Client Name

Date

SC/HR/RGCC01/CSHL/8.92

C P1

Construct Card : Similarity Pole ✓

Enter your thoughts/ideas generated, considering the similarity bi-pole.

Own experience

Client Name

Date

SC/HR/RGCC01/CSHL/8.92

C P2

Construct Card : Singularity Pole ✗

Enter your thoughts/ideas generated, considering the singularity bi-pole.

Others' experience.

Client Name

Date

SC/HR/RGCC01/CSHL/8.92

C 5 P1

Construct Card : Similarity Pole ✓

Enter your thoughts/ideas generated, considering the similarity bi-pole.

Capabilities
already owned. by me

Client Name

Date / /

SC/HR/RGCC01/CSHL/8.92

C 5 P2

Construct Card : Singularity Pole ✗

Enter your thoughts/ideas generated, considering the singularity bi-pole.

Capabilities
Sought by me.

Client Name

Date / /

SC/HR/RGCC01/CSHL/8.92

C 6 P1

Construct Card : Similarity Pole ✓

Enter your thoughts/ideas generated, considering the similarity bi-pole.

Individual
responsibility

Client Name

Date / /

SC/HR/RGCC01/CSHL/8.92

C 6 P2

Construct Card : Singularity Pole ✗

Enter your thoughts/ideas generated, considering the singularity bi-pole.

Team
responsibility.

Client Name

Date / /

SC/HR/RGCC01/CSHL/8.92

C 7 P1

Construct Card : Similarity Pole ✓

Enter your thoughts/ideas generated, considering the similarity bi-pole.

Students'
Strengths

Client Name

Date / /

SC/HR/RGCC01/CSHL/8.92

C P2

Construct Card : Singularity Pole ✗

Enter your thoughts/ideas generated, considering the singularity bi-pole.

Students'
weaknesses

Client Name

Date / /

SC/HR/RGCC01/CSHL/8.92

C P1

Construct Card : Similarity Pole ✓

Enter your thoughts/ideas generated, considering the similarity bi-pole.

learning about
procedures

Client Name

Date / /

SC/HR/RGCC01/CSHL/8.92

C P2

Construct Card : Singularity Pole ✗

Enter your thoughts/ideas generated, considering the singularity bi-pole.

learning about
people.

Client Name

Date / /

SC/HR/RGCC01/CSHL/8.92

CONSTRUCT - ELEMENT SCALING RECORDER

5 POINT SCALE

✓ SIMILARITY CONSTRUCT

Focussing on Student Needs.

✗ SINGULARITY CONSTRUCT

Focussing on own needs

| C2 | 1 (✓/✓) | 2 (✓) | 3 (?) | 4 (X) | 5 (X X) |
|-----|---------|-------|-------|-------|---------|
| E1 | ✓ | | | | |
| E2 | ✓ | | | | |
| E3 | ✓ | | | | |
| E4 | ✓ | | | | |
| E5 | | | | ✓ | |
| E6 | | | | | ✓ |
| E7 | | | | | |
| E8 | | | ✓ | | |
| E9 | | | ✓ | | |
| E10 | | | ✓ | | |
| E11 | | | ✓ | | |
| E12 | | | ✓ | | |
| E13 | ✓ | | | | |
| E14 | | | | | ✓ |
| E15 | | | | | |
| E16 | | | ✓ | | |
| E17 | | | | | |
| E18 | | | | | |
| E19 | | | | | |
| E20 | | | | | |
| E21 | | | | | |
| E22 | | | | | |
| E23 | | | | | |
| E24 | | | | | |
| E25 | | | | | |
| E26 | | | | | |
| E27 | | | | | |
| E28 | | | | | |
| E29 | | | | | |
| E30 | | | | | |

NAME Sue Knowlton

FOCUS

L. Exp in ITWS etc

DATE 12.1.93.

ORGANISATION

M.C.C.

PAGE

CONSTRUCT - ELEMENT SCALING RECORDER

5 POINT SCALE

✓ SIMILARITY CONSTRUCT

Barriers to Student Learning

✗ SINGULARITY CONSTRUCT

Enablement of Student Learning

| C3 | 1 (✓/✓) | 2 (✓) | 3 (?) | 4 (X) | 5 (X X) |
|-----|---------|-------|-------|-------|---------|
| E1 | | | | | ✓ |
| E2 | | | | | ✓ |
| E3 | | | | | ✓ |
| E4 | | | ✓ | | |
| E5 | | | ✓ | | |
| E6 | | | ✓ | | |
| E7 | | | ✓ | | |
| E8 | | | | ✓ | |
| E9 | | | ✓ | | |
| E10 | | ✓ | | | |
| E11 | | | ✓ | | |
| E12 | ✓ | | | | |
| E13 | ✓ | | | | |
| E14 | | | | ✓ | |
| E15 | | | | | ✓ |
| E16 | ✓ | | | | |
| E17 | | | | | |
| E18 | | | | | |
| E19 | | | | | |
| E20 | | | | | |
| E21 | | | | | |
| E22 | | | | | |
| E23 | | | | | |
| E24 | | | | | |
| E25 | | | | | |
| E26 | | | | | |
| E27 | | | | | |
| E28 | | | | | |
| E29 | | | | | |
| E30 | | | | | |

NAME Sue Knowlton

FOCUS

L. Exp in ITWS etc

DATE 12.1.93

ORGANISATION

M.C.C.

PAGE

CONSTRUCT - ELEMENT SCALING RECORDER

5 POINT SCALE

✓ SIMILARITY CONSTRUCT

Learning from own experience

✗ SINGULARITY CONSTRUCT

Learning from others' experience

| C4 | 1 (✓/✓) | 2 (✓) | 3 (?) | 4 (X) | 5 (X X) |
|-----|---------|-------|-------|-------|---------|
| E1 | ✓ | | | | |
| E2 | ✓ | | | | |
| E3 | | | ✓ | | |
| E4 | ✓ | | | | |
| E5 | | | | | ✓ |
| E6 | | | | | ✓ |
| E7 | ✓ | | | | |
| E8 | ✓ | | | | ✓ |
| E9 | | | | | |
| E10 | | ✓ | | | |
| E11 | ✓ | | | | |
| E12 | ✓ | | | | |
| E13 | ✓ | | | | |
| E14 | ✓ | | | | |
| E15 | | | | | ✓ |
| E16 | ✓ | | | | |
| E | | | | | |
| E | | | | | |
| E | | | | | |
| E | | | | | |

NAME S C Raviharp

L. Exp in ITWS et

FOCUS

DATE 12.1.93

ORGANISATION

M.C.C

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SC/HR/CESRI/CSHL/1.93

CONSTRUCT - ELEMENT SCALING RECORDER

5 POINT SCALE

✓ SIMILARITY CONSTRUCT

Capabilities owned by me

✗ SINGULARITY CONSTRUCT

Capabilities sought by me.

| C5 | 1 (✓/✓) | 2 (✓) | 3 (?) | 4 (X) | 5 (X X) |
|-----|---------|-------|-------|-------|---------|
| E1 | | | ✓ | | |
| E2 | | | | | ✓ |
| E3 | | | | ✓ | |
| E4 | | | | ✓ | |
| E5 | | | | | ✓ |
| E6 | | | | | ✓ |
| E7 | | | ✓ | | |
| E8 | | | | | ✓ |
| E9 | | | ✓ | | |
| E10 | | | ✓ | | |
| E11 | ✓ | | | | |
| E12 | | | ✓ | | |
| E13 | | | ✓ | | |
| E14 | | | | ✓ | |
| E15 | | ✓ | | | |
| E16 | | | ✓ | | |
| E | | | | | |
| E | | | | | |
| E | | | | | |
| E | | | | | |

NAME S.C. Raviharp

L. Exp in ITWS et

FOCUS

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M.C.C

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SC/HR/CESRI/CSHL/1.93

CONSTRUCT - ELEMENT SCALING RECORDER

5 POINT SCALE

✓ SIMILARITY CONSTRUCT Increasing Knowledge of Subject

✗ SINGULARITY CONSTRUCT Increasing Knowledge of Structure

| CID | 1 (✓/✓) | 2 (✓) | 3 (?) | 4 (X) | 5 (X X) |
|-----|---------|-------|-------|-------|---------|
| E1 | | | ✓ | | ✓ |
| E2 | | | | ✓ | |
| E3 | | | | | ✓ |
| E4 | ✓ | | | | ✓ |
| E5 | ✓ | | | | |
| E6 | | | ✓ | | |
| E7 | | | ✓ | | |
| E8 | | | ✓ | | |
| E9 | | | | | ✓ |
| E10 | | | ✓ | | |
| E11 | | ✓ | ✓ | | |
| E12 | | | ✓ | | |
| E13 | | | | ✓ | |
| E14 | | | ✓ | | |
| E15 | | | ✓ | | ✓ |
| E16 | | | | | |
| E17 | | | | | |
| E18 | | | | | |
| E19 | | | | | |
| E20 | | | | | |

NAME S.C. Ravindra FOCUS L. Exp in ITWS

DATE 12.1.93 ORGANISATION MCC.

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CONSTRUCT - ELEMENT SCALING RECORDER

5 POINT SCALE

✓ SIMILARITY CONSTRUCT Individual Responsibility

✗ SINGULARITY CONSTRUCT Team Responsibility

| CID | 1 (✓/✓) | 2 (✓) | 3 (?) | 4 (X) | 5 (X X) |
|-----|---------|-------|-------|-------|---------|
| E1 | | ✓ | | ✓ | |
| E2 | | | | ✓ | ✓ |
| E3 | | | | ✓ | ✓ |
| E4 | | ✓ | | | |
| E5 | | | ✓ | | |
| E6 | | | ✓ | | |
| E7 | | | | | ✓ |
| E8 | | | | ✓ | |
| E9 | | | ✓ | | |
| E10 | ✓ | | | ✓ | |
| E11 | | | ✓ | | |
| E12 | ✓ | | | | |
| E13 | | ✓ | | | ✓ |
| E14 | | ✓ | | | |
| E15 | | | ✓ | | |
| E16 | | | | | |
| E17 | | | | | |
| E18 | | | | | |
| E19 | | | | | |
| E20 | | | | | |

NAME S.C. Ravindra FOCUS L. Exp in ITWS

DATE 12.1.93 ORGANISATION MCC.

