
**DESIGN AND CONVERSATIONAL EVALUATION OF AN
INFORMATION TECHNOLOGY LEARNING ENVIRONMENT**

BASED ON

SELF - ORGANISED - LEARNING

A Thesis submitted for the degree of Doctor of Philosophy

by

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and

Post Graduate Division of Human Learning

Brunel University

- JUNE 1995 -

Volume 2

Volume 2

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Appendix A

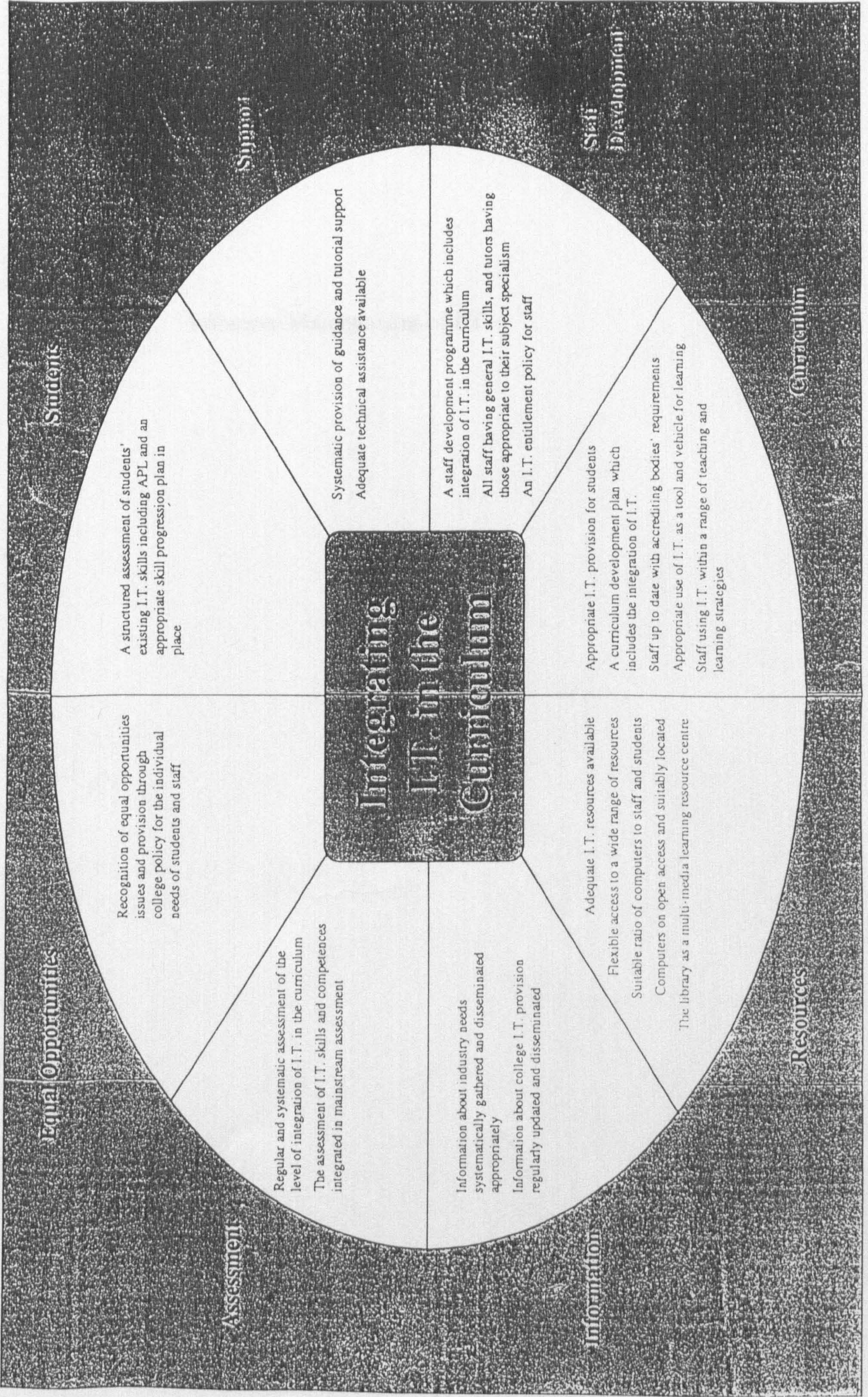
NCET IT Management Figures

fig.(A1) Integrating IT in the Curriculum

fig.(A2) Effective Management of I.T.

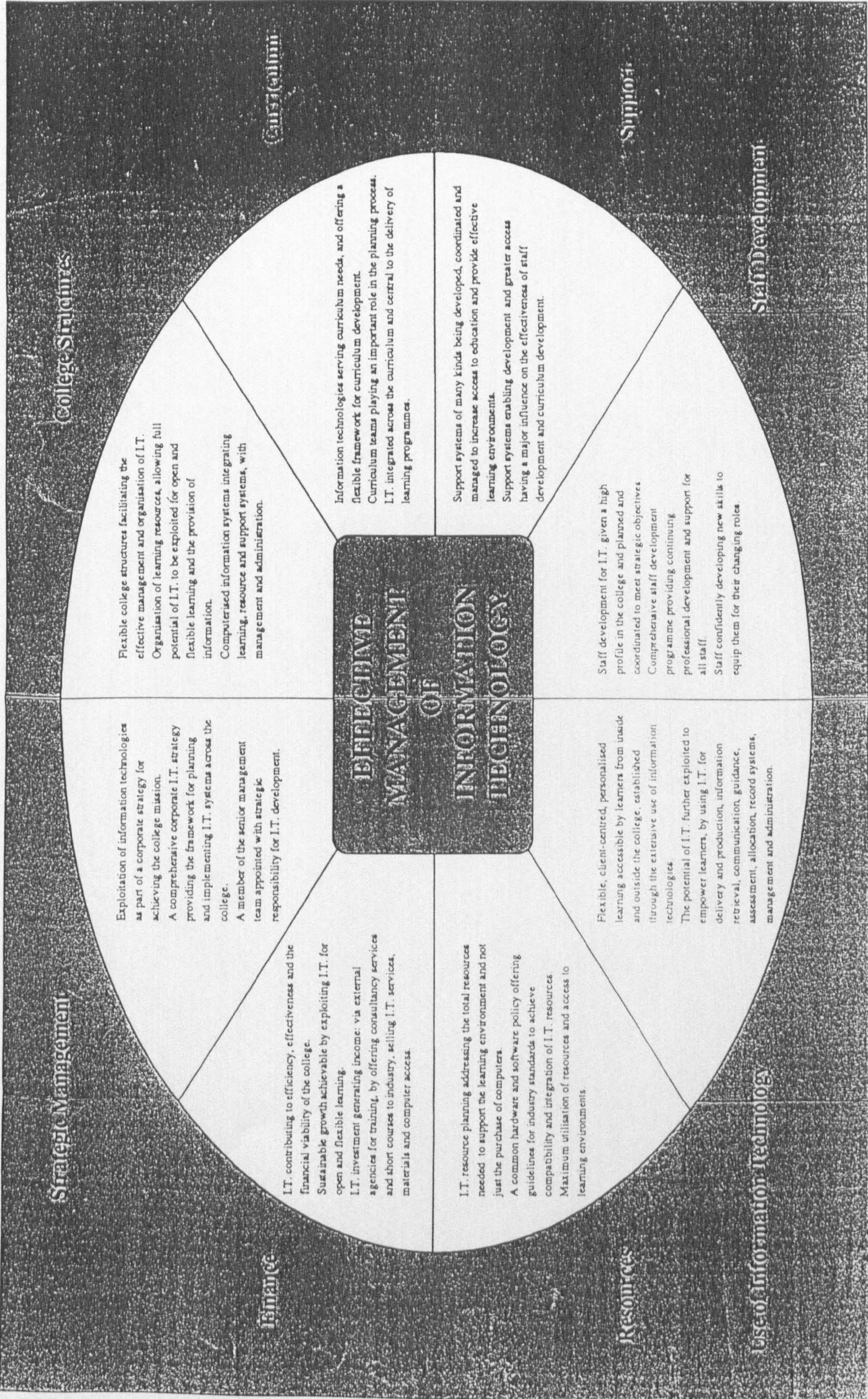
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fig.(A1) Integrating IT in the Curriculum



NCET IT Management Figures

fig.(A2) Effective Management of I.T.



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Social Learning Proposals - Development evidences

Exhibit B1 Original Application for External funding for student-centred learning. Open access communications and IT workshops at MCC - May 1st. 1990.

MEMORANDUM

To: Keith Andrews, Alan Brookes, Geoff Walsh
From: Steve Coombs, Mick Underwood
Date: May 1 1990
Copies: Steve Griffin, Geoff Walsh

**Application for External Funding (Training Agency Development Fund) : Student Centred Learning:
Open Access Communication and Information Technology Workshops, Palace Road site, MCC**

We feel that any debate on the relative merits of bids for funding from the Training Agency Development Fund may benefit from some clarification of our proposal for support for an Open Access Communication and IT Workshop (see attached document). The purpose of this memorandum is to relate that proposal to already established objectives and priorities as per the "MCC Annual Programme 1991/1992 and Three Year Development Plan".

