

# Appendix H

## Social Observation Records & Repertory Grid Conversations

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Exhibit H1 ..... Social Observation Records

# Social Observation Record



Learning Venue

FLC - Trenarner.

write entry

Learning Purpose

IT - Workshop section.

write entry

Social-mix Present :

Life-Long Learners ( 19+ )

No. seen

Foundation Learners ( 16-19 )

No. seen

Staff /Tutors and Support

No. seen  \*

tick entry

write entry

Observed Interactions

student - student  
tick entry

staff - student  
tick entry

staff - staff  
tick entry

other focus, specify below  
tick entry

write entry

Sheet No.

of

write entry

Project Ref:

CSHL - Ph.D.

write entry

Observer Name :

STAVE ARMBS.

write entry

Conversational feedback by observer

Tutor Helen discusses problem with me, so I intervene and help her plus student with sp queries.  
See student "Kemi" helping an open-access college student (adult) with a spreadsheet problem. He adopted role of peer tutor, despite doing an programming module at same time.  
Seen Graham and Jonathan (and gene GHTT) helping each other as a vol. dyad. I had a "booked" tutorial with 'Caroline Lee' who turned-up and went over her learning plan - evaluations - plus I assessed her formal G6 database module plus her PLC plan towards next module. Had a conversation with Becky (as the manager) re: problems over yet more re-organisation (only been here 7 months!).  
Seen Mark (tutor) helping a Comm's student with a DTP exercise, having a conversation re: design methods to be used re: task.  
Seen Mark & Jonathan working together making numerous corrections and discussions relative to new IT level 3 device task.

Observer Status :

Isolate

tick entry

Time

write entry

\* including self.

Participatory

tick entry

Date

write entry

SC/JP/SOR1/CSHL-SAC/2.94



# Social Observation Record



Learning Venue IT Section / FLC Treowen. write entry

Learning Purpose IT modular work + Open Access IT coursework. write entry

Social-mix Present : Life-Long Learners ( 19+ )  No. seen 4

Foundation Learners ( 16-19 )  No. seen 17

Staff /Tutors and Support  No. seen 2

Conversational feedback by observer

Observed Interactions

student - student tick entry

staff - student tick entry

staff - staff tick entry

other focus, specify below tick entry

Observed Graham 'ITPM' 2nd year 'peer-tutor' morning desk during Beckra's (FLC manager) holiday absence. Also helping 3 other students that approach him with inquiries and have developed 'trust' in his support. He been asked by 3 different students for help - 2 of my IT students for 'on-the-job' IT assessment plus 'problems' to be solved - another for a general academic query. Seen 2 adult access students turn-up to work as a 'dyad' at one workstation. Seen another 'open-access' foundation student come in and ask Graham for advice. Seen 'John' talking to adult student (staff-student) re: some IT problem. John and I talk about a common problem re: printer operation plus his basic document/wordware preparation exercise - exhibiting of the job staff dev. as learning conversations. Seen 'Clare' 2nd year A-level Comm's student 'helping' another student (not from her official group) with the scanner workstation. FLC 'very-quiet' this morning. Only half the normal working capacity; however, many students are 'away' due to factors such as 'exams' etc. Very pleasant informal but 'working' atmosphere. Mostly 'individual' working, but many 'ad-hoc' interaction as 'dyad' support observed - all to do with tasks ie IT problems.

Observer Status : Isolate  Time 9.30 - 10.30 am.

Participatory  Date 26-4-94

Observer Name : Steve Combs. write entry

SC/JP/SORI/CSHL-SAC/2.94



# Social Observation Record



Learning Venue  write entry

Learning Purpose  write entry

Social-mix Present :  
 Life-Long Learners ( 19+ )  No. seen   
 Foundation Learners ( 16-19 )  No. seen   
 Staff /Tutors and Support  No. seen  tick entry write entry

*Conversational feedback by observer*

Observed Interactions

student - student tick entry

staff - student tick entry

staff - staff tick entry

other focus, specify below tick entry

write entry

2 PROGRAMMING STUDENTS COMPARING NOTES AND SHARING DIFFICULTIES

3 STUDENTS COMPARING NOTES ON HANDOUTS, DESIGN ETC.

JOHN STAFF TALKING TO GRAHAM. DISCUSSING STUFF ON HARD DISK WHAT TO DELETE.

MYSELF TALKING TO JOHN ABOUT HOURS REQUIRED FOR N.V.Q. LEVEL 1. WITH ADVANCE STUDENTS.

MYSELF 3 STUDENTS C.D. ROM. DOWN LOADING

MYSELF NEW STUDENT C.I.A. DATABASE

Sheet No.  of  write entry

Project Ref:  write entry

Observer Name:  write entry

Observer Status : Isolate  Time  tick entry write entry  
 Participatory  Date  tick entry write entry

SC/IP/SORI/CSHL-SAC/2.94



# Social Observation Record



Learning Venue

FLC - Trenarren - St. Austell College

write entry

Learning Purpose

To observe IT-interactions in IT-area of FLC

write entry

Social-mix Present :

Life-Long Learners ( 19+ )

No. seen

10

Foundation Learners ( 16-19 )

No. seen

17

Staff /Tutors and Support

No. seen

4

tick entry

write entry

Observed Interactions

student - student

staff - student

staff - staff

other focus, specify below

write entry

Sheet No.

1

of

write entry

Project Ref:

CSHL - Ph.D. /R

write entry

Conversational feedback by observer

John and Dave working together as 'stuff-stuff' dyad. Dave is on T.P. in IT section in FLC as my IT Cert. Ed student - helping with BTEC FOT group generally in FLC but working on a staff - teaching-term basis. Most people working 'independently' on own - about 6 learners are part of my ITFM of course - all following different IT modules according to their 'plans' and 'stage' of cycle. Another 6 are of students following 'programming' modules with yet another 5 of adults following general IT. Rest are 'open-access' students using centre facilities. Charles - one of my IT F/1 first years - just come in and spoken to David Aves - one of my BTEC FOT F/1 students - for some help. Seems to be 'social' for first few minutes - then changes into a specific IT problem he (Charles) wants help with. Seen another 'dyad' between Matthew - F/1 first year ITFM - and another student - open access - wanting IT support. Just seen Graham 'return' from break to work on scanner workstation. Seen Dave 'helping' 3 students 'connected' to use the CD-ROM facility to resend info from the Times collection. John - helping an adult student with initial IT's for basics. Another 10 open-access students here connected - not included in my usual census above. Terry and Kevin - programming T-group - helping as a mutual dyad.

Log-off - 2.25 pm.

Observer Status :

Isolate

tick entry

Participatory

tick entry

Time

2pm

write entry

Date

3-5-94

write entry

Observer Name :

Steve Coombs

write entry

SC/IP/SOR1/CSHL-SAC/2.94



# Social Observation Record



Learning Venue: ~~BASIC PROGRAMMING~~ CAD ROOM / FLC  
write entry

Learning Purpose: BASIC PROGRAMMING  
write entry

Social-mix Present:

Life-Long Learners (19+)	<input checked="" type="checkbox"/>	No. seen	<span style="border: 1px solid black; padding: 2px;">5</span>
Foundation Learners (16-19)	<input checked="" type="checkbox"/>	No. seen	<span style="border: 1px solid black; padding: 2px;">3</span>
Staff /Tutors and Support	<input checked="" type="checkbox"/>	No. seen	<span style="border: 1px solid black; padding: 2px;">2</span>

tick entry      write entry

*Conversational feedback by observer*

Observed Interactions

student - student  
tick entry

staff - student  
tick entry

staff - staff  
tick entry

other focus, specify below  
tick entry

write entry

2 students <sup>having</sup> ~~using~~ self help conversation

1 student taking C & G 'C' level II

2 " s in other room doing 'C'.

Rest doing BASIC Level I & II & III

John Grossby (Student Teacher) helping slow learner on one to one basis

Sheet No. 1 of     
write entry

Project Ref:     
write entry

Observer Status:      Isolate       Time 11.20  
tick entry      write entry

                                 Participatory       Date 22.2.94  
tick entry      write entry

Observer Name: Janet Sarah  
write entry

SC/IP/SOR1/CSHL-SAC/2.94

# Social Observation Record

Learning Venue

F.L.C write entry

Learning Purpose

Programming C & BASIC write entry



Social-mix Present :

Life-Long Learners ( 19+ )	<input checked="" type="checkbox"/>	No. seen	<input checked="" type="checkbox"/>
Foundation Learners ( 16-19 )	<input checked="" type="checkbox"/>	No. seen	5
Staff /Tutors and Support	<input checked="" type="checkbox"/>	No. seen	1

tick entry write entry

Observed Interactions

*Conversational feedback by observer*

Helping with XL on a special project related to heart care group.

student - student  
tick entry

staff - student  
tick entry

staff - staff  
tick entry

other focus, specify below  
tick entry

1 am filling in the form.

1 BASIC II o 2 Basic I exams.

1 C Programmer.

2 x cod people

Basic Level III student waiting to talk.

2 C. Students in other room

Philip-Dun & Andrew Jones dyad T-group mutual help observed  
Joined by Amy Philip as kind to design spreadsheet  
3 students + staff on T-project for health studies.

student - student  
tick entry

staff - student  
tick entry

staff - staff  
tick entry

other focus, specify below  
tick entry

write entry

Sheet No.

of   
write entry

Project Ref:

write entry

Observer Status :

Isolate   
tick entry

Participatory   
tick entry

Time  11 am.  
write entry

Date  21-3-94  
write entry

Observer Name :

Janet Sarah  
write entry



# Social Observation Record



Learning Venue

FLC - Open-systems group

write entry

Learning Purpose

To observe staff-student social interaction

write entry

Social-mix Present :

Life-Long Learners ( 19+ )  No. seen

Foundation Learners ( 16-19 )  No. seen

Staff /Tutors and Support  No. seen

tick entry

write entry

Observed Interactions

Conversational feedback by observer

student - student  
tick entry

staff - student  
tick entry

staff - staff  
tick entry

other focus, specify below  
tick entry

write entry

Sheet No.

of

write entry

Project Ref:

Ph. D.

write entry

Observer Name :

Steve Combs

write entry

5 student dyad pairs observed.  
1 student-staff pair engaged in a troubleshooting problem.  
After 2 minutes, third student joins dyad to become a triad. Another task trial observed by 3 of my C6-7261 2nd year students. Tackling an IT problem together re: software plus having a loose-chat type conversation in-between trying out solutions. Tutor seen 'chatting' to main receptionist re: troubleshooting in PLC generally.  
20-30 separate activities going on in parallel.  
Adult-adult 'dyad' re: problem, 3-4 minutes before both return to individual working.  
Breakdown of 'group' identities:- 2 individual adults on PLC roll-on roll-off programmes, 4 C6 general IT students 'T-group', another IT-programming T-group of 2 students, other students are open-access to venue.  
2:40pm - another C6 T-group student (female) turns-up. Seen with John Ballag to tutor (History), then with adult learner. Jonathan (peer-tutor) helps and helps adult student. 2:50

Observer Status :

Isolate

tick entry

Time

write entry

Participatory

tick entry

Date

write entry

SC/IP/SORI/CSHL-SAC/2.94



# Social Observation Record



Learning Venue

FLC / ITWS - Trenarren site. St. Austell College.

write entry

Learning Purpose

Open-Learning IT tasks.

write entry

Social-mix Present :

Life-Long Learners ( 19+ )

No. seen

Foundation Learners ( 16-19 )

No. seen

Staff /Tutors and Support

No. seen

tick entry

write entry

Observed Interactions

Conversational feedback by observer

student - student

tick entry

staff - student

tick entry

staff - staff

tick entry

other focus, specify below

tick entry

write entry

Saw Charles Stevens from G6-7261 year 1 formal task group, associate with BTCL FdIT formal task group members as a friend, initially 'socially', then to solve an IT task. Observed a 'maths' student come in from other part of FLC to the ITWS section and 'freely' ask another IT student for 'some-help'. Both share maths as a formal subject, seeking informal mutual support in FLC scenario. Seen 4 other diachic pairs. I have been approached on 9 occasions for help. 6 times by my 'own' students, 3 times by open-access 'other' students from within the college. I have conversed here with other members of staff, to give supplementary help regarding an IT problem.

Seen a triad of foundation students, socially conversing as a 4-group, followed by problem solving of a particular IT task problem faced by one of the students.

Sheet No.

of

write entry

Project Ref:

write entry

Observer Status :

Isolate

tick entry

Participatory

tick entry

Time

write entry

Date

write entry

Observer Name :

write entry

SC/IP/SORI/CSHL-SAC/2.94



# Social Observation Record



Learning Venue

FLC / ITWS Trenarren

write entry

Learning Purpose

Generic IT task-based individual activities

write entry

Social-mix Present :

Life-Long Learners ( 19+ )

No. seen

4

Foundation Learners ( 16-19 )

No. seen

28

Staff /Tutors and Support

No. seen

3

tick entry

write entry

Observed Interactions

student - student

tick entry

staff - student

tick entry

staff - staff

tick entry

other focus, specify below

tick entry

write entry

Sheet No.

of

write entry

Project Ref:

write entry

Observer Name :

write entry

Conversational feedback by observer

Seen male staff member (Alec) helping each of formal T-group of mature students, each in turn.  
 Small T-groups of BEE FOR students moving around interacting with each other and me re: w. placement admin. (Friday pm is their free-period). Seen 6 student chats as informal T-groups, across formal Ts and inside Ts as mostly T-orientated, but also 4-orientated.  
 Seen trial between a tutor and 2 students in a voluntary T-group attempting to solve a problem, about 5 minutes before it dissolved. Some 'dead' time in third student 5 minutes later for another problem solving trial lasting about 10 minutes.  
 Principal and MP (Matthew Taylor) walked into FLC/ITWS during this observation, purely spontaneous. They seemed impressed by the diversity of learners in the centre. Since starting the observation, about 20 people have independently left the area and another 15 have come in. (3pm) Two dead 4-groups have formed and staff-staff chat re: an IT problem on computer. Staff tutor-student chat requested by one of the adult students.  
 Another member of staff-team (Helen) has just come in to visit the tutorial room. Several students have requested my help in the meantime. Worked with trainer-teacher Dave on student handbook, plus I have seen him being 'accessed' for support by other students.