PAGE

CONSTRUCT - ELEMENT SCALING RECORDER

5 POINT SCALE

✓ SIMILARITY CONSTRUCT

✗ SINGULARITY CONSTRUCT

| C7 | 1 (✓/✓) | 2 (✓) | 3 (?) | 4 (X) | 5 (X X) |
|-----|---------|-------|-------|-------|---------|
| E1 | | | ✓ | | |
| E2 | | | ✓ | | |
| E3 | | ✓ | | | |
| E4 | | | | | ✓ |
| E5 | ✓ | | | | |
| E6 | | | ✓ | | |
| E7 | | | ✓ | | |
| E8 | | | ✓ | | |
| E9 | ✓ | | | | |
| E10 | | | ✓ | | |
| E11 | | ✓ | | | |
| E12 | | | ✓ | | ✓ |
| E13 | | | | | |
| E14 | | | ✓ | | |
| E15 | | | ✓ | | |
| E16 | | | | | ✓ |
| E17 | | | | | |
| E18 | | | | | |
| E19 | | | | | |
| E20 | | | | | |

NAME FOCUS

DATE ORGANISATION

PAGE

CONSTRUCT - ELEMENT SCALING RECORDER

5 POINT SCALE

✓ SIMILARITY CONSTRUCT

✗ SINGULARITY CONSTRUCT

| C8 | 1 (✓/✓) | 2 (✓) | 3 (?) | 4 (X) | 5 (X X) |
|-----|---------|-------|-------|-------|---------|
| E1 | | | | | ✓ |
| E2 | ✓ | | | | ✓ |
| E3 | | | | | |
| E4 | ✓ | | | | |
| E5 | ✓ | | | | |
| E6 | | ✓ | | | |
| E7 | | ✓ | | | |
| E8 | ✓ | | | | ✓ |
| E9 | | | | | ✓ |
| E10 | | | | ✓ | |
| E11 | | | | | |
| E12 | | ✓ | | | |
| E13 | | | | ✓ | |
| E14 | | | | ✓ | |
| E15 | | | | | |
| E16 | | | | | |
| E17 | | | | | |
| E18 | | | | | |
| E19 | | | | | |
| E20 | | | | | |

NAME FOCUS

DATE ORGANISATION

PAGE

ISSUE 1.

PERSONAL REPERTORY GRID (RAW ENTRY) : CSHL°

| P1 | Pole Rated ✓ | E1 | E2 | E3 | E4 | E5 | E6 | E7 | E8 | E9 | E10 | E11 | E12 | E13 | E14 | E15 | E16 | E17 | E18 | P2 | X Pole Rated |
|----|----------------------------------|----|----|----|----|----|----|----|----|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|----|-----------------------------------|
| C1 | Increasing Knowledge of subject. | 5 | 4 | 5 | 1 | 1 | 3 | 3 | 3 | 5 | 3 | 3 | 3 | 4 | 3 | 3 | 5 | | | | Increasing Knowledge of student's |
| C2 | Focusing on student's needs | 1 | 1 | 1 | 1 | 4 | 5 | 5 | 3 | 3 | 3 | 3 | 3 | 1 | 5 | 1 | 3 | | | | Focusing on own needs |
| C3 | Barriers to student learning | 5 | 5 | 5 | 3 | 3 | 3 | 3 | 4 | 3 | 2 | 3 | 1 | 1 | 4 | 5 | | | | | Enablement of student learning |
| C4 | Learning from own experience | 1 | 1 | 3 | 1 | 5 | 5 | 1 | 5 | 1 | 2 | 1 | 1 | 1 | 1 | 5 | 1 | | | | Learning from others experience |
| C5 | Capabilities owned by me. | 3 | 5 | 4 | 5 | 4 | 5 | 3 | 5 | 3 | 3 | 1 | 3 | 3 | 4 | 1 | 3 | | | | Capabilities sought by me. |
| C6 | Individual responsibility | 2 | 4 | 4 | 2 | 3 | 3 | 5 | 4 | 3 | 1 | 3 | 1 | 3 | 5 | 2 | 2 | | | | Team responsibility |

PERSONAL REPERTORY GRID (RAW ENTRY) : CSHL°

| P1 | Pole Rated ✓ | E1 | E2 | E3 | E4 | E5 | E6 | E7 | E8 | E9 | E10 | E11 | E12 | E13 | E14 | E15 | E16 | E17 | E18 | P2 | X Pole Rated |
|----|---------------------------|----|----|----|----|----|----|----|----|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|----|-----------------------|
| C7 | Students' strengths | 3 | 3 | 2 | 5 | 1 | 3 | 3 | 3 | 1 | 3 | 2 | 3 | 5 | 3 | 3 | 5 | | | | Students' weaknesses |
| C8 | Learning about procedures | 5 | 1 | 5 | 1 | 1 | 2 | 2 | 1 | 5 | 5 | 4 | 2 | 5 | 4 | 4 | 5 | | | | Learning about people |
| C3 | | | | | | | | | | | | | | | | | | | | | |
| C4 | | | | | | | | | | | | | | | | | | | | | |
| C5 | | | | | | | | | | | | | | | | | | | | | |
| C6 | | | | | | | | | | | | | | | | | | | | | |

19.12.11

C.S.H.L. GRID --SUE1--

SPACED FOCUSED GRID

CONSTRUCT POLE RATED - 1 -

CONSTRUCT POLE RATED - 5 -

| | | ELEMENTS | | | | | | | | | | | | | | | |
|------------------------------|---------|----------|---|---|---|---|---|---|---|---|---|---|---|---|------|-----------------------------|-----------------------------|
| | | E | E | E | E | E | E | E | E | E | E | | | | | | |
| LEARNING FROM OWN EXPERIENCE | C4 * 1 | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 3 | 1 | 5 | 5 | 5 | * C4 | LEARN'G FROM OTHERS EXPER'E | |
| FOCUSING ON STUDENTS NEEDS | C2 * 1 | 1 | 3 | 3 | 3 | 5 | 5 | 3 | 3 | 1 | 1 | 3 | 5 | 4 | * C2 | FOCUSING ON OWN NEEDS | |
| INDIVIDUAL RESPONSIBILITY | C6 * 2 | 3 | 2 | 1 | 1 | 5 | 5 | 3 | 3 | 2 | 4 | 4 | 4 | 3 | 3 | * C6 | TEAM RESPONSIBILITY |
| BARRIERS TO STUDENT LEARN'G | C3 * 3 | 1 | 1 | 2 | 1 | 3 | 4 | 3 | 3 | 5 | 5 | 5 | 4 | 3 | 3 | * C3 | ENABLEMENT OF STUD LEARN'G |
| STUDENTS WEAKNESSES | RC7 * 1 | 1 | 1 | 3 | 3 | 3 | 3 | 4 | 5 | 3 | 4 | 3 | 3 | 3 | 5 | * RC7 | STUDENTS STRENGTHS |
| INC KNOWLEDGE OF STUDENTS | RC1 * 5 | 2 | 1 | 3 | 3 | 3 | 3 | 3 | 1 | 1 | 1 | 2 | 3 | 3 | 5 | * RC1 | INCREASING KNOWLEDGE OF SUB |
| LEARNING ABOUT PEOPLE | RC8 * 5 | 1 | 1 | 1 | 4 | 4 | 2 | 2 | 1 | 1 | 1 | 5 | 5 | 4 | 5 | * RC8 | LEARNING ABOUT PROCEDURES |
| CAPABILITIES OWNED BY ME | C5 * 5 | 3 | 3 | 3 | 3 | 3 | 4 | 1 | 3 | 3 | 4 | 5 | 5 | 5 | 4 | * C5 | CAPABILITIES SOUGHT BY ME |
| ***** | | | | | | | | | | | | | | | | | |
| *STUDENTS SAID I'M PATIENT | | | | | | | | | | | | | | | | | |
| *LEARNING WITH STUDENTS | | | | | | | | | | | | | | | | | |
| *DISCOVER REFEC/BISTRO LOC'N | | | | | | | | | | | | | | | | | |
| *BOOKING PROCEDURE HELEN | | | | | | | | | | | | | | | | | |
| *SC EXPLAINS TUTORIAL DOC'S | | | | | | | | | | | | | | | | | |
| *TUTORIALS STUD'T NEEDS LINK | | | | | | | | | | | | | | | | | |
| *STUDENTS PERSONAL QUESTIONS | | | | | | | | | | | | | | | | | |
| *CG LEV 1 WP W/O FORMAL TR | | | | | | | | | | | | | | | | | |
| *DTPPLAN RECALL EXPERIENCE | | | | | | | | | | | | | | | | | |
| *TEAM TEACH VAL LEAR'G EXPER | | | | | | | | | | | | | | | | | |
| *EMPTY KETTLE SYNDROME | | | | | | | | | | | | | | | | | |
| *COLLEGE LACKS RESOURCES | | | | | | | | | | | | | | | | | |
| *ITWS TEAM DISLIKE OF DB3+ | | | | | | | | | | | | | | | | | |
| *STUD DIFF'S DONT READ INSTR | | | | | | | | | | | | | | | | | |
| *STUD LTD LEAR'G W/O EXPT | | | | | | | | | | | | | | | | | |
| *EXCEL MANUAL DISCOVERY | | | | | | | | | | | | | | | | | |

PATTERN OF MEANING : LADDERING-UP ANALYSIS RECORD

Enter significant ideas/thoughts generated for each element cluster considered.

| Element Cluster | Record of Personal Feedback |
|-----------------|--|
| E13 + E16 | Barriers to student learning - often they need to learn how to learn |
| | |
| | |
| | |
| | |

Enter significant ideas/thoughts generated for each construct cluster considered.

| Construct Cluster | Record of Personal Feedback |
|-------------------|--|
| C3, RC7, RC1, RC8 | Tutorial plays vital part in assessing student needs, experience, capabilities strengths & weaknesses; and for building relationships and monitoring progress. |
| | |
| | |
| | |
| | |

Consider the total pattern of meaning for each element cluster in each construct cluster.

| Element Construct Cluster | Record of Personal Feedback |
|---------------------------|--|
| E13,16 with C3, RC1,7,8 | Learners come with a very wide range of abilities, experiences and aims. They often need help to clarify these before they can progress. Working as a team of tutors and students enables learning for whole team. |
| | |
| | |
| | |
| | |

Review focussed grid in light of the original purposes/aims intentionality.

| Purposes and Aims | New Learning achieved upon reflection |
|-------------------|---|
| | One of the most important factors in supporting learners is to build a relationship with them, making them feel they are part of a team and/or partnership which is working together to increase their knowledge/potential. |
| | |
| | |
| | |
| | |

Learning Focus:

Learning Experiences, working as an IT workshop tutor - and 'Sue'!