The college development plan prioritizes the areas listed below (the italicized text is quoted directly from the plan). The realization of these priorities would be supported by implementing the attached proposals.

Section 3 Curriculum

3.1 To make college provision more accessible by means of

- (i) modularisation of courses*
- (ii) developing Open Access to resources*
- (iii) developing provision to meet the needs of the wider community.*

Objectives (i) and (ii) above would be met, since our bid proposes the modularisation of all courses listed as the only way of provision of Open Access to resources within a workshop context.

Objective (iii) above is met by target groups 2 and 3 of the bid, which aims not only to support full-time learners, but also those from outside the college. Our proposal also envisages the use of resources to provide services for local industry and commerce. We see this as a way of generating income and also as a method of marketing the courses on offer.

3.3.1 The College will prepare to provide Open Access in the areas of

- (i) Information Technology*
- (iii) Communications*

Both of these objectives are met by the bid. Objective (ii), not referred to above, foresees the establishment of a Mathematics workshop. See general comments at the end of this memorandum.

3.4 The College is committed to meeting the needs of the wider community. It will therefore:

(i) investigate opportunities to provide training courses and support facilities for women "returners" and the unemployed.

The bid proposes offering a wide range of courses suitable for such clientele as well as for full-time students. Offered within the context of Communication and IT workshops, such courses could be tailored to meet individual requirements. For example, the bid refers specifically to the negotiation of learning contracts which would provide the flexibility of access required by those in full time employment, mums and others who would not be able to attend conventionally timetabled courses.

3.5.2 It is, therefore, imperative that the College prepares for curricula (sic) change and is able to respond when details are known.

To this end, the College will:

(ii) place an emphasis during 1990/91 upon developing Records of Achievement and Guidance

(iii) by developing a modular curriculum and increasing opportunities for open access to resources, modify teaching and learning styles.

The bid emphasizes the need for research into records of achievement and guidance as the necessary underpinning of progression through a workshop-based course.

Clearly, the bid meets the requirements of (iii) as it is wholly concerned with open access.

3.6.1 The College is investigating opportunities in the following areas of new full-time course development which may be offered in 1992:

*B/TEC National Diploma in Media Studies
International Baccalaureate*

These two courses will require access to IT resources. Our bid is designed to maximize that access. We would see research into the modularization of, and hence flexible access to resources for, the above two new courses as a valuable pilot for similar modification of existing full-time courses. The research would probably result in the integration of the two levels of each of the above courses, namely National Diploma and National Certificate in the case of B/TEC and Certificate and Diploma levels in the case of the IB.

General Comments

i) Integration of initiatives

The College Development Plan makes it fairly evident that there are a number of initiatives which need to be co-ordinated, such as, for example, the development of a Maths. Workshop and the workshops detailed in our proposal. There is also the Information Technology policy document which clearly has implications for the development we propose. The Librarian is concerned to develop resource-based learning. Further, the Open Learning Centre staff and ABE already have valuable experience in this kind of provision to their target students.

We recommend that the methods pioneered by the OLC should be made available to all students, whatever their mode of attendance, whatever their academic level, and whatever their level of motivation. We feel that it would be a mistake to allow present initiatives to develop independently of one another and would recommend that any such developments be co-ordinated as part of a common college approach. Whether this means that there should be an Open Access Manager for the college or whether developments should be co-ordinated by a committee is still to be decided, but it does need to be decided soon.

ii) Implications of Open Access

It is essential to understand that workshops are not what we have at the moment. There are various Open Access areas in the college, such as room 15, room 6a, Lombard House 1. These are timetabled for various periods during the week, effectively removing Open Access. At other periods of the week, they are simply rooms with technology in them. There is no support of students who use them, no monitoring of use, no secretarial and very little technician support. This results in inefficient use of available resources, frustration of students and staff and a total failure to support student learning.

Workshops must be continually manned (personed) with qualified staff who are familiar with the hardware and software available, as well as with the syllabus content of courses on offer. Such staff need to be closely involved in the continuing development of workshop resources and methods. They also need technician support.

The bid we have submitted is conditional for its success upon the provision of rooms, hardware and staff. We are aware that the funding available will not provide hardware. However, the bid needs to be seen as part of more general college policy. If the College Development Plan is intended to be a more serious declaration of intent than college policy documents normally are, then the bid needs to be tied in with decisions on the use of extra monies coming to the college this year and to be related to other bids for funding, for example ESG and County Development Fund. If this co-ordinated approach is not adopted, it is difficult to see how the objectives of the College Development Plan can be realized.

APPLICATION FOR EXTERNAL FUNDING 1990/91

STUDENT CENTRED LEARNING:

Development title:

Open Access Communication and Information Technology Workshops, Palace Road site, MCC

Target group:

1. Full time students, initially from Liberal Studies and Technology Departments, with the emphasis in the first year of development on:
 - a. basic communication skills (already piloted 89/90 on a very small scale by ABE, supported by TVEE funding)
 - b. basic study skills
 - c. generic IT skills
 - d. GCSE Communication
 - e. A Level Communication
 - f. GCSE IT
 - g. B/TEC Computer Studies
 - h. B/TEC Engineering

2. Part time students referred from OLC and also self-referred students both from inside and outside (employed and unemployed, women returners etc.) college wishing to acquire any of the following:
 - a. communication skills certificates, e.g. CGLI/ALBSU Certificate in Communication Skills (Wordpower), RSA Communication, AEB Basic English
 - b. C & G 953 in introductory programming (to be converted from BBC BASIC to MS-QuickBASIC and Turbo Pascal)
 - c. G & G 7261
400: introductory word processing and proof reading
401: database methods
402: spreadsheet techniques
800: desktop publishing
 - d. RSA Computer Literacy and Information Technology
 - e. RSA Case Study leading to GCSE IT
RSA Comparative Study leading to high level GCSE IT

All of the above to be provided on a flexible access basis.

3. It is intended that successful development of the above areas will enable us to offer:
 - a. short updating courses for local industry and commerce, e.g. in communication skills, DTP, word processing etc.
 - b. flexible access for second year YTS trainees (particularly from CCC & RBC) in IT, communication skills and media studies
 - c. introduction and delivery of B/TEC Media Studies
 - d. introduction and servicing of International Baccalaureate
 - e. basic skills servicing for all students
 - f. provision of media services (DTP, slide, video etc.) on a profit-making basis for local industry and commerce via students' practical work

Activity for which funding required:

1. Research into:

- a. methods of diagnosis of student needs
- b. negotiated learning contracts
- c. record-keeping, profiling, assessment and self-assessment including computerized methods
- d. teaching and learning methods, including CAL, multimedia and hypertext
- e. methods of delivery, including modularization of currently offered qualifications
- f. methods of workshop management
- g. assessment and accreditation of prior learning

2. Development and realization of the above.

3. Development of software and courseware.

4. Manning and managing the two workshops.

Course/Development Team (named persons):

M.J.Underwood (Liberal Studies), S.Coombs (Technology), S.Griffin (Adult Education)

Funding required, please break down into funding for particular activities or types of support required:

Remission for research development management:

3 full time staff = 60 hours x 36 weeks x £28.00 = £60,984

Payment of ABE tutors: 12 hours x 36 weeks x £28.00 = £12,096

Purchase of books, software and other learning resource consumables = £3,000

Total = £76,080

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Development title:

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 - g. B/TEC Computer Studies
 - h. B/TEC Engineering

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 - f. methods of workshop management
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2. Development and realization of the above.
3. Development of software and courseware.
4. Manning and managing the two workshops.

Course/Development Team (named persons):

M.J.Underwood (Liberal Studies), S.Coombs (Technology), S.Griffin (Adult Education)

Funding required, please break down into funding for particular activities or types of support required:

Remission for research development management:

3 full time staff = $60\frac{1}{2}$ hours x 36 weeks x £28.00 = £60,984

Payment of ABE tutors: 12 hours x 36 weeks x £28.00 = £12,096

Purchase of books, software and other learning resource consumables = £3,000

Total = £76,080

Social Learning Proposals - Development evidences

Exhibit B2 Reports to FL co-ordinator - May 23/24th. 1990

Exhibit B2 (1 of 2)

Memorandum

To: Mike Reed
From: Steve Coombs, Mick Underwood
Copies: Steve Griffin, Geoff Walsh, Keith Andrews, Allan Brooks, Geoff Birkby,
Linda Simpson
Date: May 23, 1990

Response to your 'Student Centred Learning' paper

We are both in broad agreement with your proposals and should be grateful if the following points arising therefrom could be tabled for discussion at any meeting of interested parties.

Recommendations: room usage

a) division of Palace Road Library into workshops

The Library seems to us to be an excellent resource. Certainly there may be some misuse, due to the lack of a Student Common Room, but, by and large, in our own experience and judging by the feedback from our students, it works well.

