

Appendix G

Cert. Ed. ITFM professional development reflective accounts

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Exhibit G1Jenni Newton

Name JENNI NEWTONStage 3 :- Cert. Ed.Task I.T. option parts 1 & 2.

Jenni has been following the IT option over the last 4 terms. (P.T.O.)

I feel that you have been on a personal voyage of discovery i.e. 'Jenni's Odyssey' when it comes to IT, PL and your own personal skills/expectations in general. It is clear that over the past year you have learnt a lot about IT as both a skill (w.r. & D.T.O.), but also in terms of your own individual learning, from which you have been involved in some valuable reflective exercises. I feel these 'awarenesses' by yourself as an individual w.r.t. the 'difficulties' of learning can be beneficially fed back into the review and organisation of your own courses in general. From this point of view you will be a valuable 'teacher' because of these learning experiences.

I would support any application you make for further development work linking; office skills, IT and PL with both adult and traditional subjects, perhaps in the O.S.C. as we noted earlier in our tutorial. Thus, if this was to become part of the new M.Ed. module; so much the better, as it would give both 'credence' and provide 'external' reference to assure quality in your future practice.

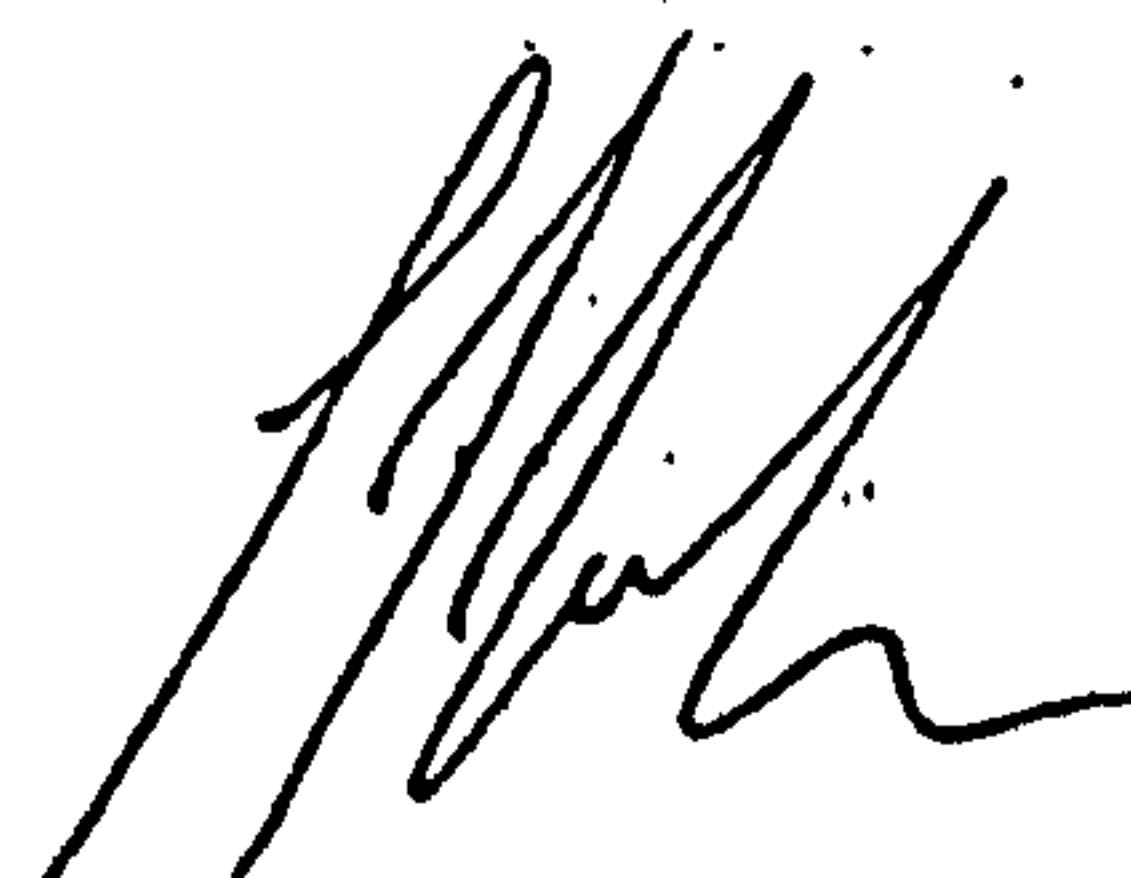
A few critical points with regard to reports in general.

The organisation could have included a few missing sections

dear: - acknowledgements
references & bibliography
Summary/overview of entire project in Introduction
Evaluation strategy/analysis.

I am not too critical at this stage, but should
in wish to write-up research report findings etc. for M.Ed.,
I would need to 'polish-up' some of these areas.

Not too worry though, as this was an otherwise
excellent piece of work contributed towards your
Part 2
IT system.

 5/1/83

ASS

PERSONAL LEARNING BIOGRAPHY: NAME

JENNI NEWTON

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 S.C. 'Subjectively' assessed 'Objectively' measured
15/12/92	Word processing package, with I.T. self I shall be familiar with quickly and easily.	Frustration eventually overcome by perseverance. Although as soon as IUC mastered one package I discovered another!	S.C. I showed me past year that Jenni has gained a personal influence and become better organized.	confidence, professionalism. opportunity to "be a student" & realise obstacles in their way including personal thoughts & feelings & activities. The "individual" emerges strongly. Teaching & learning methods.	Better organized. Used 17 printers e.g. word-processor. Thinks more about applying skills to learning and the problems faced by the individual learner; has social skills to reflect on own teaching management. "Managed difficult change" GTP management between home & work.
15/03/93	DTP & its enormous potential for producing professional resources.	Enthusiasm - I'd like to produce assignments/boards for font designs. contributes to feeling of professionalism & confidence. Ability to "get what I want".	demanded from copy with grace, plus being an active learner. e.g. organizing materials.	Embodied self on running IT course initiatives. Learnt and applied skills to project.	

TO Steve Coombs

FROM Jenni Newton

DATE 26 January 1993

Many thanks for your help and encouragement during my IT assignment for Cert Ed. I certainly gained more than subject knowledge from this module!

I've decided to have a break from studying for a while, but will take up your offer of support when (if?!) I decide to continue with the M.Ed and Mike's "Adult Learners" module.

In the meantime, I would like to indicate my interest in working within a team in a flexible learning environment, as discussed in our tutorial on 11 January.

CERT ED (FE) ASSIGNMENT

IT OPTION

JENNI NEWTON

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INTRODUCTION

I decided to study the IT Option primarily because it is directly related to my current teaching subjects, but also because I wish to extend my subject knowledge to help me in the production of my own assignments for Cert Ed.

There have been several difficulties in completing the option, not least of which have been time management and lack of motivation.

This option has led me to investigate my own preferred learning styles and methods which in turn will, I believe, inform my own practice by highlighting the need to accommodate individual learners in a flexible learning situation.

My experiences in the IT workshop and the Open Business Centre (OBC) prompted me to query why records are kept, and whose property they should be?

The assignment documents my personal learning experiences, problems encountered, and learning outcomes in diary format. It has been produced in the OBC using Word 5.5 and Aldus Pagemaker applications software packages.

GOALS FOR I T OPTION

Learn sufficient Word Processing and Desk Top Publishing to produce Cert Ed assignments

Achieve C&G726 Module Certificates for DTP and WP (or similar qualification)

Teach WP and DTP to student groups.

LEARNING EXPERIENCES/PROBLEMS/OUTCOMES

1) IT WORKSHOP

The workshop offers flexible learning packages, backed by extensive learning records and steering tutorials, to a variety of students (see appendix i for leaflet).

Prior to my first session with Steve Coombs I completed an Initial Personal Feedback Questionnaire to identify my preferred learning style and my goals. At this time, I felt that I could plan and organise my own activities with ease and that keeping a diary/log for planning future events and activities would be an easy exercise. I thought that I would be able to learn effectively in a workshop learning environment, given the appropriate range of learning resources. I disagreed that I constantly need someone to dictate or tell me what to do in order to learn. I stated that I could manage and organise my own personal timetable of learning activities, and would not prefer someone else to impose a timetable of duties/activities.

On reflection, I responded to the PFQ as I would like to be, not as I am. I feel that I was strongly encouraged to take responsibility for my own learning and was unable to express my need for some initial "input".

It was my intention to learn enough to help me process my Cert Ed assignments, to achieve C&C726 module certificates for DTP and WP, and to share my new subject knowledge with student groups when I felt competent.

The diary which follows describes the system of flexible learning in the workshop and regular tutorial review sessions.

DIARY

My first tutorial with Steve, on 27 September 1991, was spent analysing my response to the PFQ, stating my goals, and identifying my relevant prior achievements. The PFQ is produced on similar lines to the Learning Styles Questionnaire designed by Honey & Mumford to discover preferred learning styles (see appendix ii). The LSQ helps you to pinpoint your learning preferences so that you are in a better position to select learning experiences that suit your style. The PFQ is more specific to the flexible learning environment, and helps you to clarify how you will use the workshop, and for what purpose.

A lengthy discussion of the academic/vocational dichotomy was worthwhile although it does not contribute directly to IT. This tutorial was most enjoyable but insufficiently focused, and overran by almost 2 hours!

It was difficult to allocate time for the workshop from a busy schedule, and I was therefore keen to ensure that my session was successful. Having to constantly ask for help, and identify who could be asked for help, was frustrating. The computer tutorial packages are not particularly user-friendly, and I was envious of student groups who were enjoying a "proper lesson". Having decided that, with my keyboarding skills and business background, I should be able to cope easily, I allowed myself to feel stupid when I couldn't cope.

My steering tutorial on 7 October 1991 had to be with another staff member as Steve was away. I tried to articulate my concern about my mismanagement of this work, and renegotiated to produce all my resources using IT for a particular course.

I realised that my concentration span is short. I couldn't discover how to find out what

I needed to know. There has been talk of a video to help me, but the viewing equipment is never available and the video is not allowed off college premises. I wanted to put into practice what I've learned so far, but there have been difficulties with all terminals booked out to full-time students.

The next tutorial was arranged for 28 October 1991 with Steve, who failed to attend. I had allocated time for this session and didn't want to waste it but, once again, no terminals were free.

My motivation had now hit "rock bottom". The workshop cannot often accommodate me during my free time. I was not happy with my progress and began to feel the pressures of Cert Ed assignments and other work. This poem, by RD Laing, summarises my feelings at this time:

There is something I don't know
that I am supposed to know.
I don't know what it is I don't know
and yet I'm supposed to know,
and feel I look stupid
if I seem both not to know it
and not know what it is I don't know.
Therefore, I pretend I know it.
this is nerve-racking,
since I don't know what I must pretend to know.
Therefore, I pretend to know everything.

I feel you know what I'm supposed to know
but you can't tell me what it is
because you don't know that I don't know what it is.

You may know what I don't know, but not
that I don't know it,
and I can't tell you. So you will have to tell me everything.

Another lengthy tutorial with Steve on 19 November 1991 was again very interesting but not totally constructive. We discovered that my computer at home is not compatible with MCC hardware, so I couldn't allocate time at home to overcome the workshop booking system. Steve suggested I could book the laptop computer as an alternative, and briefly instructed me how to use it and how to format a disc.

I encountered no problems with booking the laptop, although I understand that it is usually booked out at weekends/holidays and in any event is only available for 24 hours. I enjoyed using this equipment, but managed to save all my work on the hard and floppy discs! In the short term the laptop is helpful, but it is not practical in the long term.

My next tutorial with Steve, on 27 November 1991, centred on the excellent review tools produced by the workshop. I enclose samples at appendix iii. The Personal Review Log (PRL) summarises the student logbook, whereas the Personal Learning Contract (PLC) helps to identify strengths/weaknesses and the Personal Learning Biography (PLB) helps to clarify changes in attitude, behaviour, and/or understanding. The Spidergram provides the means with which to brainstorm ideas effectively, with a focus at the centre and relevant ideas linking with it. I have used it when formulating assignments, lesson plans, etc, and would recommend it.

I must admit that I felt swamped by paperwork and queried the purpose of keeping records on this scale. Are they for the learner, or the tutor, or both? Who "owns" them? Should they be kept indefinitely? What storage capacity is there in the workshop? Are the records confidential - who has access to them, and for what purpose? Whilst I don't dispute these are well designed forms/plans which should help students, I believe that communication in person is preferable, either in small groups or - better still - 1-1. Perhaps one negotiated progress record could be kept by the student, with a copy for the tutor, for the duration of the course and presented to the student on completion for safe-keeping? This would avoid overwhelming record-keeping and problems with confidentiality and access.

My sessions in the workshop have been more successful. Determined efforts have enabled me to number pages, enlargen and embolden headings, change printing style, edit text and produce a super document on the laser printer. An achievement, at last! I felt I could move on from WP to DTP, in order to produce a front cover for my current

assignment.

My tutorial with Steve on 29 November 1991 lasted more than 2 hours and centred once again on resources. He was keen for me to use his Universal Design Template to revise the complete Land Administration course, including all the essential ingredients. Steve set this task as my IT option goal. I agreed that this would be an excellent piece of work, but I have 3 reservations:

- 1 When will I find time to do it?
- 2 With teaching contracts renewable termly, is it worth my while to "overhaul" the course when it might be for someone else's benefit, not mine?
- 3 What about my original goals for this option?

During my next sessions in the workshop I investigated CorelDraw, the DTP package, and produced an assignment cover with centred text, "Paradise" script, altered sizes and a solid black border. This could be fun!

Steve was again absent for our tutorial session which had been arranged for 11 December 1991. One of his colleagues agreed to see me instead, but this was not a great success as he wanted me to reset my goals once again to comply with his special interests. We discussed the difficulty of booking the laptop, which Cert Ed colleagues had either experienced as well as me or did not know that such equipment existed. To overcome problems with access to a computer workplace, I have decided to attend a short course on DTP at evening classes early next year.

My next tutorial has been arranged for 22 January 1992. I have totalled more than 40 hours for this option so far, divided between workshop practical sessions and steering tutorials.

My son's health problems have prompted me to put IT on ice until later in the year, possibly the summer term. The evening class in DTP has not materialised, due to insufficient numbers.

LEARNING EXPERIENCES/PROBLEMS/OUTCOMES

2) Flexible Learning Presentation

The Flexible Learning Coordinator at Mid Cornwall College, Mike Reed, has requested a Cert Ed team to make a one day presentation on flexible learning for staff at the college.

I worked with John Perry and Zowie Keating to produce this in June. Full details are available in my description and evaluation of the experience in my Cert Ed core assignment 3.

Our background research highlighted the need for "stand alone" resources and well structured and managed supervisory tutorials. As a result of my own participation in this one day presentation, I have realised that flexible learning must be adapted for individuals and must meet their needs. I felt that, if I am to return to the IT workshop, I must assert myself, repeat my goals and work towards achieving them.

LEARNING EXPERIENCES/PROBLEMS/OUTCOMES

3) Staff Training

One of the computer rooms at Sedgemoor has been converted to Beltron equipment and weekly staff training sessions have been offered by Sue Fox on a first-come-first-served basis.

DIARY

I attended training sessions on 3 June, 10 June and 1 July totalling 9 hours. The atmosphere was warm and encouraging and very conducive to learning. Sue explained and demonstrated to the group how to format discs and get started on WP using Word 5.5. Just 30 minutes of "input" (which I needed last September) was sufficient for me to use the package with confidence and some degree of success. Sue remained accessible throughout, helping where needed. Group members felt able to ask each other for help if Sue was busy. This was, for me, an excellent learning environment, offering time and space for individuals to work at their own pace with the security of a "troubleshooter" where necessary. It enabled me to compute two assignments during the summer break without any trouble.

LEARNING EXPERIENCES/PROBLEMS/OUTCOMES

4) Open Business Centre

The OBC was "created" during the summer break. The centre builds on the experience and approach of the college's Open Learning Centre; you can work at your own pace and negotiate the times that you attend - see appendix i for leaflet.

DIARY

I had not realised that the OBC was accessible to me until I needed to produce an assignment and the equipment in Room 216 - where I underwent staff training in June and July - was fully booked. On enquiry at the OBC, I discovered that I was welcome to book a computer on the understanding that there is often no technician or supervisor available to help with difficulties. I have now used the centre extensively and experienced only occasional problems with booking equipment. The staff are helpful and friendly, and the centre is available during the lunch break which is useful to me.

The only criticism I might make against the OBC is that the printer is only connected to one terminal, which often creates a queue.

CONCLUSIONS AND IMPLICATIONS FOR PRACTICE

At the time of writing this assignment - October 1992 - I now feel able to work towards my original goals for the IT option. The Honey and Mumford LSQ and the IT workshop PFQ are designed to help you discover your preferred learning style(s) in order to select learning experiences that suit your style. It is now clear to me that I should have taken more time to complete the questionnaire, and that maybe I should have been reassured that it's okay to dislike (and reject?) the learning experience being offered. In an effort to accommodate individuals and their specific needs, especially in a flexible learning situation, it is imperative not only to create opportunities for learners to express their likes/dislikes, needs and goals, but to listen to and act upon their feedback. This feedback must be viewed as "constructive criticism" - it is the teacher's job to fulfil students' needs as far as possible and this requires flexibility and adaptability. If teachers conduct "action research" and invite feedback they must be prepared to act upon that feedback where appropriate. It appears to be more difficult for mature students to feel comfortable about expressing their needs and they should perhaps be encouraged to do so. If I had been more confident I feel sure that I could have managed my learning (and my time!) more effectively. This experience has certainly made me aware that our students are individuals, that they must (sometimes) be helped to realise that their needs are all that matter to them, and that schemes of work may have to be adapted or even rewritten if that is what it will take to fulfil the students' needs.

Kerry's early work discovered that "most mixed ability teaching fails to provide for the specific needs of individual pupils or of several pupils with similar needs". (Providing for Slow Learners, Special Education: Forward Trends, 1982).

It has been interesting for me to explore the various facilities available for learning WP and DTP, and it has been useful for me to make comparisons and discover which

learning environment suits my preferred learning style. I have learned sufficient WP and DTP skills and knowledge to produce all of my Cert Ed assignments to date, and to share my skills and knowledge with Land Administration students this term with success. Of my stated goals for the IT option, it only remains for me to achieve qualifications, either C & G or RSA, in these subject areas. With all my Cert Ed work, apart from the main project which is at the pilot stage, completed, I hope now to be able to practise for and sit these exams in the near future.

End of Module Evaluation Form

Name:

Jenni Newton

Module Title:

Start date:

Sept 91

Finish date:

ongoing

Study Pattern

How long did it take you to work through the module? What was your weekly study pattern? (e.g. 3 months at 2 hours per week).

sporadic

Course Materials

Which aspects did you find were good, e.g. CAL packages, workbooks, exercises, videos, etc?

Which aspects could be improved?

resources I have discovered now (Dec 92) are a vast improvement

Personal Support

In what ways did your tutor give you useful support?

confidence & enthusiasm

How do you think tutor support could be improved?

more structured, regular

In what ways has the support by I.T. Workshop staff, (tutors, technicians, admin) been useful?