Clients Name:

Sue Rawlings - sheet 1

Date: 24/05/94

SC/HR/RGLUA/CSHL/8

PATTERN OF MEANING : LADDERING-UP ANALYSIS RECORD

Enter significant ideas/thoughts generated for each element cluster considered.

| Element Cluster | Record of Personal Feedback |
|-----------------|--|
| | Humanistic teaching styles can have same outcomes as |
| | behaviourist styles |
| E1+E3+E9 | |
| | |
| | |

Enter significant ideas/thoughts generated for each construct cluster considered.

| Construct Cluster | Record of Personal Feedback |
|-------------------|---|
| | Experiential learning + reflection upon experiences promotes effective learning - tutoring process enables reflection and conceptualization |
| RC1 + RC8 | |
| | |
| | |

Consider the total pattern of meaning for each element cluster in each construct cluster.

| Element Construct Cluster | Record of Personal Feedback |
|---------------------------|---|
| | Variety of learning styles involved in IT learning, didactic methods play an insignificant role compared with other styles. Programs themselves, are often didactic enough. |
| E1,3,9 with RC1,8 | |
| | |
| | |

Review focussed grid in light of the original purposes/aims intentionality.

| Purposes and Aims | New Learning achieved upon reflection |
|-------------------|--|
| | Opportunities for experience, experimenting and reflecting are more important to future development than merely gathering facts. |
| | |
| | |
| | |

Learning Focus:

Learning Experiences; working as an IT workshop tutor - grid 'SUE1'

Clients Name:

Sue Rawlings - sheet 2

Date: 24/05/94

SC/IR/RGLUA/CSHL/8.92

PATTERN OF MEANING : LADDERING-UP ANALYSIS RECORD

Enter significant ideas/thoughts generated for each element cluster considered.

| Element Cluster | Record of Personal Feedback |
|-----------------|---|
| E7 + E14 | Team teaching usually a positive aid to learning - sharing knowledge, support etc. Necessary for all members to 'pull their weight' |
| | |
| | |
| | |
| | |

Enter significant ideas/thoughts generated for each construct cluster considered.

| Construct Cluster | Record of Personal Feedback |
|-------------------|---|
| C2 + C6 | Own learning needs and support as well as students' learning needs and support can be more effective when part of a team. |
| | |
| | |
| | |
| | |

Consider the total pattern of meaning for each element cluster in each construct cluster.

| Element Construct Cluster | Record of Personal Feedback |
|---------------------------|--|
| E7, 14 with C2, C6 | Supporting colleagues + students Receiving support. |
| | |
| | |
| | |
| | |

Review focussed grid in light of the original purposes/aims intentionality.

| Purposes and Aims | New Learning achieved upon reflection |
|-------------------|---|
| | working and learning as part of a team is effective providing the team offers mutual support. |
| | |
| | |
| | |
| | |

Learning Focus:

Learning Experiences; working as an IT workshop tutor - 'SUE1'-grid

Clients Name:

Sue Rawlings - sheet 3.

Date: 24 / 05 / 94

SC/HR/ROLUA/CSHL/8.92

PATTERN OF MEANING : LADDERING-UP ANALYSIS RECORD .

Enter significant ideas/thoughts generated for each element cluster considered.

| Element Cluster | Record of Personal Feedback |
|-----------------|---|
| E10 + E12 | Severe lack of resources in some areas means many hours of preparation often as much as 3 times the amount of actual teaching time. Failure on the part of some tutors to acquaint themselves with what is available. |

Enter significant ideas/thoughts generated for each construct cluster considered.

| Construct Cluster | Record of Personal Feedback |
|-------------------|---|
| C3 + C6 | Identifying barriers to learning and helping students to overcome them enables learning. All parties - learners, tutors and management share responsibility for learning. |

Consider the total pattern of meaning for each element cluster in each construct cluster.

| Element Construct Cluster | Record of Personal Feedback |
|---------------------------|---|
| E10,12 with C3,C6 | Responsibilities of all parties students, tutors, management, and admin staff |

Review focussed grid in light of the original purposes/aims intentionality.

| Purposes and Aims | New Learning achieved upon reflection |
|-------------------|--|
| | Learning is a shared responsibility when anyone of the parties involved does not fulfil their responsibility it causes an unnecessary burden for the others + possible breakdown of the process. |

Learning Focus:

Learning Experiences; working as an IT workshop tutor - grid 'SUE1'

Clients Name:

Sue Rawlings, - sheet 4

Date: 24 / 05 / 94

SC/IR/RGLUA/CSHL/8.92

PATTERN OF MEANING : LADDERING-UP ANALYSIS RECORD

Enter significant ideas/thoughts generated for each element cluster considered.

| Element Cluster | Record of Personal Feedback |
|-----------------|---|
| E5 + E6 | Learning to satisfy immediate own needs. |
| | |
| | |
| E2+E5+E6+E8 | Learning for own needs and to enable students |

Enter significant ideas/thoughts generated for each construct cluster considered.

| Construct Cluster | Record of Personal Feedback |
|-------------------|--|
| C2 + C4 | Sharing experiences, mutual support Gaining insight into own and student needs |
| | |
| C5 + RC8 | Extending knowledge of subject + procedures Assessing own strengths + weaknesses. |

Consider the total pattern of meaning for each element cluster in each construct cluster.

| Element Construct Cluster | Record of Personal Feedback |
|---------------------------|--|
| E5,6 with C2,4 | Perpetual learning to satisfy own and students' needs. Increasing knowledge as a result of sharing experiences |
| | |
| E2,5,6,8 with C5,RC8 | Need to know background and procedures to enable own and student learnings |

Review focussed grid in light of the original purposes/aims intentionality.

| Purposes and Aims | New Learning achieved upon reflection |
|-------------------|---|
| | Learning is an infinite process - key seems to be identifying strengths and weaknesses and setting realistic goals for self and learners. Much can be learned from contact with others. |

Learning Focus:

Learning Experiences; working as an IT workshop tutor - grid 'SUE1'

Clients Name:

Sue Rawlings - sheet 5

Date: 24 / 05 / 94

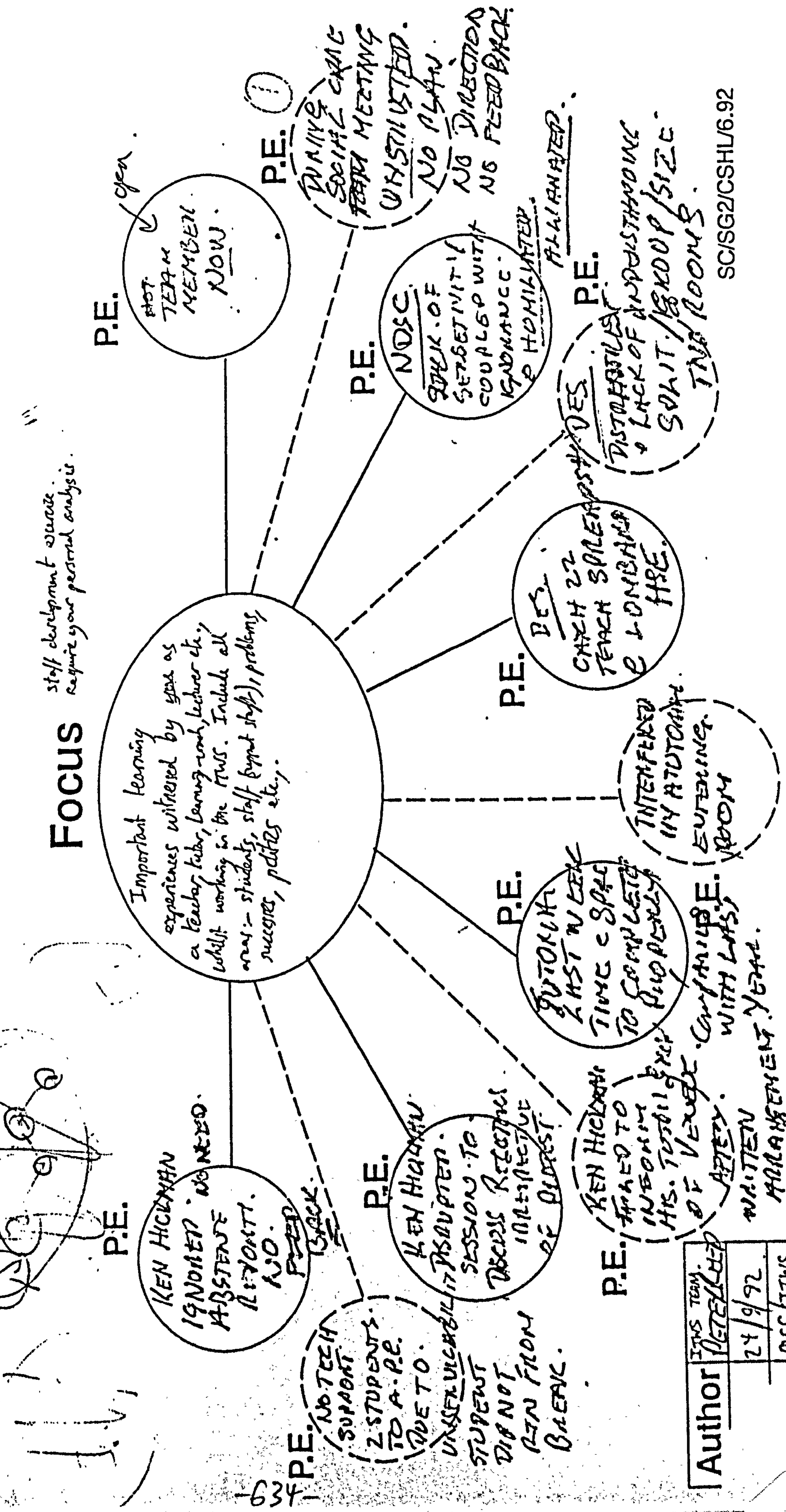
SC/IR/RGLUA1/CSHL/8.92

Exhibit I5 Repertory Grid Evidences Peter Reed

SPIDERGRAM®

Personal Experiences (P.E.) referral sheet. Enter topic, issue, subject or event you wish to think/explore about into the FOCUS balloon. Think deeply about all the personal events of your experiences related to this focus and enter these actual experiences as raw data into the other PE balloons.

Add extra PE balloons as needed. If a PE becomes a focus for more experiences, then put this event as a new focus into another blank spidergram and explore, using as many additional blank templates of paper as required in order to continue your brain-storming session!