There would seem to us to be little point in undermining an efficiently functioning resource for the sake of others of which we have as yet had no experience.

b) use of stairwell

We need to specify what this new area would be used for. At the beginning of this year, Geoff Birkby declared his intention of providing a computer resource in that area, open access, but primarily for the use of Communication students. Equally, the area could be used for video editing if we had a new edit suite. At a pinch, it might be possible to use it as a video/photography studio area (since it seems that 7a is doomed to be a classroom for ever). It would probably be well suited to audio work of the type which would be required if we introduced B/TEC Media Studies or similar. Without any such resources, though, what would the space be used for?

Certainly we can find uses for it which would not be conditional on the purchase of extra hardware, but they need to be balanced against the loss of ready access from the Communication area to the College Library.

c) location of IT workshop in Resources Area

We consider that the Resources Area is far too small for such a facility. It is evident from what H.M.I. have said that we need to be thinking in terms of large numbers of workstations, even if we cannot afford them at present. Any IT facility we establish under the terms of a workshop policy needs to be readily expandable. We feel that we might as well start off in a space of the appropriate size, otherwise we will be obliged to relocate later.

d) new use of old science text store

This space strikes us as too small for the purpose identified, particularly if 'welfare counselling' is intended to include student learning support.

e) re-organization of Library space

We would question whether 'much of the purpose of Library space will have been removed to the workshops'. One of the major functions of workshops should be to increase students' ability to function as independent learners. For some students this will mean starting with basic reading and writing skills, most will need study skills and more advanced students will be acquiring more sophisticated research and information processing skills. The net result of such a process is likely to be *increased* Library use.

h) location of Maths. workshop

Which space is 'already identified'? Presumably any such space is considered appropriate to the purpose. Why, then, should the workshop be moved to the Library?

Recommendations: Staff Development

i) training programme for tutors in the use of databases

It seems unlikely that this will meet staff training needs. Apart from tutors already involved in the Open Learning Centre and ABE, there are some of us who have attempted to introduce a measure of Student-Centred Learning, but we are virtually all novices. This is partly why we propose in our Development Schedule that a full-time Communication lecturer should be seconded to ABE for a term, so that the relevant skills can be acquired and 'imported' into the main college. This is partly also why we recommend in our proposal for Training Agency funding that there should be such a large investment in research and development for the first year. Tutors need training in identifying the self-organized learning capabilities of students, negotiation of learning contracts, maintaining profiles and records of assessment, the modularization of existing syllabuses etc.

Information Technology

Information Skills

You say that 'there has been no mention of teaching/learning information skills'. We feel that this is covered by the references to 'Generic I.T. Skills' in the new I.T. policy document. We fully concur with your view that these skills will 'become even more important as students become more responsible for their own learning' and feel that this underlines the need for a Learner Support Unit as we suggest in our Development Schedule, as well as the need for an I.T. facility very much larger than the present Resource Area.

Loan of hardware

You refer to the loan of prepared packages from the proposed LRC. As far as I.T. skills are concerned we feel also that there should be provision for the loan of hardware. Certainly experience has shown that it would be impossible for our present Communication students to complete video-based projects without hardware being loaned out and many would find it advantageous to borrow hardware for their print-based work.

We have proposed on numerous occasions that there should be an investigation into the possibility of organizing a purchasing consortium in Cornwall. Various students and staff have already invested in computers and there are certainly many more, not only in F.E., throughout the county who wish to purchase machines. There must surely be some mileage in establishing a leasing or hire purchase deal for staff and students to have machines on a more or less permanent basis. At the very least, it ought to be possible for us to have a number of portables which could be loaned to staff or students for evenings or weekends. At the cheaper end of the scale, we could perhaps invest in Amstrad PPC's which are perfectly serviceable for wordprocessing, but we would recommend consideration of machines such as the Elonex or Amstrad 386SX portables which will run Windows software efficiently and are capable of functioning on a par with other modern stand-alone or networked computers.

Memorandum

To: Mike Reed
From: Steve Coombs
Copies: Mick Underwood, Derek Field, Allan Brooks
Date: May 24th, 1990

Response to your request for 'minimum resourcing' of an Information Technology workshop

a) What is a workshop?

From my own experience; a workshop is a learning environment allowing flexible learning to occur to the individual student, through means of *appropriate resourcing*.

b) What is appropriate resourcing?

Resources must be defined as both physical and *human* which *enable* the individual learning process through *active involvement*.

c) What is active involvement?

From the student perspective a number of pre-requisites are required.

- * Personal motivation.
- * A *negotiated learning portfolio*, with defined routes i.e. student contract agreement.
- * Personal skills allowing *self organised learning*.
- * Access to appropriate learning materials.
- * Access to specific advice i.e. learning through relevant conversation

d) How does the college deliver such a system?

My advice is to resource any workshop with the following educational design criteria:

- 1) A room *aesthetically* appropriate to individual learning.
- 2) Use of flexible partitions, bookcases etc. to *zone the learning environment* accordingly and allow for future change of use.

- 3) Workshop manager with overall responsibility to deliver the learning environment, up-date material resources, ensure full-time cover by means of a permanent open-access tutor with specialist workshop knowledge (i.e. a *domain expert*) and *S.O.L. tutoring skills*, at all times. I would recommend use of the CSHL systems 7 management model from Brunel University (see enclosure), for this purpose of providing a workshop management model.

e) What is needed?

The brief presented to myself was as follows:-

That a part of the library would be given over as a shared workshop for IT and possibly social sciences, with maths and communications downstairs.

Given these limitations, I would like you to bear in mind the memo's already sent by Mick and myself over these matters. That apart, I would see the following:

- 1) A negotiated area-plan of the format/allocation giving priority to matters already raised in this memo so far.
- 2) To include a separate office/tutorial room for each specialist workshop manager (about 4m x 3m). Such a room is essential for active personal involvement with individual students i.e. remedial counselling, developing SOL skills, negotiating student learning portfolios, records of achievement, on-line personal advice and counselling with any student enquiry throughout the week, i.e. a private area for personal active involvement between the workshop academic tutor and student, this may be formally booked or ad-hoc consultation and high level enquiry. Also a private area with telephone for the workshop manager and other support tutors to negotiate individual access with outside enquiries e.g. in IT I spend a lot of time talking to outside members of the public wanting access to a short course either daytime or evening session, thus individual learning contracts can be flexibly proposed, such as a C+G 7261/401 module in database management techniques. Also, the manager needs to be accessible at all times as a contact person available within the college, for outside bodies to contact. Hence, every specific workshop should have its own private office area for all the above reasons and more.