How could this support be improved?

clear guidelines - who to approach

The Module Itself

What is your opinion of the assignments and other work you were asked to do for this module?

difficult to formulate my own assignment, probably easier to ask being directed.

What was your main response for choosing this module and have the outcomes been to your satisfaction?

Interested in IT, need it for my job. Outcomes not entirely to my satisfaction, but I believe this is an ongoing situation.

Do you have any other comments? (continue on extra sheets if necessary).

Please refer to my cert ed assignment. I learned more about teaching & learning methods than about IT - a very valuable piece of work for me. :-)

Signed:

Date:

SJC/CSHL/MCC/PFQM/6.91

UPDATE AND REFLECTIONS

JANUARY 1993

Open Business Centre

All terminals are now connected to the printer, but the Centre is very popular with students and this has resulted in a reduction of opportunities to "pop in when you're free" and a strict booking system has been adopted.

The network has limited software packages, for example Coreldraw is not available.

Flexible Learning

It appears to me that many teachers who believe they have organised flexible learning schemes are merely "paying lip service" to the latest trend, but they are not prepared to change their delivery methods.

Of course, it is difficult to put flexible learning into practice in the ordinary "chalk and talk" teaching and learning environment because of the constraints of existing facilities and resources - both of which are expensive to convert.

It would be ideal if each student group could be allocated its own "resource centre", with a team of teachers who all come to the students - this might encourage students to enjoy "their" course and work better as a result. For example, I have to teach office practice in rooms full of typewriters and blank walls - it would be nice to be given ownership of a room to "decorate" (with posters, assignment materials, examples of work, etc.) Indeed, it is impossible to organise effective flexible learning without unrestricted access to back-up resources. As more emphasis is put on assignment work and projects, from GCSE onwards, so the need for complementary resources becomes apparent.

Information Technology Work Shop (ITWS)

I have noticed a tremendous improvement in the organisation and management of the ITWS, which is now well established and heavily used. I wish I had started the module this year, rather than in 1991!

Tutorial System

The tutorial system has been organised to allow sessions to be booked and adhered to, with a daily "diary" of appointments completed in advance to help time management.

Supported Learning

One section of the ITWS is now fully staffed at all times, and all visitors are asked whether they would like assistance available or prefer to work alone. This has effectively solved my dilemma "who should I ask for help?" - I always book a "supported" computer!

Record-keeping

Questionnaires

Having discussed the record-keeping systems with Steve, I am aware that the initial and final questionnaires provide an excellent measure of progress made during the option - not merely measuring the IT procedures learned but proving that, in my case, I discovered how to learn. My confidence increased, which in turn enabled me to learn what I wanted to know: the very best learning situation.

However, I feel it is appropriate to add that I might have seen the usefulness of completing the questionnaires sooner if their purpose had been fully explained and set in context at the outset.

Learning Log/Diary

The various learning logs alienated me, and have not proved valuable to me, possibly because I have found them so difficult to keep.

I am better organised than I used to be, partly as a result of "looking at myself" when I realised keeping a learning diary destroyed my enthusiasm, and partly as a result of meeting deadlines for Cert Ed assignments.

I do question their relevance and constructive use for myself, although I can allow that they would be useful for different learners.

Spidergram

The Spidergram is excellent for formulating ideas, setting the logical sequence of achievements and revising targets. I now find it difficult to start an assignment without first clarifying my thoughts using this resource, and I am proud to report that I can now produce an excellent Spidergram using Pagemaker!

Obstacles and Goals

Looking back, I can view the obstacles encountered during this option - collapsed evening class, insufficient "troubleshooting" help, etc - as challenges to be overcome, but it was demotivating when the obstacles started outweighing the achievements: we all need to feel we are achieving something in order to carry on working towards our goals.

Conclusions

In conclusion; I feel that I have gained a lot through completing this option, not just about IT and its place in my teaching, but about managing learning and in increased personal confidence.

My experience has emphasised the need to spend time ensuring that students are doing the "right" course, and it appears that the ITWS is moving towards this assurance, although it is hampered by the limited resources available.

I do wonder whether I unconsciously put up a "barrier" against technology, created by old-fashioned values and attitudes that "females shouldn't be allowed to follow scientific or technical subjects", and I appreciate the obvious efforts in the ITWS to create a welcoming atmosphere in this "male" environment.

I believe that IT is an area which is constantly changing, and as a result I shall be forever updating my knowledge, but this option has also taught me a lot about learning strategies in general and myself in particular.

ST AUSTELL COLLEGE

INDIVIDUAL TUTORIAL PROGRESS REPORT No.

NAME JEWNI NEWTON COURSE CERT. ED. / IT OPTIM.
MODE (F/T OR P/T) P/T TUTOR S. GUMB.
DATE 5 / 1 / 93 TIME 11am — 12.45pm

Student Feedback re: Personal Record Activities/Agenda

What successes/progress has the student made?

Finished report on IT optim for Cert. Ed. assessment.

What problems/solutions has the student reflected upon?

Reasons for doing course and personal problems related to self, motivation and future practice.

In the light of this 'steering-tutorial' evaluation, what new actions/activities have been negotiated? Does this represent a departure from the current personal record?

I shall assess and give feedback on report.
Tutorial for next week to give separate help on final project; perhaps, use of a textgram tool for 'authentic' information + hand back (T report & comments).

MID CORNWALL COLLEGE

INDIVIDUAL TUTORIAL : PERSONAL RECORD

Student name: Jenny Newton Age: Course: Cert. Ed. Tutor: Steve Cumbs

Date: 27/9/91 Time: 10 am Tutorial type: programmed ad-hoc other

Purpose of tutorial/ Tutor comments:

To negotiate steps of Cert. Ed. action plan for General IT areas.
 Jenny thinks learning by doing is preferred to conversation.
 Jenny feels she can plan her activities, has used diaries but not other tools yet i.e. logs/diagrams etc. She to manage and create own timetable.
 Poor experience of w/p, but little practical knowledge of PC. Jenny would like a general overall introduction to all applications with a review after a period of time.
 Poor basis of work possible e.g. word processing.

Problem areas:

Need improving skills; need to go beyond basic I.T. skills for teaching, especially in her studies field.
 Able experience associated with working with colleagues e.g. those with vocational/applied background (e.g. Jenny) to those from academic.
 * Jenny has put personal work for 3/4 months due to social/family matters, but will resume when ready.

Outcomes/ Learning contract agreements:

- ① Introduction to PC. follow Wp plan programme.
PC tutor → PC operating systems → learn DOS (Hard Disk Management)
- ② To use log-sheets to record activities (PRL) and I.T. log.
- ③ To use Windows 3.11 course.
- ④ Work for Windows tutorial (phase 2)
- ⑤ To produce Cert. Ed. report (teaching research material) using facilities + investigate suitable education report format/style for use.
- ⑥ Ed. Research assignment + observation. (a) W. P. as pres. tool.
- ⑦ Start OLP plan. (8) To negotiate new PR: (b) Use PRL planning sheet. (c) Try to use biography sheet.

Future recommendations/ Action/ Appointments made:

10.15 am; 7/10/91; steering tutorial with view to arrange formal tutorial as follow up for programme negotiations.
 steering tutorial, Tues, 19/11/91, 9 am

Sheet no. 1 Tutor/tutee signatures: [Signature]

Exhibit G2 Chris Johnson

MID-CORNWALL COLLEGE - PROFESSIONAL STUDIES

Tutor Comments for Coursework

Name Chris JohnsonStage Cert. Ed.
Task I.T. OPTION / (STAGE 2)

6/12/93.

Well done Chris! You've finally handed in your completed IT portfolio of work. It is well structured with clear sections discriminating your activities as follows:-

- schedule of events/activities.
- evaluation of own reflection using review logs etc.
- various exhibits of IT applied to context of own working life!
- new areas investigated beyond initial remit.
- case account of learning experienced and future intentions.
- final evaluation feedback plus feedback questionnaire eg. PFA1 completed.

These above evidence annexed as an appendix to overall report, cataloging experiences (pro and -re) and scenarios of personal development over the period of about a year.

Very enjoyable read! I accept all the criticisms made and agree that more indoor time could be spent in orientation sessions (increase the 3 group workshop sessions to 7?), plus assistance during out-of-hours times, such as lunch & evenings; rather than ad-hoc intermittent good will & luck.

The main issue is that you have succeeded with this option and have gained skills that will carry-over beyond doing a job. Indeed you have given intentions/plans of what-to-do-next!

Hence, this is a well deserved and meaningful 'PASS'. I have also enjoyed your company and presence in the IT world and hope to keep on 'bumping' into you in the future!

[Signature] Cert Ed / IT Init. - 389 -

Conversational Case Account



Please enter in the spaces below information and any other supporting evidence you can recall accounting towards your overall progress so far, including future learning intentions. If you find this exercise difficult, then try using a Spidergram to focus, identify and record your experiences prior to completion of this account (it should help you to collect your ideas!). Information recorded from this account can be used towards constructing personal statements for Records of Achievement, Reflective Journals, Personal Learning Biographies etc.

What are the most important things that you have learnt for yourself since starting your programme of work?

- (1) Use of computer to produce properly typed assignments & projects for the best Ed course.
- (2) Use of Aldus PageMaker to produce various documents & features useful for future projects.

What are the most important things that you are currently learning and find yourself involved with now?

- (1) Interaction between various software packages on the network
- (2) Use of scanner technology to produce artwork & graphics.

What learning activities do you hope to be involved with in the future?

- (1) Continued use of Aldus PageMaker to produce "Flexible Learning Packages for my own teaching programme."
- (2) Use of Corel Draw to improve graphic presentation

Case Name

CHRIS. JOHNSON

Record Date

25/10/93

SC/CCA1/CSHL/10.93

Question number 1

Do you feel that you have completed your module/programme of work according to your last PLC action plan?

Circle one of the following :

- A Strongly disagree
- B Disagree
- C Neither agree nor disagree
- D Agree
- E Strongly agree

If you have significantly changed your work pattern in any way that alters your last action plan, please give reasons as to why and how the plan has been changed?

(1) Abandoned use of scanner for graphics used in Cert Ed Term 4 projects. Memory requirements for the student centred learning packages in excess of those available on floppy disc.

Question number 2

Did you find the strategies you used for doing your work that were negotiated as part of your action plan, were useful and relevant towards the actual learning programme that occurred?

Circle one of the following :

- A Strongly disagree
- B Disagree
- C Neither agree nor disagree
- D Agree
- E Strongly agree

Outline the ways and methods used, in which you think you have done your work successfully and any suggestions as to how these could be improved to suite your learning style?

(1) Tutorials, cal packages, reading, other student.
(2) I believe some structured, didactic/hands on tutorials would have saved time in the early stages of learning software packages.

Question number 3

Did you satisfy the aims and targets set by your learning agenda, which is outlined in your personal record in the learning contract agreements section?

Circle one of the following :

- A Strongly disagree
- B Disagree
- C Neither agree nor disagree
- D Agree
- E Strongly agree

State briefly which targets you have achieved so far from the tasks attempted. Also state which tasks you have had difficulty with and why?

- (1) Use of word processor
- (2) Use of desk top published
- (3) use of scanner.
- (4) Interconnection between different equipment + programmer.

Question number 4

Do you now find that working on your own has made you a more effective learner?

Circle one of the following :

- A Strongly disagree
- B Disagree
- C Neither agree nor disagree
- D Agree
- E Strongly agree

If you feel that you are now a more effective learner when working on your own, give reasons as to why this is, or if you feel that you are not an effective learner then try and identify the causes behind this problem?

- (1) Agree but believe some instruction on the various software packages would have saved time. Silly mistakes.
- (2) Incompatible assignments with files on equipment producing frustration

Question number 5

Were the outcomes (i.e. what you think you have actually learnt) successful according to the set aims in your action plan?

Circle one of the following :

- A Strongly disagree
- B Disagree
- C Neither agree nor disagree
- D Agree
- E Strongly agree

What are the most important things that you think you have learnt since your last tutorial?

(1) Use of word processor
(2) Use of desktop publishing
(3) Use of scanner
(4) Filming system on computer.

Question number 6

Did you discover or want to move towards any new aims & objectives other than those initially negotiated? (i.e. did you want to explore a particular area more fully as a result of your actual experience, or were you perhaps stimulated into a new area of study not considered previously?)

Circle one of the following :

- A Strongly disagree
- B Disagree
- C Neither agree nor disagree
- D Agree
- E Strongly agree

If you did want to explore a new area of study not previously considered, please write your ideas below, so that they can be discussed at your next tutorial.

(1) Coral draw . software
(2) CAD : software packages
(3) Upgrade of my own equipment.

Question number 7

Did you find that your learning strategies (i.e. methods used by you for your personal learning e.g. reading skills, planning etc.) improved or changed in any way as a result of completing this particular module?

Circle one of the following :

- A Strongly disagree
- B Disagree
- C Neither agree nor disagree
- D Agree
- E Strongly agree

If your learning strategies or skills have improved in any way, or you can think of ways in which they may be improved, then write these ideas down now, for discussion later with your tutor.

See previous comments .

- (1) Ensure compatibility of files + exercise.
- (2) Some dialogue input.
- (3) Sufficient support tutors.

Question number 8

Did you find that using Computer-Aided-Learning (CAL) and other courseware tutorial resources stimulated you to learn more effectively?

Circle one of the following :

- A Strongly disagree
- B Disagree
- C Neither agree nor disagree
- D Agree
- E Strongly agree

Does variety of learning resources make any difference to you? If so, can you give reasons why and also which resources you found to be useful?

Yes.

- (1) Variety enables selection best suited to the individual
- (2) Tutorial support.
- (3) Other students - peer group.

Question number 9

Do you think you can now make better use of relevant reference manuals and other literature/ sources?

Circle one of the following :

- A Strongly disagree
- B Disagree
- C Neither agree nor disagree
- D Agree
- E Strongly agree

Give some examples of reference manuals and other sources used to help you complete your work since your last tutorial. (You should have recorded these in your log (PRL))

(1) Desktop Publisher - Design

Question number 10

Do you feel you can analyse and forward plan your learning activities better than previously?

i.e. Do you feel better organised such that learning has become easier?

Circle one of the following :

- A Strongly disagree
- B Disagree
- C Neither agree nor disagree
- D Agree
- E Strongly agree

Give some reasons showing how you may be better organised now.

(1) Always have been able to organise my own learning.

Question number 11

Do you feel that your personal skills in analysing problems and finding out solutions has improved in any way since either starting this module or your last tutorial?

Circle one of the following :

- A Strongly disagree
- B Disagree
- C Neither agree nor disagree
- D Agree
- E Strongly agree

What methods do you use to help you identify and analyse problems?

(1) Research.
(2) Ask questions
(3) Seek information.

Question number 12

Do you feel that your own thoughts are now better structured/ organised and help you to learn more effectively?

Circle one of the following :

- A Strongly disagree
- B Disagree
- C Neither agree nor disagree
- D Agree
- E Strongly agree

Can you now think things through to yourself and use your thoughts constructively to help you manage your work? If so, can you remember and write down an example of where and when you last did this successfully?

(1) Following this option able to identify method of producing Student-Centred learning Packs for Bricklaying Skills. Cent Ed Project Term 4.

Question number 13

Do you agree that the personal support you received from your tutor and other administrative staff was adequate?

Circle one of the following :

- A Strongly disagree
- B Disagree
- C Neither agree nor disagree
- D Agree
- E Strongly agree

Give examples of where the support was adequate or inadequate towards your learning.

(1) Tutorial support fine.
(2) I.T. Workshop : Lack of staff at times impaired progress, especially during late afternoon / evening

Question number 14

Are you ready and confident to propose/ negotiate your next PLC action plan, leading to Vocational Qualification assessment, own bespoke project or new area of study?

Circle one of the following :

- A Strongly disagree
- B Disagree
- C Neither agree nor disagree
- D Agree
- E Strongly agree

If you have any ideas to propose towards your next PLC action plan (or future module), please write them down below. Include new areas of study, possible qualifications you want to do etc. Can you give reasons to support why you want to move into the new area you are proposing?

- (1) Corel Draw Software Package
- (2) CAD.
- (3) Equipment upgrade
- (4) Office + business routines

PFQ1A/SJC/MCC/CSHL/7.91

End of Module Evaluation Form

Name:

CHRIS JOHNSON

Module Title:

INFORMATION TECHNOLOGY

Start date:

29.9.92

Finish date:

26.11.93

Study Pattern

How long did it take you to work through the module? What was your weekly study pattern? (e.g. 3 months at 2 hours per week).

170 HOURS : APPROX 3HRS PER

Course Materials

Which aspects did you find were good, e.g. CAL packages, workbooks, exercises, videos, etc?

CAL PACKAGES : WORKBOOKS : TUTORS : STUDENTS

Which aspects could be improved?

TUTORIAL SUPPORT (IN WORKSHOP)

Personal Support

In what ways did your tutor give you useful support?

TUTORIAL SUPPORT : FIRST CLASS : IDENTIFIED REQUIREMENTS

How do you think tutor support could be improved?

PERFECTLY ADEQUATE : IN MY VIEW.

In what ways has the support by I.T. Workshop staff, (tutors, technicians, admin) been useful?

TECHNICIANS NOT HELPFUL : CHANGING CONFIG WITHOUT EXPLANATION OR ADVICE.

How could this support be improved?

TECHNICIANS SHOULD BE UNDER HEAD/TUTOR CONTROL.

The Module Itself

What is your opinion of the assignments and other work you were asked to do for this module?

I have achieved my objectives + to that extent assignments + other work made useful contributions.

What was your main response for choosing this module and have the outcomes been to your satisfaction?

- (1) Improve I.T. skills generally
- (2) Hands on experience of various software packages
- (3) To produce literature including well presented assignments Centred Course + Teaching

Do you have any other comments? (continue on extra sheets if necessary).

- (1) I have to say that despite some early and continuing frustrations I have thoroughly enjoyed the course of this.
- (2) I have found the both the staff and other students supportive and helpful.
- (3) Despite the fact that an increased number of machines are available it is still difficult to book a machine at short notice.
- (4) Slower machines in the workshop to be avoided.

Signed:



Date:

26.11.93.