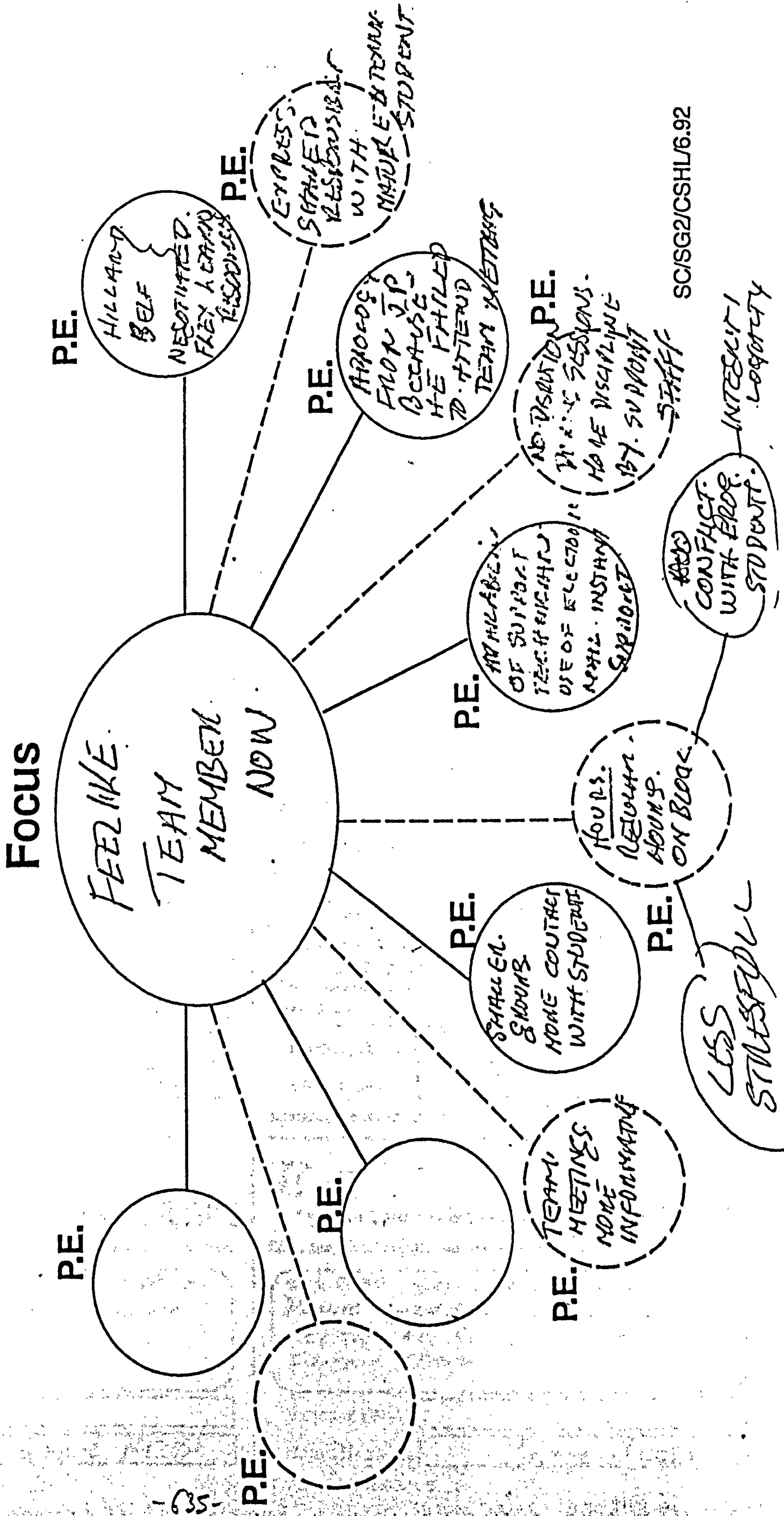
SC/SG2/CSHL/6.92

| | | |
|--------|------------|--|
| Author | IMS TEAM | |
| | PETER BELL | |
| | 24/9/92 | |
| | MCC/ITWS | |

SPIDERGRAM®

Personal Experiences (P.E.) referral sheet. Enter topic, issue, subject or event you wish to think/explore about into the FOCUS balloon. Think deeply about all the personal events of your experiences related to this focus and enter these actual experiences as raw data into the other PE balloons.

Add extra PE balloons as needed. If a PE becomes a focus for more experiences, then put this event as a new focus into another blank spidergram and explore, using as many additional blank templates of paper as required in order to continue your brain-storming session!



E 1
Element Card : Raw Data : Date 24/09/92
Enter the actual significant experience below, without generalisation.

BT/NDSC UNSTRUCTURED MEETING.
ATTENDED BT/NDSC MEETING.
IN SEPT 92. LEFT THE MEETING
WITH NO CLEAR IDEA OF LEARNING

Learning Focus []
Client Name Peter Reed

SC/HR/ROEC01/CSHL/8.92

E 5
Element Card : Raw Data : Date 24/09/92
Enter the actual significant experience below, without generalisation.

DISLOYAL NPS COURSE TUTOR.
PROBLEM STUDENT: RE-ALLOCATED TO
SUPPORT STAFF IN HIS OWN HANDS BY
COURSE TUTOR.

Learning Focus []
Client Name Peter Reed

SC/HR/ROEC01/CSHL/8.92

E 2
Element Card : Raw Data : Date 24/09/92
Enter the actual significant experience below, without generalisation.

LACK OF RESOURCES BETWEEN 4 CITS
REQUIRED SPLITTING GROUP OF STUDENT
INTO 3 GROUPS.
BT/NDSC.

Learning Focus []
Client Name Peter Reed

SC/HR/ROEC01/CSHL/8.92

E 6
Element Card : Raw Data : Date 24/09/92
Enter the actual significant experience below, without generalisation.

NOT FULLY CONVENSANT WITH PAPERWORK
& PROCEDURES/CONFLICT OF PAPERWORK
BETWEEN ORGANISATION IT COURSES AND
EXTERNALLY ORGANISED COURSES E.G. NDSC.

Learning Focus []
Client Name Peter Reed

SC/HR/ROEC01/CSHL/8.92

E 3
Element Card : Raw Data : Date 24/09/92
Enter the actual significant experience below, without generalisation.

CHASSISSED FOR SPLITTING GROUP OF NDSC
STUDENT. NOT BEING IN THREE PLACES
AT ONCE BY SENIOR LECTURER. (DH).

Learning Focus []
Client Name Peter Reed

SC/HR/ROEC01/CSHL/8.92

E 7
Element Card : Raw Data : Date 24/09/92
Enter the actual significant experience below, without generalisation.

SUPPORT STAFF OVER COMMITTED VITAL
MESSAGES. STUDENT/TUTOR/STUDENT
NOT BEING CONVEYED. STUDENT RE-ARRANGED
TO TUTOR. NOT NOTICED IN BOOK. NOT
INFORMED.

Learning Focus []
Client Name Peter Reed

SC/HR/ROEC01/CSHL/8.92

E 4
Element Card : Raw Data : Date 24/09/92
Enter the actual significant experience below, without generalisation.

IT STUDENTS FDE. TWO STUDENT TO *
PC. BECAUSE OF PC. SERVICEABILITY.
NO TECHNICIAN SUPPORT.

Learning Focus []
Client Name Peter Reed

SC/HR/ROEC01/CSHL/8.92

E 8
Element Card : Raw Data : Date 24/09/92
Enter the actual significant experience below, without generalisation.

STUDENT VIOLATED SOFTWARE PC?
DURING LUNCH HOUR. DUE MAINLY TO
RECEPTION NOT BEING COVERED BY
SUPPORT STAFF

Learning Focus []
Client Name Peter Reed

SC/HR/ROEC01/CSHL/8.92

E 9
Element Card : Raw Data : Date / /
Enter the actual significant experience below, without generalisation.

REGULAR HOURS OF ATTENDANCE FOR TEACHING APPOINTMENTS? ADDED TO STRESSFUL SITUATIONS. ES. LACK OF TECH SUPPORT; COURSE TUTOR SUPPORT,

Learning Focus
Client Name
SC/HR/ROEC01/CSHL/8.92

E 13
Element Card : Raw Data : Date / /
Enter the actual significant experience below, without generalisation.

ON MANY OCCASIONS. UNABLE TO CARRY OUT. DETAILED TUTORIAL WITHOUT INTERRUPTIONS FROM STUDENTS. COURSE TUTORS. / SUPPORT STAFF /

Learning Focus
Client Name
SC/HR/ROEC01/CSHL/8.92

E 10
Element Card : Raw Data : Date / /
Enter the actual significant experience below, without generalisation.

IT TOOK 35 WEEKS TO MAKE A DECISION. REF COMPATIBLE SOFTWARE. BETWEEN 24. & ITWS.

Learning Focus
Client Name
SC/HR/ROEC01/CSHL/8.92

E 14
Element Card : Raw Data : Date / /
Enter the actual significant experience below, without generalisation.

INDUCTION TO ITWS. SUPPORT STAFF ENCOURAGED TO GIVE 10MIN TALK TO STUDENTS ON ITWS PROCEDURES. THIS WAS CARRIED OUT FOR FDIIT.

Learning Focus
Client Name
SC/HR/ROEC01/CSHL/8.92

E 11
Element Card : Raw Data : Date / /
Enter the actual significant experience below, without generalisation.

WHEN ARRANGEMENTS MADE FOR SKILL STUDY. APPOINTED BACK TO. AT TUTOR. STUDENT COULD WAIT LONG PERIODS. ES 14 DAYS. FOR APPOINTMENT. ON THIS IT ALL TOGETHER.

Learning Focus
Client Name
SC/HR/ROEC01/CSHL/8.92

E 15
Element Card : Raw Data : Date / /
Enter the actual significant experience below, without generalisation.

COURSE TUTORS ARE NOT AWARE OF ITWS COMMITMENTS. FDE. COURSE TUTOR. FREQUENTLY MADE IMPROVISED VISITS. DURING IT. LECTURES.

Learning Focus
Client Name
SC/HR/ROEC01/CSHL/8.92

E 12
Element Card : Raw Data : Date / /
Enter the actual significant experience below, without generalisation.

REQUIRED TO INSTRUCT. COURSE TUTORS. ON BUILDING. STRUCTURE ETC. ON THE USE OF PC. WHILST. INSTRUCTING THE TABLET. COURSES.

Learning Focus
Client Name
SC/HR/ROEC01/CSHL/8.92

E 16
Element Card : Raw Data : Date / /
Enter the actual significant experience below, without generalisation.

STUDENT. LECTURE. PATION. NOTE. ACCOUNTABLE. 9293 YEAR. RESEARCH. I HAVE GIVEN 15MIN per student per tutorial this year.

Learning Focus
Client Name
SC/HR/ROEC01/CSHL/8.92

C P1

Construct Card : Similarity Pole ✓

Enter your thoughts/ideas generated, considering the similarity bi-pole.

E2 } LACK OF COMMUNICATION.
E3 } BETWEEN TWO DEPARTMENTS.
FINANCIAL RESOURCES - POLITICAL ARGUMENTS = LACK OF EMPATHY FOR TEACHING STAFF

Client Name

Date

SC/HR/RGCC01/CSIL/8.92

C P2

Construct Card : Singularity Pole ✗

Enter your thoughts/ideas generated, considering the singularity bi-pole.

~~E1~~ INEXPERIENCE TEACH COURSE.
E1) TEACHER WITH LACK OF KNOWLEDGE OF WHAT IS I.T.

Client Name

Date

SC/HR/RGCC01/CSIL/8.92

C P1

Construct Card : Similarity Pole ✓

Enter your thoughts/ideas generated, considering the similarity bi-pole.

E6) ITWS. NOT FULLY
E7) PREPARED FOR ACADEMIC YEAR. DUE TO ^{CHANGING} VISIONS/ANSEN MOVE FROM LOMBARD HOUSE.

Client Name

Date

SC/HR/RGCC01/CSIL/8.92

C P2

Construct Card : Singularity Pole ✗

Enter your thoughts/ideas generated, considering the singularity bi-pole.

SUPPORT STAFF UNDER TRAINING.
E8) NOT FULLY AWARE OF TERMS OF REFERENCE

Client Name

Date

SC/HR/RGCC01/CSIL/8.92

C P1

Construct Card : Similarity Pole ✓

Enter your thoughts/ideas generated, considering the similarity bi-pole.

E4) SUPPORT STAFF WERE ^{ALL} MORE
E8) OR LESS STUDENT OF SIMILAR AGE. NO AUTHORITY WHILST UNDER TRAINING = COMPLACENT ATTITUDE.

Client Name

Date

SC/HR/RGCC01/CSIL/8.92

C P2

Construct Card : Singularity Pole ✗

Enter your thoughts/ideas generated, considering the singularity bi-pole.

~~E10~~
E3. LACK OF EMPATHY BY SENIOR LECTURER.