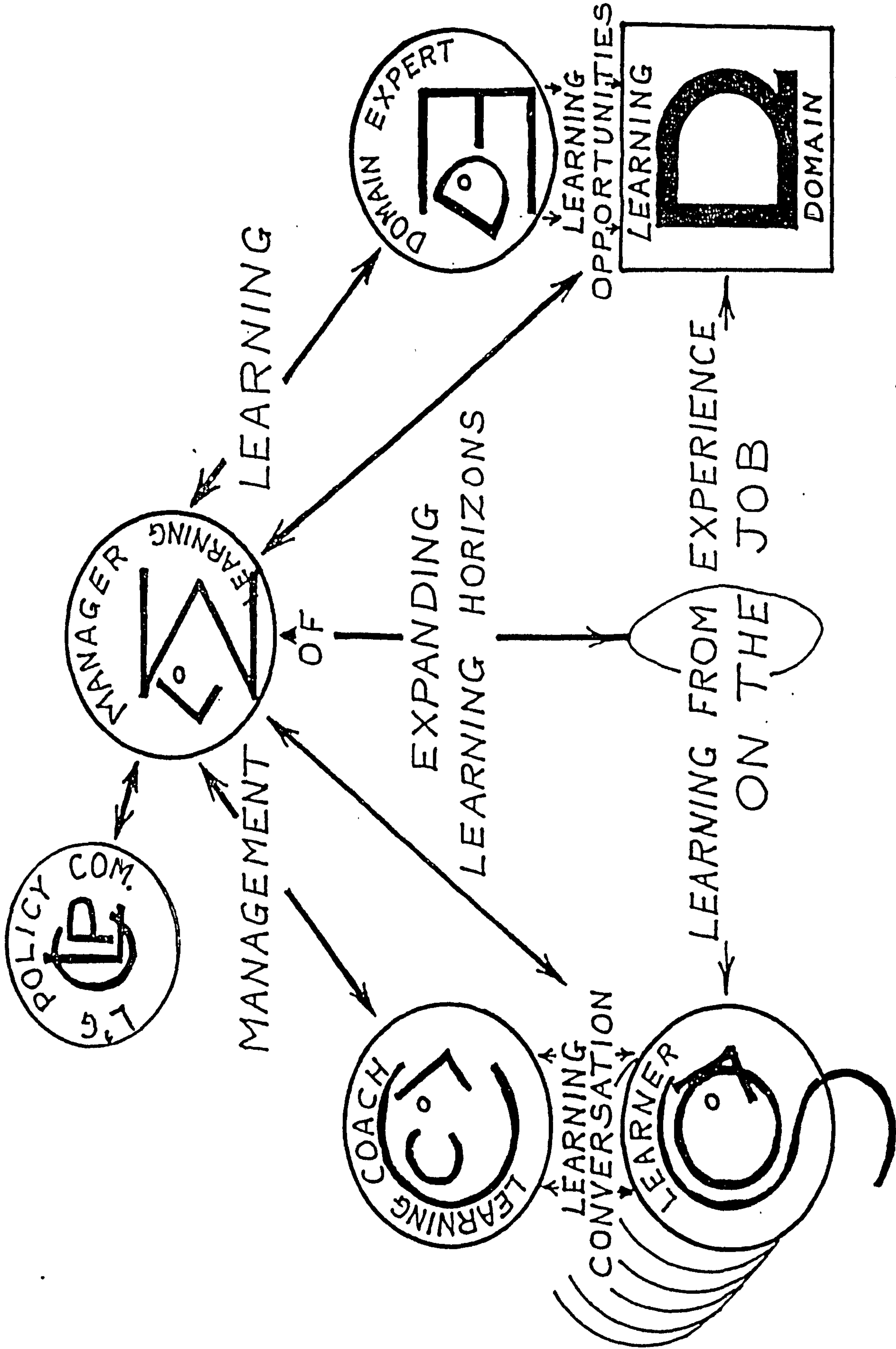
- 3) To use flexible 6 foot high open-plan partitions to both zone and segregate the two workshop areas or more being proposed. Suitable study benches and equipment plinths will be required. Also, a calculation needs to be made for reasonable personal study space required for each individual student, in order to allow working space plus room for materials and hardware etc.
 - 4) For IT, an initial pump prime to purchase new equipment replacing out-of date units will be necessary. A software and training materials budget will need to be negotiated in order to maximise the courseware resources available for students to self-study from and enable them toward the BTEC PIA project work required. Just as true for practical A level and GCSE projects.
 - 5) An exact floor plan area negotiated, such that an exact costing exercise can be submitted. From this it will be possible to estimate what volume of student usage can be capacitated at any given time.
 - 6) For an IT workshop there would need to be 30 staff hours for the workshop manager and his support staff of *domain experts* and, say, 10 hours for support remedial tutors (*learning coaches*) according to the Brunel University *Systems 7* management model. I would need to have a serious meeting to discuss and enable others to elicit these ideas more fully, but generally speaking the systems 7 model is *content-free* meaning that it can be universally adopted for any workshop learning/training environment.
- f) What next?

The next stage involves feeding back to me a scale plan of the areas under proposal, in order for me to provide a detailed cost-analysis and exact proposal towards an infra-structure plan implementing workshops in the library as suggested by yourself.

g) Swings and Roundabouts : Losses & gains of staffing hours from formal timetabling to workshop management

I would propose to act upon the recent HMI recommendation toward reducing the volume of formally taught contact time timetabled at present, to a situation of re-deploying a proportion of time to the students encouraging individual workshop access. This loss of formal hours can then be seen as balanced against staffing workshops themselves by properly qualified staff i.e. managers and other domain experts (specifically qualified in the workshop subject area skills required) with remedial learning coach tutors enabling the weaker dependent learner type students with SOL skills required for working in a workshop environment. Thus, staff hours would be redeployed partially towards student centred learning in workshop learning environments. An example for this would be the BTEC National Diploma Computing unit in Communication skills. At the moment 4/5 hours are allocated a week on the formal timetable. I would propose 1 hour a week of formal timetabling for group seminars and tutorials and the rest given over to students to book facilities in workshop areas to complete the BTEC activities based assignments. The tutor would be available as a domain expert in the workshop and keep records of achievement plus individually counsel students as required in order to personally steer them.

Enc: *Systems 7* Management model; C/O CSHL, Brunel University



SYSTEMS 7

Social Learning Proposals - Development evidences

Exhibit B3 IT workshop progress report 1 - July 13th. 1990

Memorandum

To:- Allan Brookes, Mike Reed, John Sekula - IT co-ordinator
CC:- Mick Underwood - Comm's w/shop manager-elect, Steve Griffin O.L.C.
From:- Steve Coombs - IT w/shop manager-elect
Date:- Friday 13th! July, 1990 (Last day of term!)

IT. & Communications College Resource Centres

1. PROGRESS REPORT?

Since Mick and myself sent our last memo/report on workshop needs and resource/staffing proposals, we have been *forever waiting* to have the following points confirmed, indeed clarified:-

- 1.1 To have the whole business of our open-access workshop ideas/plans *out in the open*, i.e. transposed from the underworld of whispers, speculation and manoeuvres. (not dissimilar to that of a White House covert operation). This means that a clear declaration of intent ought to have been given by now, i.e. which staff are involved and under what conditions, with established goals and identified support.
- 1.2 With *aims, staffing and goals* established, one would then identify and establish *resourcing and infra-structural* needs. For an IT workshop these can be identified as the following:
 - a) Hardware
 - b) Software
 - c) Courseware
 - d) Furniture & Fittings suited to Open-access.

These *all* need to be assessed and given an independent budget. To just cater for (a), but forget items (b), (c) & (d) is asking for trouble etc. I have been disturbed by the changing goal-posts over these issues, for example: one day I'm told that all come out of the same budget and that paying for (c) & (d) means less hardware and similar nonsensical arguments along the same lines. I'm then told that there is *no budget* for items (c) & (d), but that myself & Mick can wait until mid-October when all the Governors will meet and decide the next *round* of goodies. Our original report and development schedule was pre-conditional on a minimum level of support of all the above items. As far as I'm concerned that hasn't changed. I revoke any guarantees on delivering modules wider than my own case-load if I don't have the *tools* to do the job properly.

- 1.3 Having established resourcing in terms of both 1.2 and relevant human support, then one needs to look to the roles and expectations of the workshop manager and his support staff. I.e. what is the job of an IT manager and what support and resources does he/she require to enable the process toward success?

2. General Comments

2.1 Positive Progress

It is true to say that Mick & myself have done our best to communicate most of our ideas and applied workshop philosophies, towards establishing ground floor plans as to what our *ideal compromise* would be, given all the usual constraints and limitations imposed upon us.

I have established extra support from Cornwall County Council in the form of three YTS technicians/ secretarial support staff, which will fill an important gap in overall support staff for the planned workshop. Their support will be crucial in the day-to-day support and management of various student needs. For example, a workshop secretary/booking clerk will organise and measure the flow and allocation of available resources to all registered students on an open-access basis for both ad-hoc and advanced booked users.

The role of the manager is somewhat confused as I have been asked to integrate a personal case-load equivalent to 15 conventional teaching hours of students into the IT workshop; somehow..... I am also expected to compromise the access of these students (about 50?) with access for the rest of the college (about 1450?). I've worked out that for all my BTEC units delivered as flexible modules etc. I need to convert my teaching into three distinct facets; a booking quota of 4 one hour slots per week for each of my case-load students; a programme of fixed group tutorial/seminars; lastly, a programme of individual tutorials to assess progress etc.

If the week is divided into 30 one hour slots with 15 available personal work-stations PWS, and groups allocated to me of 15 students, then my personal case-load would potentially occupy 50% of all available slots. My surrogate workshop manager who also has a case load of an extra 30 students, potentially taking up 30% more access time; thus leaving 20% of all available slots to the other 1000+ students. In reality, student apathy, sickness and other factors could free-up to 40% or more, slots for non-case load open-access students, but this is a bit limiting. I could reduce the access time of IT case-load students from 4 booked hours per week to 2, but I feel their IT curriculum couldn't be delivered in such a limited experience. Thus, I have compromised on the following set of guidelines so far to date and welcome any new ideas:-

- 1) Workshop managers case-load students to be given 4 hours work station booking time per week.
- 2) All other non-case load students to be given up to 2 hours weekly booking time (To be reviewed).
- 3) Any student to be given open-access ad-hoc use if a workstation is un-booked or the booked user fails to turn up within 10 minutes of a booked slot.
- 4) All students to be required to bring their own 3.5" disk for backing-up their personal work data files, before being issued with a weekly card, stamped for both booked and ad-hoc use at a particular PWS.
- 5) The responsibility of booking slots will be left to the student, acting through the IT workshop booking secretary. This will be done on a first-come first-serve basis.
- 6) Student conduct will be as for normal private study plus the proviso that if games are illegally used during working hours or system files interfered with or illegally pirated, then that students' access will become void. Harsh, but necessary, as access to such a valuable resource is at a premium for all students.

2.2 Negative Progress

Nobody likes to discuss negative issues as they are embarrassing and tend to become personal; however, *the truth need be known*, if action is to flow.