Observer Status :

Isolate

tick entry

Time

2.30pm

write entry

Participatory

tick entry

Date

11-2-94

write entry

Observer Name :

write entry

SC/JP/SORI/CSHL-SAC/2.94



# Social Observation Record



Learning Venue

FLC - Treasurer - ITWS section

write entry

Learning Purpose

ITPM individual programmes

write entry

Social-mix Present :

Life-Long Learners ( 19+ )

No. seen

2

Foundation Learners ( 16-19 )

No. seen

4

Staff /Tutors and Support

 me

No. seen

1

tick entry

write entry

Observed Interactions

student - student

tick entry

staff - student

tick entry

staff - staff

tick entry

other focus, specify below

tick entry

write entry

Conversational feedback by observer

Interested to observe 6 of my students, already arrived and working well before half eight in the morning. (College starts just after 9 am). This has been a regular occurrence now for the last 6 months, since the FLC opened in September '93, but only with my 17 students doing ITPM modules, no other students elsewhere in the centre. Seen adult - foundation student dialog for about 15 minutes, working and debating about a specific IT task-related problem. (Ian + Clare). (Both are city students). This is but one snap-shot of the 'buzz' I regularly see and work within.

Sheet No.

1

of

write entry

Project Ref:

CSHL - Ph.D.

write entry

Observer Status :

Isolate

tick entry

Time

8.30am

write entry

Participatory

tick entry

Date

4/3/94

write entry

Observer Name :

S. J. COOMES

write entry

SCI/IP/SORI/CSHL-SAC/2.94

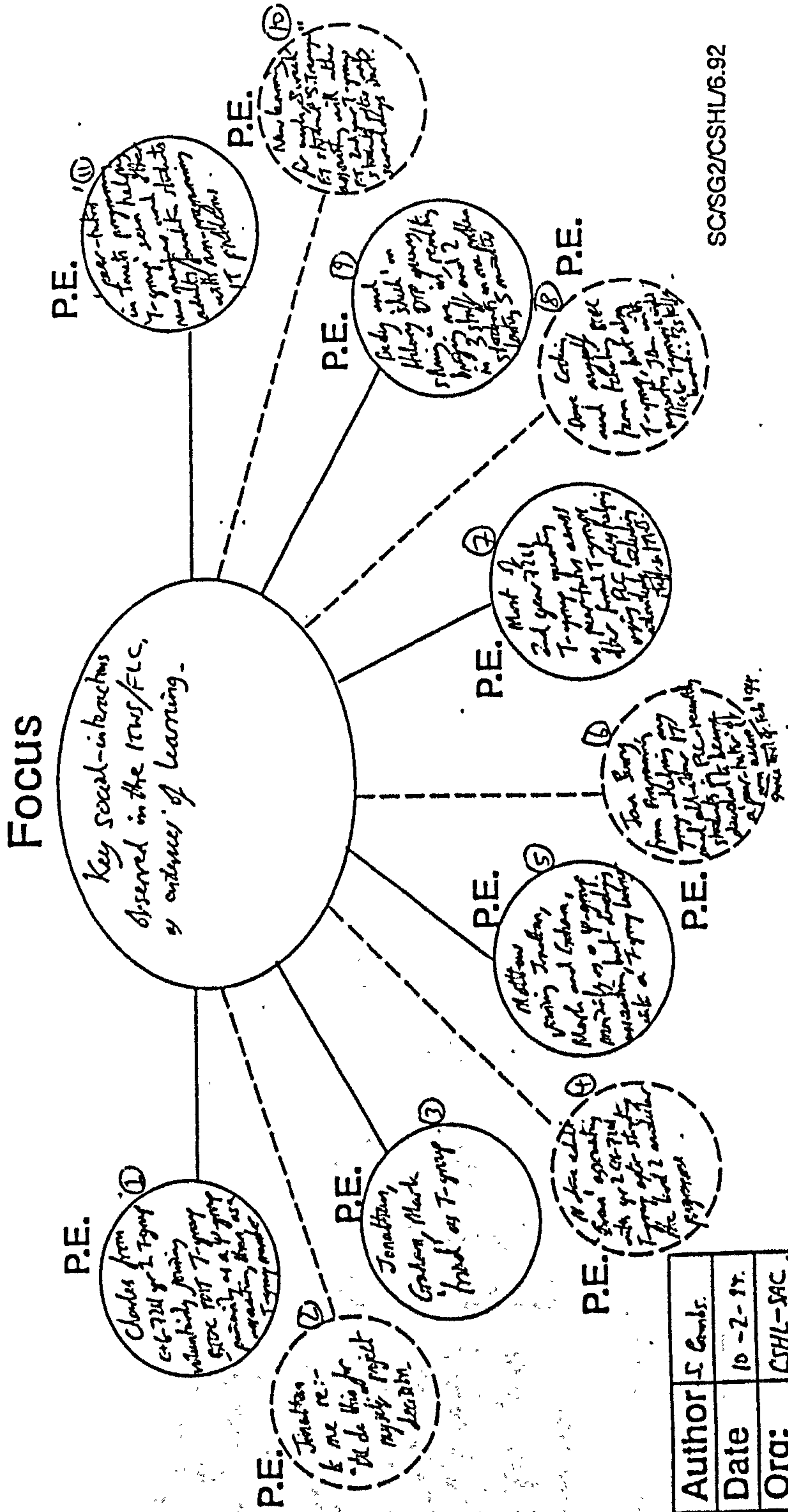


Exhibit H2 .....Repertory Grid :- Steve Coombs

# 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	J. Gamba.
Date	10-2-94.
Org:	CSHL-SAC.

SC/SG2/CSHL/6.92











# TRIADGRAM<sup>®</sup>

**P1**

Focused thoughts and feelings associated with similarity of elements chosen

**E 7**

**E 2**

Jonathan's conference and skills developed within role of peer-tutor group as well as being an independent peer-tutor with others.

Personal development of audi-students becoming and practicing as a peer-tutor within PLC.

⇒ peer-tutor role promotes personal skills.

2nd year 17M group operating as peer-tutors across groups and individuals in PLC.

Jonathan's "I'll do it myself"

SUMMARY CONSTRUCT C 3

Personal skills  
benefits of being a peer-tutor

SIMILARITY POLAR CONSTRUCT

**P2**

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

**E 11**

Seeing some of Jonathan's more established group members becoming peer-tutors beyond our group confers for first time. Watching of Jonathan's those students normally during programming and breaking out able to experiment with other non-pw students in venue via their mutual-help mode.

⇒ peer tutor role breaks down barriers.

peer-tutor from Jonathan's group helping other people

SUMMARY CONSTRUCT C 3

Group benefits of having peer-tutors.

SINGULARITY POLAR CONSTRUCT

-499-

AUTHOR S. Coombs. DATE 31-3-94. LEARNING FOCUS Obs. of social interaction in H/a.c.

SC/HR/TGI/MCC/12.92

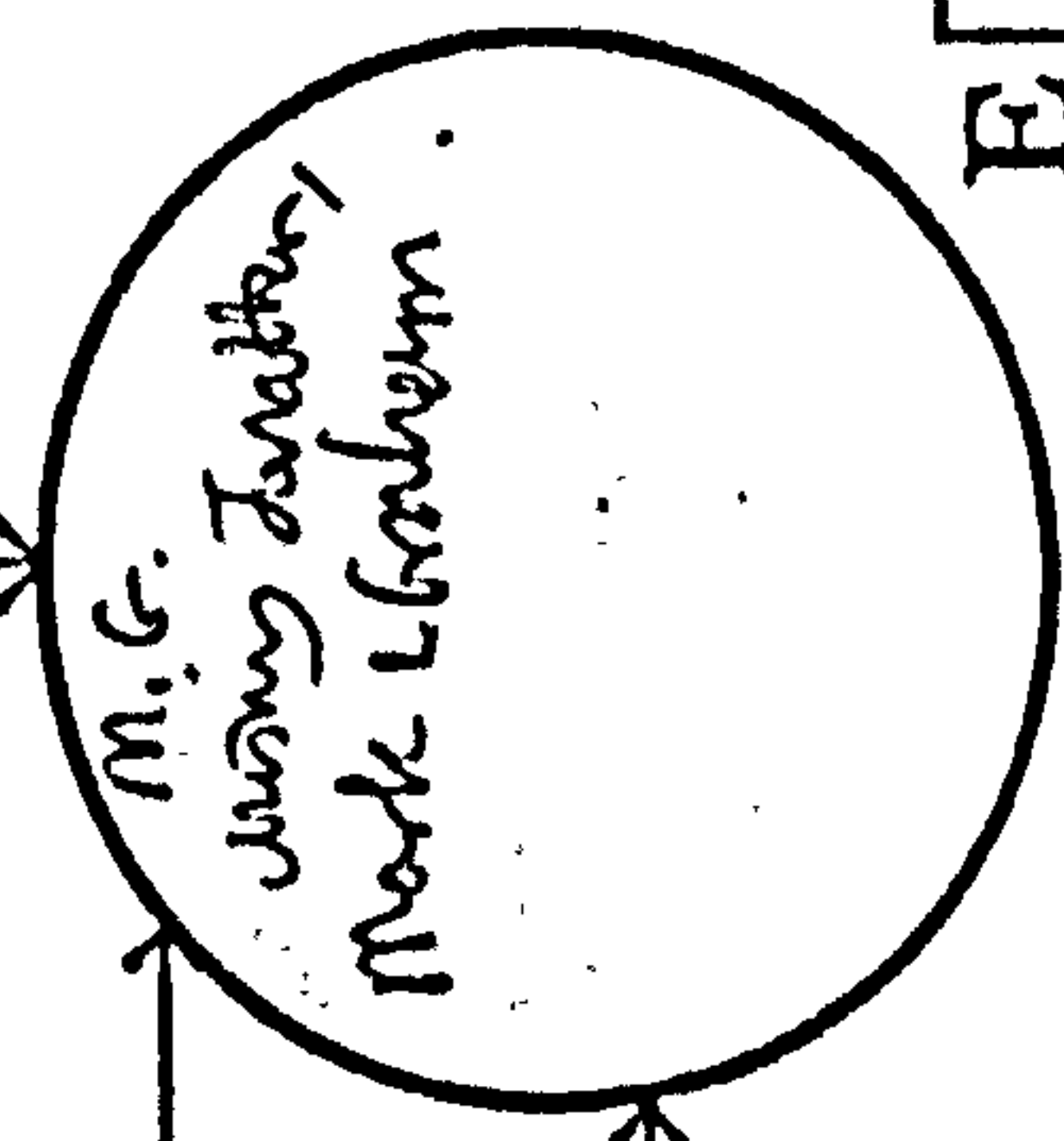
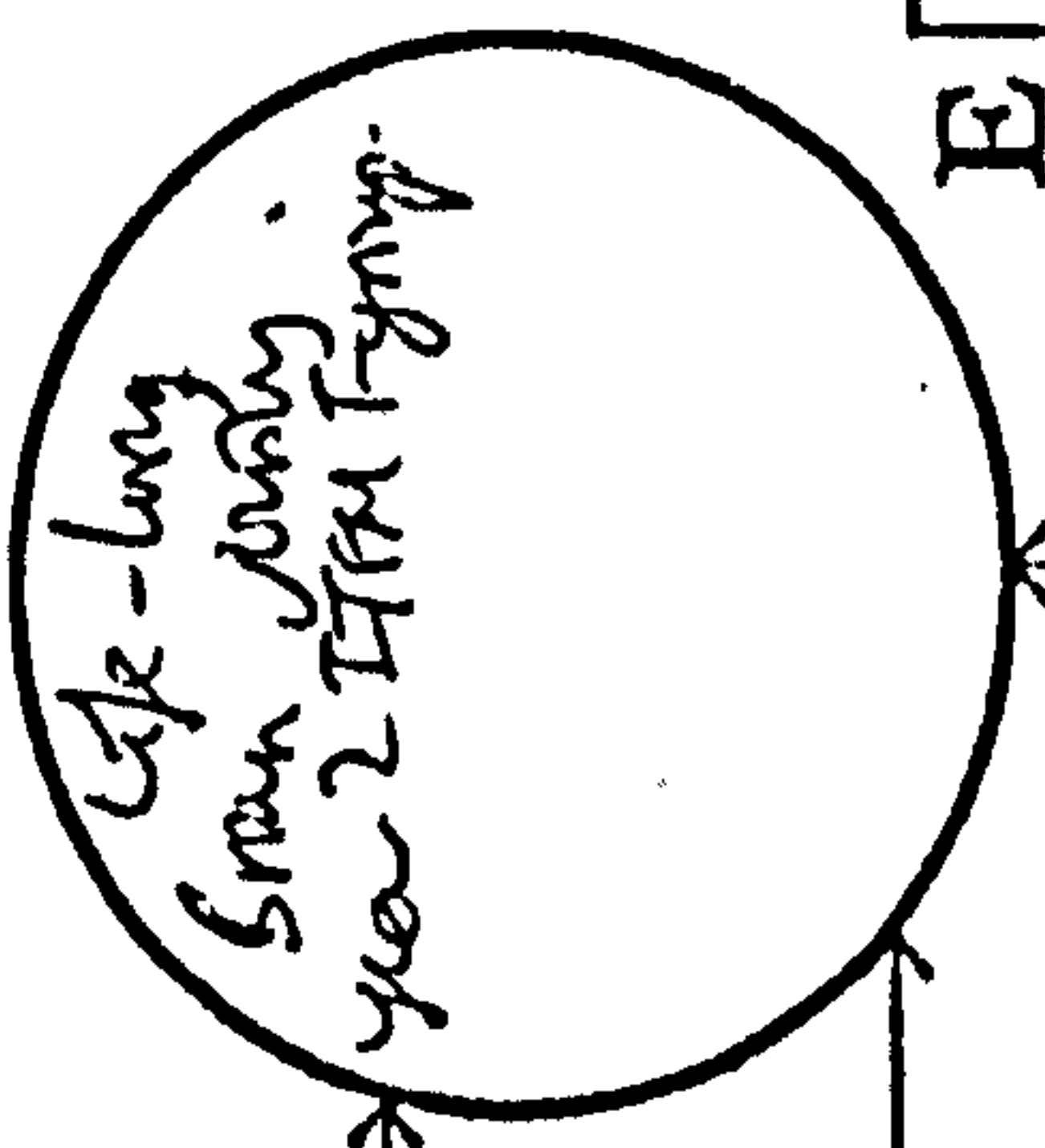


# TRIADGRAM

P1

Focused thoughts and feelings associated with similarity of elements chosen

'Isolated' students choosing to associate with 2nd year 17th T-group. Open group welcoming others by virtue of enthusiasm and peer-tutor roles. T-group operating successfully outside itself ⇒ External group learning associations.