Client Name

Date

SC/HR/RGCC01/CSIL/8.92

C P1

Construct Card : Similarity Pole ✓

Enter your thoughts/ideas generated, considering the similarity bi-pole.

E10.7) RELUCTANCE ^(Lack of) MOVE TO
E9.5) SPEND MONEY - NO PLAN FOR FUTURE COMMITMENT TO IT. DISORGANISED

Client Name

Date

SC/HR/RGCC01/CSIL/8.92

C P2

Construct Card : Singularity Pole ✗

Enter your thoughts/ideas generated, considering the singularity bi-pole.

E16) AN ORGANISED DEPARTMENT DEDICATED BY TEACH LOADS AND SUPPORT LECTURES + TECH + SUPPORT STAFF TO GETTING IT TOGETHER.

Client Name

Date

SC/HR/RGCC01/CSIL/8.92

C P1

Construct Card : Similarity Pole ✓

Enter your thoughts/ideas generated, considering the similarity bi-pole.

E12} COURSE TOTAL (LEADERS).
E5} UNAWARE OF WHAT IT IS AND WHAT AN ITWS IS COMMITTED TO.

Client Name

Date

SC/HR/RGCC01/CSIL/8.92

C P2

Construct Card : Singularity Pole ✗

Enter your thoughts/ideas generated, considering the singularity bi-pole.

E13} SUPPORT STAFF ~~UN~~AWARE OF IMPORTANCE OF TOTAL AS PART OF THE LEARNING PROCESS.

Client Name

Date

SC/HR/RGCC01/CSIL/8.92

C P1

Construct Card : Similarity Pole ✓

Enter your thoughts/ideas generated, considering the similarity bi-pole.

E14} ~~LECTURE~~ LECTURE. STUDENT E16} RATION MORE ACCEPTABLE. LECTURE SUPPORT STAFF FULLY ~~RE~~AWARE OF ITWS COMMITMENT.

Client Name

Date

SC/HR/RGCC01/CSIL/8.92

C P2

Construct Card : Singularity Pole ✗

Enter your thoughts/ideas generated, considering the singularity bi-pole.

E3} LT. SHOULD NOT BE TAUGHT ON AN ADHOC BASIS. BUT BE A STRUCTURED LEARNING PROCESS ON COMPATIBLE HARDWARE.

Client Name

Date

SC/HR/RGCC01/CSIL/8.92

UNDO ONE LOOP + LOST STILL

C P1

Construct Card : Similarity Pole ✓

Enter your thoughts/ideas generated, considering the similarity bi-pole.

E4} REGULAR LECTURE. ATTENDED E15} WEEKLY TIME GIVES STABILITY TO STUDENT + TEAM IN ITWS.

Client Name

Date

SC/HR/RGCC01/CSIL/8.92

C P2

Construct Card : Singularity Pole ✗

Enter your thoughts/ideas generated, considering the singularity bi-pole.

E4} ITWS. REQUIRES A FULL TIME TECHNICIAN TO BE PART OF THE TEACHING TEAM. ✗

Client Name

Date

SC/HR/RGCC01/CSIL/8.92

C P1

Construct Card : Similarity Pole ✓

Enter your thoughts/ideas generated, considering the similarity bi-pole.

E6} NOT FULLY AWARE. E11} OF PROCEDURES AND PART WORK INVOLVED LACK OF COMMUNICATION BETWEEN STAFF

Client Name

Date

SC/HR/RGCC01/CSIL/8.92

C P2

Construct Card : Singularity Pole ✗

Enter your thoughts/ideas generated, considering the singularity bi-pole.

E1} LACK OF EXPERIENCE ON BEHALF OF THE TEAM IN WORKING TOGETHER.

Client Name

Date

SC/HR/RGCC01/CSIL/8.92

GRID - 1981

STAGED FOCUSED GRID

CONSTRUCT POLE RATED - 3 -

CONSTRUCT POLE RATED - 3 -

| ELEMENTS | E | E | E | E | E | E | E | E | E | E | E |
|---------------------------------|---|---|---|---|---|---|---|---|---|---|---|
| LACK OF EMPLOYEE INTEREST | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| FT TUTOR AS PART OF TEAM | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| LACK OF EMPLOYEE SUPPORT | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| INCOORDINATE MOVE OF IT PREMISS | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| TEAM AWARENESS RECS COMM'S | 1 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| UNWARE OF ITW TERMS OF REF | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| MAN UNWARE OF ITWS COMM/MT | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| DISSORGANISED DEPT LH | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |

RC7 FT SLOTS = STUDENT STABILITY
 RC3 YTS STAFF WITH NO AUTHORITY
 C2 SUPPORT STAFF UNPREPARED
 C8 TEAM TRAINING ON THE JOB
 CS IT TUTORS AWARE OF LG PROC
 RC6 LECS AWARE OF ITWS COMM/MT
 C4 ORGANISED DEPT TEAM LEADR

- * AWARENESS BY ITWS STAFF
- * STUD/LECT RATIO ACCEPTABLE
- * LACK OF RESOURCES
- * LACK OF TRAINING
- * LACK OF COMMUNICATION
- * UNDERSTAFFED
- * STAFF OVER COMMITTED
- * BAD ORGANISATION
- * IRREGULAR HOURS
- * INDECISIVE MANAGEMENT
- * NO TECHNICAL SUPPORT
- * LACK OF PLANNING
- * UNSYMPATHETIC COURSE LEADER
- * NO LEARNING PLAN
- * INSUFFICIENT TRAINING
- * LACK OF AWARENESS BY COURSE T

PATTERN OF MEANING : LADDERING-UP ANALYSIS RECORD

Enter significant ideas/thoughts generated for each element cluster considered.

| Element Cluster | Record of Personal Feedback |
|----------------------|---|
| E 13, 12, 15, 3, 4 | unstructured inclusion leadership: |
| E 13 7 8 11 | Frequent communication |
| E 16 - 14 | Positive outcomes of learning from strategy |
| RC3, C2, C4, C5, RC6 | Total fact. involved in planning and org. |
| e | → |

Enter significant ideas/thoughts generated for each construct cluster considered.

| Construct Cluster | Record of Personal Feedback |
|-------------------|---|
| C2 RC3 | level of authority and preparation planning |
| RC6, C4 | Structured communication & communication to local staff |
| | |
| | |
| | |

Consider the total pattern of meaning for each element cluster in each construct cluster.

| Element Construct Cluster | Record of Personal Feedback |
|---------------------------|---|
| RC3, C2, C4, C5 | College management |
| RC6 + C4 | not working as a team |
| E 15, 12, 15, 3, 4 | |
| E 16, E 14 | ^{Commitment} A team aware of standards, course requirements and plan accordingly following it through. |
| E 13, 7, 8, 11 | |

Review focussed grid in light of the original purposes/aims intentionality.

| Purposes and Aims | New Learning achieved upon reflection |
|-------------------|--|
| | Individual |
| | Substantive learning is more important than education |
| | Learning from culture used to be related with management |
| | we not aware of this aspect |
| | exists in isolated areas before it is |

Learning Focus:

Imp. learning Expts rel. to ITNS team etc.

GD: PETER 1

Clients Name:

PETER REED - 641 -

Date:

07 / 01 / 93

Exhibit I6 IT workshop staff evaluations - Summative accounts transcribed from personally recorded interviews.

IT Workshop : Staff Evaluations



Summative Account - Transcribed from a personal recorded interview

Research Interviewer

Steve Coombs

Staff Interviewed

Hilary Baker

Q1: Introduction:-

Hilary is a 'part-time' IT tutor from both the former IT-workshop from ~1991, and now in the Treharren FLC. She also teaches 'media-studies' - formerly worked on BBC radio's 'Today' programme. Feels 'prejudiced' against as only a P/T teacher - second class citizen status etc.

Q2: Involvement with IT workshop:-

Acts as a support IT tutor - helping 'on-the-floor' and giving tutorials - time permitting. Usual just 'sits' with students at the computer and discusses their 'on-the-job' needs.

Q3: FL development:-

Started in college 3 years ago. "FL is really all I've known" - She doesn't like CL teaching methods. She felt she were a better team in the old development, due to way time was previously organised. Feels very 'isolated' in current FL development programme in Treharren since Sept. 1993. Sees block-bookings as counter-productive to running of FLC in general.

Q4: IT development:-

Has changed - as we are now "low on staffing", felt the necessity of IT development as part of a team effort. She believes we must 'know everything', as IT changes too quickly - "learn-based knowledge much better" quoted Hilary.

Q5: FLC versus IT workshop:-

"A lot more people achieving more work" - due to increased size and "accessibility" of the new Treharren FLC. However, lack of support for students in new 'FLC' etc. Old IT workshop particularly targeted support for ones that "have been away from learning for a long time". Annoyed at lack of staffing to support both 'floor-based' & IT tutorial systems in parallel for whole week.

Q6: Action Research Contributions:-

"I don't think we'd be here now today - as we are - if it hadn't been for the IT workshop. The managers have had a great 'awakening', one wonders if they truly know what FL is - as we know it. Full-day and Friday lunches for both 7/2 of teachers provided the 'medium' for developing team-based relationships. Well it gave me all the support I needed as a new teacher - I don't think I'd actually be a teacher today if I hadn't had that support - the support of the team really pulled me through and helped me achieve my - Cath Ed. as well!"

Q7: Future development of IT and FL:-

Better hardware & software - more machines - better 'induction' process to IT and FL in college. Stimulating IT environment to have mixed 'abilities' and 'targets' of students working together. Good for both students and staff working in a FL environment such as the IT workshop.

Q8: Any other comments:-

Discussed own 'cert. eval' project looking at 'dyadic learning' pairs between 3 pairs of mature female students. Commented on positive nature of social-interactions between peer-tutors and all other students in IT workshop. - "someone I don't know just came and helped me" - adult student to help me with my student learning opportunities need to match personal "time-scales" of part-time adult access students.

Date Recorded

18-5-94

Research Field

IT workshop at St. Austell College

Date of Account

22-5-94

Research Project

PhD by action research in 'field'

IT Workshop : Staff Evaluations



Summative Account - Transcribed from a personal recorded interview

Research Interviewer

Steve Coombs

Staff Interviewed

John Perry

Q1: Introduction:-

John Perry is now the full-time 'FL-tutor' across all 3 'FL centres' at St. Austell College. Formerly worked with me as the longest serving Pft IT tutor - since 1989.

Q2: Involvement with IT workshop:-

Started as Pft 2 days cover - mainly for Store bombs Thursday's & Friday's. Delivered C6/IT modules plus general IT support to staff & students alike. Was completing Cert. Ed. at time, as a valuable 'background' experience. Teramen IT duties similar to old IT workshop - but different to other 2 centres, where there is little support & staff structure is different. Feels 'exposed' - due to lack of support in other centres - thus, prefers the 'team-approach' as its more 'professional'.

Q3: FL development:-

John felt privileged to be "in the vanguard of developments" by me and Mike. Said there wasn't a great deal of external work being done in the field of FL - "we were" breaking new ground all of the time. FL is now taken 'on-board' by the college management as "a valid form of learning" - but, suspicious of financial motives. Resourcing at all centres has steadily improved since 1990 - however, common approach has not been successful. "I think our model should be followed by other centres - secretly recognised as 'good'".