My feelings so far over the whole issue of implementing these workshops is that our original ideas and recommendations haven't been taken seriously. For example Mick and I originally proposed full remission for one year in order to set up the academic and practical resource infra-structure. This was then cut-back to one term i.e. up to Christmas 1990, then this was further cut-back to just 6 hours remission. Even this remission is not clearly defined. For example Mick believes it is for courseware development and I think it is for workshop management duties in general. Which of us is right? I don't know because we were never fully de-briefed in the first place. Despite this cut-back programme, we were then asked to modify our development schedule to fit these proposed 6 hours remission. For example, I have declared an interest to try and create 3 or 4 of my C&G 726 generic IT certificates into stand-alone modules, available off-the shelf, to those students wanting those certificates. In order to achieve this; however; I have to not only write several books, but obtain or write my own training resources for enabling students to use the generic IT applications on the IBM in the first place. The answer is I can't do it on my own, I need to buy in courseware training resources like those developed by SITU. Incidentally, they seconded 5 staff for 2 or 3 years full-time in order to write their 20 courseware manuals! None of the available courseware is perfect, but it would satisfy the short term need of Septembers' students. In order to tailor-make and perfect all the courseware, I reckon it will take a gradual development spanning the next 5 years, i.e. roughly what it took Mick and myself to establish our BBC courseware; even then, we will have had to put in some 5 times the average preparation load that any lecturer might expect to make. If you don't believe me, then try developing a quality piece of courseware that integrates into an exam module/unit, I can guarantee you will never want to do it again. This means that not everything can be delivered at once to the same standard, but would be introduced over a period of time (5 years). Thus, developing courseware needs to be carefully considered and targetted in terms of man-hours spent; *you wouldn't expect a librarian to open a new library in September and write all the books to go in it!*

Thus, where Mick and myself have produced our own *original material*, and purchased/adapted other peoples' courseware, then I feel it is only decent that the college provides the back-up for it, in both its production as well as items needed to deliver it to the students on an open-access basis i.e. sensible courseware development time (different to running the workshop in general, which involves mainly student academic support), with appropriate shelving and manuals/trays to hold this material. If I can't display and offer these materials on a proper open-access basis then there seems little point in producing them, let alone buying-in other materials from sources such as SITU. This is why Mick and myself stated very clearly the need to invest considerable time in the creation of our college workshops along with the necessary resources to enable the process. Along with this memo is a simple check-list (not exhaustive, indeed, already submitted) of all the items that Mick and I felt necessary for initial and immediate inclusion in the workshops. We have subsequently been told to prioritise these items into some sort of pecking order, implying that many won't be obtained, worse still, that some items are less needed than others, which is of course ridiculous as they all intrinsically relate to each other in the delivery of the workshop service. It is clear that funds are tight, but we still don't even know (after 2 months of hesitancy) what budget (if any) we are working to, thus, I contend that all the items are of merit and non should be dispensed with. It might be possible that a lot of the furniture quoted can be re-deployed from somewhere else in the college, if so, then fine, but we *need it all the same*. I am sure that if given a sum of money I can go around to either the Consortium, MFI or B&Q and get the items as cheaply as possible, but I would still try to get everything, as I deem *all of it* as necessary.

In conclusion I would recommend that all the interested parties should get together and thrash out these problems before lack of communication does any more damage. If you think this memo is rather tedious and boring then let me ask the simple question; *why was it necessary for me to have to write it at all?*

Essential Needs for September 1990

Hardware:

As declared to Allan Brookes, but don't forget the laser and ink-jet printers and sharers, plus an extra 5.25" 1.2Mb floppy drive on two of the machines for data transfer (Assuming a 3.5" drive on every machine anyway). Plus back-up cards in each machine for the tape-streamer to re-instate corrupted hard disks. I would also like to order the Elonex 386 lap-top plus an extra VGA monitor, for use in office and available on loan to staff etc. Remember, also that the original specification was for stand-alone machines with storage of 110Mb, 2Mb of RAM, 386 SX's with colour VGA monitors capable of running all my own CAL tutorials as well as all the commercial stuff, such as the Excel tutorial. Whoever *buys the items*, please check this specification with me first, so as to prevent me ending up with a load of machines that don't perform as anticipated. (This has happened all too often in this college!)

Software: Already declared, but site licence required for Question Mark CAL courseware, for running my computerised C&G 726 modular multiple choice tests..

Courseware:

1. Ring folders (with 4 rings) 9 sets of 15 in different colours.
2. Plastic A4 sheets: 50 boxes
3. Plastic A4 wallets, but with slots for holding disks
4. Student copies of SITU courseware as identified
5. 100 A4 sized plastic trays for open access documentation/ student assignments, modules etc.
6. Stocks of A4 folders/plastic wallets, 3.5" disks etc. available for student purchase in library.
7. Box each of 3.5" and 5.25" HD disks for staff development (100 of each).
8. 20 x E120 broadcast quality video tapes.
9. 10 x C60 audio cassettes.
10. Miscellaneous card/paper etc.
11. Rubber stamps plus weekly booking cards.

Furniture & Fittings: Assuming IT workshop built to plan

1. 3 office desks:- 1 for booking/reception area, 2 for tutorial room/staff offices. 4 office type chairs for use by staff etc.
2. Ladderex type shelving for storage inside tutorial rooms. Floor to ceiling, 3 lots of 3m widths 300mm depth.
3. Ladderex shelving for wall in seminar area, 4m width 300mm depth, store open access manuals/trays.
4. White board on partition wall between seminar zone and study skills tutorial office.
5. 20 office type chairs for use at personal workstations by students. (Need castors to provide mobility)
6. 15 collapsable lecture chairs (same as those in classroom off LH2), for use in seminar zone. Need to have collapsable arm-desk for note taking. More space efficient than tables.
7. 2 filing cabinets and steel cupboard with extra set of shelves.
8. 6 open-plan room dividers 1.5m wide x 1.85m high, capable of both screening plus acting as a notice/ display board etc. Will screen seminar zone plus reception area for booking resources etc.
9. Transfer of telephone extension 208 from LH4 to IT workshop managers office/tutorial room.
10. Extra lighting to be connected to central ceiling power track for use in seminar zone and tutorial rooms/offices.



DIAMIK
L T D

DATE : 11 July 1990

REF : Q.LET/FMG

S. Coombs Esq.,
Mid Cornwall College,
44, Bodmin Road,
St. Austell,
Cornwall.

Dear Mr. Coombs,

QUOTE NO. 11.07.08

Please find enclosed our quotation for furniture and accessories, as requested. I trust you will find it of interest.

Should you have any queries, or require any further information, please do not hesitate to contact me.

Yours sincerely,
for DIAMIK LIMITED,

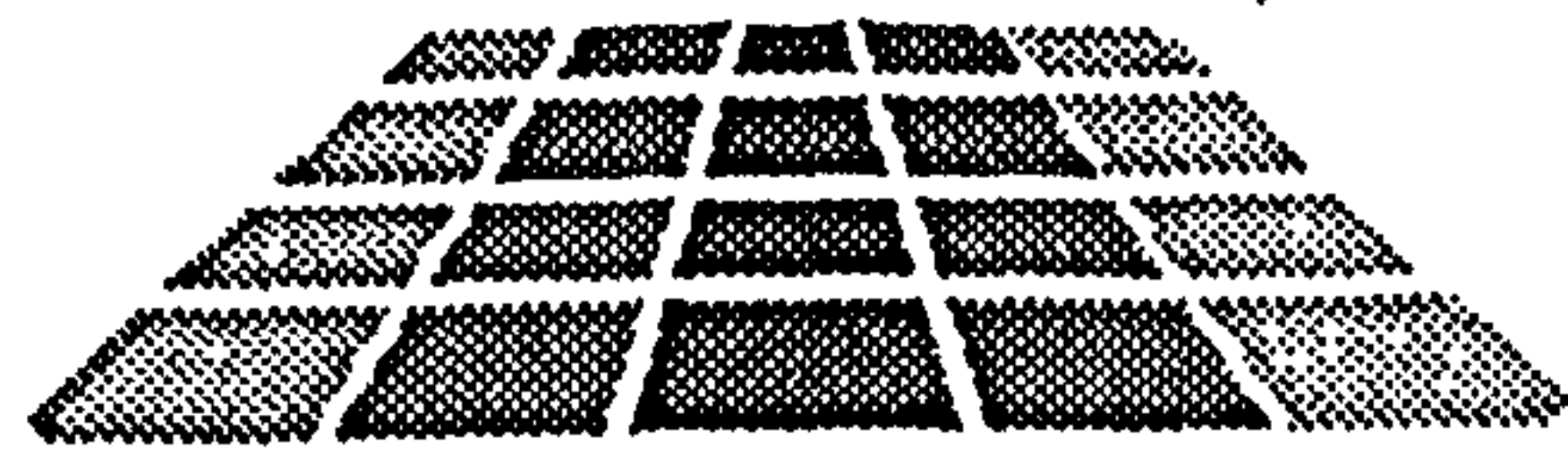
PP JS Wright

David Jennings,
AREA SALES MANAGER.