SUMMARY CONSTRUCT C4

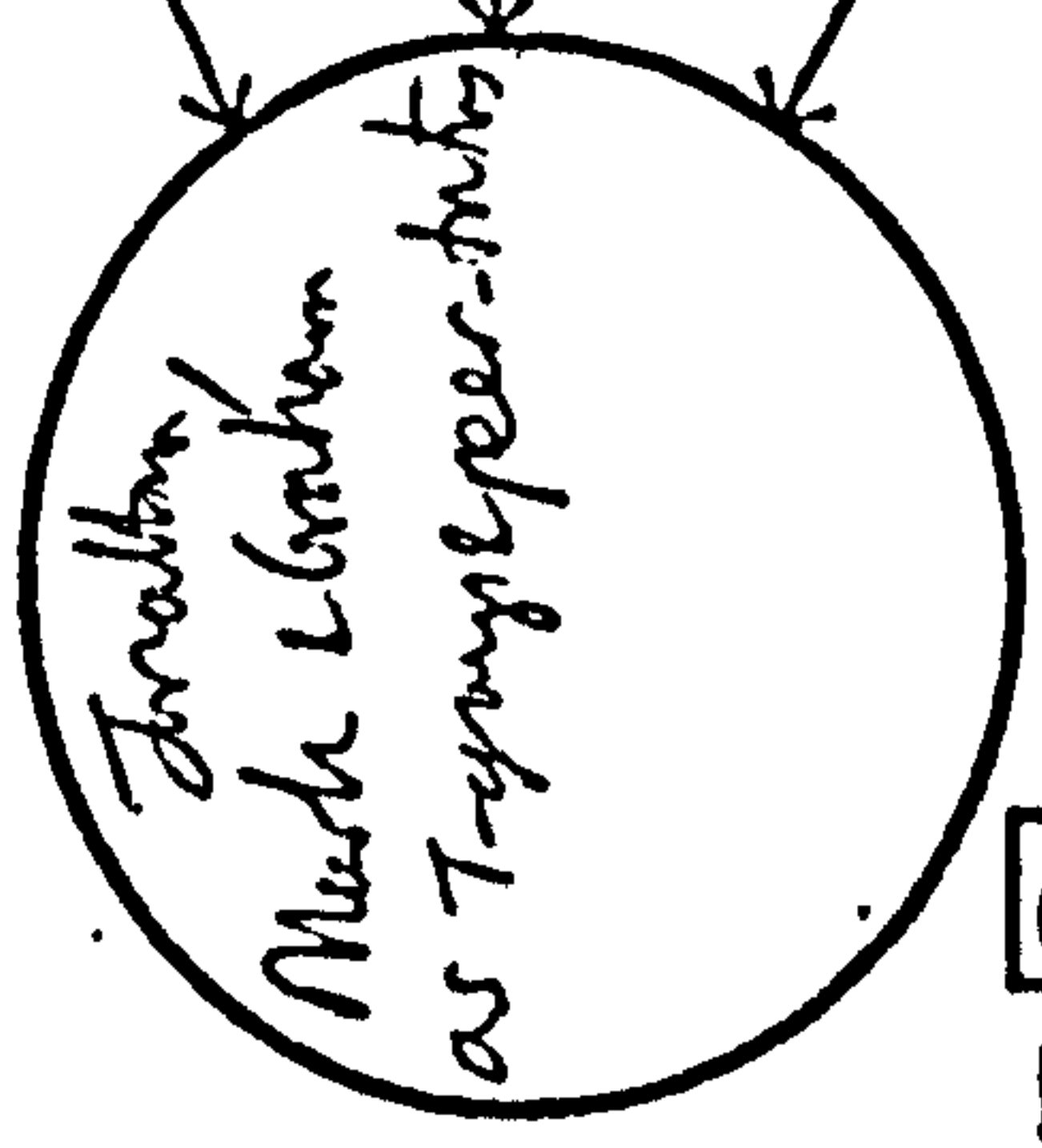
External group learning associations.

SIMILARITY POLAR CONSTRUCT

P2

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

Successful Israeli group - both for self-help within T-group and as peer-tutors with others. T-group operating successfully within itself. ⇒ Internal group learning associations.



SUMMARY CONSTRUCT C4

Internal group learning associations.

SINGULARITY POLAR CONSTRUCT



# TRIADGRAM<sup>®</sup>

P1

Focused thoughts and feelings associated with similarity of elements chosen

Both 'shaky' and uncertain students. Looking for competence in own abilities. One foundation other adult life-long suffer from poor attendance and absenteeism above average.  
 ⇒ Lacking in confidence group-associations  
 i.e. evidence of poorly substantiated learner building relationships with others.

Charles from yr 1. 17AM T-group joining BTEE self T-group for 4-group reviews. E 1

New learner for work student S.T. associates as a voluntary T-group member of 10 only 2 days at Centre. E 10

SUMMARY CONSTRUCT C S

poorly substantiated learner relationships

SIMILARITY POLAR CONSTRUCT

P2

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

Highly confident student, but quiet and withdrawn, suddenly 'blows' and 'shares' confidence with others by wanting to help. Unprompted and unprompted and unprompted action.  
 ⇒ Highly confident 'tutor' association i.e. evidence of a highly unprompted learner building relationships with others.

Jan Barry peer-tutor 'redden' switch of own accord after 6 months in PEE only operating within own T-group. E 6

SUMMARY CONSTRUCT C S

highly substantiated learner relationships

SINGULARITY POLAR CONSTRUCT



# TRIADGRAM<sup>®</sup>

Focused thoughts and feelings associated with similarity of elements chosen

P1

Team-teaching  
voluntary group  
association between  
members of IT staff  
in the FLC - as a  
new learning experience.  
Plus exhibiting confidence  
in sharing weaknesses  
and problems experienced  
on-the-job with students  
⇒ Team Teaching  
tutoring skills; Tutoring  
dr. Team-teaching skills.

Dave Galin  
I myself  
team-teaching  
across groups of  
learners.

E 8

Myself  
team-teaching on  
a voluntary basis  
with other staff  
in IT/FILE.

E 9

SUMMARY CONSTRUCT C 6

Tutors developing  
Team-learning skills.

SIMILARITY POLAR CONSTRUCT

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

P2

Jones's writing  
of peer-tutors aims  
of other Tutors and  
individual learners  
in the FLC.

E 11

Jones's group develops  
sense of confidence and  
identity-as individual  
group members prepared  
to help others in the  
workshop in a totally  
spontaneous fashion.  
⇒ Ind. learner-tutoring  
skills -  
Learners dev. tutoring  
skills.

SUMMARY CONSTRUCT C 6

Learners developing  
tutoring skills.

SINGULARITY POLAR CONSTRUCT



# CONSTRUCT - ELEMENT SCALING RECORDER

5 POINT SCALE

✓ SIMILARITY CONSTRUCT

Improved staff morale.

✗ SINGULARITY CONSTRUCT

Improved student morale.

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

NAME S. Combs.

FOCUS

Obs. of Sec. Int. in PLC

DATE 5-4-94

ORGANISATION

CHL - SAC

PAGE 2

SCHR/CESR1/CSHLA.93

# CONSTRUCT - ELEMENT SCALING RECORDER

5 POINT SCALE

✓ SIMILARITY CONSTRUCT

Developing peer-tutors as a resource.

✗ SINGULARITY CONSTRUCT

Peer-tutors used as a resource.

C1	1 (✓/✓)	2 (✓)	3 (?)	4 (X)	5 (X X)
E1				✓	
E2		✓			
E3	✓				
E4					✓
E5					✓
E6	✓				
E7	✓				
E8			✓		
E9			✓		
E10					✓
E11					✓
E12					
E13					
E14					
E15					
E16					
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E24					
E25					
E26					
E27					
E28					
E29					
E30					

NAME S. Combs.

FOCUS

Obs. of Sec. Int. in PLC

DATE 5-4-94

ORGANISATION

CHL - SAC

PAGE 1

SCHR/CESR1/CSHLA.93



CONSTRUCT - ELEMENT SCALING RECORDED  
5 POINT SCALE

✓ SIMILARITY CONSTRUCT

External group learning environment.

✗ SINGULARITY CONSTRUCT

Internal group learning environment.

C4	1 (✓/✓)	2 (✓)	3 (?)	4 (X)	5 (X X X)
E1	✓				
E2					✓
E3	✓				✓
E4	✓				
E5	✓				
E6	✓				
E7	✓				
E8				✓	
E9		✓			✓
E10	✓				
E11					
E12					
E13					
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E25					
E26					
E27					
E28					
E29					
E30					

NAME S. Coombes.

FOCUS Obs. of Sec. Int. in PLC.

DATE 5-4-94

ORGANISATION CSHL - SAC.

PAGE 4

CONSTRUCT - ELEMENT SCALING RECORDED  
5 POINT SCALE

✓ SIMILARITY CONSTRUCT

Person's social benefits of being a peer-follower.

✗ SINGULARITY CONSTRUCT

Group benefits of having peer-followers.

C3	1 (✓/✓)	2 (✓)	3 (?)	4 (X)	5 (X 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 S. Coombes.

FOCUS Obs. of Sec. Int. in PLC.

DATE 5-4-94

ORGANISATION CSHL - SAC.

PAGE 3.



**CONSTRUCT - ELEMENT SCALING RECORDER**  
5 POINT SCALE

✓ SIMILARITY CONSTRUCT Tutors developing team-learning skills  
 ✗ SINGULARITY CONSTRUCT Learners developing tutoring skills

C[6]	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 S. Cumber FOCUS Obs. soc. inter. in RL

DATE 5-4-94 ORGANISATION CJHL - SAC

PAGE 6

**CONSTRUCT - ELEMENT SCALING RECORDER**  
5 POINT SCALE

✓ SIMILARITY CONSTRUCT Partly motivated learner relationships  
 ✗ SINGULARITY CONSTRUCT Highly motivated learner relationships

C[5]	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 S. Cumber FOCUS

DATE 5-4-94 ORGANISATION CJHL - SAC

PAGE 5



C.S.H.L. GRID ---STEVE COMBS---

SPACED FOCUSED GRID

CONSTRUCT POLE RATED - 1 -		ELEMENTS		CONSTRUCT POLE RATED - 5 -	
		EE	EE	EE	EE
TUTORS DEV'G TEAM LEARN'G S	C6	5 5	4 5	4 4 4	1 1
IMPROVED STAFF MORALE	C2	5 5	4 5	5 5 5	1 1
INTERNAL GR'P LN'G ASSOCIAT	RC4	1 1	5 5	5 5 4	2 1
DEVELOPING PEER-TUTORS AS R	C1	2 1	5 5	4 5 5	3 3
PERSONAL SKILLS BENEFITS AS	C3	1 1	4 5	5 5 5	3 3
HIGHLY MGT'D LEARNER RELATI	RC5	1 1	1 1	5 5 5	1 1

CONSTRUCT POLE RATED - 5 -		ELEMENTS	
		EE	EE
LEARNERS DEV'G TUTORING SKI	C6	1 1	0 0
IMPROVED STUDENT MORALE	C2	1 1	8 9
EXT GROUP LEARNING ASSOCIAT	RC4	2 1	
PEER TUTORS USED AS RESOURC	C1	3 3	
GROUP BENEFITS OF HAVING FT	C3	3 3	
POORLY MOTIVATED LN'RK RELAT	RC5	1 1	

ELEMENTS	
ELEMENT 1	1 1
ELEMENT 2	1 1
ELEMENT 3	1 1
ELEMENT 4	5 5 5
ELEMENT 5	4 5 5
ELEMENT 6	4 5
ELEMENT 7	5 5
ELEMENT 8	1 1
ELEMENT 9	1 1
ELEMENT 10	4 4 4
ELEMENT 11	5 5 5



**PATTERN OF MEANING : LADDERING-UP ANALYSIS RECORD**

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

Element Cluster	Record of Personal Feedback
E2 + E3	Development of my 2nd year ITAM students as sales & peer-tutors.
E6 + E7	Peer-tutors working across group boundaries in IT workshop.
E2 + E3 + E6 + E7	Peer-tutors helping all learners in the IT workshop.

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

Construct Cluster	Record of Personal Feedback
C2 + C6	Learner as 'tutor' improves morale.
C2 + C6 + RC4	peer-tutors develop via learning via external association with other learners attending the IT workshop.
C1 + C3 + RCS	Peer-tutors develop personal skills and through these relationships become highly motivated.

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

Element Construct Cluster	Record of Personal Feedback
E2,3 + C2,6	ITAM 2nd year tutors operate as peer-tutors with high morale.
E6,7 + C2,6, RC4	Peer-tutors working across traditional group boundaries improve own learning skills via such associations.
E2,3,6,7 + C1,3, RCS	Peer-tutors helping other learners develop positive relationships leading to increased learning and motivation benefits.

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

Purposes and Aims	New Learning achieved upon reflection
Relative to three clusters considered.	That developing an environment which includes peer-tutors benefit all learners in the IT workshop, especially the peer-tutors themselves.

Learning Focus: Observation of social interactions in the IT workshop. — 1.

Clients Name: S. Coombs. Date: 16/06/94

SC/IR/RGLUA/CS/IL/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
E4 + E11	Part-time adults also keen to act as peer-tutors with other learners in the IT workshop.
E1 + E5 + E10	Various full-time IT students voluntarily forming up and T groups, to work together + operate individually as peer-tutors.
E8 + E9	'Team-teaching' and 'on-the-job' co-operation between IT workshop tutors/support staff.