Q4: IT development:-

Large increase in scope and range of available IT modules, particularly in programming → increase in student 'take-up', however, resources "not keeping pace with rate of interest applied".

Q5: FLC versus IT workshop:-

"I can see quite a lot in common compared to our current set-up. Steve's role has dramatically changed from managing a workshop to just teaching in it. Present manager finds her role different. - Tutoring essential - for FL delivery"

Q6: Action Research Contributions:-

"I think the results of your research have had a tremendous impact on both the old IT workshop and the current FLC - and for some strange reason this is not. (relative to external college management) - recognised".

Q7: Future development of IT and FL:-

Important to sort out the role & purposes of the current FLC manager (at Teramen). Should be changed from an admin. grade to a lecturing grade. All staff working in FLC need to do so on 1/2 or full-day block basis. Need centre commensurate to 10% of bank group 200. G.M.R. IT work seen as "a vital force".

Q8: Any other comments:-

"We've offered students quite a lot of freedom - and very few abuse it". Very few discipline problems due to 'trust'. "I expect that sort of behaviour (bad decisions) occurs much more in an environment where there is no trust". Felt 2 heads of teaching/people in establishment - those who are first to students - those who don't. "I never knew teaching could be like this - with support from the team in the centre".

Date Recorded

20-5-94

Research Field

IT workshop at St. Austell College

Date of Account

23-5-94

Research Project

PhD by action research in 'field'

IT Workshop : Staff Evaluations



Summative Account - Transcribed from a personal recorded interview

Research Interviewer

Steve Coombs

Staff Interviewed

David Cockin

Q1: Introduction:-

Dave Cockin is a 'long-standing' adult student of mine, now completing stage 3 (46-730, i.e. Cert. Ed. (F.E.)). He is on T.P. with me in Trearren FLC several afternoons a week, Tues & Fridays. He also teaches at W. Hill OLC, to an IT group, session on Monday afternoons for 2 hours.

Q2: Involvement with IT workshop:-

"At Trearren I'm both a student and a teacher and I see the job from both sides. As a teacher you do get 'bogged down' with one student, with not enough time for the rest... Compared with Trearren you rarely see anyone else down at W. Hill - you're there on your own. Compare this to Trearren where there is always Betsy, Steve, John or Graham - one of Steve's first students - 'welp' 'You do need help' 'The diversity of IT means needs more than one person for support'."

Q3: FL development:-

"FL very good for adult access - but people need to be motivated in the first place, eg school-leavers. Most important FL development is its 'natural links/affinity' to IT - thanks to Steve's work. My biggest 'bug-bear' against FL is 'block-bustings' into the open-access IT area (of Trearren)."

Q4: IT development:-

"I started off looking at SEN IT packages for my daughter - with Steve back at W. Hill (in mid 80s)". Adults have a "fear of computers" of young people, ∴ good to mix both groups. Adults in here with young people is to "stabilise the environment". Learners helping each other - is a valuable part of it (rel. to own experience)."

Q5: FLC versus IT workshop:-

FLC much 'larger' & 'noisier' venue of IT workshop in the library. Adults from W. Hill feel threatened by whole atmosphere of Trearren. FLC is rather 'hospital-like'. "We're all here to learn and share the same problems - it's good being with the youngsters".

Q6: Action Research Contributions:-

"Concepts" from the library (IT workshop) have been carried over to the FLC. Scale-change with increased emphasis on admin. While dev. "converted" from being a 'one-man-band' to becoming a 'flag-ship' operation for the college."

Q7: Future development of IT and FL:-

More investment in better hardware & software systems. Permanent nearby room for group work. More technology-based 'learning aids' e.g. CD-ROM drives in venue itself with software library available.

Q8: Any other comments:-

"If it wasn't for your efforts Steve - this centre wouldn't be what it is today... To have this variety of study - all in one area - is remarkable."

Date Recorded

20 - 5 - 94

Research Field

IT workshop at St. Austell College

Date of Account

22 - 5 - 94

Research Project

PhD by action research in 'field'

IT Workshop : Staff Evaluations



Summative Account - Transcribed from a personal recorded interview

Research Interviewer

Steve Coombs

Staff Interviewed

Beccy Bennet.

Q1: Introduction:-

Beccy is the PLC-manager at Trenor site. This is an administrative scaled post which she has occupied since September 1993. Duties, however, involve both a range of admin. & teaching type roles, which have caused personal angst and confusion:- "My timetable is somewhat different from the other teaching staff - they have a different contract".

Q2: Involvement with IT workshop:-

"I come in from 8.45am - 5pm. I work as part of a team - really - between yourself, John and the other part-time lecturers. I do a lot of support teaching, for which I'm unpaid. I'm in contact with all the students coming in all the time - working closely with the other staff on the centre. Beccy enjoys the job and describes her relationships as informal. Compares her nature to student-days at Sedgemoor in 1991 with 'lack of publicity' about IT workshop at Talace & due to 'strange relationships between the sites'".

Q3: FL development:-

"Upbringing in college was formal - CL styled - delivery at Sedgemoor. Three 1 hour IT sessions per week in which very little was actually learnt. The G+G TFM approach would have been more 'realistic' - with 'people working at their own rate'. Beccy sees FL as 'people actually learn how to achieve the end-result - to learn 'how to get there' is far better than just being able to produce the 'end-result'".

Q4: IT development:-

Sees the TFM development as the 'appropriate' FL vehicle for IT and wishes she'd had these opportunities whilst she was a student at Sedgemoor, during 1991.

Q5: FLC versus IT workshop:-

Things Beccy identifies as being 'imported' into the new FLC since Sept. 1993:- "lots of learning materials - the tutorial and looking systems came over as well - and the general 'soft' structure of the PLC came over from the IT workshop - and if we had to develop that right from Sept. 1st, we would have been 'in-it' even deeper than we were".

Q6: Action Research Contributions:-

"Extremely worthwhile - look at the certificates awarded over this year - it speaks for itself - in the 10's rather than just 10's, which is great - so I mean we are getting people through their courses. Students are very motivated, work at their own level - they are achieving - the results speak for themselves - so obviously a successful way of delivering a course - I think also, it builds their confidence - they haven't got to meet deadlines - if they can work at their own pace - good interaction between staff and students and peer-tutors".

Q7: Future development of IT and FL:-

"Needs more money, resources, machines - user friendly software - we could easily double or triple the amount of machines. I think it could be developed into a much better centre - not just in the IT field - but to make it a proper FLC - so people can come in and get proper support and learning they need" - i.e. maths and english could be 'flexibilized'".

Q8: Any other comments:-

Management criticism unfounded:- "It's very easy for them to criticize - they have it both ways - they use us a lot as a 'dumping ground' basically - they cut a lot of the IT hours - there's no official teaching for IT throughout the courses anymore - it's an easy option for them [ext. sub-manager]. There should be extra teaching hours, admin. hours, reception hours etc." 100 adult TFM's c.f. 2 adult maths, 1 adult English.

SC/IT/FC/CS11/5.94

Date Recorded

18-5-94

Research Field

IT workshop at St. Austell College

Date of Account

22-5-94

Research Project

PhD by action research in 'field'

IT Workshop : Staff Evaluations



Summative Account - Transcribed from a personal recorded interview

Research Interviewer

Steve Coombs

Staff Interviewed

Mick Underwood

Q1: Introduction:-

Mick is a full-time 'L2' communications lecturer. He is also my 'internal' nominated supervisor of my CSHE action research-based here at St. Austell College. Mick pointed out the disparity between his job description which 'allegedly' involves FL development - and the 'actuality' which is a 'CL' delivery timetable of Comm's subject-based activity.

Q2: Involvement with IT workshop:-

Describes this as only 'peripheral' due to own 'communicating workshop' development - Mick was the Comm's workshop manager until Sept. 1993. Identified involvement as our joint development with proposals - submissions etc, plus joint action, or similar courseware development of IT FL materials - to be used by all student targets.

Q3: FL development:-

Describes development from 1990-1993 as 'consistent' - I'd my development of an "IT team of practitioners" and "very far along route of developing the practical program which an IT workshop really to operate from within" - i.e. a coherent method of delivery. Developed due to Mike Reed as a co-researcher & key enthusiastic practitioner to develop the core workshops strategy. - He's left since September 1993.

Q4: IT development:-

"Can't specifically comment as I was not part of the effort then. But I observed that a successful IT practitioner team had been formed and still operates since 1993, despite the difficult circumstances and 'new' management policies. See's we still use a booking and tutorial system to underpin our ITFM courses.

Q5: FLC versus IT workshop:-

Good things introduced into FLC - more students served. However, main bulk of student remains disadvantaged due to not having "an FL culture from which to operate within" - hence they cannot 'transfer' CL to FLCs due to this disability. Hence: "they don't want themselves to using it". Disapproves of 'block-booking' as "it's against the 'FL ethos' of open-access workshops".

Q6: Action Research Contributions:-

ITFM course acknowledged as linking 'adult' with 'school-leaves', IT course opportunities - booking and tutorial system still 'tolerated', despite unsympathetic managers who manage and take decisions remote from the practitioners as a means of the new hierarchical controls that have been established. This looked to own plus everyone else's drop in 'staff morale' this year.

Q7: Future development of IT and FL:-

Due to 'ignorant' managers (rel. to IT & FL) will need to 're-fight' the 'old battles' again. Mick says he "can't be bothered!". Mike Reed has left and been replaced with 'unsympathetic' managers. Vision would be to take a number of FL/BTEC courses as 'pilots' and 'flexibilise' them as a means of developing 'culture-changes' within rest of institution.

Q8: Any other comments:-

Mick's haunting comment to me was: - "Somebody, somewhere, needs to do something to repair my motivation." 2 factors - Andy's appointment as FL manager & managed brought in 'work literature'. "All of a sudden no-one was listening". Main contribution of IT workshop was to constitute both IT & FL as part of the curriculum.

Date Recorded

19-5-94

Research Field

IT workshop at St. Austell College

Date of Account

22-5-94

Research Project

PhD by action research in 'field'

IT Workshop : Staff Evaluations



Summative Account - Transcribed from a personal recorded interview

Research Interviewer

Steve Coombs

Staff Interviewed

Janet Sarah

Q1: Introduction:-

Janet is a part-time member of the IT workshop staff. She is responsible for running the 'specific-IT' programming modules, as part of the ITFM NVQ equivalent programme. She teaches on both FL 'programming' courses, as well as traditional 'CL' BTEC courses.

Q2: Involvement with IT workshop:-

Janet runs the C67261 modules re: 'BASIC' & recently 'C', to a 'mixed-bag' of F/Ts of students, covering all abilities - ranging from level 1 to level 3. Age range of students is from 16 to ~40 years. Very busy, due to 'intensive' nature of her timetable, not enough time to give proper tutorials or make full relationships with other staff.

Q3: FL development:-

Involved in both college and PL development since 1992. Biggest change observed is move from the 'library' old-IT workshop to new IT section in Trearren FLC. She infinitely prefers her FL tutoring role compared to her traditional 'CL' teaching for many reasons "see transcripts + cassette tape".