SJC/CSHL/MCC/PFQM/6.91

A**SCHEDULE OF TUTORIALS**

No	Tutor	Time	Date
(1)	Steve Coombs	09.00-10.30	29.09.92
(2)	Steve Coombs	11.45-12.45	02.11.92
(3)	Steve Coombs	11.45-12.45	09.11.93
(4)	Steve Coombs	09.15- 10.00	08.02.93
(5)	Steve Coombs	10.30 - 12.30	22.03.93
(6)	Steve Coombs	11.45 13.00	05.05.93

INFORMATION TECHNOLOGY OPTION**RECORD OF HOURS EXPENDED**

DATE	SESSION	TOTAL	COMMENTS
21.09.92	3.00	3.00	Cal Packages
28.09.92	3.00	6.00	
29.09.92	1.50	7.50	
30.09.92	3.00	9.00	
05.10.92	3.00	12.00	
08.09.92	1.50	13.50	
15.10.92	1.75	15.25	Exercises W/W & PM3
22.10.92	1.75	17.00	
05.10.92	1.25	18.25	
12.11.92	2.00	20.25	
19.11.92	1.00	21.25	
04.12.92	2.00	23.25	
17.12.92	2.75	26.00	
06.01.93	6.50	32.50	
21.01.93	2.50	35.00	
28.01.93	2.00	37.00	
02.02.93	3.00	40.00	
04.02.93	2.00	42.00	
08.02.93	2.00	44.00	
11.02.93	2.00	46.00	
15.02.93	3.00	49.00	
18.02.93	2.00	51.00	
01.03.93	1.50	52.50	
04.03.93	3.50	56.00	
09.03.93	2.00	58.00	
12.03.93	2.00	60.00	
18.03.93	2.50	62.50	

22.03.93	3.50	66.00	Power Failure Lost 2.50hrs
24.03.93	5.50	71.50	Steve Cox Term 4 Project
25.03.93	2.50	74.00	Pagemaker 3
29.03.93	4.00	78.00	Word for Windows
30.03.93	2.00	80.00	Ditto
01.04.93	2.00	82.00	Ditto
05.04.93	1.50	83.50	Ditto
07.04.93	7.00	90.50	Term 4 Project
08.04.93	2.50	93.00	Cert Ed T1
26.04.93	1.50	94.50	Word for Windows & Excel
27.04.93	7.00	101.50	Word for Windows
29.04.93	3.00	104.50	Word for Windows & PM3
30.04.93	4.50	109.00	Ditto
05.05.93	7.00	116.00	Term 4 Project
06.05.93	1.50	117.50	Excel
12.05.93	7.00	124.50	Term 4 Project
13.05.93	3.00	127.50	Word for Windows / Scanner
17.05.93	3.00	130.50	Cert Ed T2
24.05.93	3.00	133.50	Term 4 Project
27.05.93	3.00	136.50	Cert Ed T2
28.05.93	3.50	140.00	Ditto
03.06.93	4.00	144.00	Ditto
04.06.93	5.00	149.00	Ditto
07.06.93	4.00	153.00	Ditto
10.06.93	3.00	156.00	Ditto
14.06.93	3.00	159.00	Ditto
18.06.93	7.00	166.00	Term 4 Project
24.06.93	3.50	169.50	Ditto
14.09.93	2.00	171.50	Cert Ed T3
28.09.93	5.75	177.25	Term 4 Project
29.09.93	10.50	187.75	Ditto

MID-CORNWALL COLLEGE

FLEXIBLE MODULES

STUDENT PERSONAL REVIEW LOG (PRL)

Student Name: C. JOHNSON Age: 50 Course: CERT ED Tutor: S. COOMBS

Date	Module/Work Completed	Strategy/Methods Used	Aims/Purposes	Outcomes/Results
27.9.92	Lecture from Steve Coombo. (3 hours)	Didactic/Expository Outline of book + IT. Details	Introductory to IT option	Outline understood options explained.
28.9.92	Listened to lecture from S. Coombs. (1 hr) Cal Tutorial Package on computer. (2 hrs)	Computer Aided Learning Package systematic review of package.	Basic computer knowledge + familiarisation with equipment.	Using computer successfully to work through programmes.
29.9.92	Tutorial with Steve Coombo. 9.00 - 10.30	—	—	Part complete
30.9.92	Tutorial with Steve Coombo. 10.45 - 11.15	—	—	Completed initial tutorial.
5.10.92	OS/system M.S. Dos. Intro into Dos. File Spec. Disks/Drives. to commands for disk maintenance. (3 hours)	Working through C.A.L. packages on IT. Workshop machines.	To obtain a greater understanding of computer operating systems.	Cal package used to commands for disk maintenance.

Sheet 1 of 15

Use this PRL to help you complete your PFQ and bring both to your next tutorial

MID-CORNWALL COLLEGE

FLEXIBLE MODULES

STUDENT PERSONAL REVIEW LOG (PRL)

Student Name: C. JOHNSON Age: 50 Course: CERTED Tutor: B COOMBS

Date	Module/Work Completed	Strategy/Methods Used	Aims/Purposes	Outcomes/Results
8.10.92.	P.C. Tutor commands for directory control o/system down to rename section. (1 1/2 hours)	Working through Cal packages on computer in IT workshop.	To obtain a greater understanding of o/systems of computer	Improved understanding of directories + files. <u>Problem</u> * Commands for directory control - could not solve question. * Problem on Rename solved by trial/error
15.10.92.	Pc Tutor command -> from Rename section to completion. - P.C. Major Topics. For commands Advanced Topics Menu - complete. - 1 3/4 hours.	Working through Cal packages on computer in IT Workshop.	To obtain a greater understanding of o/s. of computers.	Some elements understood but packages worked through. Some Problems Advanced Topic Menu: Special key would not work * Control lock key would not work Batch - Transfer. But would not work.

Sheet 2 of 15

Use this PRL to help you complete your PFQ and bring both to your next tutorial

MID-CORNWALL COLLEGE

FLEXIBLE MODULES

STUDENT PERSONAL REVIEW LOG (PRL)

Student Name: C. JOHNSON Age: 50 Course: CEPTED Tutor: S. COOMBS

Date	Module/Work Completed	Strategy/Methods Used	Aims/Purposes	Outcomes/Results
22.10.92	Page Maker Cal package reviewed Vol I + II. 1 3/4 hrs.	Working through Cal Tutorial Package on computer in IT. Workshop.	Initial understanding of Page Maker DTP package	Overview of Cal. Package PageMaker. Not fully understood but sufficient to start task work.
5.11.92	Page Maker Video. 1 1/4 hrs.	Viewed Page Maker Video. at the college.	Initial understanding of DTP capacity.	Not fully taken in but expect knowledge to be useful when using DTP.
12.11.92	Windows 3. Cal Package. 2 hrs.	Working through Cal Tutor Package on computer.	To gain an appreciation of windows 3 system.	Not fully understood but expect it to be of use during DTP packages when need to use other packages.

Sheet 3. of 15

Use this PRL to help you complete your PFQ and bring both to your next tutorial

MID-CORNWALL COLLEGE

FLEXIBLE MODULES

STUDENT PERSONAL REVIEW LOG (PRL)

Student Name: C.J. JAYSON Age: 20 Course: CELT ED. Tutor: STEVIE COOMBS

Date	Module/Work Completed	Strategy/Methods Used	Aims/Purposes	Outcomes/Results
19.11.92 5.30/7.00 1 1/2 HRS.	Commenced Aldus Page Maker Tutorial ITW03.	Working Through Tutorial up to Panning Photograph Page 3.7.	Use of Page Maker facilities.	Completed to page 3.7 + saved. * Problem with logo?
4/12/92 ② 5.00/7.00	Continued Aldus Page Maker Tutorial ITW03.	Working Through Tutorial up to completion	Use of Page Maker facilities	Abandoned Italics to Caption will not operate. * Could not change text * Could not find Tiles. PNT in directory * Printing OK.
11/12/92 ① 5.00/6.30.	Continued Aldus Pagemaker + Word for Windows	Using IT computer to load file from floppy disc prepared in advance on IBM computer	To experiment see if floppy disc files could be down loaded onto IT machine + worked on	Successful. File loaded thro. window for A drive attached + saved as Profile 3.

Sheet 4 of 15

Use this PRL to help you complete your PFQ and bring both to your next tutorial

MID-CORNWALL COLLEGE

FLEXIBLE MODULES

STUDENT PERSONAL REVIEW LOG (PRL)

Student Name: _____ Age: _____ Course: _____ Tutor: _____

Date	Module/Work Completed	Strategy/Methods Used	Aims/Purposes	Outcomes/Results
6.1.93	Pagemaker.	Experiment with single page. Cent Ed Assignment	Testing skills.	Produced front sheet for task 1 Cent Ed Research/Observation
	* Will not centre. * Will not print properly. ?	?		!! *
13.1.93	Word for windows Tutorial. Experimental work. CW 26.	Working through Tutor on computer to gain understanding of word for windows word processor Package.	To enable me to edit and finalise word processor work carried out on IBM Computer Wordstar, + Copy between machines + files.	Successful completion of module CW 26 up to page 26 session two complete. Tested some facilities see typed sheets 16.1.93
18.1.93	Transfer from floppy disk to IT machine work done on Wordstar.	Copy from A drive Wordstar file: reformat to Word for windows	To enable course work carried out in wordstar to be reformatted into word for window for enhancement	First hour wasted file not on machine. Steve. Coombe machine only. Finally achieved

Sheet 6 of 15

Use this PRL to help you complete your PFQ and bring both to your next tutorial

MID-CORNWALL COLLEGE

FLEXIBLE MODULES

STUDENT PERSONAL REVIEW LOG (PRL)

Student Name: C. JOHNSON Age: _____ Course: CELT ED Tutor: S. COOMBS

Date	Module/Work Completed	Strategy/Methods Used	Aims/Purposes	Outcomes/Results
21.1.93. 9.00/ 12.00 (3)	Word for windows	Text document best Ed Task 1 edited with word for wind Our software package	To improve ability to use IT. computer software package	Only partially successful Document printed in draft for task but to be improved
28.1.93 5.00/ 7.00 (2)	Edit. best Ed Task 1 on word for windows.	loaded from A: drive - use format + other word for window commands to improve text layout.	To enhance ability to work with bit 15M + IT. machines	Problem encountered commands would not function correctly.
2.2.93 9.00/ 12.00 (3)	Word for windows Editing of best Ed Task 1 Ass.	Machine booted from A: drive my floppy disk. Editing through word for windows	To enhance + correct a number of previous errors occurring in previous print out.	Significant problem encountered + overcome with Tina's help. Hilary + Steve Coombs.

Sheet 7 of 15

Use this PRL to help you complete your PFQ and bring both to your next tutorial

MID-CORNWALL COLLEGE

FLEXIBLE MODULES

STUDENT PERSONAL REVIEW LOG (PRL)

Student Name: _____ Age: _____ Course: _____ Tutor: _____

Date	Module/Work Completed	Strategy/Methods Used	Aims/Purposes	Outcomes/Results
15.2.93 (3 hrs)	Aldus Pagemaker 3. Student work book CIA4 ITW015 Exercises 1, 2+3	Hands on use of PMS to complete set exercises.	To improve knowledge of PMS prior to producing end project	Some difficulties in use but exercise achieved. see samples of completed work.
18.2.93 (2 hrs)	Aldus Pagemaker 3 student work book CIA4 ITW015 Exercise 4, 6+7	Ditto	Ditto	Some difficulty in writing text inside box but overcame. see completed exercises 4, 6+7.
4.3.93 (1 1/2)	Aldus Pagemaker 3 student work book CIA4 ITW015 Exercise 8	Ditto	Ditto	Completed see example
4.3.93 (1) (2 1/2)	Aldus Pagemaker Ditto exercise 9 W/Windows Term four Project	Ditto Word processor W/W.	Ditto To improve use of W/W + set up term 4 project outline	Part way through. Completed draft outline

Sheet 9 of 15

Use this PRL to help you complete your PFQ and bring both to your next tutorial

MID-CORNWALL COLLEGE

FLEXIBLE MODULES

STUDENT PERSONAL REVIEW LOG (PRL)

Student Name: C. Johnson Age: Course: ContEd Tutor: S. Booth

Date	Module/Work Completed	Strategy/Methods Used	Aims/Purposes	Outcomes/Results
9.3.93 (2)	Pagemaker 3 C.I.A. Training ITWUIS	Use of PM3 to produce exercise 9.	To improve knowledge & skill	Completion of Exercise 9 see exam ple.
12.3.93 (2)	Pagemaker 3 C.I.A Training ITWUIS	Use of PM3 to produce exercise 10.	To improve knowledge & skill	Completion of exercise see example (Part)
18.3.93 (2 1/2)	Pagemaker 3 CIA Training ITWUIS	Ditto produce exercise 10	Ditto	Ditto Completed
22.3.93 (3 1/2)	"	Ditto exercise 11	"	Exercise 11 partially done completed dupl. elec failure 2 1/2 hrs
24.3.93 2 1/2	"	Ditto exercise 11 + 12	"	Completed exercise 11 Start 12.
24.3.93 3	Word for Windows Term 4 Project.	Transfer Basic B'laying Skills puck to disc.	To assemble library of text files	4 pages done 2 " " see
25.3.93 2 1/2	Pagemaker 3 CIA Training ITWUIS	Use of PM3 to produce exercise 12 + 13	To improve knowledge & skill	Completion of exercise 12 + 13 + book not done ?

Sheet 10 of 15

Use this PRL to help you complete your PFQ and bring both to your next tutorial

MID-CORNWALL COLLEGE

FLEXIBLE MODULES

STUDENT PERSONAL REVIEW LOG (PRL)

Student Name: C. Johnson Age: Course: Cert Ed Tutor: Sloomba

Date	Module/Work Completed	Strategy/Methods Used	Aims/Purposes	Outcomes/Results
29.3.93 (4)	Word processor work cert Ed.	Word for windows	Improve skills	Task 1 Researching Education Progressed.
30.3.93 (2)	— " —	— " —	— " —	— " —
1.4.93 (2)	— " —	— " —	— " —	— " —
5.4.93 (2)	— " —	— " —	— " —	— " —
7.4.93 (7)	Word processor work on cert Ed	— " —	Transfer	Transferring Basic skills Package T4. Project to due.
8.4.93 (2 1/2)	— " —	— " —	— " —	Cert Ed T1
26.4.93 (1 1/2)	— " —	— " —	— " —	Work assignment
27.4.93 (7)	— " —	— " —	Transfer of files into documents	Not yet able to transfer Excel files to Word for windows - Pagemaker going to be successful.
29.4.93 (3)	Word processor + Pagemaker.	Hands on experience.	Improve skills.	Annual General Meeting Agenda nomination forms on 1st Letter heading.

Sheet 11 of 15

Use this PRL to help you complete your PFQ and bring both to your next tutorial

MID-CORNWALL COLLEGE

FLEXIBLE MODULES

STUDENT PERSONAL REVIEW LOG (PRL)

Student Name: C. Johnson Age: Course: CERT ED Tutor: S. COOMBS

Date	Module/Work Completed	Learning Strategy/Methods Used	Learning Aims/Purposes	Learning Outcomes/Results
30.4.93 (4)	Word processor + Pagemaker	Hands on experience	Improve skills on practical tasks.	M. Agm Agenda + Nomination Forms.
5.5.93 (7)	Word processor	ditto	Use skills to produce Blair Basic skills Copy.	Basic skills Package now complete + filed on floppy disc. 58 out
6.5.93	Ditto	ditto	use skills to produce report.	cert ed task
6.5.93 (11 1/2)	Excel package	Hands on experience with Fin Cash flows	To use This package to produce reports	Two financial reports typed up. cash flow started VenFin.XL.
12.5.93 (7)	W/Windows	Hands on experience & use	T4 project.	Basic skills package typed out + filed.
13.5.93 (2) (1)	W/Windows/Excel Scamer	Hands on experience Hands on experience	Report Venlog. Cert Ed T4 Basic skills.	Completed 17 graphics y filed.

Sheet 12 of 15

Use this PRL to help you complete your PFQ and bring both to your next tutorial

MID-CORNWALL COLLEGE

FLEXIBLE MODULES

STUDENT PERSONAL REVIEW LOG (PRL)

Student Name: C JOHNSON Age: _____ Course: _____ Tutor: _____

Date	Module/Work Completed	Learning Strategy/Methods Used	Learning Aims/Purposes	Learning Outcomes/Results
17.5.93 (3)	W/wordl ...	Use of Word - processor	Improve use	Typed up draft. Assignment 2. Cert Ed.
24.5.93 (3)	W/W.	ditto	ditto for Cert Ed T4 project	All pages of basic skills now on file & backed up 110 files.
27.5.93 (3)	W/W	ditto	Task 2 Cert Ed.	Typing draft
28.5.93 (3 1/2)	W/W.	ditto	"	"
3.6.93 (4)	Page maker 3.	Use of Pm3 to enhance skills	To use Pm3 to produce document	Product Evaluation Form. Cert Ed T2
4.6.93 (5)	ditto	ditto	ditto	Complete 1st Eval. form. Cert Ed T2
7.6.93 (4)	W/W.	Use of word processor.	Task T2	Cert Ed Task 2 draft Complete
10.6.93 (3)	W/W.	Use of word processor.	Improving use of computer	Lesson/assignment for Building comp.

Sheet 14 of 15

Use this PRL to help you complete your PFQ and bring both to your next tutorial

MID-CORNWALL COLLEGE

FLEXIBLE MODULES

STUDENT PERSONAL REVIEW LOG (PRL)

Student Name: _____ Age: _____ Course: _____ Tutor: _____

Date	Module/Work Completed	Strategy/Methods Used	Aims/Purposes	Outcomes/Results
14.6.93 (3)	Word Windows	Use of word processor.	Further practice	Task 2 Cert Ed.
18.6.93 (7)	Pagemaker 3	Use of Pm3 for T4 project.	Use of Pm3	Term 4 project. (disaster)
24.6.93 (3/12)		— " —	— " —	T4 project setup 10p-ages
14.9.93 (2)	Pagemaker 3	Use of Pm3	To load IBM file from floppy disc to W/W Pm3.	Filters removed from network, transfer admin by lat top computer (Fmc)
28.9.93 (5/14)		Use of scanner + computer	File of graphs from Basic Skills Bk.	
29.9.93 (3/12) (2) (5)		Ditto Word Processor	Ditto. Minute im. Task 3.	Complete Drafted.
5.10.93 (5/14)	Pagemaker.	Use of W/W + Pm3.	Term 4 Project Prepare Document on Pm3	Files transfer - ed. in part from files. Ditto + Edited + photo copy
6.10.93 (9)	— " —	— " —	— " —	matter complete

Sheet 15 of 15

Use this PRL to help you complete your PFQ and bring both to your next tutorial

MID CORNWALL COLLEGE
INDIVIDUAL TUTORIAL : PERSONAL RECORD 6

Student name: (CHRIS JOHNSON) Age: (50) Course: (CERT ED) Tutor: (S. COOMBS)

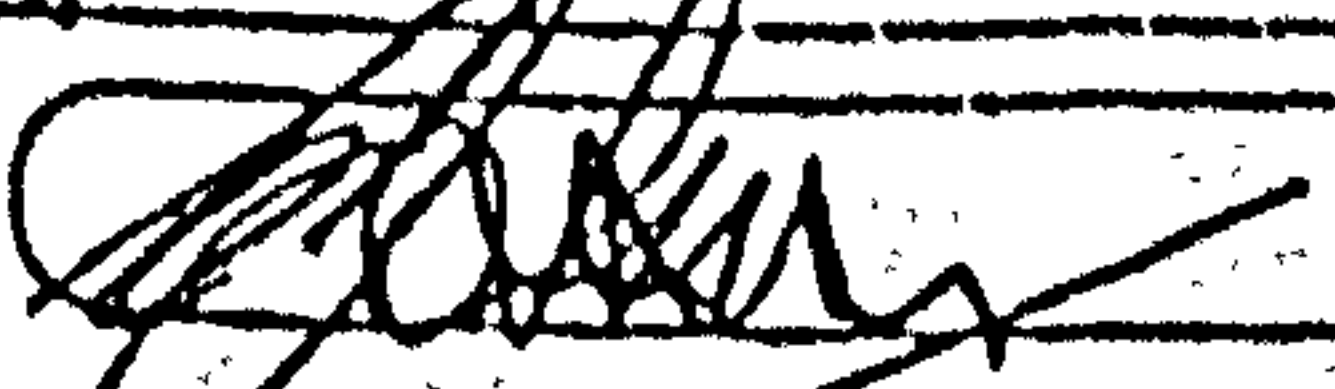
Date: (5.5.93) Time: (11.45) Tutorial type: (programmed) (ad-hoc) (other)

Purpose of tutorial/ Tutor comments:
Hands on practical demonstration on the application and use of the scanner. Use of the scanner and the method of filing + storing a library of pictorial elements was deemed necessary to complete Cert Ed Term 4 project. Bricklaying Basic Skills

Problem areas:
None so far. except perhaps availability of scanner.