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

Construct Cluster	Record of Personal Feedback
C6+C2+RC4 + C1 + C3	Learning benefits accrued by both individual and 'under' group learning allowing IT workshop via peer-tutors.
C6+C2+RC4 + C1 + C3 + RC5	Without peer-tutoring, relationship by some learners is partly motivated.
C6 + C2	Tutors developing team learning skills 'assist' staff/made.

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

Element Construct Cluster	Record of Personal Feedback
E4,11 + C6,2,RC4,C1,3	Part-time tutors will all adults gain confidence via informal peer-tutor relationships with full-time ITM students. Many seek to replicate.
E1,5,10 + C1,2,3,6,RC4,RC5	Peer-tutors come mainly from ITM or full-time students. They have helped to motivate other 'isolated' learners working in IT area.
E8,9 + C2,6	Staff/practitioner team develops mutual skills and make their 'on-the-job' co-operative learning support.

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

Purposes and Aims	New Learning achieved upon reflection
Relative to 'right-hand' three clusters considered above, bearing in mind 'sheet 1'?	Positive learning 'thru' social relationships, i.e. interaction between learners aided by peer-tutors as a 'learning-catalyst'. Whilst individual learning-conceptual benefits also accrued between 'staff-staff' dyadic interactions, consequently, all these associations has led to personal skills benefit by all 'learners'.

Learning Focus:

Observation of social interactions in the IT workshop. - 2.

Clients Name:

S. Poombi

Date: 16/06/94

SC/IR/RGLUA/CSHL/8.92



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	Developing peer-tutors as a resource.	4	2	1	5	5	1	1	3	3	5	5								X	Peer tutors used as a resource.
C2	Improved staff morale.	5	5	5	4	5	5	5	1	1	5	5									Improved student morale.
C3	Personal skills benefits of being a peer-tutor.	5	1	1	4	5	1	1	3	3	5	5	X								Group benefits of having peer tutors.
C4	External group learning association.	1	5	5	1	1	1	1	4	5	2	1									Internal group learning association.
C5	Peer-tutor relationships.	1	5	5	5	1	X	5	5	5	1	5									Highly motivated learner relationships.
C6	Tutor developing team-learning skills.	4	5	5	4	4	5	5	1	1	4	5	X								Learner developing tutoring skills.

completed 5/4/94.



SPACED FOCUSED GRID

CONSTRUCT POLE RATED - 1 -

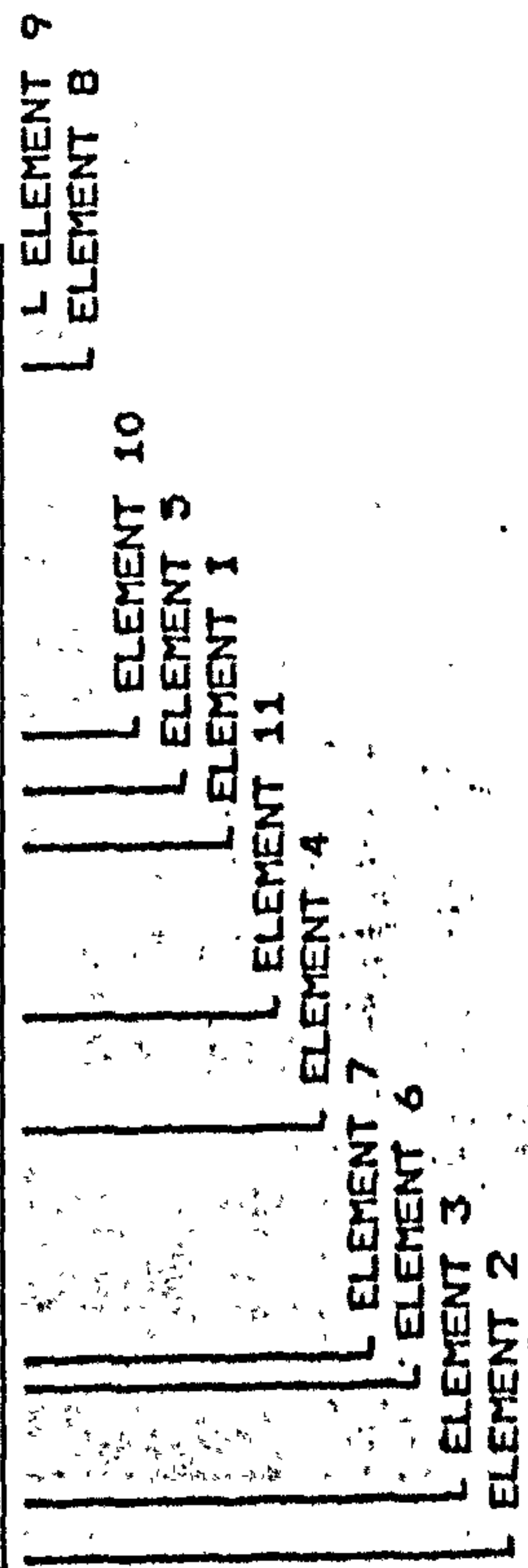
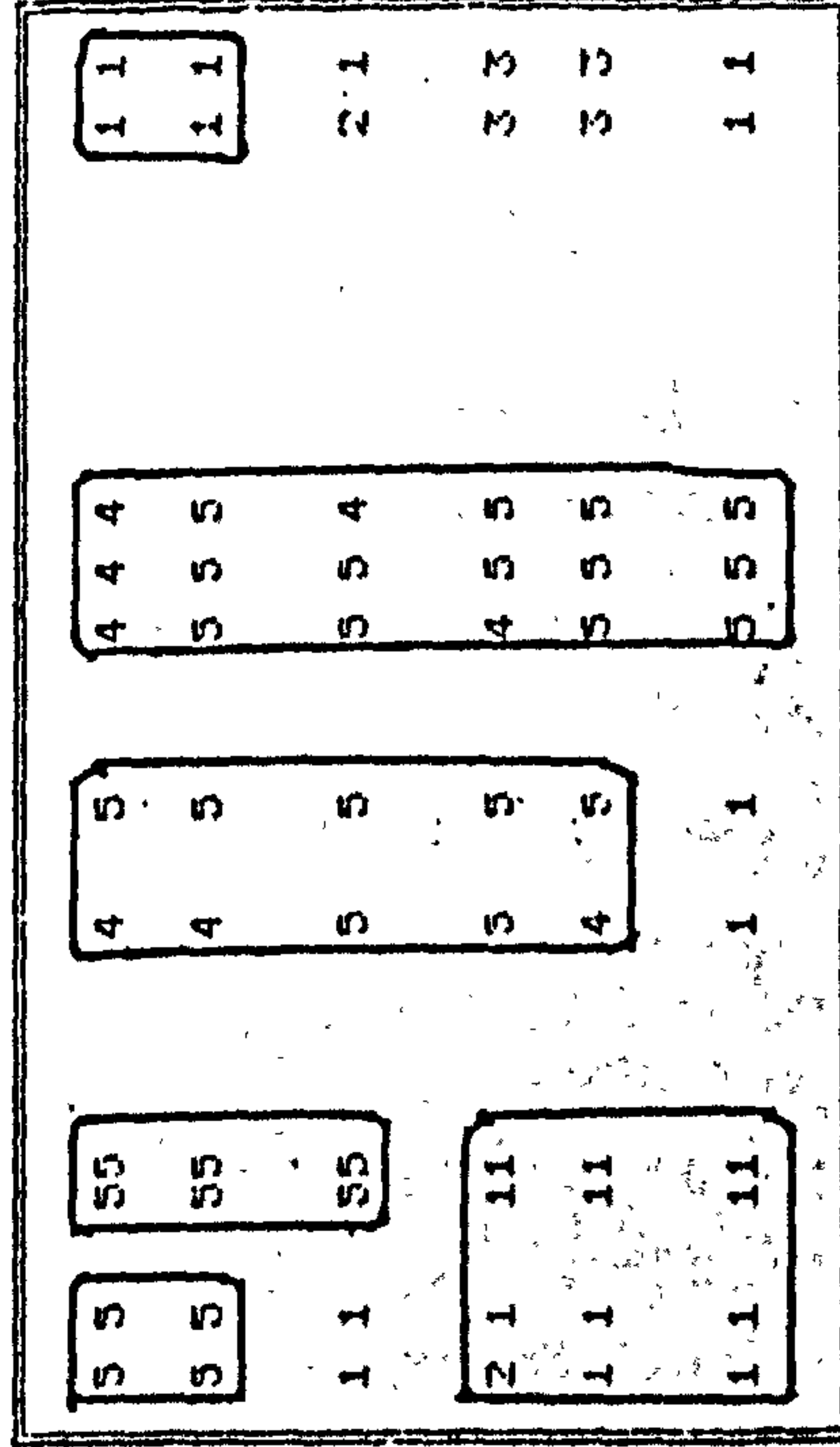
ELEMENTS

CONSTRUCT POLE RATED - 5 -

EE EE EE EE EE  
 00 00 00 00 00  
 23 67 4 1 1 50

TUTORS DEV'G TEAM LEARN'G S C6  
 IMPROVED STAFF MORALE C2  
 INTERNAL GR'P LN'G ASSOCIAT RC4  
 DEVELOPING PEER-TUTORS AS R C1  
 PERSONAL SKILLS BENEFITS AS C3  
 HIGHLY MOT'D LEARNER RELATI RC5

C6 LEARNERS DEV'G TUTORING SKI  
 C2 IMPROVED STUDENT MORALE  
 RC4 EXT GROUP LEARNING ASSOCIAT  
 C1 PEER TUTORS USED AS RESOURC  
 C3 GROUP BENEFITS OF HAVING FT  
 RC5 POORLY MOTIVATED LN'R RELAT





**PATTERN OF MEANING : LADDERING-UP ANALYSIS RECORD.**

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

Element Cluster	Record of Personal Feedback
E2+E3	Development of 2nd year ITM students as solers & peer-tutors.
E6+E7	Peer-tutors working across group-boundaries in IT workshop.
E2+E3+E6+E7	Peer-tutors helping all learners in the IT workshop.

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

Construct Cluster	Record of Personal Feedback
C2+C6	Learner as 'tutor' improves morale.
C2+C6+RC4	peer-tutors develop via learning via external 'association' with other learners attending the IT workshop.
C1+C3+RCS	Peer-tutors develop personal skills and through these relationships become highly motivated.

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

Element Construct Cluster	Record of Personal Feedback
E2+E3+C2+C6	ITM 2nd year tutors operate as 'peer-tutors' with high morale.
E6+E7+C2+C6+RCP	Peer-tutors working across traditional 'group boundaries' improve own learning skills via such associations.
E2+E3+E6+E7+C1+C3+RCS	Peer-tutors helping other learners develop positive relationships leading to increased learning and motivation benefits.

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

Purposes and Aims	New Learning achieved upon reflection
Relative to those clusters considered.	That developing an environment which includes peer-tutors benefits all learners in the IT workshop, especially the peer-tutors themselves.

Learning Focus:

Observation of social interactions in the IT workshop. — 1.

Clients Name:

S. Coombs.

Date: 16/06/94

SCIR/UGLUA/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
E4 + E11	Part-time adults also keen to act as par-tutors with other learners in the IT workshop.
E1 + E5 + E10	Various full-time IT students voluntarily forming 4 and 7 groups, to work together or operate individually as par-tutors.
E8 + E9	Team-teaching and 'on-the-job' co-operation between IT workshop tutors/support staff.

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

Construct Cluster	Record of Personal Feedback
C6 + C2 + RC4 + C1 + C3	Learning benefits accrued by both individual and 'isolated' group learners attending IT workshop via par-tutors.
C6 + C2 + RC4 + C1 + C3 + RC5	Without par-tutor, relationship by some learners is partly motivated.
C6 + C2	Tutors developing team learning skills, 'assist' staff/male.

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

Element Construct Cluster	Record of Personal Feedback
E4, 11 + C6, 2, RC4, C1, 3	Part-time with or without adult's gain confidence via informal par-tutor relationships with full-time ITM students. Many seek to rejoin.
E1, 5, 10 + C1, 2, 3, 6, RC4, RC5	Par-tutors come mainly from ITM full-time students. They have helped to motivate other 'isolated' learners working in IT area.
E8, 9 + C2, 6	Staff/practitioner team develops mutual skills and make time 'on-the-job' co-operative learning support.

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

Purposes and Aims	New Learning achieved upon reflection
Relative to 'right-hand' three clusters considered above, bearing in mind 'sheet 1'?	Positive learning thru' social relationships, i.e. interaction between learners acted by par-tutors as a 'learning-catalyst'. Whilst individual learning-conceptual benefits also accrued between 'staff-staff' dyadic interactions, consequently, all these associations has led to personal skills benefit by all 'learners'.

Learning Focus:

Observation of social interactions in the IT workshop. — 2.