Q4: IT development:-

Developed the level 1 'BASIC' courses to level 3, in 2 years. Now developing level 4 BASIC, plus 'C' at levels 2 & 3. Sees improvements as both 'resources' plus better 'team relationships'. Sees GNVQ IT core development in college as: - "frught with difficulties".

Q5: FLC versus IT workshop:-

Sees FLC expansion as crucial, linked to increased adult participation. Sees FLC as 'noisy' due to more open nature of rease. c.t. previously. Wishes to see the return of the 'ad-hoc' 'seminar room' for group based formal/informal discussions, plus annexed 'training rooms' for black-hatting, which otherwise detract from the open access nature of the centre.

Q6: Action Research Contributions:-

Recognises the problem of the 'IT/FL' versus computer 'science' factions within the college. Feels that people wouldn't get so 'heated' about issues if "something hadn't occurred". Sees the whole method/decision of GNVQ/IT core teaching development on the IT/FL methodologies learnt from the IT/Shop days. Sees the problem of lack of personal skills & 'motivation' in general student body, though.

Q7: Future development of IT and FL:-

Need to continue with 'mix' of people established, plus widen the 'modular' choices available. Run more ITFM-styled courses, rather than 'CL' type BTEC FL courses, which Janet perceives as 'dominating'. Improve facilities of FLC to encompass wider range of teaching styles & opportunities. Run more simulated 'work-based scenarios', as 'relevant' means of developing core skills, i.e. with 'sympathetic' staff.

Q8: Any other comments:-

Need a 'coffee-shop' environment for 'informal' staff/student learning reasons. Both staff & students enjoy FL - evidence in both increased work performance of both staff & students, plus better attendance records. NVQ's achieved through 'choice' rather than a 'constricted option'. Recognises difficult progress developing IT to FL, held back by 'professional' jealousy and institutionalised social prejudice.

SC/IT/c/CS11/15.94

Date Recorded

18-5-94

Research Field

IT workshop at St. Austell College

Date of Account

22-5-94

Research Project

PhD by action research in 'field'

IT Workshop : Staff Evaluations



Summative Account - Transcribed from a personal recorded interview

Research Interviewer

Steve Coombs

Staff Interviewed

Sue Rawlings.

Q1: Introduction:-

Sue is a part-time IT tutor, teaching wordprocessing, typing and other various IT courses - including Ad. Ed. and Bus. Tech. unit of the BTEC First Diploma held in the FLC at Trenarren.

Q2: Involvement with IT workshop:-

As a 'support-tutor', including giving tutorials, negotiating needs etc. Worked as part of the IT workshop 'team' of tutors. Worked closely with other staff and learners in the 'venue'. Identified IT workshop as a 'club-environment', rather than as a 'classroom'.

Q3: FL development:-

"Started-off on the right track, but the 'policy' was subverted by management identifying FL as a cheap alternative - leading to a lack of 'support-systems' for increasing student numbers (replacing formal teaching). Discriminates between IT workshop as a FL centre and other places in the college - OLC/OBC.

Q4: IT development:-

Sue views the GFT/IT development as the most important thing. The link between IT and FL delivery is seen as highly beneficial. Disappointed over lack of software 'updating' across the college.

Q5: FLC versus IT workshop:-

FLC still uses the :- "same basic structures of the old IT workshop - i.e. tutorial-based FL support system. However, whilst the IT workshop had 'ideal' staffing ratios, the new FLC is badly understaffed - not allowing the 'double-staffing' requirement which is essential for tutorial floor-support".

Q6: Action Research Contributions:-

"If it hadn't run at all (old IT workshop), then St. Austell College wouldn't have any FL at the moment, because the IT workshop last year laid the groundwork".
"Negated, somewhat, by new management style in college - i.e. 'top-down' decisions, lack of consultancy etc.; "The tutoring process from the IT workshop is to become the model for Ad. Ed. next year!"

Q7: Future development of IT and FL:-

Better software relevant to student needs, improved staffing support, IT training for all tutors and senior managers.

Q8: Any other comments:-

"Core-skills process should adopt a 'screening-in' policy to reduce stigma - i.e. extra help seen as a 'right', not as an insult." Personal support system needed for all adult returners.

Date Recorded

23-5-94

Research Field

IT workshop at St. Austell College

Date of Account

23-5-94

Research Project

PhD by action research in 'field'

Exhibit I7 Own evaluations of key action research project events.



Event-Time Relationships Account

Project Management Time-Line Record - Account of Events

Action Researcher

Steve Coombs

Project

Ph.D. - Initial developments

Domain

Personal-as-researcher

| Dates | Significant Attributed Events | Flag ① |
|------------------|--|----------|
| MAY-JUNE, 1990 | Several tutorials at CSHL with SH-A. Ideas behind SOL introduced and conversational paradigm adopted. | |
| JUNE-JULY, 1990 | Further tutorials introduced the idea of 'Systems 7' as an organisational management model for identifying staffing roles-learning purposes. | |
| , 1990 | First trial of CSHL 'Focus' repository grid-to analyse own experiences as an IT workshop manager- led to personal I.D. of practitioner-team. | B1 |
| OCT-NOV, 1990 | Initial 'A-R' steering tutorials to discuss student learning systems for enabling SOL - man. policy investigated solutions based on 3-stages and the PLC. | |
| DEC. 1990 | The PLC as a 'management-learning' systems-based heuristic introduced. Ideas behind 'student-interaction learning models and CIRs' - person investigated. | A1 |
| DEC-JAN, 1990 | Process management of learning models first identified - learning conversations with tutors at CSHL plus close colleagues. | A1 |
| JAN-APRIL, 1991 | The idea of the CSHL PLC first introduced and adopted for managing the student-learning process re IT modules → DTP plan design. | A1 B1 |
| APRIL-JUNE, 1991 | PLC & FLC theory applied and interpreted by myself in conversation with tutors at CSHL → applied to SOL 'learning plans' → U.O.T. | A1 |
| APRIL-JUNE, 1991 | Taxonomy of PLC tools negotiated and designed from tutorials i.e. A-R LC's at CSHL. | |
| OCT - 1991 | Tutorial with SH-A re SOL students study but - manufacturing, such as PFA summary of responses. Sample of 17 students + Cert. Ch's. | |
| OCT - 1991 | Conversation with A.B. re: admin. & tech. support. - fold to comm. More with V.P. - meetings & reports. re dev. | |
| OCT - 1991 | Investigated/logged "relationships" between course tutors, common skills programme & learning support unit tutors. | B1 |
| NOV - 1991 | Revisited that HRI is a fn of personal sol, learning environment physical & human resources, degrees of personal freedom. | |
| NOV - 1991 | Completed a new rep. grid re: my own learning re: IT dev. in venue. Idea of LC's for Process Analysis of man/org. systems investigated. | |
| NOV - 1991 | 14/11 - Self Help Group - discussed PLC's & role of learning work. | |
| DEC - 1991 | Need for a PC-element self evaluation tool - developed 5/groups. Grey interested in 'trial' method to elicit submerged ideas for BT. | |
| JAN - 1992 | BT - 'Brainstorm' workshops at Tavistock - think-tank session. Process Map System ⇒ idea dev. process as a p.m.s. | |
| FEB - 1992 | Structured approach to meaning derivation via a systems approach of personal exploration: 'Idea Man Process' → part of 'Learning Policy'. Logged links between events/processes and ems/HRI real-support paradigm of the C-Indi. | |
| MAY - 1992 | R-Grids with John, Hilary & Pete | |
| June - 1992 | SOL linked to personal empowerment & self responsibility tented to proactivity and enablement of one's pms. | |
| " " | IT LMP 1 exhibit → man. process chart demonstrating between BT BTEC PBT LFT IFFA CIL 724 courses. | A3 |
| " " | Gestalt theory linked to processes of personal 'forms' of CC's. | |

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Time

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Record Date

26-4-94

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Event-Time Relationships Account

Project Management Time-Line Record - Account of Events

| Dates | Significant Attributed Events | Flag |
|------------------|--|------|
| May, 1990 | Project submission for funding of open access core FL workshops | B1 |
| May, 1990 | Memo/report sent to FL Co-ordinator re: IT workshop resourcing needs - social & physical - plus staffing roles. | B1 |
| July, 1990 | IT workshop - progress report 1 - App. B - B3. | B1 |
| Oct, 1990 | IT workshop - progress report 2 - App. B - B4. | B1 |
| Dec, 1990 | IT workshop - progress report 3 - App. B - B5. | B1 |
| DEC, 1991 | OLS article on FL/IT workshops - SOL development. | B1 |
| APR - June, 1992 | College Strategic Plan "1993-1996" - Supports FL/workshops. | |
| JUNE, 1992 | 3 dev. plan - IT PROPOSAL + FEEDBACK FROM IT STAFF. | |
| JUNE, 1992 | IT workshop - job description/post agreed to for IT position. | |
| SEP. 1992 | Mich's interim re: - IT-curriculum organizing proposal. | B2 |
| OCT - 1992. | Memo 30 - re IT submission support problems. | B2. |
| OCT - 1992 | Bulletin re: 'new principal' for St. Austell college. | |
| OCT - 1992 | Denver sponsorship letter re: - IT workshop shield. | |
| OCT - 1992 | Support letter from Sheila Clarkson - adult & student | B2. |
| NOV - 1992 | Nov - 1992 Memos - papers - IT reports re proposals for 'new' college. IT workshop staffing needs report. | |
| DEC - 1992. | Dispute over "black-books" in IT workshop - memos etc. | B2 |
| JAN - 1993. | Staffing - model needs - jobs disseminated letter from Lloyd's re: - IT shield sponsorship | B2. |
| MARCH - 1993 | Memo 61 - General IT courses/management needs re- recognition | |
| APRIL - 1993 | Memo 63 - Org & Man. of IT workshop & general IT course report. | B3 |
| MAY - 1993 | IT workshop & FL workshop proposals/memos - Mike & myself. | B3 |
| JUNE - 1993. | BILL HILL memo report re: - "communications" | B3 |
| JUNE - 1993 | Varying memos reports sent by me & Mark re: - comm's & IT provision for 'FLC' proposal new centre in Trenarren "old Sixth Form Centre" | B3 |
| JULY - 1993 | Mark's "black-books" re: FL memo/report. Memos from principal to V.P. re: my own 'IT & FL' role in new 'setup' | B3 |
| OCT - 1993 | Visit by tutor - S. Harri-Angwin to St. Austell College. | B3 |

Action Researcher

Steve Combs.

Project

PhD - Field developments

Domain

IT workshop - St. Austell

Change - Man/IT FL
College re-organisations.

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26 - 4 - 94.