Outcomes/ Learning contract agreements:
Use of the scanner demonstrated including:
① Powering up scanner and computer. (S. Coombs office)
② Procedure for pre-scanning + final scanning of pictorial elements. (line drawings in this case)
③ Use of filing procedures to produce "library of data"
④ Use of thumbnail printing option demonstrated for application to library.

Future recommendations/ Action/ Appointments made:
① Commence use of scanner for term 4 project.
② Formatted discs required. (CJS)
③ Further assistance if required.

Sheet no. (1/1) Tutor/tuttee signatures: 

MID CORNWALL COLLEGE
INDIVIDUAL TUTORIAL : PERSONAL RECORD 1

Student name: Chris Jones Age: 50 Course: Ch 10 Tutor: Steve Ann

Date: 29/9/91 Time: 9.20am Tutorial type: programmed ad-hoc other

Purpose of tutorial/ Tutor comments:

Es established .IT programme
Used windows wordprocessor.
Access to 2x IBM P.C. (AT=) Dos/Memo
Used Supercalc spread-sheet.
Needs:- Mass of archives of docs etc.
Use PC file as database. Need DTP
skills & Graphics design. Need for
deply and presentational skills in form
of representational graphics.

Problem areas:

DTP file management
& Input/Output filter used

Outcomes/ Learning contract agreements:

- ① Issue with graphics & DTP plan plus WP plan!
- ② Bring in 3 1/2" 005 disk with master doc files, for
demo. Initial re: imprints.
- ③ After hands-on projects move into DTP plan.
- ④ After WPC DTP done, complete inter-module evaluation.
plus P/Q feedback => drawing new Personal Record.

Future recommendations/ Action/ Appointments made:

Every 2/3 weeks, as convenient.

Sheet no. 1

Tutor/ tutee signatures: [Signatures]

ST AUSTELL COLLEGE

INDIVIDUAL TUTORIAL PROGRESS REPORT No. 2

NAME	CHRIS JOHNSON	COURSE	CERT. ED.
MODE (F/T OR P/T)	PT	TUTOR	S.J. POOMBS
DATE	2/11/92	TIME	12 PM.

Student Feedback re: Personal Record Activities/Agenda

What successes/progress has the student made?

Worked thru 'learn PC' and moved on to DTP plan.
Evidence of professional organisation e.g. folder; logs etc.

What problems/solutions has the student reflected upon?

We have spent tutorial dealing with practical aspects of progressing thru' DTP plan i.e. hard & resources.

In the light of this 'steering-tutorial' evaluation, what new actions/activities have been negotiated? Does this represent a departure from the current personal record?

Windows 3.11; Hands-on exercises for DTP.
Progression + PMTUAL as on plan.
Hands-on on plan: → DTP by design text. (e.g. blue folder).
Bring in wester files on 3 1/2" next 'elect' some CIA training examples for
discuss. tutorial. pure practice, prior to C+G.

ST AUSTELL COLLEGE

INDIVIDUAL TUTORIAL PROGRESS REPORT No.

3

NAME	CHAS JOHNSON	COURSE	CERT. EN -
MODE (F/T OR P/T)	P/T	TUTOR	S.P. CAMP 1.
DATE	2 / 12 / 92	TIME	11.45 a.m.

Student Feedback re: Personal Record Activities/Agenda

What successes/progress has the student made?

Chris has successfully worked through DTP plan, covering general areas of OS & Windows up to phase 2; PM3 tutor exercise.

What problems/solutions has the student reflected upon?

Needs some prac. help re: - loading PM when files via new network configuration, noted fully via PRCs.

In the light of this 'steering-tutorial' evaluation, what new actions/activities have been negotiated? Does this represent a departure from the current personal record?

Issued inter-module evaluation for completion by next tutorial.

ST AUSTELL COLLEGE

INDIVIDUAL TUTORIAL PROGRESS REPORT No. 4

NAME	Chris Ehnman	COURSE	Cert. Ed.
MODE (F/T OR P/T)	P/T	TUTOR	S. Lumb
DATE	8/2/92	TIME	9.15 am.

Student Feedback re: Personal Record Activities/Agenda

What successes/progress has the student made?

With DPP worked tutorials/hands-on exercises.
Progress on w.p.m. assignment/doc. work.

What problems/solutions has the student reflected upon?

Problems between diff. systems/compatibility; top and input/output
overcoming problems with 22 page doc. computer from within the
word for windows. Doc as cert. 12d assignment as personal
hand on project for motivation.
Chris reflected on potential combined use of IT & specific word.doc.
in building even for Cert Ed. Main project.

In the light of this 'steering-tutorial' evaluation, what new actions/activities have been negotiated? Does this represent a departure from the current personal record?

Help with formats/headers/footers & page numbering.
Extend use of PM input text and graphics:-
from scanner TIF files & Corel Draw export.
Ask Chris to feedback inter-module evaluation.

ST AUSTELL COLLEGE

INDIVIDUAL TUTORIAL PROGRESS REPORT No.

5

NAME CHRIS JOHNSON

COURSE CERT ED

MODE (F/T OR P/T) P/T

TUTOR S. COOMBS.

DATE 22. 3. 93

TIME 10. 30 - 12.30

Student Feedback re: Personal Record Activities/Agenda

What successes/progress has the student made?

Progress has been made in the use of DTP. Pm3 software package: Work has been concentrated on the use of the various facilities of Pm3 in completing CIA Training CIA ITW015, exercises No's 1-11 to date.

What problems/solutions has the student reflected upon?

Problems of importing text + graphics from Doc + TIF files from library into current documents, together with various technical problems relating to the software application.

In the light of this 'steering-tutorial' evaluation, what new actions/activities have been negotiated? Does this represent a departure from the current personal record?

- (1) complete exercises CIAA - ITW015 12-14
- (2) Detailed discussion regarding Term Four Project. (Cert Ed) integration of IT application, suggested, procedures for customising Flexible Learning Packs for Brickwork UVA level 2. - Text + Graphic Files.

SC/HR/TUTOR2/SAC/10.92

Exhibit G3 Hilary Baker

MID-CORNWALL COLLEGE - PROFESSIONAL STUDIES

Tutor Comments for Coursework

PASS

Name: HILARY BAKERStage 3 / CERT. ED.Task IT PROF DEV. PROF. OPTIONDATE: 16th. JULY, 1993.TUTOR: S. J. COOMBS.Abstract.

Hilary is one of the IT workshop team of tutors and has been involved with the development over the last 2 years.

I have known Hilary through both her stages 2 and 3 Cert. Ed. option. As an IT tutor, she has naturally chosen to concentrate on the IT option.

Report

Your report is very much an autobiographical account of your IT learning experiences and programme you've undertaken. This is a very personal and 'conversational' account of your actions and feelings, around the tasks and problems you've encountered.

It is clear you have meaningfully and unashamedly learnt and applied the DTP skills to your own projects/preparation as part of the part 2; IT for professional development.

The use of the CUL-key reporting grid and my epistemological paradigm have elucidated some very interesting constructs of your key learning experiences, which involved with the IT development in the workshops as part of your own teacher development. Certainly, the 'levelled-up' realisation of importance given to team-work and mutual learning support has provided valuable evidence to both yourself and the IT workshop curriculum development project, and provides a clear 'light' towards staff development policy in the new FL Centre development. Much of the evidence 'suggests' that building 'confidence' and 'self-esteem' are vital for both staff & student development alike, hence, your empathy towards adult returners in general. These appreciations of 'student-learner problems/myths etc.' vital if we are to be of service and act as meaningful tutors.

In conclusion:- IT study learnt: yes; W. P. R., D. B. S., S. H. & D. P.

IT for Prof. Dev.: yes: on-the-job experience for student IT targets.

[Signature]

Exeter University
School of Education

**CERTIFICATE IN EDUCATION
(FE)**

IT OPTION

Hilary Baker

CONTENTS

Introduction / Report

Personal Learning Experience

Diary

Desk Top Publishing

Spreadsheets

Database

Evidence of Skills Learned

IT OPTION

REPORT

Introduction

Reasons for doing IT Option

I decided to do the IT option for Cert Ed as I teach IT across the college in various groups. It seemed a good opportunity to extend my existing skills and also to be a student in the same area that I teach. While teaching the subject my skills automatically have increased, but I felt that it would be worth concentrating on particular parts of IT that I do not have so much opportunity to use. Consequently these skills are less familiar and have not progressed as have the word processing and spreadsheet areas. I also felt that it was worth going further with my own learning to a higher standard than I am required to teach at the moment with the students and learners I have tutored.

HISTORY

I started learning my own IT skills initially as a learner at the Open Learning Centre. This was two, nearly three years ago so in actual fact my memories of first using a computer and being a person wishing to update skills learned a long time ago are very fresh in my mind. This has helped me when pursuing my active and reflective experiences in becoming a tutor in the IT workshop and these follow in detail in the next section.

It was after I used the Open Learning Centre and took two word processing exams that some new pcs were installed in the OLC - they were for the most part used very little and on my learning sessions I decided to experiment and find out about Windows and the various software that was installed on these machines. I found it extremely exciting and stimulating and spent a great deal of time at the OLC going through the tutorials and creating work and various pieces of material. As a result of this I was asked to do some part time work teaching IT and my experiences from then on have been as a tutor in the now St Austell College, but what was until April, Mid Cornwall College.

EXPERIENCE

The main pieces of software that I am familiar with and teach to various groups of students are word processing on both Word for Windows and Works for Windows, spreadsheets on Excel and the Works spreadsheet, D Base 3 and the Database on Works for windows, Page Maker, Paintbrush and Coreldraw. I started with the word processing on Word for Windows which I have used probably the most for my own work rather than any other software that I teach. It

was September 1992 that I was first introduced to the word processor for Works for Windows and it was necessary to learn this for the Introduction to IT course that I was asked to run at the Open Learning Centre. This is in many ways very similar to Word for Windows. In some respects it is easier to use, but it is limited in scope compared with Word for Windows but is perfectly adequate for the sessions I run at the Open Learning Centre.

Spreadsheets and Databases I specifically learned for the BTEC First Diploma IT course and borrowed a PC in the holidays to learn these applications. It can be a very laborious and frustrating task to try to learn software alone in an isolated environment with just a handbook and tutorial. However, I plugged away and managed to get a good overview of the applications and found that, through teaching the applications, I became very familiar with them.

This was also true with the Coreldraw, Paintbrush and Pagemaker. Both Coreldraw and Paintbrush were necessary for the IT part of the BTEC First Diploma Design course which I taught from September 1991. In many respects I was familiar with them both, but it was not until students wished to do something specific that we used the manuals and 'Help' facility to find out how to do these things. As a result I felt quite knowledgeable on both the Coreldraw and Paintbrush. I then realised that Pagemaker had become a gap in my learning. I therefore made the decision to concentrate on learning this more thoroughly as the IT Option.

The learning schedule that I followed is in a separate part of this assignment.

The courses I teach at the moment are:

- BTEC First Diploma Design - IT module, 2 hours per week
- BTEC First Diploma IT - Applications module, 3¼ hours per week
- IT Flexible Modules City and Guilds 726 - ITWorkshop 5 hours per week
- IT Introduction and Flexible C&G modules 726 - OBC 2 hours per week

I decided to identify all the learning evidences that have been particularly significant during this time as a new tutor. With the help of Steve Coombs who has been very supportive in using the grids I have been able to identify and evaluate these experiences and have managed to focus and identify significant outcomes that have been good for me.

PERSONAL LEARNING BIOGRAPHY: NAME

HILARY BAKER

Date	Participation in S.O.L Activities	Evidence of Learning		Outcomes associated with S.O.L	
		Others' observations: Changes in the learners' behaviour	Others' observations: Changes in the learners' attitude and understanding	Outcomes valued by the learner	Outcomes valued by I.T. tutor
1/6/92	Active in learning coach from for study skills + I.T.	I have observed that Hilary has reached her difficult teaching and feeling it, but has been able to compare teaching delivery system with those of our (TWS) team.	Increased awareness of each learner as an individual.	Gained a lot of self-confidence through contact experience. Takes one-to-one learner-tutor relationships. 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-charge :- counselling/educational therapy. :- managing I.T. courses :- Actual I.T. skills e.g. P.Maker, Corel Draw.
1		Hilary had problems with managing groups in a hostile environment e.g. Combined those 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 mutual support from team helped Hilary to keep her head above water.			Her problems have been shared with the team and expressed. Hilary is now a valuable member of the team because she works well with students and colleagues, and has gained her own special interests e.g. Study Skills, 3D, Art + Design, IT Short courses.
4/3/92					Her problems have been shared with the team and expressed. Hilary is now a valuable member of the team because she works well with students and colleagues, and has gained her own special interests e.g. Study Skills, 3D, Art + Design, IT Short courses.
1					Her problems have been shared with the team and expressed. Hilary is now a valuable member of the team because she works well with students and colleagues, and has gained her own special interests e.g. Study Skills, 3D, Art + Design, IT Short courses.

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
16/7/93	CERT ED	Organising & Managing time for assignments		Being offered appropriate assignments & choices	
		Initial doubts on capability			
		Enjoyed some of the work for Cert Ed.			
		Stage 2 was necessary to cope with Cert Ed.			
1st	DTP & IT	Decided to concentrate on DTP - at home	Hilary started IT with a low skill - base; however I knew printing could overcome this as per key objectives were represented in her work - work sheets in media technology plus empathy towards adult students as an adult learner herself. The teaching helped via	Value IT skills gained	Overall envelope of using generic IT packages by Hilary and in context of both individual & groups of students.
1st	Areas	Chose Co & Works IT Spreadsheets & Database	Arch Ed. plus created well as a 'text' - appreciated by my peer "teacher-culture". Hilary developed skills in terms of 'social - workspace and her personal confidence that being a full - member of a profession from	Value necessity of Tutor support for other students.	Actual results of work - on - off adults, not dropping - out is.
		Giving choice of parallel modules		Demanded on tutor inflexible - not truly flexible intensive session	Actual performing with IT skills.
					Examine via Cert Ed + final Cert Ed. IT
					Perfect opportunity. prod. dev. in context of IT teaching.

Exhibit G4John Perry

4/1/93

Name JOHN PERRYStage 3 - Cert. Ed.Task I.T. / Main Project

ABSTRACT:-

John works in the college as an IT tutor and is part of the IT Workshop Flexible Learning team. He has spent the last 3 years tutoring and learning about IT applications. Consequently, he progressed beyond the Part 1 of the IT option some time ago. As such, he registered to integrate his IT learning experiences/development as part of his studies towards the main Cert. Ed. final year project. John and I have registered the topic "Optimum group sizes for teaching of IT" as this is both a pertinent and mis-understood area of delivering the curriculum

FEEDBACK:- (TO JOHN)

A very successful and interesting project. A lot of hard work and research has gone into investigating evidence behind this difficult educational project.

This project is more than worthy of a pass and has led you into wanting to pursue further studies with adult learners at M.Ed

I have enclosed an addendum giving my more detailed comments. Congratulations on discovering some new 'insights' into the delivery and management of IT education, which I'm sure will feed its way back into the practice meaningfully. It has surely helped us in our ITWS team to become more aware to some of the issues you have raised - 434-1111 P.T.P.

Addendum to Cert. Ed. course feedback sheet.

Optimum group sizes for teaching of IT.

This is a very interesting and pertinent report about an important issue crucial to the delivery of effective education.

It is clear from what you have investigated that large groups pose questions about leadership quality and aims and learner dependency when put into such a mode of delivery. The comparison and analysis between the three styles

of group management is relevant and supports the practice that you have contributed towards as part of the ITWS team.

The democratic leadership model you have 'fitted' to the experiences you have been involved with in the ITWS seems meaningful and 'heart-felt', implying a degree of motivation and involvement on your own part, going beyond a simple Cert. Ed 'exercise'.

The rep. grad (SRM) technique certainly gave you a 'wealthy resource', indeed I've yet to see another

Cert. Ed. programme project provide more meaningful material as far as you are concerned. It is a resource which has not only enriched yourself as a valuable teacher and member of the ITWS team/college, but has proved to me that my own research has 'gone beyond' any parameters I may have envisaged, inspiring the SRM philosophy that 'affects' everyone into becoming autonomous learners for life with a zest to become a 'personal scientist' in all aspects of life.

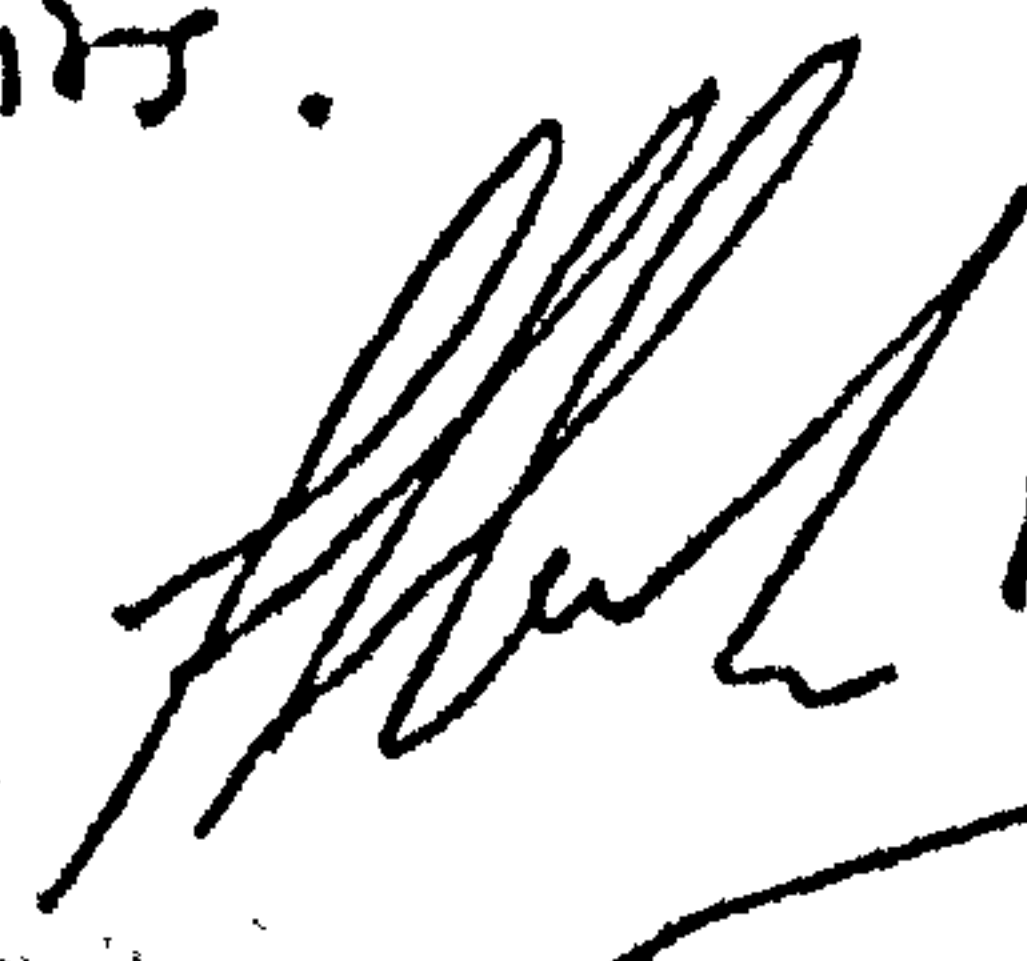
Your overall conclusion concerning existing research on groups of 6-8 is
forcefully enhanced by your discovery of further factors affecting
the issue than simply the real-time experience of the group
itself, i.e. you mention support systems for the activity i.e.
empathetic management, peer-teacher support in a PL team
environment. The issue of 'individual choice' by learner is
so a very important issue you have touched-on, as affecting
the dynamics of both group and individual learners.