Clients Name:

S. Poomb.

Date: 16/06/94

SC/TIR/ROLUA/CSIL/8.92



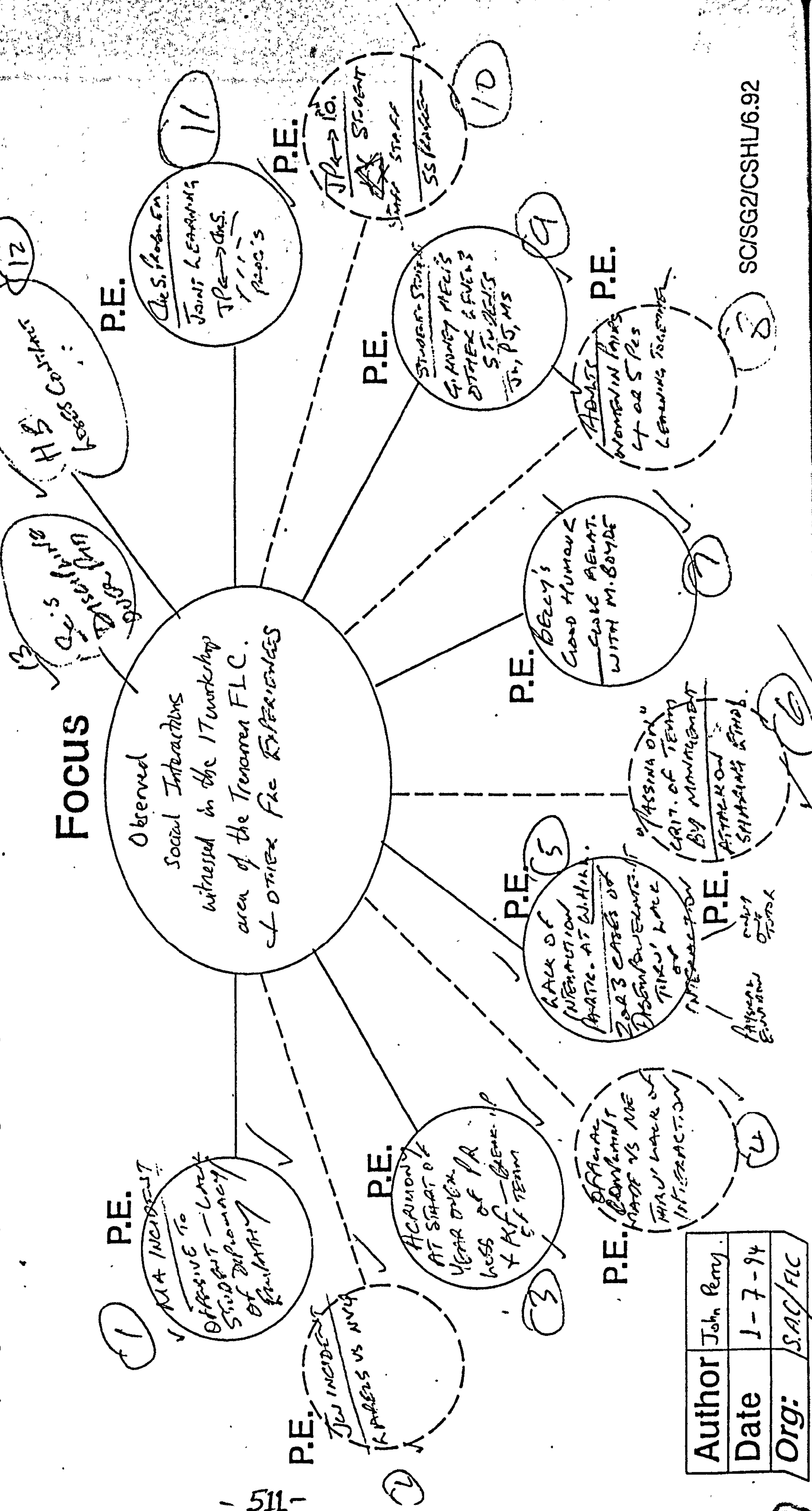
Exhibit H3 .....Repertory Grid :- John Perry



# 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 of your experiences related to this focus and enter these actual experiences as raw data into the other PE balloons.

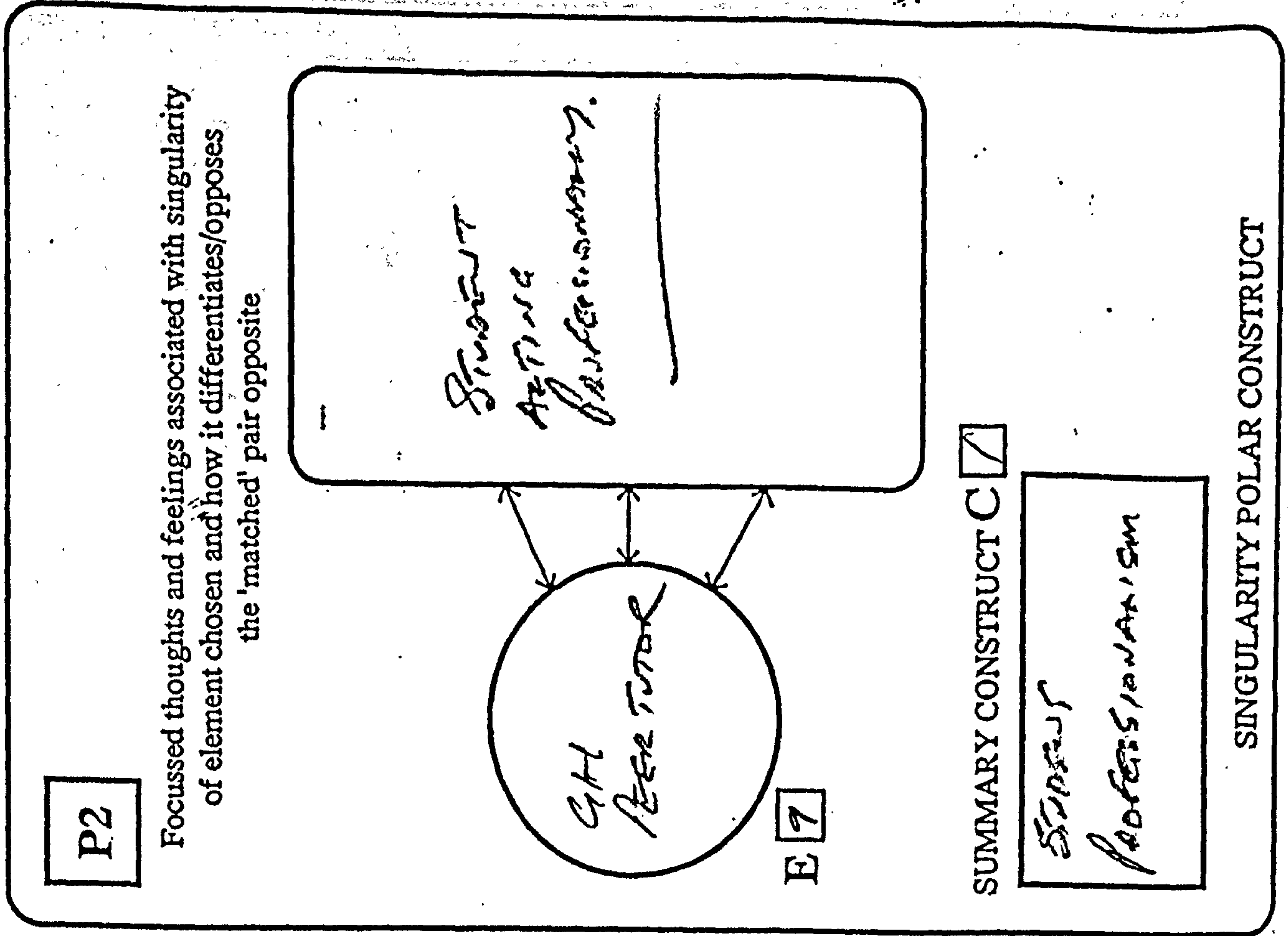
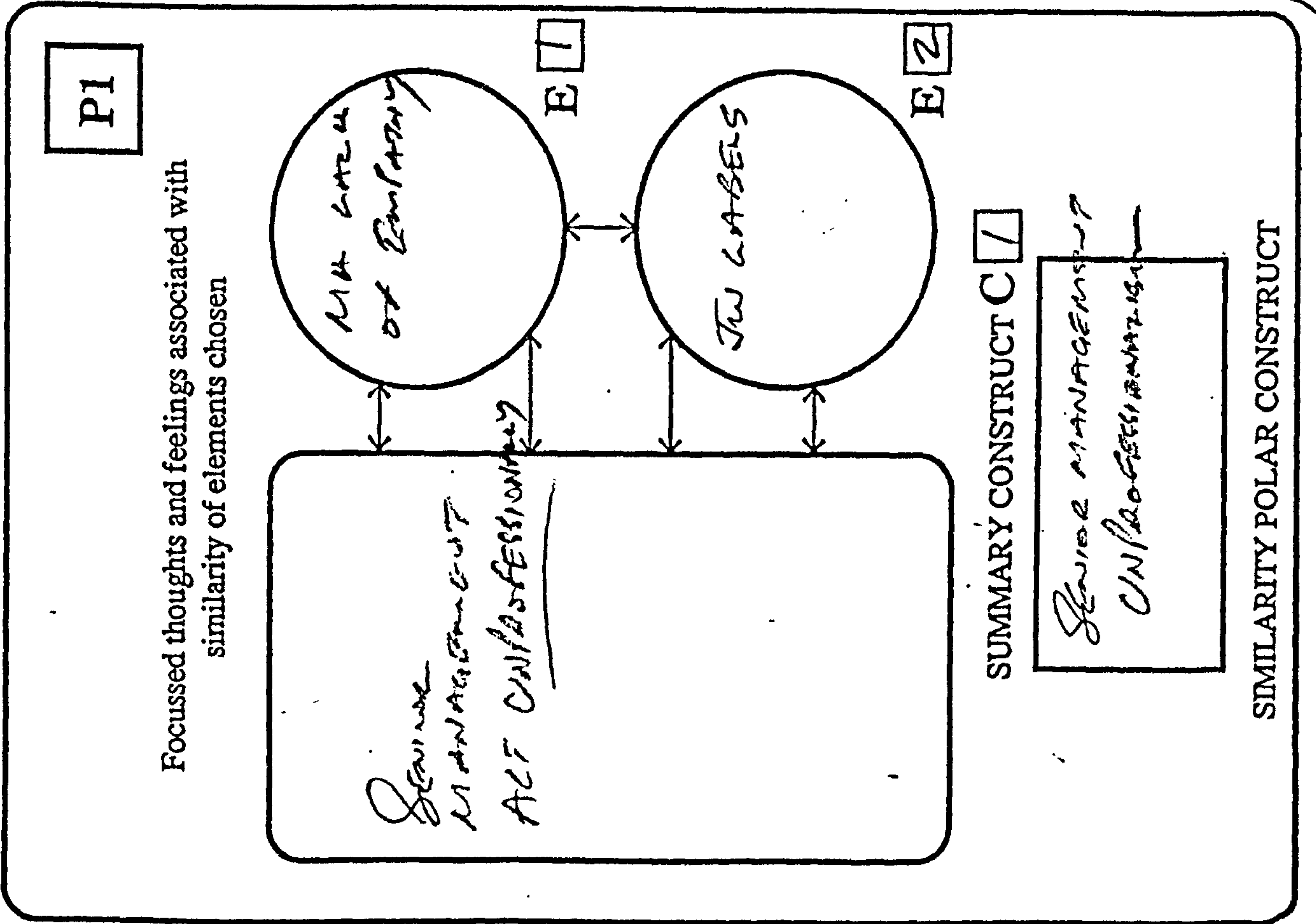
Add extra PE balloons as needed. If a PE becomes a focus for more experiences, then put this event as a new focus into another blank spidergram and explore, using as many additional blank templates of paper as required in order to continue your brain-storming session!