DIAMIK LTD
Export House, Donisthorpe Street,
Leeds. LS10 1PL
Telephone: 0532 443422
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DIAMIK

QUOTATION

FOR

MID CORNWALL COLLEGE

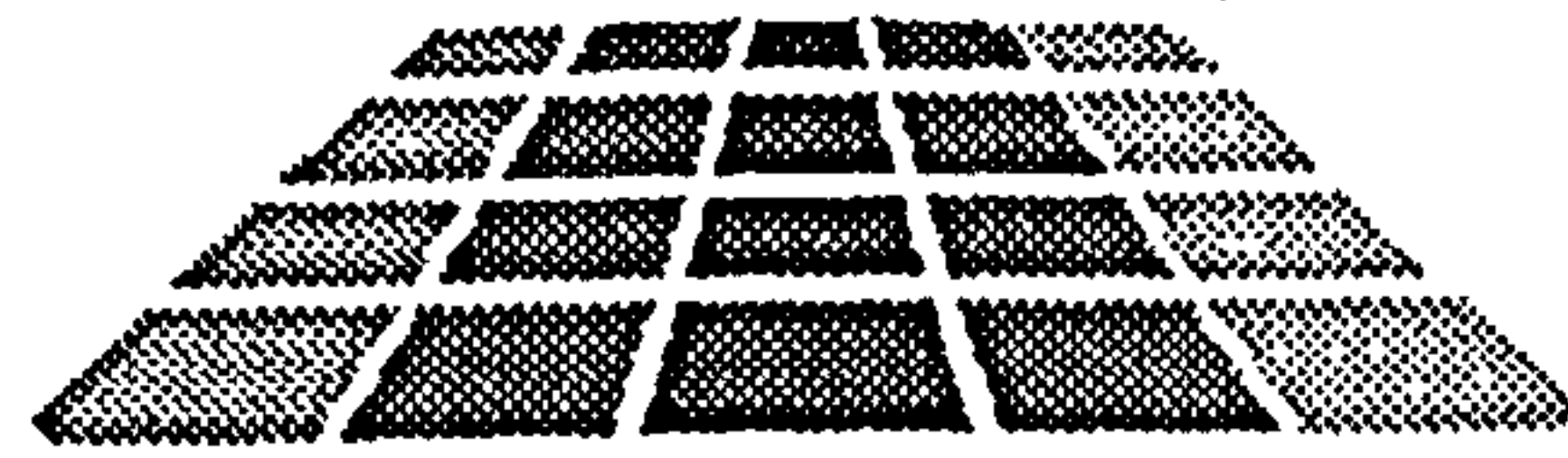
QUOTE NO. 11.07.08

PRODUCT CODE	QTY	DESCRIPTION	UNIT COST	TOTAL COST
OPTION 1				
WTOPC 3000 750 000	10	WORKTOPS	75.00	750.00
TCEF 0000 750 700	13	PAIRS OF END FRAMES 750D X 700H	39.00	507.00
SUB TOTAL				1257.00
VAT				188.55
TOTAL				1445.55

=====

OPTION 2				
TABDA 1800 750 700	11	BASIC DESK 1800MM	129.00	1419.00
TABDA 1500 750 700	4	BASIC DESK 1500MM	119.00	476.00
PF3DA 0420 560 450	2	3 DRAWER FIXED PEDESTAL	62.00	124.00
TRP3A 1500 600 000	1	MODESTY PANEL 1500 X 600	26.00	26.00
SDIA	4	SWIVEL CHAIRS	45.00	180.00
SUB TOTAL				2225.00
VAT				333.75
TOTAL				2558.75

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DIAMIK

QUOTATION

FOR

MID CORNWALL COLLEGE

QUOTE NO. 11.07.08(S)

<u>PRODUCT CODE</u>	<u>QTY</u>	<u>DESCRIPTION</u>	<u>UNIT COST</u>	<u>TOTAL COST</u>
	6	ROOM DIVIDER SCREENS 1500 X 1850	140.00	840.00
	4	SHELVES 3M X 300M (18MM)	36.00	144.00
		UPRIGHT SUPPORTS AND SHELF BRACKETS	25.00	25.00
		SUB TOTAL		1009.00
		VAT		151.35
		TOTAL		1160.35
				=====

Social Learning Proposals - Development evidences

Exhibit B4 IT workshop progress report 2 - Oct. 28th. 1990

Memorandum

To:- Allan Brookes

CC:-Mike Reed, Mick Underwood, Steve Griffin, John Secula

From:-Steve Coombs (IT W/shop manager, researcher HRD)

Date:- Sunday 28th. October, 1990

IT & Communications College Resource Centres

Progress Report : Autumn 1990

1. IT Workshop Management

Since my last progress report given in July this year a lot has happened. Having reflected on both the constructive achievements as well as the problems encountered so far, I felt it opportune to make a report to date with appropriate recommendations and solutions.

1.1 Hardware & Software

1.1.1 Achievements

Since September, the IT hardware has been received and installed in both the main IT workshop and communications resource area in the stairwell. The software has all been installed and works according to a standard Magic Menu user interface allowing easy access to either DOS environment CAL resources or the Windows 3 desktop. The main software has been backed-up onto tape-cartridge and can thus be re-instated.

1.1.2 Problems and solutions

The main problems experienced so far has been a lack of *development time access* to the computers for modifying batch files and other routines. This is due partly to only occasional technician support from Lombard House and lack of access time around students demand to use the machines. Whilst I have my own temporary YTS trainee technician, it is necessary; however; to have a permanent and professionally qualified person to at least HNC status when delegating the kind of technical back-up tasks that are required in the IT workshop. The other problem encountered is a lack of suitable software and site licences for complete IT generic provision. Mick and I would like Corel Draw to be available on all workstations as well as Word 5 and DbaseIII+. This is because CCC recognises Word 5 from a training standard point of view and we have had incompatibility problems with Word for Windows. In the area of databases, we have none available for every workstation. We recommend use of DbaseIII+ because DbaseIII+ works and is commonly used by more people at the moment. In addition, we have also developed our own IT training module in this area for CLAIT, plus have the ILEA developed training module specifically for DbaseIII+, but as yet no courseware for Dbase4. (It took them 1 to 2 man years alone to develop the ILEA tutorial alone!) Superbase4 actually seems good but expensive if we are to legally offer it on all our machines.

Another problem we have had is a few bugs with the Epson ink-jet printer driver when working in Word for Windows, as well as errors in the CAL tutorial that comes with it. (We wait for updates) The problem is that much of this software is new and needs the bugs to be ironed out as well as enough time for people like Mick and myself to learn it ahead of the students. Incidentally, Mick and I have no time in the week when we can seriously work together and jointly develop our skills and strategies toward student assessment as well as related courseware. One solution to this problem is to ensure that workshop managers have timetabled joint development time, plus an appropriate research and development facility.

1.2 IT Workshop Management Duties

1.2.1 Specific Staffing Needs

I have discovered and learnt the lesson that the jobs/areas of responsibility required in running an IT workshop successfully for *any college* are as follows:

- a) Overall co-ordination and management of staff/physical resources
- b) Organising IT tutorial work for individuals & groups of students, plus negotiating learning contracts with both in-house students as well as external mature students wishing to follow modules, along with procedures for recording individual reviews/assessments. (This I have been doing as part of my action research to only certain target groups of students)
- c) Ensuring that an IT manager or surrogate assistant is available for 30 hours a week to deal with staff/student enquiries and general consultation.(Mostly on an ad-hoc basis)
- d) Ensuring a fair system of access for most students given limited workstations available, plus monitoring of facility usage.
- e) Integrating normal IT coursework students into the facility from around the college with *their tutor* support.
- f) Having secretarial back-up to word-process documents and help administrate workshop, i.e. booking system, take telephone calls for outside enquiries etc.
- g) Need for expert technical assistance at all times.
- h) Need for assistance in courseware development for unique modules required by college and un-available elsewhere.
- i) Need for *named* and *responsible* IT specialists in each section of every department (e.g. motor vehicle, construction, hairdressing etc.) to jointly develop materials suitable for inclusion in IT W/shop environment e.g. BTEC PIA's, coursework projects etc. Such tutor developed materials need to be accessed by individual students in their own personal set-aside study time, whereby staff can be re-deployed to workshop support and specific IT material development.
- j) Need for research time to update knowledge on latest technology, identify and train in new software developments as well as visit conferences/exhibitions to identify new courseware materials, thus preventing inefficient "re-inventing of the wheel" type syndromes.
- k) Need to provide staff development for *named IT specialist* tutors.

This year I have found myself trying to attempt 5 jobs almost in parallel, namely:

- i) Manage the workshop, including the timetabling and administration of other part time IT staff
- ii) Provide on-stream IT consultation with staff development and training of both

- iii) Act as a lecturer for my own official load of 15 hours a week plus an un-official load of 6 hours a week from the rest of students in college using facility needing help not only with courseware materials but own personal strategies applied to the use of IT in project work.
- iv) Prepare my own documents for use as IT assignment materials for my own student load as well as other part time IT teachers/tutors using the facility, with additional pressure to prepare stand-alone open learning modules in IT, for which I can only attempt at home due to lack of quiet facilities/time; when often I need access to resources at college for reference.
- v) Conduct an action research programme in the IT workshop using certain students as target groups towards establishing review and assessment procedures/materials, i.e. Action research in the area of Human Resource Development applied to practices within the IT workshop learning environment.