The only additional points I would make are:-

- An overview/summary of whole project and key elements at
the beginning i.e. better networking-of text meaning.
- Future developments arising out of implications.

Thus, future projects you might see as being relevant areas for
further investigation etc.

However; on balance this is an excellent piece of work and
more relevant than many of the 'forgotten' thesis contributions to
education that I've come across. I feel that you have gained
the insight and expectation as being the 'teacher as researcher'
model that you've arrived at. Because of this personal
ability I would have no hesitation in recommending you to
pursue a further degree by research i.e. M.Ed., M.A. or M.Phil,
in any areas of human learning/training scenarios.

 17/2/92.

MID-CORNWALL COLLEGE
CERT. ED. (F.E.) EXETER

INFORMATION TECHNOLOGY OPTION
'OPTIMUM GROUP SIZES FOR I.T.'

JOHN PERRY
DATE COMPLETED 15.12.92

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Introduction

This introductory section will give some details of my own observations on the issues of optimum group size when teaching an Information Technology subject, (particularly, Desktop Publishing - DTP) to specific groups of students.

Three separate groups are discussed here:

1. A DTP evening class run for 10 weeks during autumn term 1991
2. A DTP summer school run during August 1992
3. A DTP evening class run for 10 weeks during autumn term 1992

1. 1991 DTP evening class

This group was comprised of 8 students, all at various starting points within the course strategy used for individuals and groups (see appendix 1), i.e. some were absolute beginners, some were familiar with PCs, some with Windows, some with DTP other than Aldus Pagemaker, and one student, having previously completed a 10 week evening class course in this subject, expressed the wish to sit City and Guilds(C&G) 7261/407(DTP).

Individual students in the group also expressed various aims: two wanted to familiarise themselves with DTP for their own leisure/'hobby' interests, a ABE co-ordinator wished to produce publicity material for ABE, a MCC lecturer wanted to improve the presentation of her courseware, two estate agents aimed to eventually produce their own sales literature 'in house' using DTP, one Restormel Borough Council employee wished to progress in the Print Department through gaining a C&G DTP qualification, and one redundant printer wanted to update his skills in support of his search for employment.

A colleague had run the course in previous years, and had advised me that the maximum number of students that a tutor on a course of this nature could manage effectively was eight. I therefore informed Adult Education(AE), prior to the course starting, that I desired a 'ceiling' of eight students to be enrolled for the course, as in previous years.

Since each student is treated as an individual, with their own starting point in the course strategy and own projected aim over the 10 week course, then the tutor must revolve around the group, sorting out problems, assessing and advising on individual progress and, where required, accrediting for C&G.

The group is brought together at the beginning and end of each session for brief discussion of progress and raising of common problems, and throughout the course to examine the Aldus video, running in total for about 90 minutes but broken up into 3 or 4 'serials'.

AE had agreed that eight students would be 'financially viable', and I found that although extremely hard work, I could manage eight students reasonably effectively over a two hour period.

My predecessor teaching this course had come to realise that eight students was an optimum

group size after trying to deal with larger numbers in the past. He related that on one occasion, with a group of 15 following a similar course, he found he could not manage that size of group effectively, with the result that students tended to drop out, generally due to disillusionment coming from a feeling that they were not receiving enough attention.

He further stated that he was very concerned at the high drop-out rate and assumed it was perhaps due to a personal failing, and that his qualities as a teacher were somehow lacking, but after some reflection and feedback from drop-outs (several of whom enrolled for part-time day courses afterwards), he came to realise that the problem was rather one of numbers.

If he was to retain the flexible approach for this course, allowing students to progress at their own pace, entering and completing at the most appropriate point, and continue to act in a facilitative manner to the satisfaction of all group members, then he concluded that the maximum number of students would have to be eight.

This case was argued and agreed with AE, and the DTP evening class seemed to progress reasonably well for 2 years, with myself taking it over in September 1991.

2. DTP Summer School, August 1992

This short course was run under the auspices of the Consultancy and Training for Business Unit (CTBU), after an exploratory approach I made to its Director, Dick Jones, during the previous summer term.

The course ran over a 24 hour total period, stretched over 2 weeks during academic holidays. It was by nature an extremely intensive course, leading up to C&G in DTP in approximately half the normal time allotted for this course. This was only made possible by the relatively low number of students (4), their high level of motivation and previous learning/experience enabling them to enter the course plan at a fairly advanced stage.

The course was run on alternate mornings in three-hour blocks, and I was delighted that all 4 group members finally obtained the C&G DTP certificate.

I indicated to Dick Jones after completion of the course that I would be interested in repeating the exercise, but could only manage 4 students again over a similar period if all wished to obtain the C&G certificate, perhaps increasing numbers to 8 if the course was only designed to serve as an introduction to the subject and not lead to C&G for all students.

I found this experience enlightening with reference to the optimum group size discussion being addressed. My own and my colleague's previous experiences and conclusions were reinforced insofar as a very intensive IT course of this nature could be managed effectively only with a group of no more than 4 students: the fact that there were 4 students was purely accidental, with only 4 originally enrolling, and I had placed a ceiling of 8 on the course, assuming not all would wish to attain the C&G.

It is relevant to note here that although tutors are seeking to establish a flexible learning environment in which all can work in the IT Workshop, if tutors are overloaded with students then the quality of service provided will decline. The IT Workshop is more than a simple resource area; it is a resource for the college and wider community staffed by experienced and capable

tutors who have their own caseload of students within a defined system of student support, helping learners to establish learning needs, overcome possible 'blocks' to learning, steer an effective and meaningful route through a 'tried and tested' map of learning strategy and heading for their own individual goals.

Tutor support is an essential ingredient, and if the tutor is absent or overstretched then the learning outcomes will be limited.

3. 1992 DTP Evening Class

The programme got off to a poor start when AE mistakenly placed the ceiling for student numbers on this course at 10. I now realise that I should have checked in advance and re-affirmed our previous agreement, which could have avoided initial chaos on the first night of the course.

I reluctantly accepted 9 students and told the tenth that learning quality for the whole group, himself included, would suffer unacceptably if the maximum number for the group were stretched to 10. I tried to explain to the group my reasons for this, causing a late start, and felt a considerable amount of guilt and worry over sending someone away who had been led to believe he could enrol on the night. I sent a memo to Linda Simpson, Head of AE, explaining the situation and received a reply a week later. Whereas my concerns revolved around issues of learning quality, those of AE appear to focus on the 'quality of administration' (see appendix 2).

Overview of Related Research

Shipman (1981) argues that researchers have produced evidence that opposes 'current priorities in education and indeed apparent common sense' in the reduction of class size debate.

Fleming (1959), Rossi (1970), and Powell (1978) in reviews of the hundreds of available studies concluded that large classes tended to contain children whose attainment in basic skills was higher than that of those in smaller classes.

But Shipman argues there are good reasons for these apparent 'discrepancies', as outlined below:

'Poor attainers' may be placed in small groups for 'remedial' purposes;

The 'best' teachers may be placed with the largest groups;

Larger classes may be in more popular schools, attracting more motivated students;

Larger classes may necessitate more 'formal' teaching methods which lead to superior test scores, although 'broader' aspects of learning may be neglected;

The real benefits of smaller classes may come around 15 or under, not around 25 when compared with 35;

Teachers in smaller classes may be using 'informal' methods that require a level of skill 'that is beyond many'.

Rice (1971) examined the changing characteristics of groups with increases in membership, arguing that as numbers increase, 'tension' within the group develops, and, conversely, when numbers decrease, group 'cohesion' is enhanced.

With a group of between two and six members, Rice claimed there is little 'structure or organisation required', and that the leadership is 'fluid'.

When group size increases to between seven and twelve members, 'structure and definition of role begins', and 'face-to-face interaction' within the group becomes less frequent.

In a group of twelve to twenty-five, 'structure and role definition becomes vital', with sub-groups emerging and face-to-face interaction correspondingly difficult.

Groups of twenty-five plus are characterised by 'positive' leadership, which, Rice claims, is 'vital for group success'. Sub-groups form freely, and there is a resultant greater degree of 'anonymity', 'stereotyping' and occurrences such as the 'flight/fight' syndrome (i.e. the group begins to disintegrate, forced apart by inner turmoil).

Thus, Rice identified six as a 'critical number' for group size: in groups of six or less, the degree of intimacy offered by close proximity can make it difficult for members to register feelings about the group, and leadership tends to be fluid and interchangeable; individuals become less constrained by the norms of the group and more aware of feelings as numbers increase, and leadership can become more established; as the numbers increase over twelve, interpersonal contact decreases, and in groups of twenty-five and above, face-to-face interaction between everyone becomes impossible, with leadership tending to be 'externalised'.

Rice summarised the pros and cons of group size as follows: in a small group, it may be easy to 'think', but it is harder to 'feel'; and in a big group, it becomes harder to 'mobilise the intellect' (as issues become polarised, there is 'splitting', characterised by statements such as 'I'm right/you're all wrong', as a defence against potential chaos), but easier to 'feel', as the authority of the leader increases and increased dependency results.

Thus, a leader of a big group becomes invested with power and expertise. However, if 'things go wrong' in this situation, then the leader is blamed, attacked as 'inadequate', his/her credibility sags accordingly, and this polarisation of power can lead to 'flight/fight' in the group.

Further, group members identities in large groups tend to become more fragile and their sense of reality is distorted. 'Projection' may also operate, i.e. 'unwanted' parts of the self are projected on to others, and fantasies about others' motives, attitudes and intentions abound.

Jaques (1991) described inherent problems of managing large groups as, 'The complex play of relationships in a large group and the emotional swirl that is likely to go with it is thus, at least potentially, fraught with confusion, inaction and frustration', and Rice adds, on leadership, that, 'In this condition an individual who can define some positive goal can exercise powerful leadership'.

The issues raised by Rice pose some interesting questions for group size and its management via leadership style, and more specifically, the question arises, 'What style of leadership do we want / is most effective in a flexible learning environment such as the IT Workshop, and what are the implications for optimum group size in this context?'

Lewin (1951) identified three styles of leadership: authoritarian, democratic and laissez-faire, and the resulting behaviour of groups concerned. A brief discussion of each and its relevance to this research is given below.

The authoritarian style of leadership is characterised by determination of policy by the leader, a greater quantity of work outputted over short periods, hostility, competition, aggression, scape-goating, discontent 'beneath the surface', high dependence on leader and little originality.

Democratically led groups, i.e. ones in which policies are up for group discussion and decision encouraged and assisted by the leader, tend to be slower in getting into production, are more strongly motivated, increasingly productive with time and learning, display more friendliness and teamwork, praise one another more often and express greater satisfaction.

The laissez-faire style of leadership entails complete freedom for the group, individual decisions made with little or no leader participation, less and poorer work than either of the above, more time spent in 'horseplay', more talk about what members should be doing, more aggression than the democratically led group but less than the authoritarian, and expressions of preference by members for a more democratic style of leadership.

Working in a flexible learning environment such as the IT Workshop, the democratic model appears more meaningful / attractive as a leadership style. All students are not simultaneously

working towards a final exam and quality of learning is more important than quantity of work produced, 'facts' remembered etc.

We are interested in promoting the notion of the 'self-organised learner', i.e. that students 'learn to learn' insofar as they become eventually capable of autonomously organising their own learning programmes, defining their own learning objectives, and mapping out a route which, in consultation with their tutor, is best suited to them as individuals.

Motivation is important here, particularly self-motivation, which the democratic model appears to encourage: the IT tutor is available for intensive programmed tutorials or simple ad hoc advice, but a spirit of teamwork and sharing is nurtured, not only amongst students, but also support staff and tutors.

The authoritarian style of leadership, in which the teacher is seen as the 'expert', filling empty containers with 'knowledge', can only lead to unacceptable burdens being placed on the teacher with resulting dissatisfaction and alienation amongst students, who may 'produce the goods' in terms of short term goals, but whose disillusionment with such an educational process will have negative implications in the long term.

The laissez-faire model appears to be the worst of the group in terms of any achievement by learners whatsoever, and learners', in such a 'managed' group, evident expression of a preference for a different style of leadership is symptomatic of its failure and irrelevance in this area.

Personal Constructs

Personal Construct Theory originated with Kelly, in 'The Psychology of Personal Constructs' (1955), in which personal constructs were elaborated as basic units of analysis in a complete and formally stated theory of personality.

Kelly argued that events are only meaningful in relation to ways that are construed by the individual (and in this model there can therefore be no 'objective, absolute truth'), and that the value of personal constructs is that they enable us to forecast events and rehearse situations before they may occur.

Discussing the Role-Construct Repertory Grid Test, Kelly claimed we have a limited number of 'constructs' with which we evaluate the world around us. Our own 'outside world', e.g. people, events etc., is made up of phenomena known as 'elements'. Our 'constructs' may be viewed as 'bi-polar', that is, defined in polar terms, such as 'good / bad', etc., a simple example of which is given below:

CONSTRUCTS	ELEMENTS			
	Mother	Father	Friend	Employer
1. Quiet / talkative	X			X
2. Mean / generous		X		X
3. Warm / cold	X	X	X	

In this simple example of the repertory grid, each row reveals how a person defines each construct in terms of significant people in his/her life. For example, if the constructs 'Quiet', 'Mean' and 'Warm' are indicated on the grid by 'X', then we can see that 'Mother' and 'Employer' are defined as 'Quiet', and so on.

Each column gives a simple personality profile of significant people in terms of selected constructs. 'Mother' is then defined as 'Quiet' and 'Warm', and so on.

Cohen and Manion argue the strengths of the repertory grid as a research technique are as follows: 'It is in the application of interpretive perspectives in classroom research, where the investigator seeks to understand the meaning of events to those participating, that repertory grid techniques offers exciting possibilities. It is particularly able to provide the researcher with an abundance and a richness of interpretable material.' (p. 347).

Conducting the Research

Since I wished to obtain material from colleagues teaching IT concerning their attitudes towards optimum group size, the repertory grid technique for the gathering and analysis of data appeared appropriate, insofar as this technique can provide a wealth of information, perhaps more than interviews and certainly more than questionnaires.

I identified three colleagues, Peter Reed, Hilary Baker and Steve Coombs, all currently teaching in the IT Workshop, from whom to elicit data for the research.

These three tutors were selected because, including myself, this group represents an unofficial 'core team' of IT Workshop tutors, not only teaching groups in the IT Workshop itself, but also outside, and their breadth of experience in the IT area should yield some illuminating insights into the issue of optimum group size for IT subjects.

In order to initially draw out elements I used the 'spidergram', as a tool for focussing the individual on the issue, i.e. 'optimum group size for IT', and expressing in written form various actual experiences, without going into generalisations, which had occurred in this context.

These experiences were next transferred to the 'Element Card', each one dated, mentioning focus and respondent's name. (All steps were done in a one-to-one situation with the respondent and myself)

These two steps constituted the 'first stage' of research and usually lasted about one hour.

Respondents were next requested to place two elements against another element, e.g. E1 + E2 vs E3, and construct a 'similarity pole' and a 'singularity pole' for each combination/contrast of elements, to be in the form of 'constructs'. The placing of two elements against another one could be done on a systematic basis, to cover all possible combinations, or a more ad hoc basis, drawing together and contrasting at the respondent's will.

The 'similarity pole constructs' and 'singularity pole constructs' are then entered onto the 'Personal Repertory Grid' and pole-rated (signified by either a tick or cross depending on pole) with reference to the original Elements.

These two steps are fairly complex and require thought on behalf of both respondent and researcher, and lasted from one to one and a half hours per respondent.

Data from the Personal Repertory Grid is next entered into a computer with Centre for the Study of Human Learning (CSHL) software which focusses elements into clusters based on previously ascribed pole ratings. On the CSHL printouts, ticks are represented by '1', crosses by '3', and 'don't know/not applicable' etc. by '2', and the various clusters are drawn together on the printout and discussed with the respondent, in the context of respondent feedback from Element Clusters, Construct Clusters, Element/Construct Clusters, Purposes and Aims and any new learning achieved on reflection.

This stage can be quite lengthy: data entry, although cumbersome, admittedly saves hours of

manual sorting and clustering, and discussion, especially 'new learning on reflection' requires some time and thought from the respondent. On average, this stage took about two hours. (The CSHL software mentioned above was purchased by a colleague in connection with his own post-graduate research and was kindly made available, along with various blank forms and grids used for this research)

Analysis / Discussion

Transcripts of 'Pattern of Meaning: Laddering-up Analysis Record' Sheets

I. P.Reed

Personal feedback on Element cluster:

'Instances of poor organisation and an unsympathetic attitude by senior staff/management has, on occasion, reduced me to feelings of professional inadequacy, almost as though I couldn't do my job properly. In situations like this, when its difficult to keep my motivation going, how can I possibly motivate students? Since we're given hardly any time to organise and plan ahead, I think the basic principles of Flexible Learning are being abused: in order for FL to work properly we need well-prepared resources, and if these are being produced in-house, some time must be paid for, especially in this section, where part-timers outnumber full-timers by eight to one, and so much preparation falls to the part-timers. If I had more time/resources then I feel I could do the job properly. I want to make FL work but at the moment, I often feel as though I'm being exploited and abused, and actually prevented from doing the job properly!'