Author	John Perry
Date	1-7-94
Org:	SAC/FLC



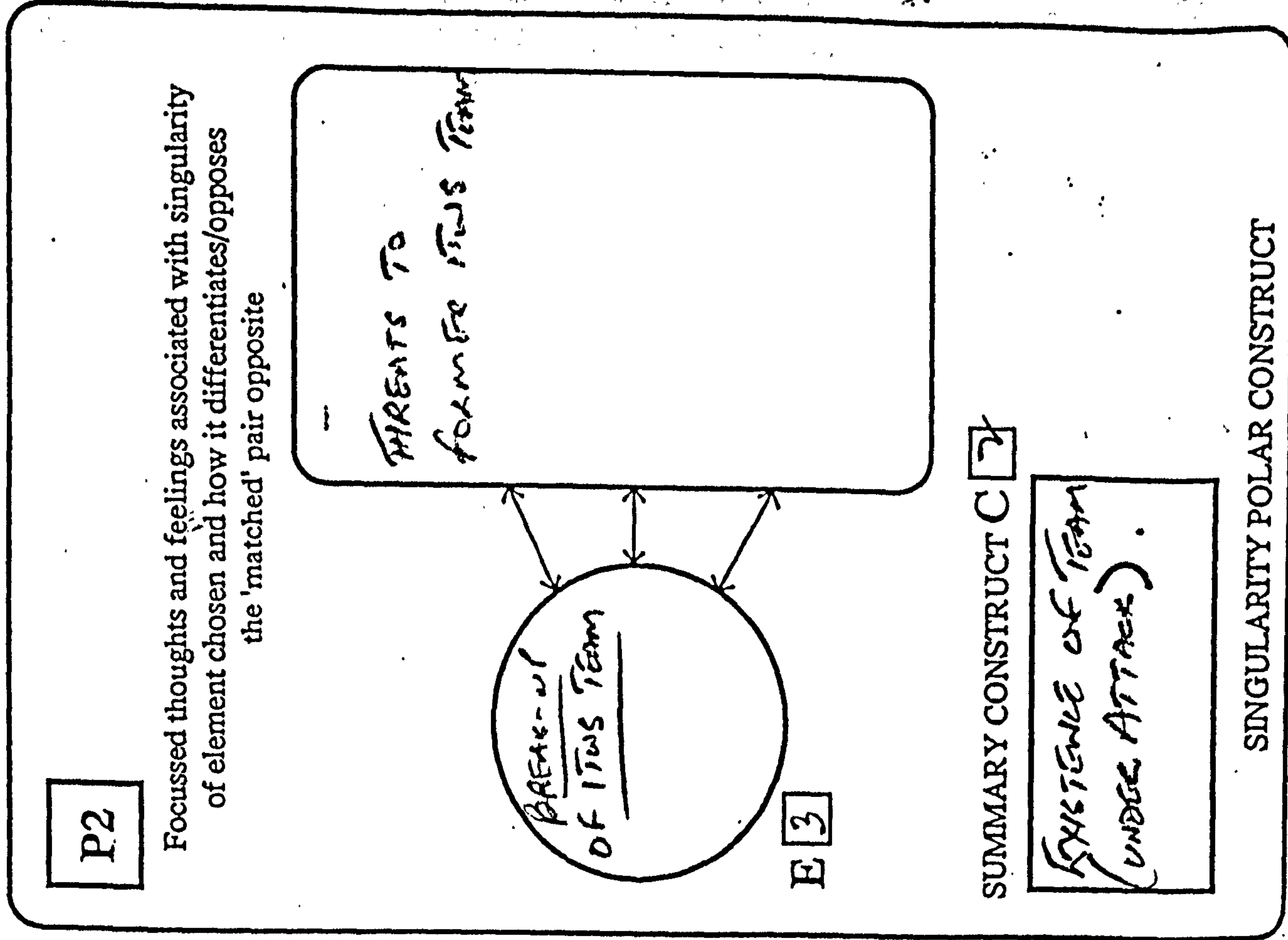
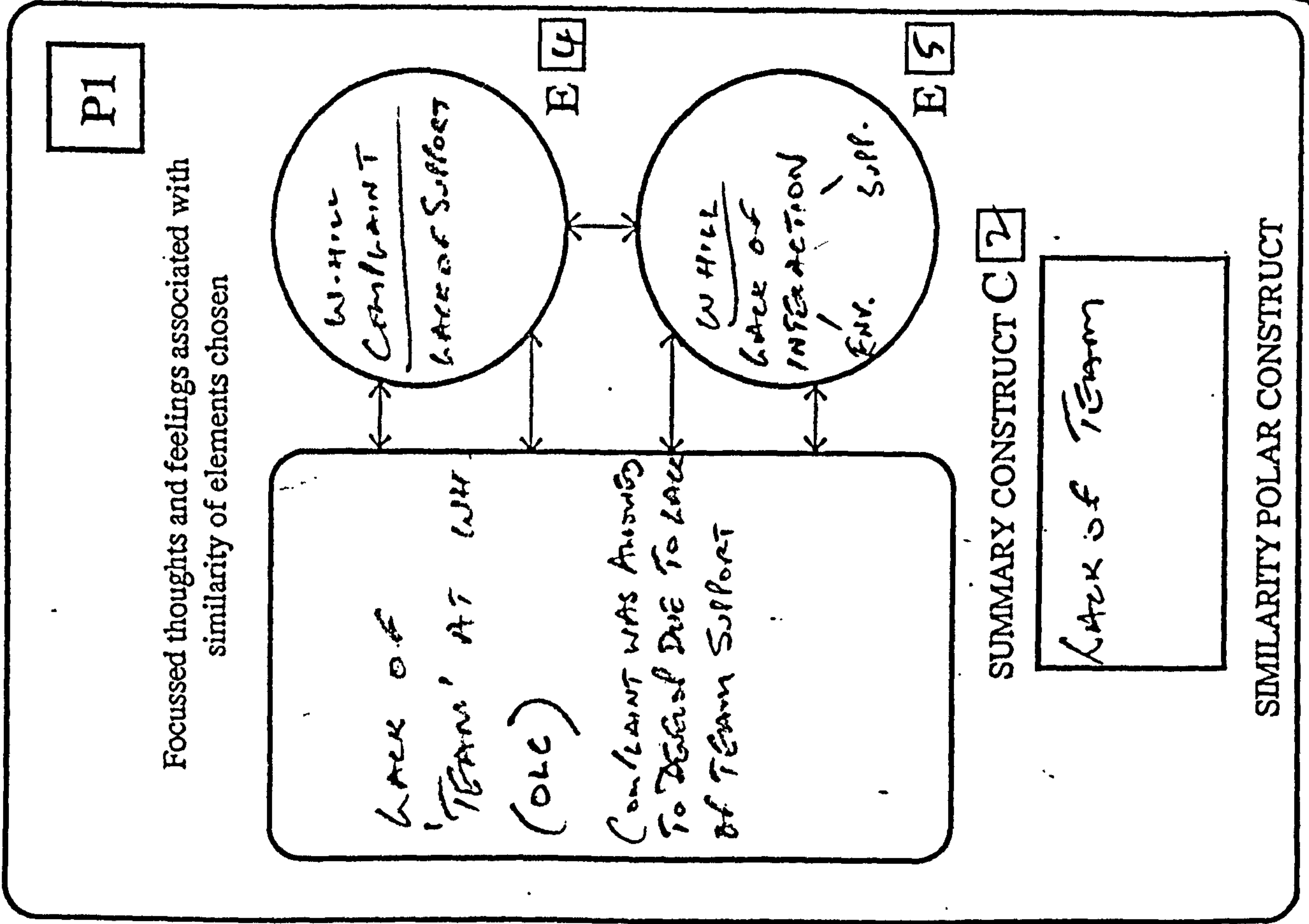
# TRIADGRAM®



SCHROEDER

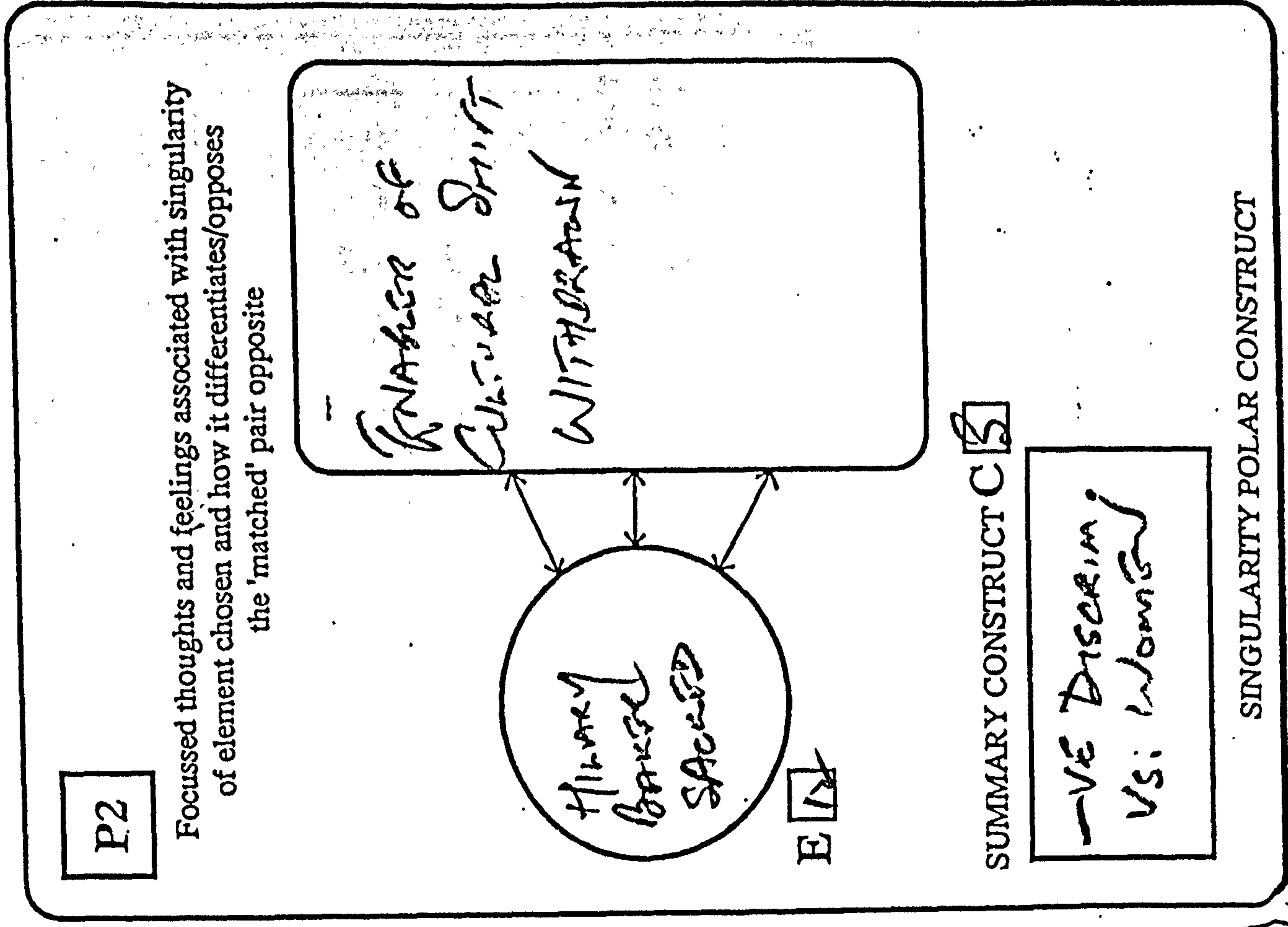
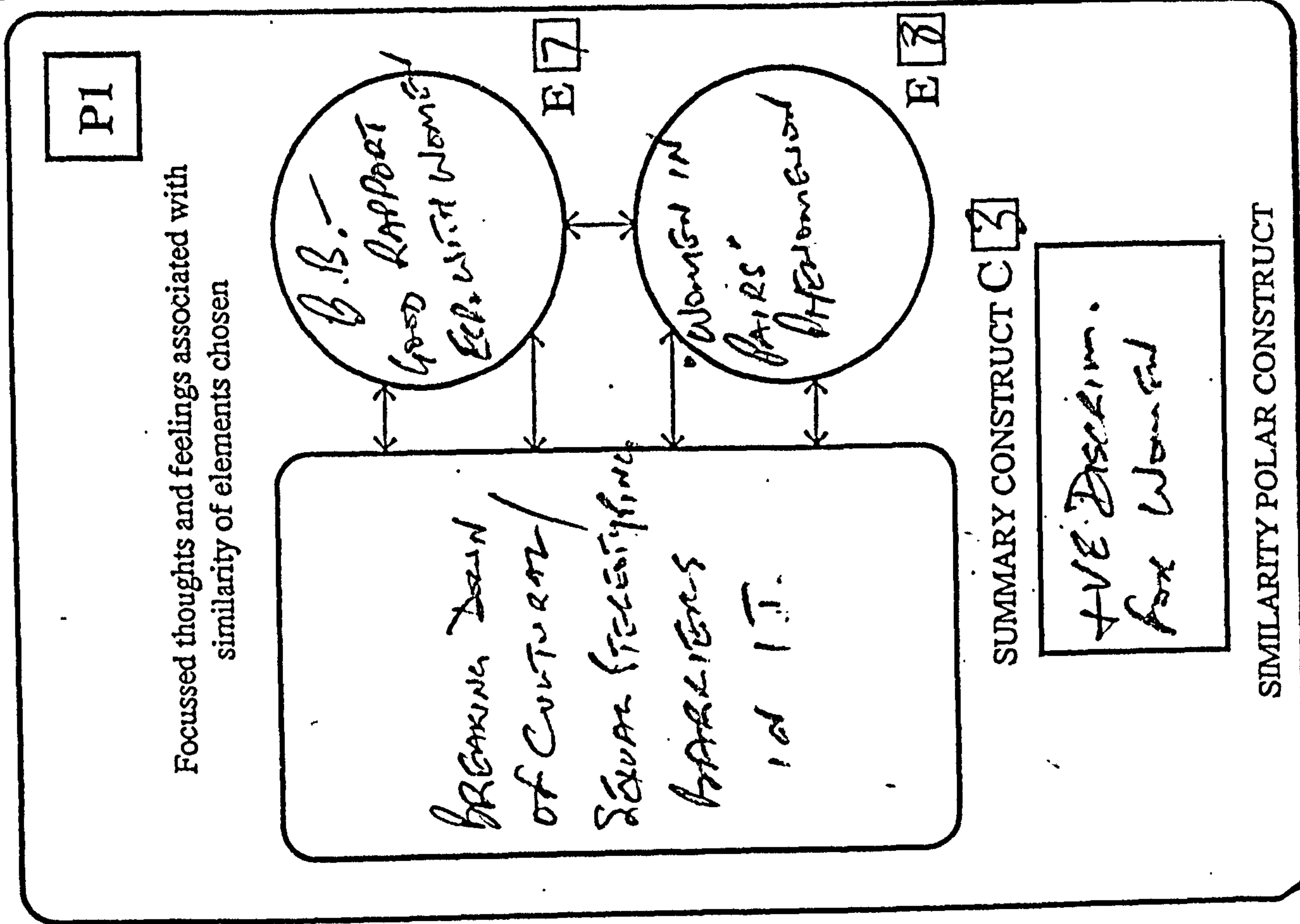