Event-Time Relationships Account

Project Management Time-Line Record - Account of Events

| Dates | Significant Attributed Events | Flag |
|-----------------|---|----------|
| PAGE 2: CONT'D. | | |
| July - 1992 | Related personal org. man. as means of work' as a dynamic process - Dynamic work process with active-support relationship. | |
| Sept - 1992 | First running of Ffr & of combined ITFM course programme. Interesting case-study student benefiting from flexibility of courses. | A2 |
| Oct - 1992 | Tutorial with S-H-Augstein - idea of SOL & Learning Plans discussed => NOT as a T-C C.T. for FfsoL curr. authoring. | A2 |
| Nov - 1992 | John used 'R-Grid' to draw own IT-Cert. Ed. project re: group sizes. | |
| " = " | Key reflection record w.r.t. learning organisations :- [6 points] - Change Man. best achieved thru 'cur. dev. (see list on by.) | A2 |
| " 1992. | Other interim evaluations' revealed in by re. problems of action research. Learn't of John's change of attitude re:- prof. practice of knowledge. | B2 |
| Nov-DEC 1992 | Designed 'budgeting' as a useful C.T. to enable 'easy' independent trials analysis by self & staff. | |
| Jan - 1993 | Designed 'Personal Log of References' to aid research of PhD sources. designed principally as a research support - full - university. | |
| Jan - 1993 | Interesting evaluation feedback from J. Newton - Cert. Ed/IT student re:- her own learning - accounts. + Change Grid on S.C. | |
| Jan - 1993 | SOL tutorial - seminar re 'Q's' introduction of SOL A.R. programme. SOL culture c.f. accepted norms criteria elsewhere - seminar | |
| FEB - 1993 | Linked FEFC report 'vision' to own practice since 1990. ZLuminari Evaluation article from Human Training supports 'small-scale' AR projects. | B2 |
| March - 1993 | Interesting case-study' ITFM of student re:- SOL & personal influences. Obtained:- self-esteem, C+G-OTR + job in learning' curriculum. | |
| April - 1993 | Investigated the underlying 'processes' behind the management of the discovery learning 'heuristic'. - linked to PMS/reflection shell. | |
| May - 1993 | Problems of continuing AR in new college due to own role uncertainty. Interesting evaluation with Penny Moxley with use of spidergram. | B2 B3 |
| June - 1993 | Tutorial with Sheila discussing 'triangulation' procedure as a foundation qualifier for 'qualitative' research evaluation. | |
| July - 1993 | Problems of 'accounting' for unpredictable 'times' of returning adult students. => interim-evaluation 'capture' before they leave. | |
| Sept - 1993 | Chaos due to disorganisation of new FLC - builders + students! | B3 |
| Oct - 1993 | Lost 'research-day' (pre-penny!) but given back after meeting between V.P. & S.H-A. | B3 |
| Oct - Dec 1993 | Use of SPSS - using factor analysis - to analyse PQOs obtained from sample groups of students - Used DBase III + data-files. | |
| Dec - 1993 | Developed 'factory man' CTS & talkback for factor analysis analysis. | |
| Jan - 1994. | Received Becky's' FLC report - interesting evidence - evaluation. + report of ITFM student successes from exam-office spreadsheet. | |
| " " | CSHL - seminar :- role of A-Researcher - 'social paradoxes' social party 'why' paradoxism realized - personal org. model metaphor | |
| Feb - 1994 | Innovation accepted' at Feltham for tomorrow/course optimization at NQF. New paradigm in research methods linked to SOL techniques/philosophy. | |

Action Researcher

Steve Bostons

Project

Ph.D. - On-the-job development

Domain

Personal - as action researcher

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3-5-94

Event-Time Relationships Account

Project Management Time-Line Record - Account of Events.

| Dates | Significant Attributed Events | Flag |
|---------------------|--|------|
| JAN, 1991 | DTP learning plan produced and trialled with ad. ed. group and roll-on roll-off individual learner targets - links to other time-lines | A1 |
| APRIL → JUNE, 1991 | PLCE & GLC theory related to SOL learning plans leading to identification and development of the Universal Design Template by June. | A1 |
| MAY, 1991 | Learning Plan for IT module in: - wordprocessing | A1 |
| " " | " " " " " " " " : - databases | |
| " " | " " " " " " " " : - spreadsheets | |
| DEC '91 → APRIL '92 | Fran's 'wordprocessing' C+G module learning plan - produced for Cert. Ed. | A2 |
| MARCH → JULY '92 | Learning Plan for Cert. Ed. ITFM produced and applied. | A2 |
| JUNE - 1992 | 'Course Management' Learning Plan produced for C+G 7261/BTEC EdIT | A3. |
| JULY - 1992 | Graphical & Textual Design Learning Plan produced & applied. | |
| AUG - 1992 | Programming - 'Quick Basic' Learning Plan " " " " | |
| SEPT - 1992 | Simon's 'Returning to Learning' learning Plan produced as part of Cert. Ed. IT | A2 |
| OCT - 1992 | 'Curriculum rationale' chart for combined P/T & P/T ITFM's produced. | |
| DEC - 1992 | Programming - 'Turbo Pascal' learning Plan produced & applied. | |
| SEPT - 1993 | Spreadsheet (version 2) learning Plan " " " " | |
| SEPT - 1993 | Graphical & Textual Design (version 2) learning plan " " " " | |
| SEPT - 1993 | 'Quick BASIC' (version 2) " " " " " " | |
| NOV - 1993 | 'Computers & Computing' (C+G 7261/212) " " " " " " | |
| NOV - 1993 | 'Generic IT' Learning Plan template produced. ^{common prior} learning areas | |

Action Researcher

Steve Coombs

Project

CSHL - Ph.D.

Domain

ITFM - Learning Plans

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Time-Line[©] Talkback Record



Action Research Domain 1 Account

Personal - 'action researcher' development

Interpretation of event-time relationships between events in domain 1 account

| Event Range | Laddered-up thoughts, Ideas and personal suggestions |
|--------------------|--|
| May '90 - June '91 | These events relate the initial activities I was involved in with regards to setting-up the IT workshop relative to SOL practices eg. Systems? |
| Oct '91 - Feb '92 | Events look at team-based relationships eg. developing the Human Resource Interface aspect of the IT workshop. |
| May '92 - Nov '92 | Events look at individual management/evaluation of idiosyncratic processes, the dev. of rep. units and other 'reflective' tools/processes. |
| Dec '92 - Feb '94 | Events relate to my own development & 'evaluative' tools and processes to support my Ph.D. eg. Inadgram, runtime, factogram, new para vs. SOL etc. |

Action Research Domain 2 Account

ITFM - Learning Plans development

Interpretation of event-time relationships between events in domain 2 account

| Event Range | Laddered-up thoughts, Ideas and personal suggestions |
|--------------------|--|
| Jan '91 - May '91 | Discovering and identifying the underlying SOL-PC processes that underpin the educational aims/objectives process of ITFM Learning Plans - ie. UOT. |
| Dec '91 - Sep. '92 | Seeing UOT process 'integrated' to both different areas of IT and non-IT application areas, using Cert. Ed. as a test-bed for experiments. |
| Oct '92 - Nov. '93 | 'Fine-tuning' and 'on-going' development of ITFMs, offered now as both 'stand-alone' programmes for Ph students + combined for F/T FL IT course alternative to the BTCC FOT programme. |

Interpretation of event-time relationships across parallel domains 1 & 2 investigated

| Related Events | Describe how and why the events appear to be related? |
|-----------------------|---|
| See flag 'A1' on both | The idea of 'systems-based' solutions to managing learning, linked to both PC process and process management models of learning in general gave me the ideas to develop the UOT and ITFM programmes. |
| See flag 'A2' | Saw extension of ITFM programme to F/T FL courses, plus then specific general IT modules. Designed the Cert. Ed. IT option as an ITFM and linked own learning of 'change-management' achieved thru curriculum development as idea to develop Cert. Ed. 'rather' curriculum plan/seq lines using UOT as an authoring tool, whilst testing its 'universality' at the same time. |
| See flag 'A3' | Applied the idea of designing a 'process management chart' to discriminate routes and options between the two F/T IT courses - in basis that giving student 'choice' of course makes this process a 'learning plan' also. |

Now ladder-up an overall description of the relationships analysed

Have compared relationships between own personal development - and that of the ITFM programmes. Key personal development was my own 'learning' of 'systems-based' solutions, whereby educational systems could be identified in terms of 'process management charts' encapsulating the 'underpinning' operational systems. This awareness led to my thorough development & analysis of both SOL & FL systems of learning related to IT in the form of ITFMs.

Researcher

S. Coombs.

Project Ref:

CSHL - Ph.D. action research

No.

1

Date

21-7-94

SC/itr1/CSHL/4.94

Time-Line[®] Talkback Record



Action Research Domain 1 Account

Personal - 'action researcher' development

Interpretation of event-time relationships between events in domain 1 account

| Event Range | Laddered-up thoughts, Ideas and personal suggestions |
|-------------|--|
| | As per sheet 1 - (21-7-94) some comments |
| | |
| | |
| | |

Action Research Domain 2 Account

IT workshop related events towards IT/FL college re-organisation period and 'merger'

Interpretation of event-time relationships between events in domain 2 account

| Event Range | Laddered-up thoughts, Ideas and personal suggestions |
|----------------------|---|
| May '90 - Dec '91 | Original core-workshops development in 'library' at MCC - original IT workshop action research proposal. |
| April '92 - June '92 | New St. Austell college proposals & 3 year dev. plans - consolidation of both IT and FL as 'supported' in new framework's vision document. |
| Sept '92 - Jan '93 | Problems over re-organisation of IT into new curriculum group proposals - but positive feedback from adult students and sponsorship of IT workshop shielded by 'Denver' |
| March '93 - Oct '93 | Transfer and disbanding of old IT workshop to new site at Trerorn FLC. Unqualified manager put in charge of IT/FL, management 'cut-backs' in support staff. |

Interpretation of event-time relationships across parallel domains 1 & 2 investigated

| Related Events | Describe how and why the events appear to be related? |
|-----------------------|---|
| See play 'B1' on both | These events relate my initial learning of SOL systems and ideas of CSHL to the initial proposals for managing the IT workshops as part of MCC's core-skills model for FL to be centred around the library. My learning included not only how to develop a degree the core-skills general IT module as IT/FL, but also the staffing model - to be based on an in-the-job practitioner team allowing for on-job support tutors to help give tutorials etc. |
| See play 'B2' | The constraint in my mind linking these events was the problems caused by management re-organising the college along 'top-down' lines - with backlist received for opening general IT as a core to be lumped into the Computing/Electronics curriculum group. Deciding the many debates/arguments over the future role of IT and FL. |
| See play 'B3' | These events all relate the problems of both re-deploying the IT workshop to Trerorn FLC and me no longer in charge of IT/FL - with new managers appointed above me - running the set-up in similar lines but reducing staff support for students. A great reluctance by management to tell me of my future role in the college. |

Now ladder-up an overall description of the relationships analysed

Comparing relationships between my own development and 'change-management' issues of IT/FL during college re-organisation, leads to two distinct phases of my action research programme - the initial phase where the project was wanted by supportive line managers - and the second phase (from late 1992) where 'new' senior managers attempted to 'close-it-all-down' and marginalise my IT/FL role in the college - whilst incorporating the rest of the practice developed.

Researcher

S. Coombs

Project Ref:

CSHL - PhD. action research

No.

2

Date

21-7-94

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