Personal feedback on Construct cluster:

'These (constructs) have made me realise that every student should be regarded as having special needs, in the sense that we must approach each student as an individual and cater educationally for him/her accordingly. If this is the case then management here at Palace Road could learn a lot from 'traditional' SEN management, such as that at West Hill. I sometimes feel that despite the multitude of memos, reports etc. that fly around here, in the end, nothing really gets done! However, at West Hill, all Rosemary Brown's recommendations go direct to the DES in London, and are acted on! I think something like the Warnock Report could enlighten senior management here, increasing their awareness that all students have some form of 'learning disability', and that every teacher has their own 'level' or way of managing this problem, and that, as teachers, we all need suport in dealing with this issue.'

Personal feedback on Element Construct cluster

'I think that group size for teaching IT really depends on the nature of the individuals in any given group, and the degree of support (or lack of it) from management. A case in point here is the 'West Hill approach' versus my experience of the 'Liberal Studies approach': both within the same college but offering widely different provision. The college needs a 'Policy for Learning/Teaching/Resources', with widespread discussion and communication amongst all concerned.'

Review and any new learning on reflection

'I found the grid a useful way of pinpointing problems and good/bad issues as I perceive them.'

However, its a long and laborious process, demanding a lot of commitment from both sides. Its less leading than using, say, questionnaires, but I would imagine you need adequate time and resources to do it properly.

For me, its brought out the large gap there is here between grass roots and management, and how difficult it is to bridge that gap.

There's also my idea that all students have a kind of learning disability, and to deal with this we need a policy (e.g. Warnock): one of the advantages in having such a policy can be seen in the way that our memos, reports etc. don't lead to action, whereas West Hill's do.'

2. H. Baker

Personal feedback from Element clusters

'These (elements) have made me realise that, as a woman, I've always felt rather odd because I'm so technically-minded, which isn't generally considered to be very feminine. It somehow seems more natural for males to be interested in technology, computers etc. I think boys are generally born with an interest in these areas, and girls aren't - I must be an exception to the rule as I've always been keen on these areas for as long as I can remember! I think perhaps my special empathy for other female learners is a result of this: it seems to work both in the Open Learning Centre and here (ITWS) as well.'

Personal feedback from Construct clusters

'I'm not sure what the best size for a group in IT is, and whether you can apply a hard and fast rule here. In my experience, sometimes small groups don't always work, and larger groups sometimes do work. I think it really depends on the individual personalities of group members, and the element of choice offered on the course itself. I've found that motivation of a group is certainly increased if its members feel they have choice/control/ownership of the course, whereas being forced into learning with little or no choice can alienate the members of a group, even despite its small size. Negative experiences like this in the past can put individuals off learning for a long time, maybe permanently.'

Personal feedback on Element Construct cluster

'I think perhaps I feel happier helping less confident groups, especially those containing more girls than boys. This is due to my empathy with females, especially women returning to work after a long break. I did it myself (i.e. returned to work after a break of several years looking after my family) quite recently, so I know what its like and can feel for them: its not easy coming into a male-dominated environment like this, especially as a mature student, and I like to think I can help those who need it because of my own recent experiences. Not all need a lot of help of course. One of my BTEC students is the only girl in a group of 12 male students, but

she is succeeding, despite these odds, largely due to her own personality qualities.'

Review and any new learning on reflection

'I thought the research and the way it was being done all a bit silly at first. It appeared all rather contrived, forcing comparisons and contrasts all the time made it seem as though you could bend anything to fit!

However, I now realise I've told you something you didn't expect to hear, and in a way the personality issue was news to me as well! I hadn't thought about my earlier experiences with and attitudes to technology for quite some time, and this exercise has made me re-examine them in the light of what I'm doing now, and how I can turn what I'd always thought of as a handicap (i.e. being a female with an interest in computers) into a more positive way of helping others in that situation. It's made me realise some of my qualities. I think I'm fairly good in a one-to-one, female-to-female teaching situation. I wouldn't describe myself as a whizz-kid with computers and enjoy helping the less confident beginners.'

3. S. Coombs

Personal feedback on Element clusters

'The management of large groups can be described as easy if you are teaching repetitive tasks didactically. An aerobics class of as many as, say, 30 students is an example of this, where students simply follow actions made by the teacher in a fairly mechanical way and perform repetitive acts at a relatively low level. However, higher level learning involving elements of problem-solving really requires the one-to-one approach to work effectively. I've found that a combination of the team philosophy and flexible learning works well as a professional solution to curriculum management and delivery. The diverse needs of mixed ability groups can therefore be dealt with more successfully and confidently by a team.'

Personal feedback on Construct clusters

'Working in groups can be beneficial in terms of students' learning only if it is based on sharing and is supported by the individual approach, for example the one-to-one tutorials we have pioneered here in the ITWS. However, group learning can compromise individual learning if it is based on note-taking etc. (i.e. pure didacticism) and there is no treatment of learners as individuals.'

Personal feedback on Element Construct cluster

'I've come to the conclusion that, with a practical-based, hands-on, problem-solving subject such as IT, then the optimum group size for meaningful learning to take place is eight. Fulfilling my responsibilities in the context of my abilities as a teacher and manager doing my job properly is difficult with a group containing more than eight students. I've found that personal

problem-solving by learners tends to be side-lined with groups of more than eight, and this makes me feel guilty and inadequate as a teacher.'

Review and any new learning on reflection

'Large group size is difficult to work with, to the extent that I don't think I could stay in teaching as a career if I had big groups all the time. I used to get very worried about all the responsibilities of the job, especially in an ever-expanding area like IT, but I've found it's better to share responsibility and not lose sleep over all the problems. We're sharing responsibility in the ITWS across a team of practitioners. It's not perfect, largely due to me being the only full-timer and part-timers being given a lot of responsibility, but it seems to work insofar as we learn from each other whilst working with each other, somewhat like the Bauhaus!'

Discussing these responses, several interesting points on the subject of optimum IT group size and wider issues arise, and I would agree with Cohen and Manion's claim that, 'the repertory grid technique . . . (can) provide the researcher with an abundance and richness of interpretable material', even in a fairly limited, small-scale programme of research such as this investigation. The overall impression gained from PR was one of an ambitious and enthusiastic teacher who feels that his efforts to enable students to learn effectively in the past have been hampered by a series of incidents whereby 'management', i.e. HoDs and above, has taken away any control over group size, leading to his feelings of 'professional inadequacy/exploitation/abuse', understandably stemming from having large groups given to those least capable of dealing with them, i.e. part-time lecturers relatively new to teaching and the institution itself. It would be fair to add here that PR no longer works for the particular department receiving criticism in his feedback and as a member of the ITWS 'team', his problems centred on management of large groups are not so acute.

His observations on the 'West Hill approach' are revealing insofar as he argues that each student should be treated as an individual having special needs, along SEN lines, and that the ITWS goes some way to emulating this model in his mind. He argues West Hill enjoys better lines of communication than Palace Road: this may be in part due to the fact that West Hill is a far smaller establishment, enjoying a degree of autonomy, but I would agree that the major reason, as stated by PR, is rather one of 'empathic management'.

HB also argued that students should be treated as individuals, and that it was difficult for her to establish 'hard and fast' rules governing optimum IT group size; claiming so much depended on the individuals who make up any given group and drawing on her own experience to argue that small is not always best in this context.

She discussed her own personality traits extensively, in the areas of herself as a woman returner, in a 'man's world', as initially lacking in confidence, and how these factors have led to what she perceives as an increased empathy with her peers, i.e. how she has turned what many would consider stumbling blocks into positive skills for managing individuals and groups more effec-

tively.

SC discusses the notion of learners as individuals, and how this can be accommodated within a flexible learning framework. His argument for IT to be treated as a high-level, 'problem-solving' skill leads on to his claim that this sort of skill can therefore not be taught effectively in large groups, quoting examples from his own experience to support this.

He claims flexible learning can allow groups to be managed, and if there is the support of a 'team' of like-minded practitioners, then this can only benefit the individual (leading to less 'worry/guilt/inadequacy'), other team members ('working with/learning from each other') and the learners themselves.

This does not mean that a team can 'soak up' extremely large groups, however, and he argues that about eight is a reasonable number for IT, if it is to remain a 'problem solving' activity, and perceived 'responsibilities to students can be fulfilled'.

Conclusion / Implications

In conclusion, therefore, one could argue that a group of between six and eight students is sufficient to effectively manage in a 'democratic' (Lewin) manner and ensure that each student has the opportunity to attain his/her potential within that group and on that course.

Rice (see pp. 6-7) identifies six as a 'critical number' for group cohesion and well-being, and Lewin argues that the democratic style of leadership tends to encourage motivation and teamwork amongst its members.

My own research indicates there may be other factors which need taking into consideration, especially those of management empathy, personality traits of teacher and learners and degree of peer support for teacher, especially in a flexible learning environment.

Management empathy is crucial insofar as tutors who persistently have large, unmanageable groups given to them will rapidly lose heart and become disillusioned, with a corresponding alienation and decrease in learning in those groups.

Personality traits can also be important, both in teacher and individual group members. For example, a teacher adopting the authoritarian style of leadership could run a large group, teaching in a didactic manner and perhaps lead that group to achieve some short-term goals, e.g. memorising facts in order to pass an exam; but one wonders what, if any, long-term learning has been achieved. Perhaps more important is the degree of choice individuals in a group have been offered: those who feel they have some control over their course tend to be more motivated to learn than those who are forced into a course of study.

Peer support, or the team approach, is another important factor, especially in a flexible learning environment such as the ITWS. In a community of like-minded, sharing professionals, support is freely given and available, and this can only serve to enhance the learning experience for individual students within that environment.

Evening classes and short intensive courses tend to operate largely outside the immediate influence of this environment, however, with the teacher very much on his/her own whilst that course takes place, with, for example, no immediate peer support, technical support, administrative support etc. It is here, I believe, that guidelines on optimum group size for IT are most appropriate, and I would recommend that optimum group size, especially in the above instances, should be between six and eight.

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Lewin, K. (1951) *Field Theory in Social Science*. Harper and Row, New York

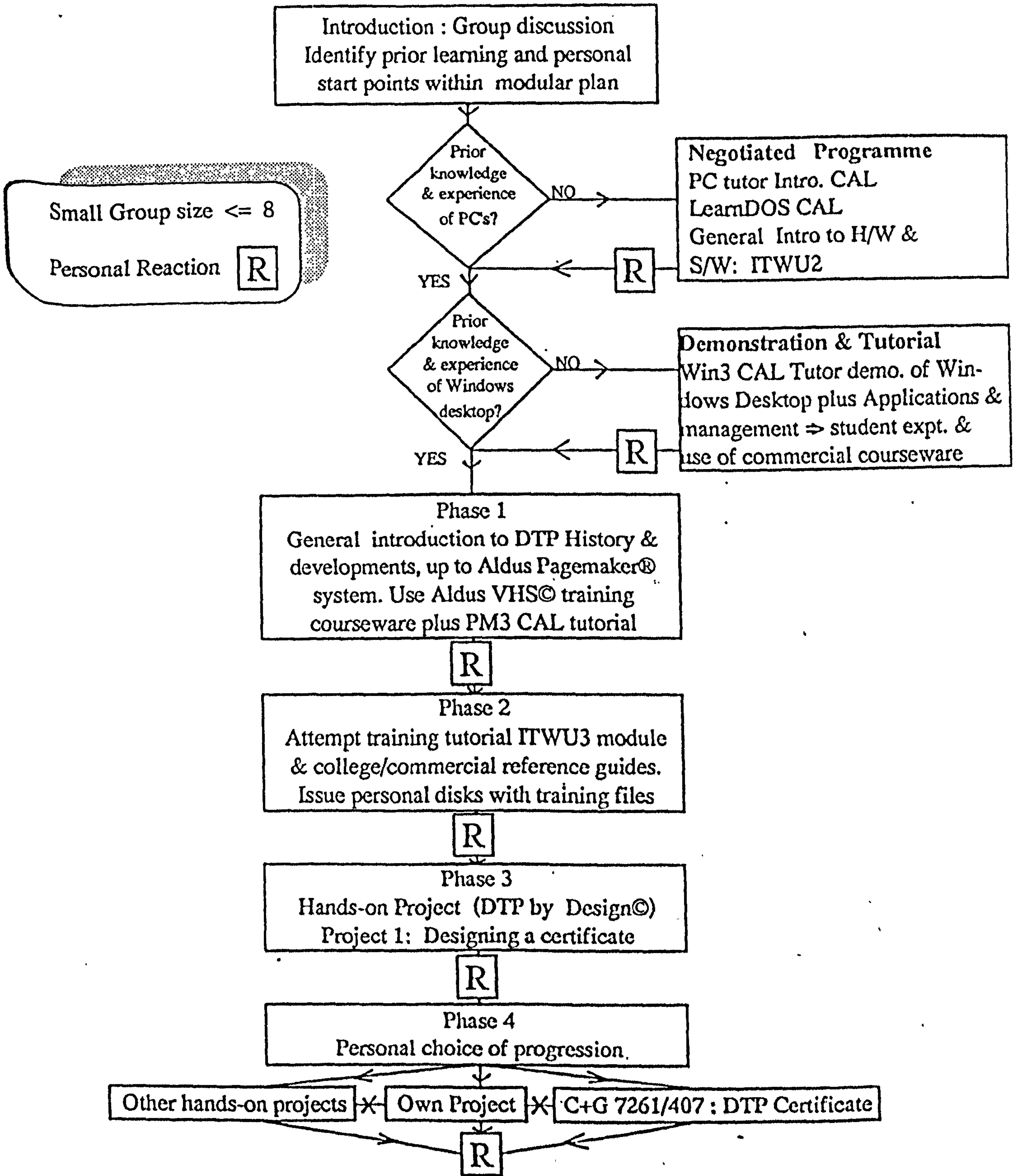
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APPENDIX ONE - COURSE STRATEGY

Desk Top Publishing

Course Strategy : Small Group Plan



DTPplan/SJC/CSHL/5.91

APPENDIX TWO - MEMOS TO AND FROM AE

MID-CORNWALL COLLEGE

M E M O R A N D U M

TO Linda Simpson REF JP/HR/MEMO5/MCC/9.92
FROM John Perry DATE 24th September, 1992

I wish to record my strongest objections to the placing of 10 students on my DTP night class course which started last night.

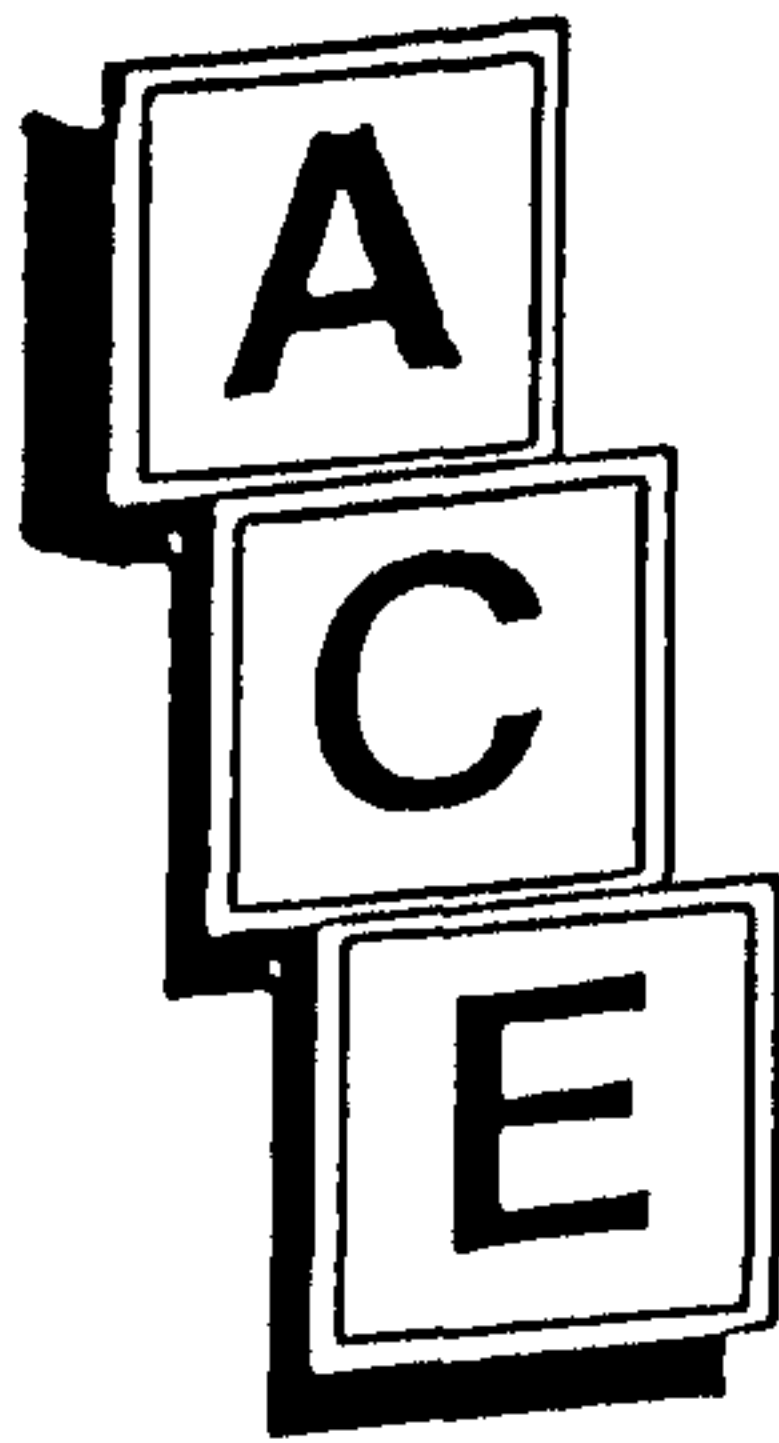
As I am sure you will recall the agreed 'ceiling' on student numbers for this course is 8 - the reason for limiting students numbers to 8 is based on my own and Steve Coombs considerable experience in teaching this subject for several years - we have learnt that any more than 8 in a group of this nature, i.e. students learning complex skills in a flexible modular environment, all at different stages and of differing abilities, can lead to any tutor being overstretched resulting in disillusionment and alienation of students which I am sure you would wish to avoid at all costs!

I stress that we, as I.T. tutors, are not trying to 'make things easy for ourselves' by limiting student numbers, and that our primary concern is learning quality for the students.

I reluctantly accepted 9 students after the 9th student on the register pleaded that she had driven 46 miles to the venue and had given another DTP student a lift, and that the student concerned was out of a group of 5 from the Cornish Guardian who had all enrolled together. After being asked to inform the admin staff in Methleigh House that the 10th student on the register, Mr K. B. Hudson, should not be enrolled, the session started 5 minutes late - I tried to explain to the group the reasons for the delay and we got under way.

Unfortunately, Mr Hudson arrived in the ITWS 10 minutes later, after the admin staff had departed, expecting to enrol for the course. I attempted to explain that Adult Education had mistakenly placed the ceiling at 10 students for this course and that I could not accept him (apparently he planned to pay fees on the night) for the reasons outlined above, i.e. that the learning quality of the group would suffer as a result of 'over-packing'. Mr Hudson was considerably upset due to wasted time and petrol expenses and I could only suggest that he approach Adult Education for a further explanation and an opportunity to register his complaint formally.