# TRIADGRAM®



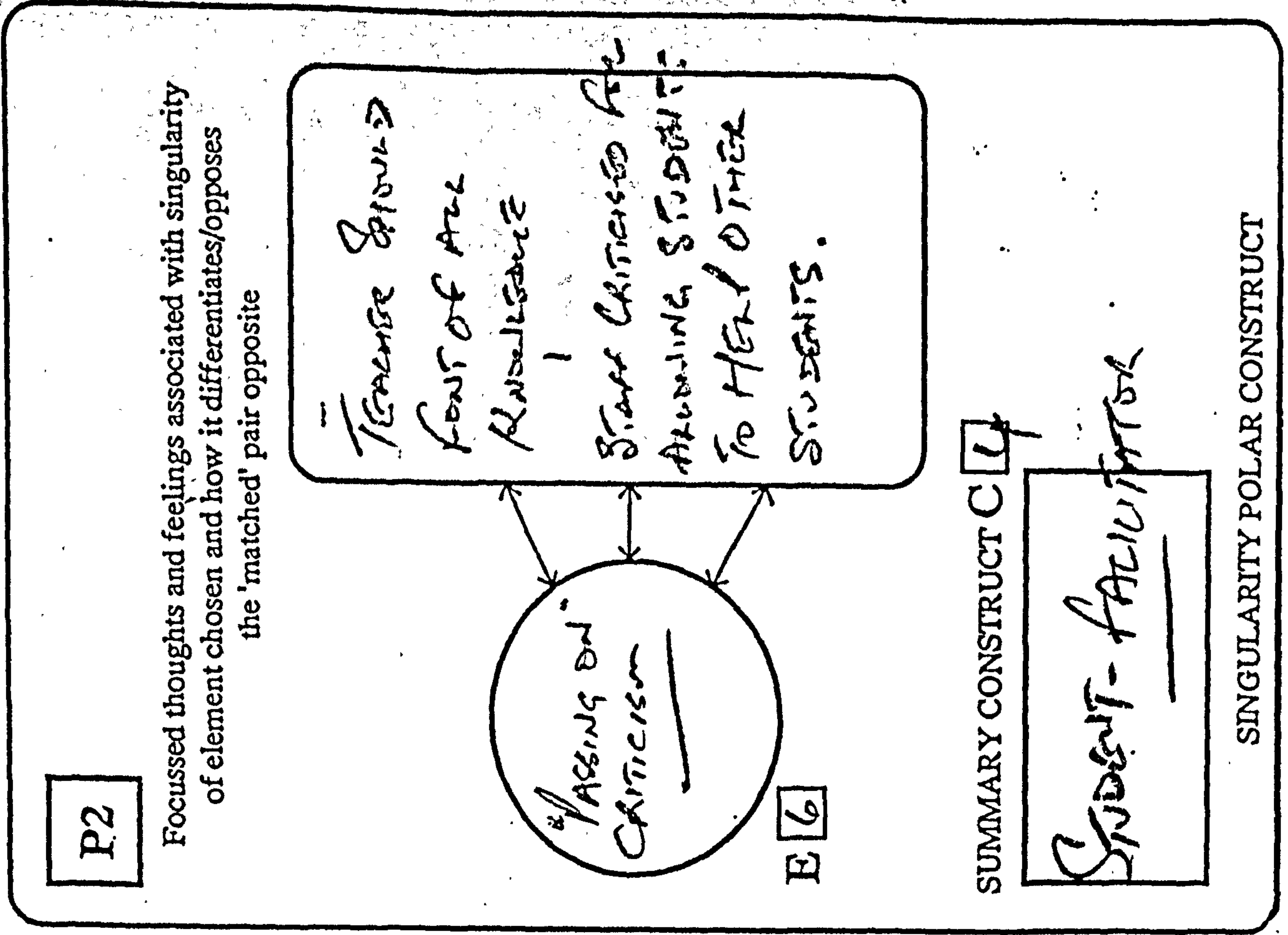
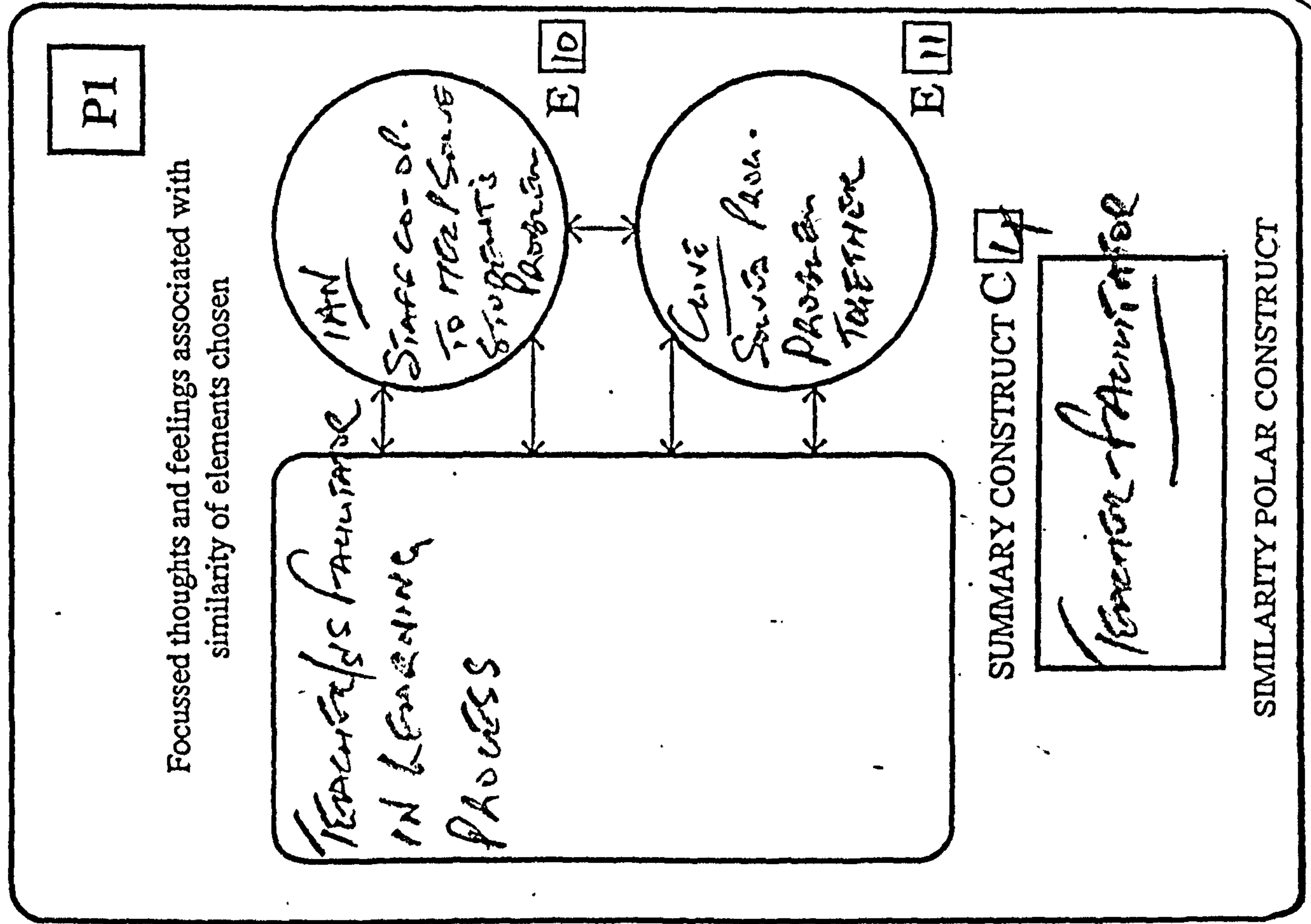


# TRIADGRAM®

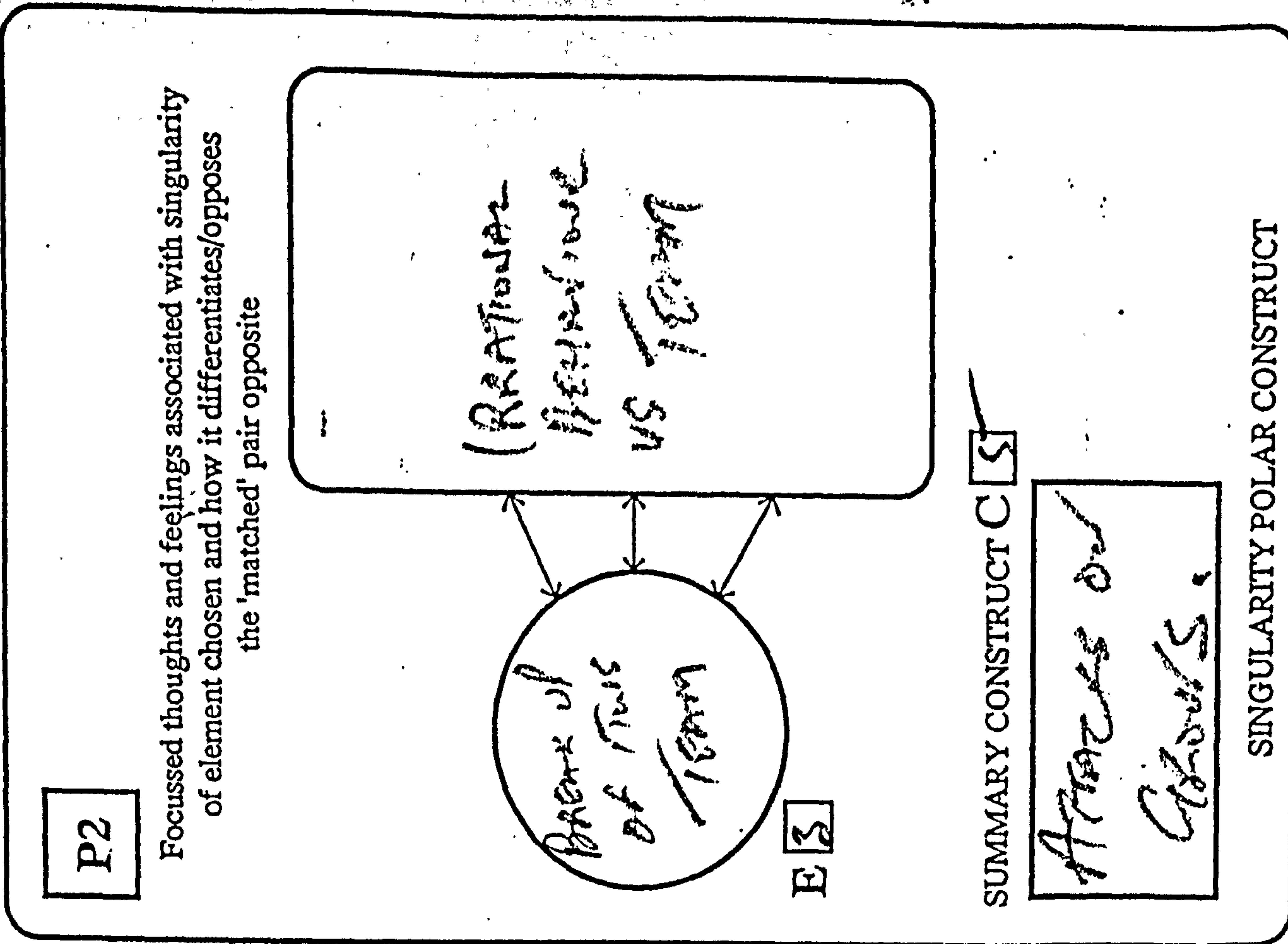
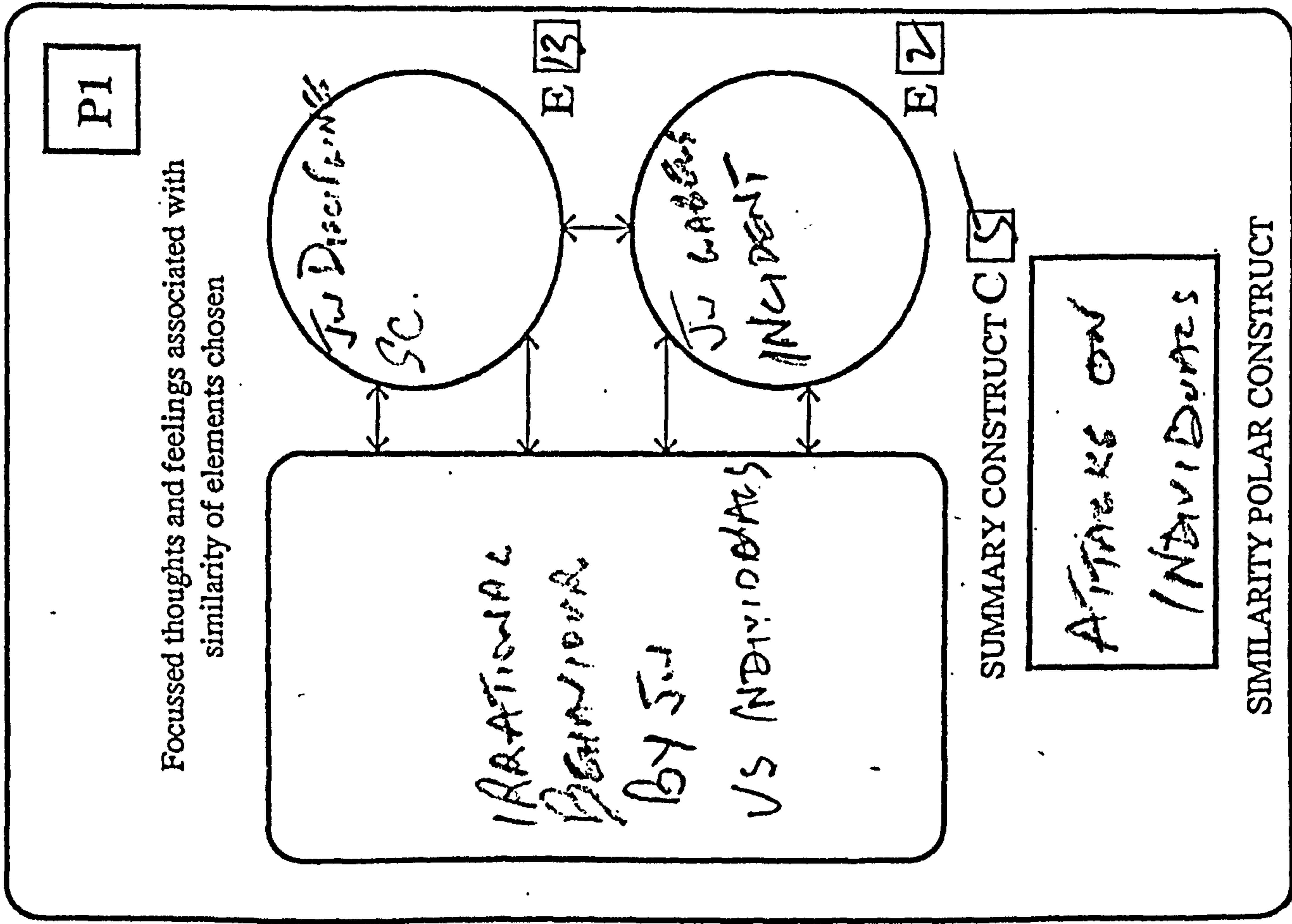