1.2.2 Recommendations for support staff needed to run an IT workshop section for MCC

The problems I have encountered are logistics based on a lack of support time to achieve *all* the above *in concert*. Whilst I have worked harder this term than at any time in my 8 years at MCC, I cannot achieve all the above goals without *recognition* and *action* toward extra support staffing. This is not extravagant as other colleges such as Barnstaple have an IT W/shop manager (ITWM) at senior lecturer grade with no teaching load as such, with support staff to enable areas of technical assistance and courseware development for students.

2. Key Recommendations:

I would therefore recommend the following support be considered:

- * A full time *lecturer in IT* to support workshop manager in areas such as IT tutorial work and surrogate management duties, including IT staff development/consultancy.
- * A full time *reader in IT* to help the ITWM research and develop/trial professional courseware modules with a view to publication.
- * Full time *technician and secretarial* assistance to work in the above team.

Whilst the college may find it hard to accept the cost of the above section, it needs to recognise the fact that managers can only work in teams with delegated responsibilities. I feel that perhaps the role of an IT workshop manager is not fully understood and as such is not taken seriously. The reason why IT is so under-developed in our college is because we have not invested in the kind of personnel infra-structure as stated above; thus, a few hours externally awarded remission here and there has led to the piece-meal and fragmented developments of the past and to the present date. The *tasks in the area of IT* are so vast that it is not possible to achieve them unless a team of specialist and dedicated people are delegated with a full time responsibility to do so. Success, I fear, is subject to this level of commitment and identification of needs. Whilst I can *plod-on* in my own limited way (as always), I will not be able to serve the wider interests of IT in the college unless I can share and delegate some of the tasks and responsibilities in running an IT workshop amongst a team specifically working in this section. You will note that my above staffing model for success is not far off that from what exists at the Open-Learning Centre, but with modifications to allow for the unique R&D of IT courseware development.

Finally, I would recommend that *all* interested parties named in this memo meet to discuss the above and its immediate implications and future strategies to be employed.

Social Learning Proposals - Development evidences

Exhibit B5 IT workshop progress report 3 - Dec. 4th. 1990

MEMORANDUM

To: M. Reed, G. Walsh, Allan Brookes From: Steve Coombs
C.C.: M. Underwood, Steve Griffin, John Secula
Date: 4th. December, 1990 Ref: ITWSM1

Interim Report : I.T. Workshop Learning Materials

1. Progress Report: Overview of what an IT workshop encompasses

I have received a photocopy of the workshops '*project brief*' from my last team meeting held Wednesday 28th. November 1990. It outlines IT course development areas such as RSA and City & Guilds 7261. It is still not clear whether my remission was for courseware development or for running the IT workshop or both. Whichever, there has been a serious miscalculation as to the kind of staffing support required to *run all the roles* of an IT workshop. This apart, the workshop has been set-up and is regularly frequented throughout the week by 5 target groups of students. Most of my energy and that of my part-time colleagues goes into maintaining that reality according to the nature of a multi-active IT workshop used by a wide variety of people for an equally wide variety of purposes. Like any small business experiencing success, rapid demand for services has exhausted the staffing concerned. Unfortunately the demand is not just for physical support resources but human support in the role of technician for technical problems and IT tutor support/consultation. IT tutors are required for a wide variety of reasons, mostly for personal learning conversations with students to discuss strategies of how to best employ our generic open-ended IT applications for individual project work, or psychological re-assurance that the student is using the learning packages correctly, both CAL and written tutorials. This fact means that unless we *acquisition the correct human resource support facilities*, written and computerised learning resources will be largely *irrelevant and mis-managed by a majority of student targets* attending the IT work-shop. Even the small percentage of those students that possess Self Organised Learning (SOL) skills, still need IT consultancy with IT technician and tutor support services. This is because of the high-level of personal skills required to employ all the various applications of IT to best use, whether for discreet IT exam modules or BTEC projects requiring such generic skills. A bit of training here and there never provides a perfect solution, it merely scratches the surface and leads to bigger and better questions from those students desperate to go further. Thus, a *human infra-structure* of various *support mechanisms* are genuinely required (see recommendations). This is not some idle request or fantasy on my behalf, you only need to go to other colleges and compare *like with like* e.g. Barnstaple. Also, the IT policy for our college, researched by DES Honey, assumed the staffing support models as recommended by FEU IT projects. My feelings can be summed up by the fact that if we are trying to play IT workshops by the rule book e.g. proper acquisition of physical IT resources, adhering to copyright on software site licences etc., it would appear somewhat hypocritical to turn a blind eye to the somewhat dubious staffing model that is supposed to support this *above-board* service. Thanks to bodging timetables by myself and other part-time IT tutors, with support from *free* YTS trainees, a semblance of how an IT workshop might run and be managed has at least materialised in the college. The problem is that its expanded role to a wider college audience *cannot* take place under the *present staffing constraints* coupled with a lack of both more PC's and the essential support services required to maintain this service for the *range* of student *target groups* concerned. I feel that it is essential to recognise the tutorial support required by each flexible learner if he/she is to access the right resources through an individual personal negotiated learning contract. So far this term I have *seen and experienced* what the future may hold. I have flexibly enrolled about 9 mature students and tutored each with a personal learning contract, negotiating a personal range of modules and experiences appropriate to each individual set of needs. My action research programmed has helped to discipline me into doing this properly and effectively. Whilst I don't want to turn customers away, I have offered flexible students tutorial sessions from myself on Wednesday mornings with booked access on the PC's whenever they like. In doing this I have enrolled about 9 students as mentioned; however; I could have enrolled many more if I or my IT colleagues had been available as a support tutor for more times in the week. When negotiating with adults, *all of them* wanted *on-stream personal support*, both programmed as well as ad-hoc tutorials. Thus, I feel it would be *sensible forward planning* to target a number of IT tutorial sessions across the week *in addition* to any IT workshop manager floor duties.

Progress on Development of Student Courseware Modules

So far, the CLAIT booklets have been produced (By Mick, this was started on last year) and I have a set of miscellaneous documents to produce a student coursebook for the RSA case study. Both of these RSA modules constitute a minimum GCSE IT equivalent award under the RSA/SEG scheme (see leaflet). The structure and design philosophy for producing the C+G 7261 student booklets has been done (see attached). All that is needed now is time to DTP the information (This will have to be done at home when time permits as there is no on-stream professional DTP secretarial service available). I will try to produce these booklets somehow during 1991, with the intention to use them from September 1991, whereupon I hope I can negotiate my timetable to reflect the tutorial case-load support required to enable flexible access IT students. Without this there is no point in producing the physical resources as someone has to take responsibility for personal tutorial and examination support/ review and assessment. (What happens if 200 students turn up across the year?)

2. IT Resources Generally

I have had a request from Mike to disseminate the current IT learning resource 'holdings' in the IT workshop area.

These appear to break-down as follows:-

2.1 CAL packages

These are learning packages held inside the computer itself: e.g. PC tutor series, Learndos, Question Mark tutor/student files courseware including test files for C+G 7261 modules.

2.2 User Manuals & Other Commercial Guides

These are supplied by the software house and include books for Windows 3.0, Excel, Word for Windows, Pagemaker and Corel Draw. These have been registered/acknowledged by the library for general access inside the IT workshop area. Other books such as Abacus MSDOS & Excel for beginners, Desk Top Publishing by Design, Running Windows etc. have been formally acquisitioned but registered for reference only. These are all on loan and stored on shelving inside the IT workshop. We have also produced 3 IT workshop tutorials so far. One is for DbaseIII, copyright from ILEA, another is the Aldus Pagemaker version 3 tutorial and the last is a student booklet for introduction and personal research of IT hardware and generic IT applications. Section 1 outlines areas for further work including more booklets for DTP as well as word for windows and generic IT information for GCSE and BTEC modules/ units..

2.3 Courseware

This covers materials that can be used by students following a particular unit of study. Section 1 outlines units modules being undertaken, i.e. RSA's leading to GCSE and C+G7261 modules. The drawback here is that it has so far been impossible to develop this unique work at college and relies on people like Mick and myself to *do it for homework* (Hard for me as I'm pre-occupied with a post-grad. degree and have a family!) The main problem is that running an IT workshop is not a passive duty, one is constantly badgered with students personal problems as well as technical queries. Whilst the petty technical queries could be mostly overcome with 100% technician support, an IT floor manager is also required at all times *in parallel* to a technician to deal with ad-hoc student problems involving *interpretation and personal adaptation of courseware* e.g. BTEC project work , C+G 7261 module queries etc. Thus, the problem of what is involved in general duties of IT workshop management *tutorial floor duties* is complex to communicate to others that have had no personal experience of this novel role as a *renaissance facilitator*, but the effect is 100% personal involvement with merely running the workshop and dealing with an infinite flood of queries, thus allowing no *significant periods of personal time & space* towards unique material preparation. This is why things like *authoring modules* tend to get bogged down as far as I'm concerned. It is impossible to cut oneself off from staff and student contact because of the nature of IT and the *purposes behind initiating user friendly environment created*; however; if more staff time and support could be provided I believe the service could be run more efficiently and effectively, see recommendations section and my last report sent to Allan Brookes. Thus, courseware needs to be considered from several points of view. Am I re-inventing the wheel i.e. has it been produced elsewhere and can I buy it in? Do I need to produce my own? How difficult will this be and when will it need replacing/updating, have I enough time and resources to do this effectively? Will there be support services such as wordprocessing and DTP available i.e. secretarial services? Once the courseware has been developed will it be used and if so how and by which target groups? Is there a management policy i.e. recognition of tutor support for each learner?