Although I reluctantly accepted 9 students on this course for the reasons explained above and will attempt to deliver as effective a course as possible, I trust this will not set a precedent and that the maximum number of students in the future on this course will be 8.



Adult Continuing Education Centre
Mid-Cornwall College
Sedgemoor
Priory Road
St. Austell
PL25 5AB

Telephone 0726 67911 & 67714
Facsimile 0726 68499

MEMORANDUM

To: John Perry
From: Linda Simpson
Head of Adult Education
Date: September 30, 1992

Thank you for your memorandum regarding the student who was wrongly placed on your course on Wednesday. The student received a full apology and was happy to accept it. We are making arrangements to meet his needs elsewhere.

We too are concerned about quality and, as you raised the issue, it would help 'administrative quality' if the paperwork for planned courses were in our office at the times requested. I have to remind you that your course information sheet arrived well beyond the deadline and there is no mention on it of the student numbers being limited to 8. If information on these sheets is incomplete or inaccurate, staff keying in cannot be held responsible when mistakes occur. It has become increasingly difficult for us to produce proper records for the computer courses in the IT Workshop because of a reluctance by certain staff to work to the system common to all adult education tutors. It would greatly help the smooth running of these courses if administrative procedures could be adhered to at all times. Arrangements made amongst staff, unknown to ourselves and without consultation, have caused considerable concern, not only to this office but also to the public and I would appreciate greater liaison between yourself and this office which in future could mean that matters of this nature do not occur.

With over 200 staff and over 600 courses, if the system is not adhered to, it makes for mistakes and gives a poor image to the public.

Could I request that prior to the commencement of planning for the new programme you make an appointment with me to discuss the courses and their schedule.

Thank you for your co-operation in this matter.

APPENDIX THREE - COMPLETED SPIDERGRAMS, REPERTORY GRIDS, FOCUSED
GRIDS, PATTERNS OF MEANING RECORDS

E 1

Element Card : Raw Data : Date /

Enter the actual significant experience below, without generalisation.

~~COMMUNICATION ASSISTANCE~~
~~CANCELLED BY COURSE TUTOR.~~
GROUP OF NDSC SPLIT
INTO 3 GROUPS. DUE TO LACK OF RESOURCES

Learning Focus

Client Name

SC/HR/RGEC01/CSHL/8.92

E 2

Element Card : Raw Data : Date /

Enter the actual significant experience below, without generalisation.

FD ENG. IT IN GROUP. SPLIT INTO TWO GROUPS. I WAS INCAPABLE OF SUPERVISING/FACILITATING. MORE THAN 8 STUDENTS ON A R.

Learning Focus

Client Name

SC/HR/RGEC01/CSHL/8.92

E 3

Element Card : Raw Data : Date /

Enter the actual significant experience below, without generalisation.

STOD. WAS HEARD TO SAY. LARGE GROUPS ONLY LAST TILL NOV WHEN ALL MONEY IS IN. THEN THEY THEM OUT

Learning Focus

Client Name

SC/HR/RGEC01/CSHL/8.92

E 4

Element Card : Raw Data : Date /

Enter the actual significant experience below, without generalisation.

FCC. 21 STUDENTS TWO LECTURERS ON A CIRCUIT. RESOURCES & ENLARGERS. 5 PCs. DIFFICULT TO KEEP TRACK OF STUDENTS

Learning Focus

Client Name

SC/HR/RGEC01/CSHL/8.92

E 5

Element Card : Raw Data : Date /

Enter the actual significant experience below, without generalisation.

20 STUDENT GCSE PHOTOGRAPHY. TWO PARINT ROOMS. 1 DARK ROOM. 1 STUDIO UNABLE TO ASSESS. PROS & RES OR. FACILITATE.

Learning Focus

Client Name

SC/HR/RGEC01/CSHL/8.92

E 6

Element Card : Raw Data : Date /

Enter the actual significant experience below, without generalisation.

GCSE PHOTO. STUDENTS ORGANISED THEIR OWN LEARNING/WITH SUPPORT IN ART AND DESIGN. AND A LAY BACK APPROACH. LEARNING CAN BE VERY EFFECTIVE

Learning Focus

Client Name

SC/HR/RGEC01/CSHL/8.92

E 7

Element Card : Raw Data : Date /

Enter the actual significant experience below, without generalisation.

SEN 6 STUDENTS. NO. INTERRUPTIONS AT WESTHILL. DUE TO EMPATHY BY SENIOR LECTURERS.

Learning Focus

Client Name

SC/HR/RGEC01/CSHL/8.92

E 8

Element Card : Raw Data : Date /

Enter the actual significant experience below, without generalisation.

CANTON COLLEGE SEN. 6-8: STUDENTS. CLOSE SUPERVISION ACHIEVED. LEARNING PROCESS. MONITORED.

Learning Focus

Client Name

SC/HR/RGEC01/CSHL/8.92

E

Element Card : Raw Data : Date //

Enter the actual significant experience below, without generalisation.

FCC. INCREASED FROM 20 IN SEPT 91 TO 22 BY JAN 92. INSUFFICIENT PC RESOURCES INSTRUCTED IN STAIRWELL LET LOOSE INITIUS NOT SUPERVISED BY ME.

Learning Focus

Client Name

SC/HR/RGEC01/CSHL/8.92 P. M. BOY - OPTIMIZING 941 SIZE

E

Element Card : Raw Data : Date //

Enter the actual significant experience below, without generalisation.

IGNDSC. LONDAAP HOUSE. 12. PG. TWO ITEMS OF SOFTWARE. TO TEACH IT. WITHOUT THE SUPPORT OF THE IT TEAM IT WOULD

Learning Focus

Client Name

SC/HR/RGEC01/CSHL/8.92

E

Element Card : Raw Data : Date //

Enter the actual significant experience below, without generalisation.

Learning Focus

Client Name

SC/HR/RGEC01/CSHL/8.92

E

Element Card : Raw Data : Date //

Enter the actual significant experience below, without generalisation.

Learning Focus

Client Name

SC/HR/RGEC01/CSHL/8.92

E

Element Card : Raw Data : Date //

Enter the actual significant experience below, without generalisation.

Learning Focus

Client Name

SC/HR/RGEC01/CSHL/8.92

E

Element Card : Raw Data : Date //

Enter the actual significant experience below, without generalisation.

Learning Focus

Client Name

SC/HR/RGEC01/CSHL/8.92

E

Element Card : Raw Data : Date //

Enter the actual significant experience below, without generalisation.

Learning Focus

Client Name

SC/HR/RGEC01/CSHL/8.92

E

Element Card : Raw Data : Date //

Enter the actual significant experience below, without generalisation.

Learning Focus

Client Name

SC/HR/RGEC01/CSHL/8.92

P. REED 21/10/92

C P1 1+2 ✓

Construct Card : Similarity Pole ✓

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

WEEK OF SUPERVISION.
OF ONE SIDE OF SPLIT
GROUP.

Client Name

Date

SC/HR/RGCC01/CSHL/8.92

C P2 3 ✗

Construct Card : Singularity Pole ✗

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

CONSTRUCTION OF RANGE
GROUPS BY MANAGEMENT.

Client Name

Date

SC/HR/RGCC01/CSHL/8.92

C P1 2+4 ✓

Construct Card : Similarity Pole ✓

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

NUMBERS / RESOURCES.
SUPERVISION PROBLEMS.

Client Name

Date

SC/HR/RGCC01/CSHL/8.92

C P2 3 ✗

Construct Card : Singularity Pole ✗

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

CONSTRUCTION OF RANGE
GROUPS BY MANAGEMENT.

Client Name

Date

SC/HR/RGCC01/CSHL/8.92

C P1 4+5 ✓

Construct Card : Similarity Pole ✓

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

RESOURCES / GEOGRAPHY.
SUPERVISION PROBLEMS.

Client Name

Date

SC/HR/RGCC01/CSHL/8.92

C P2 3 ✗

Construct Card : Singularity Pole ✗

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

CONSTRUCTION OF RANGE
GROUPS BY M.O.P.

Client Name

Date

SC/HR/RGCC01/CSHL/8.92

C P1 4+5 ✓

Construct Card : Similarity Pole ✓

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

RESOURCES / GEOGRAPHY
SUPERVISION PROBLEMS.

Client Name

Date

SC/HR/RGCC01/CSHL/8.92

C P2 6 ✗

Construct Card : Singularity Pole ✗

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

STUDENTS RESPONSIBLE FOR
THEIR OWN LEARNING
PATTERN.

Client Name

Date

SC/HR/RGCC01/CSHL/8.92

V. REED 21/10/92

C P1 6+7 ✓
Construct Card : Similarity Pole

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

ORGANISED LEARNING,
DUE TO RECTOR/MAN.
EMPATHY

Client Name

Date / /

SC/HR/RGCC01/CSHL/8.92

C P2 5. X

Construct Card : Singularity Pole

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

DISORGANISED, LEARNING
DUE TO ANNO. LACK OF
EMPATHY - JO. STUDENT/TEACHER

Client Name

Date / /

SC/HR/RGCC01/CSHL/8.92

C P1 7+8 ✓
Construct Card : Similarity Pole

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

MANAGEMENT CONTROLLED
LEARNING.

Client Name

Date / /

SC/HR/RGCC01/CSHL/8.92

C P2 6. X

Construct Card : Singularity Pole

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

STUDENT CONTROLLED
LEARNING.

Client Name

Date / /

SC/HR/RGCC01/CSHL/8.92

C P1 7+8 ✓
Construct Card : Similarity Pole

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

MANAGEMENT ACTING
IN A RESPONSIBLE MANNER

Client Name

Date / /

SC/HR/RGCC01/CSHL/8.92

C P2 9. X

Construct Card : Singularity Pole

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

MANAGEMENT
IRRESPONSIBLE

Client Name

Date / /

SC/HR/RGCC01/CSHL/8.92

C P1 9+10 ✓
Construct Card : Similarity Pole

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

AN IRRESPONSIBLE ATTITUDE
BY MANAGEMENT.

Client Name

Date / /

SC/HR/RGCC01/CSHL/8.92

C P2 X

Construct Card : Singularity Pole

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

AWARE/CAINING/RESPONSIBLE
MANAGEMENT.

Client Name

Date / /

SC/HR/RGCC01/CSHL/8.92

2/11/02 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	Pole Rated
C1	✓ Charg. of Supervision of St. Gels.	✓	✓	✓	✓	✓	?	?	?	✓	✓										✗ Charg. of Use Gels by Man
C2	No/Res - Sup. Probs	✓	✓	✓	✓	✓	?	✓	✓	✓	✓										—
C3	Res/Gen - Sup. Probs	✓	✓	✓	✓	✓	?	✓	✓	✓	✓										—
C4	Res/Gen - Sup. Probs	?	✓	✓	✓	✓	✓	?	?	✓	✓										✗ Superv. Responsibility
C5	Org. Gen. Man.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓										✗ Disorg. Gen. Man.
C6	Man. Controlling	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓										✗ Lack of Man. Empl.
	Man. Controlling	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓										✗ Student Controlling
	Man. Controlling																				✗ Man. Controlling

1/10/93 PERSONAL REPERTORY GRID (KAW ENV 111), WILL

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	RESPONSIBLE		X	X	X	X	X	X	✓	✓	X	X											RESPONSIBLE
	MANAGEMENT																						MANAGEMENT
C2	RESPONSIBLE		✓	✓	✓	✓	✓	X	X	X	✓	✓											MANAGE / CAREING
	MANAGEMENT																						RESPONSIBLE
C3																							
C4																							
C5																							
C6																							

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, 4, 5, 9	<p>Bad organization, unempathetic attitude by senior staff/management. Made me feel prof. inadequate - "Couldn't do my job" - difficult keep my motivation going - how could I inst. students? ?</p> <p>No time to organize - abuse of FL principles - abuse of me as a part timer/exploitation. If I had more time/resources/control I could do it, i.e. facilitate FL in work properly</p>

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

Construct Cluster	Record of Personal Feedback
C, 2, 3, 8, REC, RC 7	<p>Every student has special needs + i.e. balance ind. management can learn a lot from traditional SEN management. HoD's need something Warnock requires to increase awareness that all students have some form of learning disability + every teacher has their own level</p>

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

Element Construct Cluster	Record of Personal Feedback
E 2, 4, 5, 9	<p>It depends on nature of individuals in group really plus support/level of support from management (case in point W. Hill vs Hill studies). College needs policy for learning/teaching resources etc with widespread discussion/communication amongst all concerned.</p>
C 2, 3, 8 RC 5, 7	

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

Purposes and Aims	New Learning achieved upon reflection
Pinpointing of problems	<p>All students have learning disabilities + there needs to be a policy to deal with this (eg Warnock) - now means don't cause action, W. Hill's do.</p> <p>It's a long + laborious process, the better the questionnaires - less leading</p>
goal level issues as a priority	
Gap between grass roots + management which appears	
difficult to bridge	

Learning Focus:

Optimum cohort size of 10-15

Clients Name:

H. REED -468-

Date: 17/11/92

08/10/00

C.S.H.L. GRID --HLC--

SPACED REGRESSIVE GRID

CONSTRUCT PILE RATED - 1 -

ELEMENTS

CONSTRUCT

PILE RATED - 3 -

SUCCESSFUL LEARN W/M/F BAL

E	E	E	E	E	E	E	E
3	2	1	1	1	3	4	6

WITH IMG M/F RATIO

F STUD&TUTOR SECURITY

C5	* 3	2	2	2	2	2	11	* 05
----	-----	---	---	---	---	---	----	------

LEARNERS THREATENED

ALL GROUPS GOOD FOR IT

R01	* 3	2	3	2	1	11	* R01
-----	-----	---	---	---	---	----	-------

GROUPS BAD FOR IT

RELAX ENV ENHANCES LEARNING

C4	* 3	2	1	1	1	11	* C4
----	-----	---	---	---	---	----	------

LEADS TO -VE LEA

COPYRIGHT CENTRE FOR THE STUDY OF HUMAN LEARNING

FEMALE MINORITIES FDI

STUD PAIRS CONT WORK

PERSONALITY OF AT OLS

STUD PAIRS WORKING

FEMALE EMPATHY TO

TUT HELPS

IND LEA

LARGE

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SUD DES THREAT

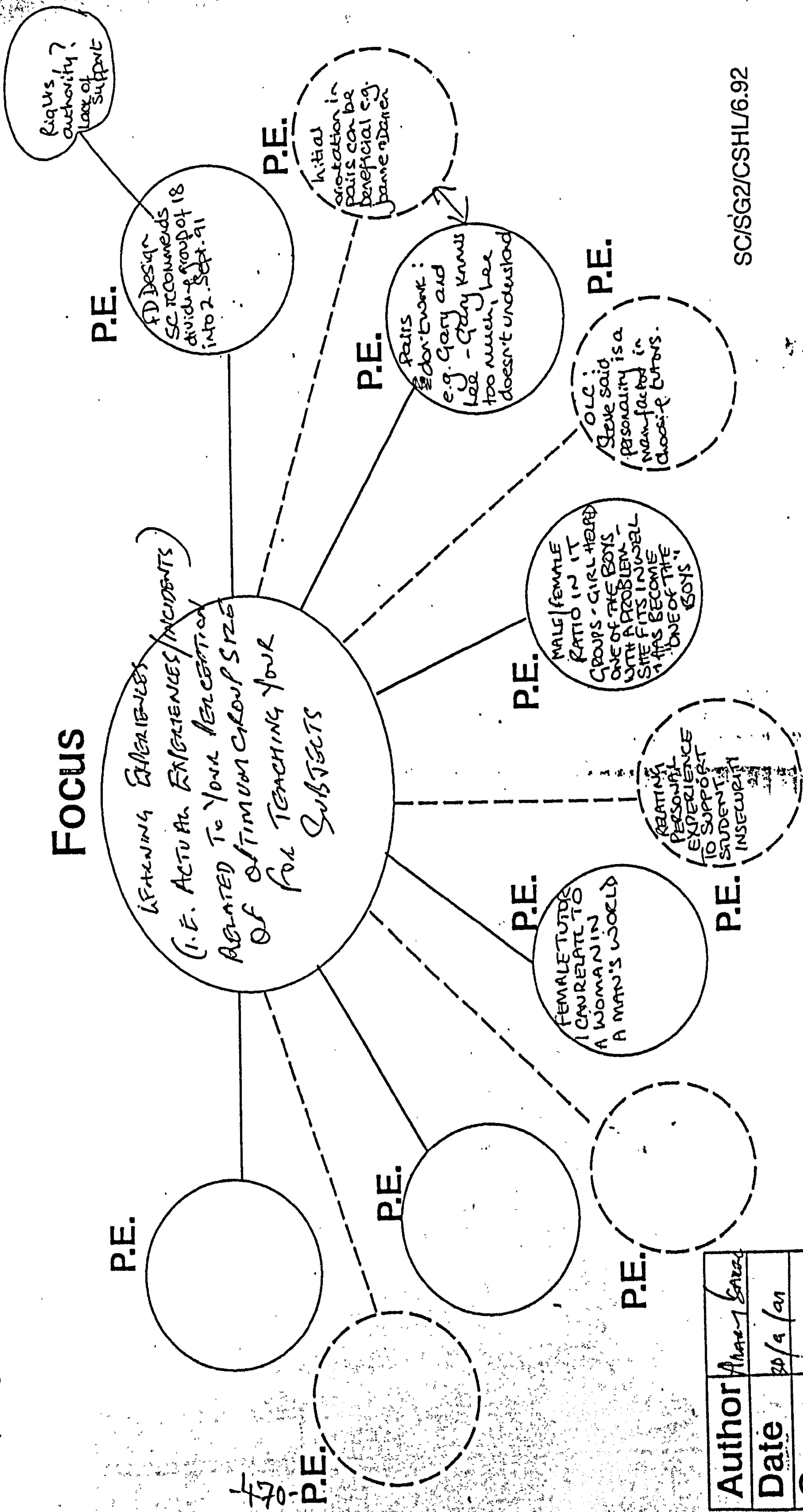
CONFID

RE

Crosley Business Forms

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!



SC/SG2/CSHL/6.92

Author	Anna Sarah
Date	20/9/91
Org:	

PATTERN OF MEANING : LADDERING-UP ANALYSIS RECORD

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

Element Cluster	Record of Personal Feedback
E4, 3, 6, 7	<p>She always felt a bit odd because quite technically minded which can't consider by very fluent.</p> <p>It seems a "natural" and trait to be technical.</p> <p>Boys are born with it / girls aren't generally.</p> <p>Perhaps she likes any f - of engineering work.</p> <p>It seems to work in the TWS.</p>

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

Construct Cluster	Record of Personal Feedback
C2, C4	<p>Small group may not work work / large group may work. It really depends on individual personalities of group members - i.e. if restriction imposed by choice / being forced with learning learning can alternate despite small group size. But experience in part can put off.</p>

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

Element Construct Cluster	Record of Personal Feedback
E4 3, 6, 7 C2, 4	<p>Perhaps I help the boys consider ones - especially group with work girls in the Doc / feel as though needed to make a special effort with them.</p>

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

Purposes and Aims	New Learning achieved upon reflection
<p>It is all you something you didn't expect to find out + it was, was E. and as well - responsibility issue.</p> <p>Thought it was all a bit silly at the beginning - you can blend anything to find, but it is made one whole. Some of my qualities good to be a whole part a whole.</p>	

Learning Focus:

Minimum 90% size for 11

Clients Name:

71.15 - 471-

Date: 27/11/97

E 1

Element Card : Raw Data : Date 01/10/92

Enter the actual significant experience below, without generalisation.