# TRIADGRAM®

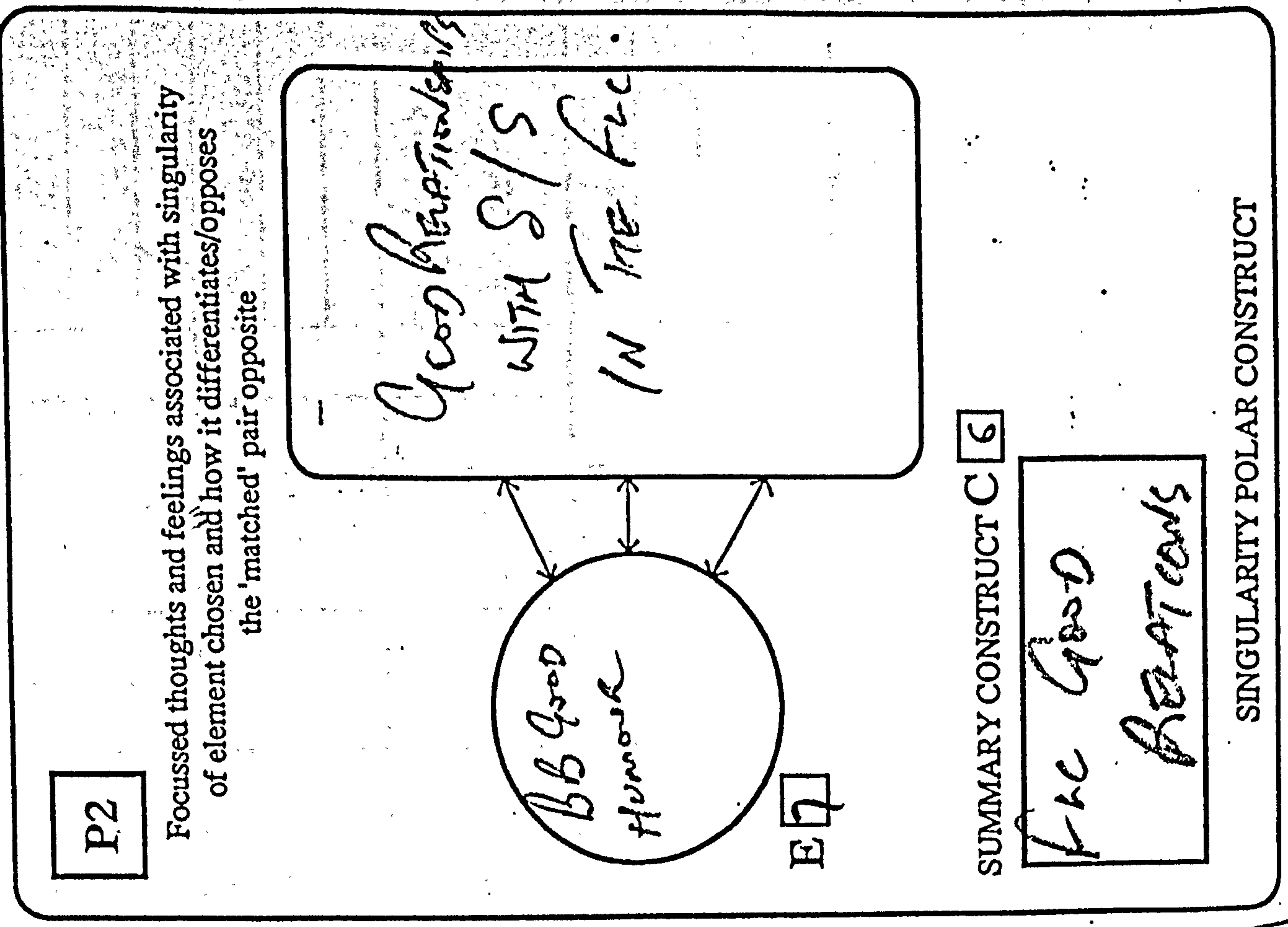
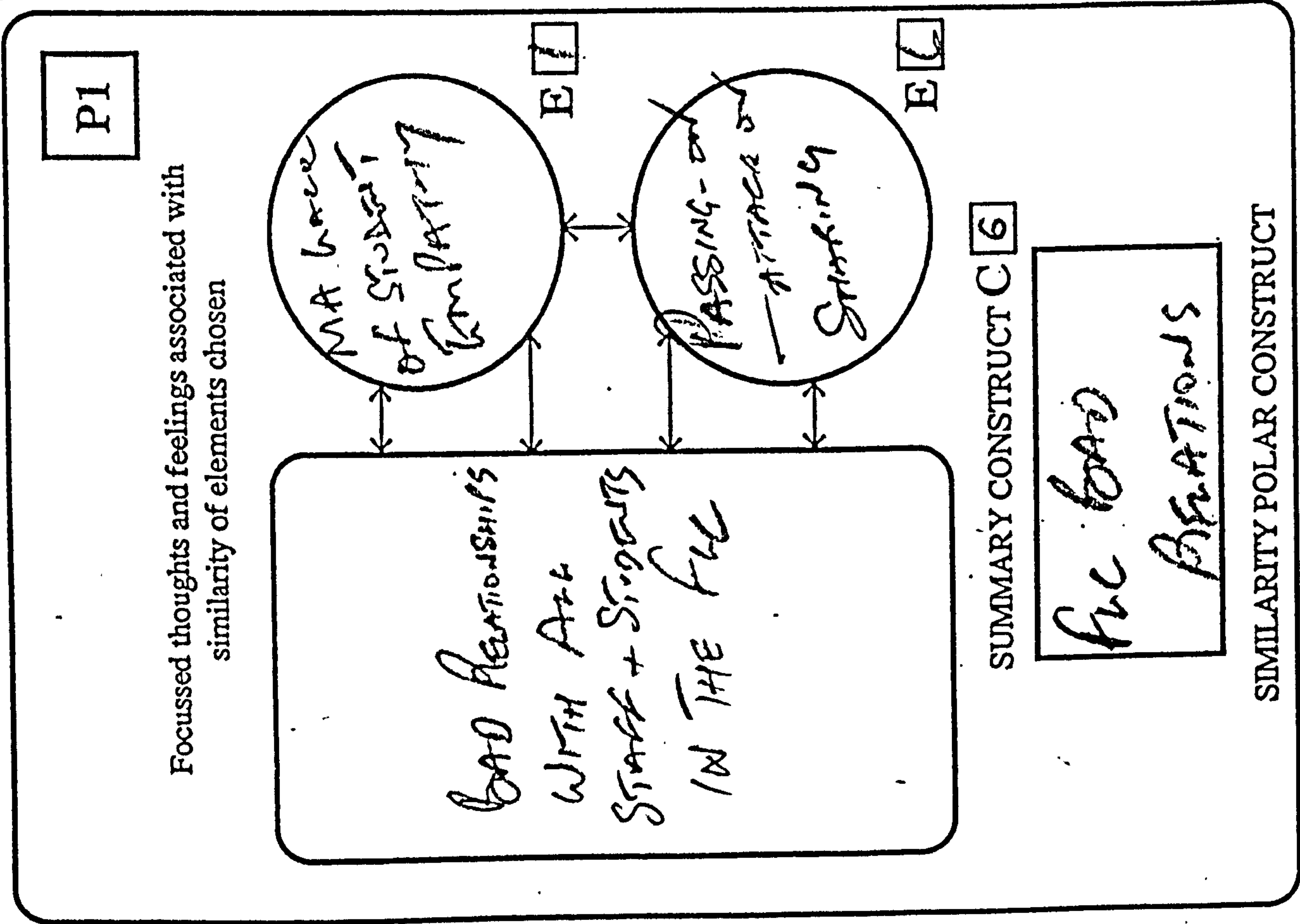


# TRIADGRAM®





# TRIADGRAM®





J. Perry

PERSONAL REPERTORY GRID (RAW ENTRY) : CSHL

(3)

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	Senior	✓	✓							X										X	Student
	Management	1	1	1	1	1	1	3	3	3	3	3	1	1							Professionalism
	Unprofessionalism																				
	C2 Lack of team	3	3	X	✓	✓	3	3	3	3	3	3	1	1							Existence of team
	C3	2	2	2	2	2	2	1	1	2	2	2	3	2							-ve discrimination for women
	C4	1	1	1	1	3	X	3	1	3	1	1	1	1							Student participation
	C5	✓	✓	X										✓							Attacks on individuals
		1	1	3	1	1	3	2	2	2	2	1	1	1							group
	C6	✓	✓				✓	X													All good relations
		1	1	1	1	1	1	3	3	3	3	3	1	1							

10/4/94

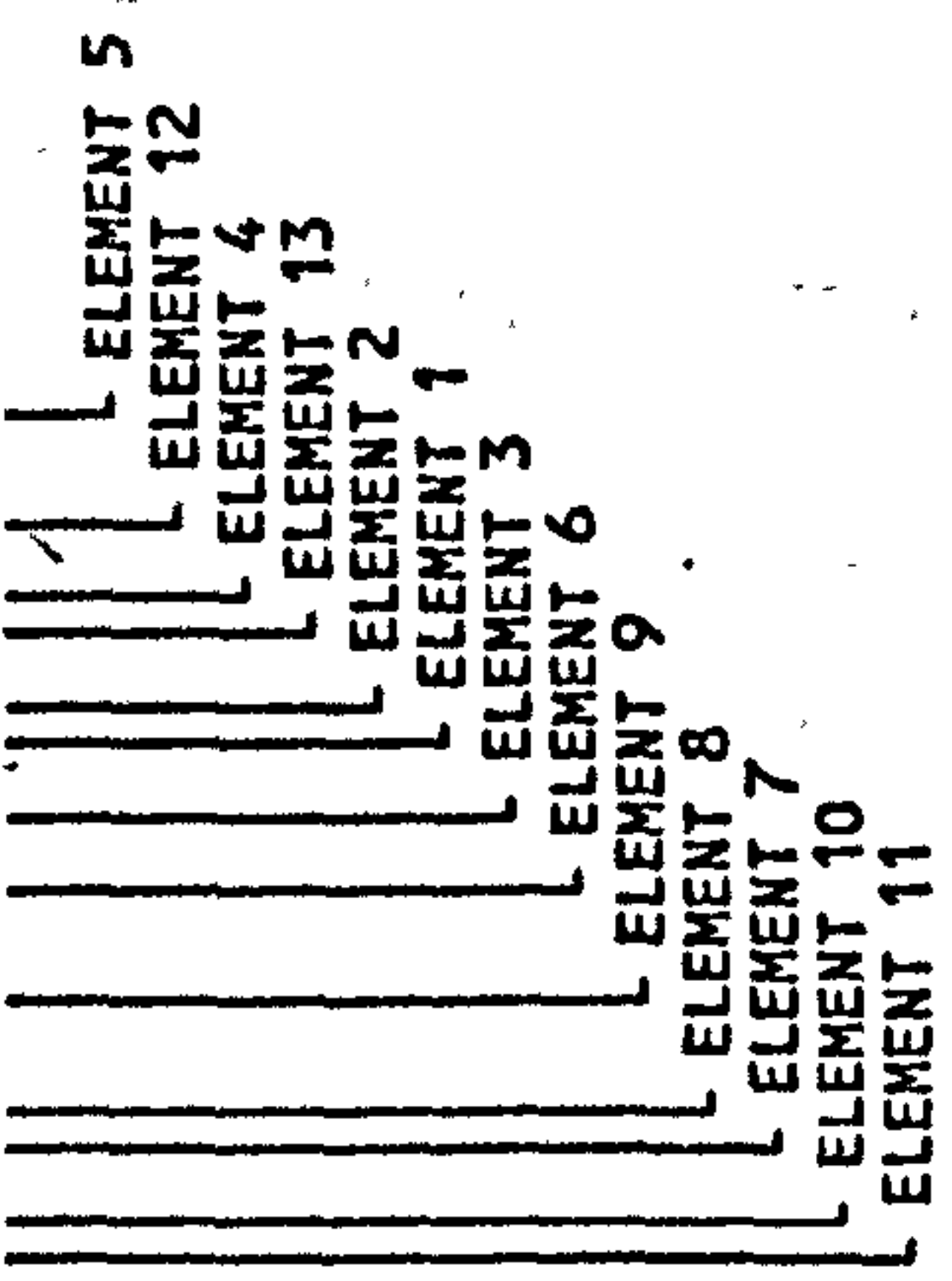
SC/HR/RG0/CSHL/6.92



GRID - JOHN PERRY - V01

SPACED FOCUSSED GRID

CONSTRUCT POLE RATED - 1	EE EE E E E EE EE E 11 -- - - - 1-1 - 10 78 9 6 3 12 34 2 5	CONSTRUCT POLE RATED - 3
TEACHER - FACILITATOR C4	11 11 3 3 1 11 11 1 3	C4 STUDENT FACILITATOR
ATTACKS ON INDIVIDUALS C5	12 22 2 3 3 11 11 1 1	C5 ATTACKS ON GROUP
NEGATIVE DISCRIM OF WOMEN RC3	22 33 2 2 2 22 22 1 2	RC3 POSITIVE DISCRIM OF WOMEN
LACK OF TEAM C2	33 33 3 3 3 33 11 1 1	C2 EXISTANCE OF TEAM
SENIOR MANAGEMENT - UNPROF'L C1 FLC BAD RELATIONS C6	33 33 3 1 1 11 11 1 1 33 33 3 1 1 11 11 1 1	C1 STUDENT PROFESSIONALISM C6 FLC GOOD RELATIONS



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# PATTERN OF MEANING : LADDERING-UP ANALYSIS RECORD

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

Element Cluster	Record of Personal Feedback
E1, E2, E3, E4.	Authoritarian style of management clashes with a humanist approach
E1, E2, E3, E4.	— u —

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

Construct Cluster	Record of Personal Feedback
C4, C5.	Underpinning manipulation element in attitudes of individual teachers
C1, C6.	Bad relations in the <del>workplace</del> & management attention

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

Element Construct Cluster	Record of Personal Feedback
E1, 2, 4, 13 & C4, 5.	Manipulation is a feature of authoritarian management
E1, 2, 4, 13 & C1, 6.	This snapshot seems to represent an all-time low in relationships between the staff & management.

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

Purposes and Aims	New Learning achieved upon reflection
Human relationships within the organization	Clash of attitudes — 'macho' management style vs co-operative teamwork style of practice.

Learning Focus: Observations of social interactions in the IT Workshop/PLC. '15'

Clients Name: John Perry

Date: 20/07/94



# PATTERN OF MEANING : LADDERING-UP ANALYSIS RECORD

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

Element Cluster	Record of Personal Feedback
E11, E10, E7, E8	People working together.
E1, E2	Old ways in management

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

Construct Cluster	Record of Personal Feedback
RC3, C2, C1, C6	Positive environment established in Feb
C2	Negative/discriminatory environment

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

Element Construct Cluster	Record of Personal Feedback
E7, 8, 10 & 11 with C1, 2, 6 & RC3	} Establishment of good working environment facilitates co-operative team-work
E1, 2 & C2	} Extension of disharmony from other areas

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

Purposes and Aims	New Learning achieved upon reflection
Importance of social relationships & underlying the learning process.	Despite setting up a productive & happy working team of practitioners, we are occasionally undermined & threatened by "outside forces"

Learning Focus:

Observations of social interactions in the IT Workshop/AC - '3's'

Clients Name:

John Perry

Date:

10/07/94