Teaching 'BASIC' programming to a large diverse evening class of 15 students and using most by week 3/4.

Learning Focus Optimum group size for teaching IT.
Client Name Steve Connolly

SC/HR/RGEC01/CSHL/8.92

E 2

Element Card : Raw Data : Date 01/10/92

Enter the actual significant experience below, without generalisation.

Needed to have smaller groups size when teaching coding with PEE, between myself & Mike & John.

Learning Focus Optimum.
Client Name S.C.

SC/HR/RGEC01/CSHL/8.92

E 3

Element Card : Raw Data : Date 01/10/92

Enter the actual significant experience below, without generalisation.

Found clash of interest between going an individual tutorial and 'cutting' myself off from rest of a group. (private)

Learning Focus Optimum.
Client Name S.C.

SC/HR/RGEC01/CSHL/8.92

E 4

Element Card : Raw Data : Date 01/10/92

Enter the actual significant experience below, without generalisation.

Difficulty of managing a large practical class at W. Hill (15-19) it couldn't get around each individual student.

Learning Focus Optimum
Client Name S.C.

SC/HR/RGEC01/CSHL/8.92

E 5

Element Card : Raw Data : Date 01/10/92

Enter the actual significant experience below, without generalisation.

Found a group of 6 SEN students doing IT "very large" due to their demands.

Learning Focus Optimum.
Client Name S.C.

SC/HR/RGEC01/CSHL/8.92

E 6

Element Card : Raw Data : Date 01/10/92

Enter the actual significant experience below, without generalisation.

Point that when I left instead of a group of evening class to 8 (reg reluctant students) it went well with no "early leavers". 1988

Learning Focus Optimum.
Client Name S.C.

SC/HR/RGEC01/CSHL/8.92

E 7

Element Card : Raw Data : Date 01/10/92

Enter the actual significant experience below, without generalisation.

That the individual tutorial is entirely different to managing learning for a group: first found this in early stages of 1988.

Learning Focus Optimum.
Client Name S.C.

SC/HR/RGEC01/CSHL/8.92

E 8

Element Card : Raw Data : Date 01/10/92

Enter the actual significant experience below, without generalisation.

Need for team teaching support, if one was to manage both open access group and tutorial in 1 class in parallel, as in early 1990 sessions.

Learning Focus Optimum.
Client Name S.C.

SC/HR/RGEC01/CSHL/8.92

E 9

Element Card : Raw Data : Date 01/15/92.

Enter the actual significant experience below, without generalisation.

When I was had 17 lessons all studying different things. It was difficult/impossible to cope on own without providing content to some learners.

Learning Focus Optimum group size for IT.

Client Name S.C.

SC/HR/RGEC01/CSHL/8.92

E

Element Card : Raw Data : Date

Enter the actual significant experience below, without generalisation.

Empty text box for experience

Learning Focus

Client Name

SC/HR/RGEC01/CSHL/8.92

E

Element Card : Raw Data : Date

Enter the actual significant experience below, without generalisation.

Empty text box for experience

Learning Focus

Client Name

SC/HR/RGEC01/CSHL/8.92

E

Element Card : Raw Data : Date

Enter the actual significant experience below, without generalisation.

Empty text box for experience

Learning Focus

Client Name

SC/HR/RGEC01/CSHL/8.92

E

Element Card : Raw Data : Date

Enter the actual significant experience below, without generalisation.

Empty text box for experience

Learning Focus

Client Name

SC/HR/RGEC01/CSHL/8.92

E

Element Card : Raw Data : Date

Enter the actual significant experience below, without generalisation.

Empty text box for experience

Learning Focus

Client Name

SC/HR/RGEC01/CSHL/8.92

E

Element Card : Raw Data : Date

Enter the actual significant experience below, without generalisation.

Empty text box for experience

Learning Focus

Client Name

SC/HR/RGEC01/CSHL/8.92

E

Element Card : Raw Data : Date

Enter the actual significant experience below, without generalisation.

Empty text box for experience

Learning Focus

Client Name

SC/HR/RGEC01/CSHL/8.92

D.S. 111. GRID -- 8015

SPACED FOCUSED RIC

ELEMENTS

STRUCT POLE RATE: 3 -

STRUCT POLE RATES

1 2 3 4 5 6

7 8 9 10 11 12

13 14 15 16 17 18

19 20 21 22 23 24

25 26 27 28 29 30

31 32 33 34 35 36

37 38 39 40 41 42

43 44 45 46 47 48

49 50 51 52 53 54

55 56 57 58 59 60

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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
K1, 4	Management of large group = 'easy' if teaching repetitive tasks didactically (e.g. exercises) but higher level learning / problem solving requires one-to-one approach
E9, 5, 2, 8	Team management + F.L. = professional solution to curricular management + delivery. Divers needs of mixed ability groups can be dealt with more successfully + confidently by a <u>team</u>

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

Construct Cluster	Record of Personal Feedback
C1, 2, R24, R25, C3	Working in groups can be beneficial, if based on sharing + supported by individual approach, e.g. tutorials Group learning can compromise individual learning if no individual approach + based on rote-learning etc.

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

Element Construct Cluster	Record of Personal Feedback
	With a practical based hands-on, problem-solving subject, e.g. I.T., optimum group size is 8 in my experience & in terms of my abilities as a teacher + manager doing any job properly. Fulfilling responsibilities to students is difficult with more than 8. Personal problem-solving + sidelined with 8+, which makes me feel guilty

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

Purposes and Aims	New Learning achieved upon reflection
Large group size is difficult to work with - I wouldn't stay in teaching as a career if I had big groups all the time. I prefer to share responsibility & not be responsible for all the problems. No sharing of responsibility over a professional team - we learn from e.o. + work with e.o., rather than the 'bambinos'!	

Learning Focus:

Optimum Class: 8-12 Feb 15.

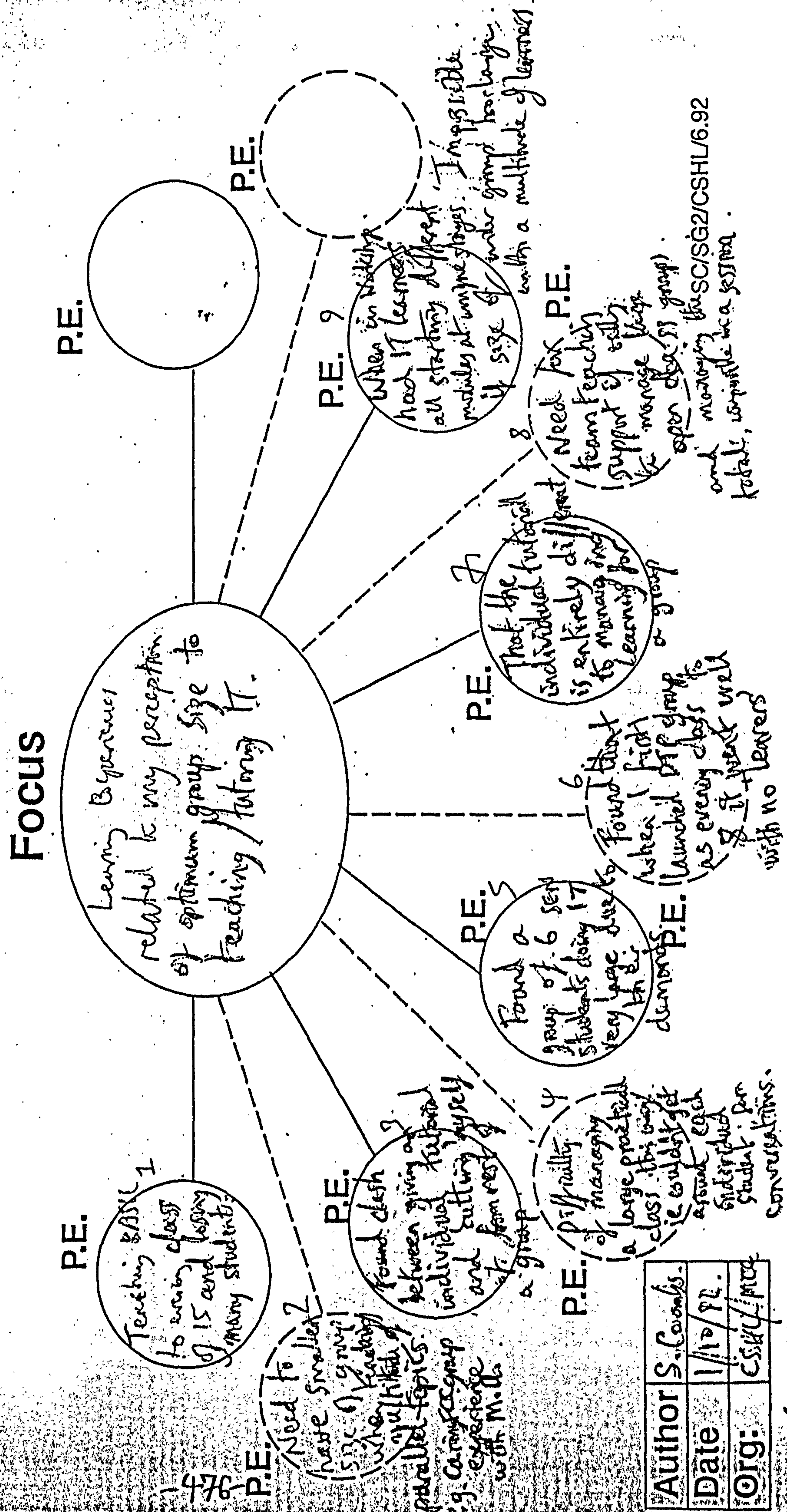
Clients Name:

S. Coombs - 475 -

Date: 30 / 11 / 92

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	S. Coombs.
Date	1/10/92.
Org:	CSHL/MSA

PERSONAL REPERTORY GRID (RAW ENTRY): CSHL SC1

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	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓											X	IND-TUTS
		✓	✓	✓	✓	✓	✓	✓	✓	✓												EMPOWER
		✓	✓	✓	✓	✓	✓	✓	✓	✓												LEARNING
C2		✓	✓	✓	✓	✓	✓	?	✓	✓												SMART CLS
		✓	✓	✓	✓	✓	✓	✓	✓	✓												MANAGEABLE
		✓	✓	?	✓	✓	✓	✓	✓	✓												TEAM TEACHING
C3		✓	✓	✓	✓	✓	✓	✓	✓	✓												SMART CLP of
		✓	✓	✓	✓	✓	✓	✓	✓	✓												8 IN DR WALKER
		✓	✓	✓	✓	✓	✓	✓	✓	✓												WELL
C4		✓	✓	✓	✓	✓	✓	✓	✓	✓												UNSUCCESSFUL
		✓	✓	✓	✓	✓	✓	✓	✓	✓												RUNNING OF
		✓	✓	✓	✓	✓	✓	✓	✓	✓												TOP. OF OUTRO
C5		✓	✓	✓	✓	✓	✓	✓	✓	✓												WTS SUPPORT
		✓	✓	✓	✓	✓	✓	✓	✓	✓												WITH NO TEAM
C6																						

E 1

Element Card : Raw Data : Date 01/10/92

Enter the actual significant experience below, without generalisation.

Teaching 'BASIC' programming to a large diverse evening class of 15 students and losing most by week 3/4.

Learning Focus Optimum group size for teaching IT.

Client Name Steve Coombes

SC/IR/RGEC01/CSIL/8.92

E 2

Element Card : Raw Data : Date 01/10/92

Enter the actual significant experience below, without generalisation.

Needed to have smaller group size when teaching coding with PEE, between myself & Mth & John.

Learning Focus Optimum.

Client Name S.C.

SC/IR/RGEC01/CSIL/8.92

E 3

Element Card : Raw Data : Date 01/10/92

Enter the actual significant experience below, without generalisation.

Found clash of interests between going an individual tutorial and 'cutting' myself off from rest of a group. (Smith)

Learning Focus Optimum.

Client Name S.C.

SC/IR/RGEC01/CSIL/8.92

E 4

Element Card : Raw Data : Date 01/10/92

Enter the actual significant experience below, without generalisation.

Difficulty of managing a large practical class at W. Hill (15-19) it couldn't get around each individual student.

Learning Focus Optimum.

Client Name S.C.

SC/IR/RGEC01/CSIL/8.92

E 5

Element Card : Raw Data : Date 01/10/92

Enter the actual significant experience below, without generalisation.

Found a group of 6 SEN students doing IT "very large" due to their demands.

Learning Focus Optimum.

Client Name S.C.

SC/IR/RGEC01/CSIL/8.92

E 6

Element Card : Raw Data : Date 01/10/92

Enter the actual significant experience below, without generalisation.

Found that when I first limited DTP group of evening class to 8 (reg reluctant students) it went well with no "early leavers". 1983

Learning Focus Optimum.

Client Name S.C.

SC/IR/RGEC01/CSIL/8.92

E 7

Element Card : Raw Data : Date 01/10/92

Enter the actual significant experience below, without generalisation.

That the individual tutorial is entirely different to managing learning for a group: First found this in early stages of 1983.

Learning Focus Optimum.

Client Name S.C.

SC/IR/RGEC01/CSIL/8.92

E 8

Element Card : Raw Data : Date 01/10/92

Enter the actual significant experience below, without generalisation.

Need for team teaching support, if one was to manage both open-access groups and tutorials in 1 hour in parallel, as in early 1990 sessions.

Learning Focus Optimum.

Client Name S.C.

SC/IR/RGEC01/CSIL/8.92

E 9

Element Card : Raw Data : Date 01/10/92

Enter the actual significant experience below, without generalisation.

When I was had 17 lessons all studying different things. It was difficult/impossible to cope on own without preparing content to some lessons.

Learning Focus Optimum group size for IT

Client Name S.C.

SC/HR/RGEC01/CSHL/8.92

E

Element Card : Raw Data : Date

Enter the actual significant experience below, without generalisation.

Learning Focus

Client Name

SC/HR/RGEC01/CSHL/8.92

E

Element Card : Raw Data : Date

Enter the actual significant experience below, without generalisation.

Learning Focus

Client Name

SC/HR/RGEC01/CSHL/8.92

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Learning Focus

Client Name

SC/HR/RGEC01/CSHL/8.92

E

Element Card : Raw Data : Date

Enter the actual significant experience below, without generalisation.

Learning Focus

Client Name

SC/HR/RGEC01/CSHL/8.92

P1 E1 & 2. ✓

Construct Card : Similarity Pole ✓

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

Large groups lead to disinterest
in learning.

P2 E3. ✗

Construct Card : Singularity Pole ✗

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

Total interest of individuals
learning.

Client Name

Date

SC/HR/RGCC01/CSIL/8.92

Client Name

Date

SC/HR/RGCC01/CSIL/8.92

P1 E4 & E4. ✓

Construct Card : Similarity Pole ✓

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

Practical ^{amount} of 15+, impossible
to manage

P2 E2. ✗

Construct Card : Singularity Pole ✗

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

Managers: smaller groups
than team teaching.

Client Name

Date

SC/HR/RGCC01/CSIL/8.92

Client Name

Date

SC/HR/RGCC01/CSIL/8.92

P1 E4 & E5. ✓

Construct Card : Similarity Pole ✓

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

Group size, depends on the
needs of the ind. learner
e.g. "5 or 6 groups of 6, seemed like 15"

P2 E6. ✗

Construct Card : Singularity Pole ✗

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

Group limited to size of '8' for DCP
worked well.
"Small group of 8 works well"

Client Name

Date

SC/HR/RGCC01/CSIL/8.92

Client Name

Date

SC/HR/RGCC01/CSIL/8.92

P1 E7 & E8. ✓

Construct Card : Similarity Pole ✓

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

Team teaching support required
to run PL tutorial system
successfully.

P2 E3. ✗

Construct Card : Singularity Pole ✗

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

Unsuccessful running of ind. tutorial
system on own.

Client Name

Date

SC/HR/RGCC01/CSIL/8.92

Client Name

Date

SC/HR/RGCC01/CSIL/8.92

P1 E8+9

Construct Card : Similarity Pole ✓

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

Team teaching model allows
max. I.L. capability inside 12ms

Client Name

Date

□□/□□/□□

SC/IR/RGCC01/CSIL/8.92

P2 E7

Construct Card : Singularity Pole ✗

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

Rigidity of support with a
non-team teaching model

Client Name

Date

□□/□□/□□

SC/IR/RGCC01/CSIL/8.92

P1

Construct Card : Similarity Pole ✓

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

Client Name

Date

□□/□□/□□

SC/IR/RGCC01/CSIL/8.92

P2

Construct Card : Singularity Pole ✗

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

Client Name

Date

□□/□□/□□

SC/IR/RGCC01/CSIL/8.92

P1

Construct Card : Similarity Pole ✓

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

Client Name

Date

□□/□□/□□

SC/IR/RGCC01/CSIL/8.92

P2

Construct Card : Singularity Pole ✗

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

Client Name

Date

□□/□□/□□

SC/IR/RGCC01/CSIL/8.92

P1

Construct Card : Similarity Pole ✓

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

Client Name

Date

□□/□□/□□

SC/IR/RGCC01/CSIL/8.92

P2

Construct Card : Singularity Pole ✗

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

Client Name

Date

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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
K1, 4	Management of large group = 'easy' if teaching repetitive tasks didactically (e.g. exercises) but higher level learning (problem solving) requires one-to-one approach
E9, 5, 2, 8	Team management + F.L. = professional solution to curricular management + delivery. Divers needs of mixed ability groups can be dealt with more successfully + confidently by a team

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

Construct Cluster	Record of Personal Feedback
C1, 2, R4, R5, C3	Working in groups can be beneficial, if based on sharing + supported by individual approach, e.g. tutorials Group learning can compromise individual learning if no individual approach + based on rote-learning etc.

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

Element Construct Cluster	Record of Personal Feedback
	With a practical based, hands-on, problem-solving subject, e.g. I.T., optimum group size is 8 in my experience & in terms of my abilities as a teacher + manager doing any job properly. Fulfilling responsibilities to students is difficult with more than 8. Personal problem-solving + sidelined with 8+, which makes me feel guilty

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

Purposes and Aims	New Learning achieved upon reflection
Large group size is difficult to work with - I wouldn't stay in teaching as a career if I had big groups all the time. I prefer to share responsibility & not be responsible for all the problems. The sharing of responsibility across a professional team - we learn from e.o. + work with e.o., rather than the 'Bambino's'!	

Learning Focus: Optimum Class Size Feb 15.

Clients Name: S. Coombs - 422 - Date: 30/11/92

SC/HR/RGT TIA1/CSH/R.92