Answers to these questions imply an appropriate CPA (critical Path Analysis) policy has been devised towards the examination course, i.e. flexible support management for both tutorial monitoring of courseware modules as well as student review/ assessment and moderation of work.

2.4 IT Human Resources

These are at present as follows:

IT workshop manager: Steve Coombs

I have integrated 15 sessions i.e. 14.5hours of traditional teaching IT units into competitive open-access booking of PC's in workshop and scheduled plus ad-hoc group tutorials in adjoining facilities. I have 6 hours remission of which my remaining time at college is devoted to helping other tutors and students (without which the admin. of the centre would collapse as well as ignorance ruling due to lack of staff development for my part time IT support tutors.). I have Thursdays off which I spend researching books and ideas toward running IT workshops. This is for both College and my degree which is an Action Research project based upon my involvement in the IT workshop, i.e. creating resources toward an overall learning environment. Once every three weeks or so I arrange to visit my supervisors at Brunel to disseminate and negotiate my ideas and findings, *tuning-in* to appropriate areas.

IT tutor: John Perry

John Perry is a part time tutor spending 10.5 hours total in the workshop. Of these, 7.5 hours are with groups integrated into the workshop on a competitive basis with 3 hours awarded as a straight surrogate IT workshop manager i.e. acting as a general floor manager to all-comers on an ad-hoc open access basis. This ensures at least continuity of staffing in the workshop, except for Friday afternoons.

IT tutor: Peter Reed

Peter spends 2 hours a week in the IT workshop, supporting Steve Coombs with the total BTEC FDE group.

YTS Trainees: Helen Roberts & Lee Wade

Helen supports some of the secretarial needs associated with running an IT workshop, mainly help with wordprocessing tutorial material, CAL tests, DTP and general admin. duties. Lee acts as a support technician to Paul Sampson, who is available to the workshop on a partial and occasional basis. A lot of time-out has to be allocated to their personal training programmes.

3. Student Target Groups

As previously stated, I have enrolled about 9 mature students to access individual flexible modular programmes. I have employed my personal learning contract for each student. See attached (This I have jointly developed as part of my IT workshop action research for Brunel University). I have spent a lot of time and effort in developing the skills and methodology towards assisting access for these *targets*, as I believe the IT courseware units under development are most relevant to this group of flexible part-time students wanting to roll-on and roll-off throughout the year.

In order to capacitate these students I have arranged Wednesday mornings for tutorial support from myself (i.e. I'm timetabled to be available for 7261 modules) The only problem with this arrangement is that it is hard to be both IT W/Shop floor manager as well as hold individual tutorials with mature students. Also, I feel that if this service is to expand then extra blocks need to be allocated during the week for a fair spread of case-load tutorial provision as opposed to general access by all target groups of students requiring general floor managed support of the IT workshop manager.

Thus, the IT workshop caters for 5 distinct target groups of students:

- a) Open-Access non case-load and case load students needing IT resources.
- b) Flexible access mature students following personal learning contract of negotiated modules, some generic and some course specific.
- c) Some groups of IT students e.g. BTEC , GCSE etc. integrated on a bookable competitive basis
- d) Evening and short course students (After 4 pm)
- e) Unofficial ad-hoc staff development

4. Recommendations

To supply staffing to support IT roles as identified in this and previous reports, namely:

- a) IT Workshop floor manager (30 hours per week)
- b) IT tutor for mature students following personal learning contract of modules (12 hours per week)
- c) IT tutor for IT full time groups e.g. BTEC, GCSE etc.
- d) IT tutor for training/staff development
- e) IT technician (trained to HNC level , 30 hours per week)
- f) IT secretarial and admin. support, student numbers and IT document work preparation.(30 hours)
- g) IT courseware development officer, for *authoring college bespoke* modules.

For marketing modular programmes to the public:

Liaison should occur with potential IT tutors prior to any marketing with forward planning taken for staffing modules with proper tutorial support, i.e. a C+G exam module must have a tutor to monitor the work undertaken as well as conduct vivas with student for each piece of coursework completed, as well as admin. over exam marking, entries and moderation. (For example this year modules were marketed without prior negotiations and proper consultation, which meant that some were not available and I had to adjust my timetable *after* receiving enquiries from the public; luck prevailed!)

5. Enclosures:

GCSE leaflet describing RSA modules required for SEG scheme

Personal Learning Contract for IT tutees

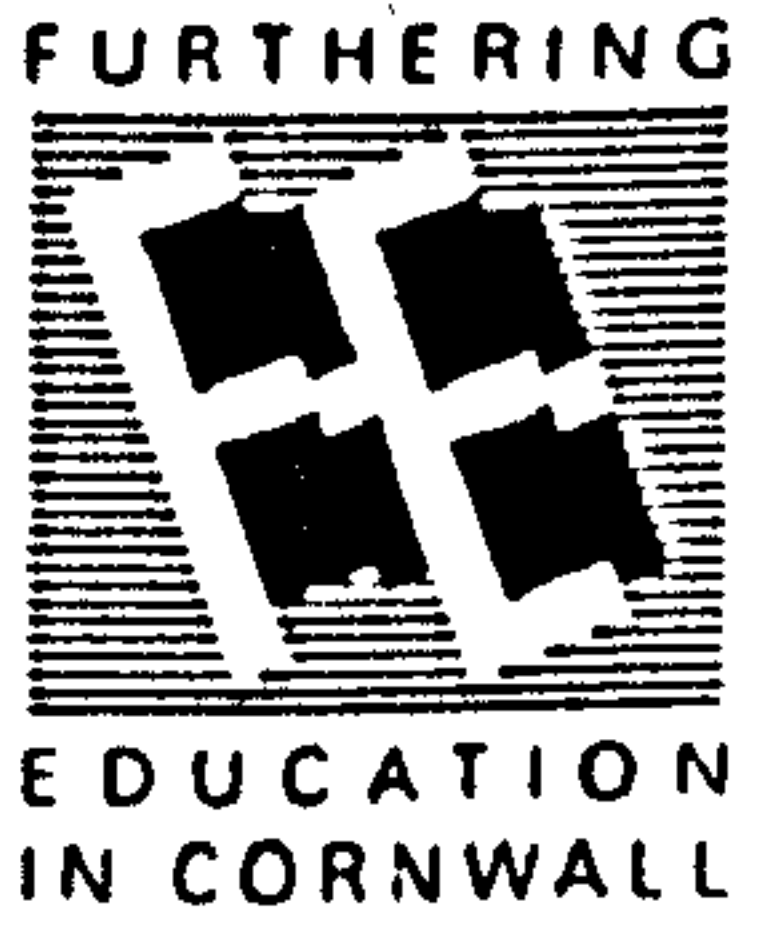
Design Philosophy for C+G 7261 generic IT modules

Social Learning Proposals - Development evidences

**Exhibit B6 'Peer-tutor' sponsorship mail-merge for the IT
workshop - Oct. 7th. 1992**

Letter to Mr (1992)

Mid-Cornwall College



Palace Road St Austell Cornwall PL25 4BW
Telephone: 0726 67911
Facsimile: 0726 68499

Head of Technology
A M Brooks MSc I.Eng AMIProdE Cert Ed

7 October 1992

Denver Engineering
Charlestown
St Austell
Cornwall

Dear Sir

As you may be aware this College has during the past two years been developing an Information Technology (IT) Workshop to provide a resource for both full and part time learners of all age ranges.

Developments so far have included:

- Establishment of a Full Time BTEC First Diploma in IT Applications course.
- Development of Certificate in Education IT Module. Development of IT flexible modules for the City and Guilds 7261 IT Scheme.
- A comprehensive range of Student Centred Learning materials for IT Applications.
- A flexible learning framework with initial evaluation and individually planned learning programmes.

The Centre comprises 17 PC based workstations, (soon to be networked), most of which are available on an 'Open Access' bookable basis, where upon full and part time tutors and support staff maintain the resource throughout the week.

With this innovative development we are seeking ways of encouraging students to improve both their 'self organised learning' skills and ability to contribute to the effective and efficient operation of the centre.

To this end I am writing to a number of companies in the area including yourselves to ask if they would be interested in sponsoring an 'Award' to be presented to a nominated student during the College Awards Ceremony.

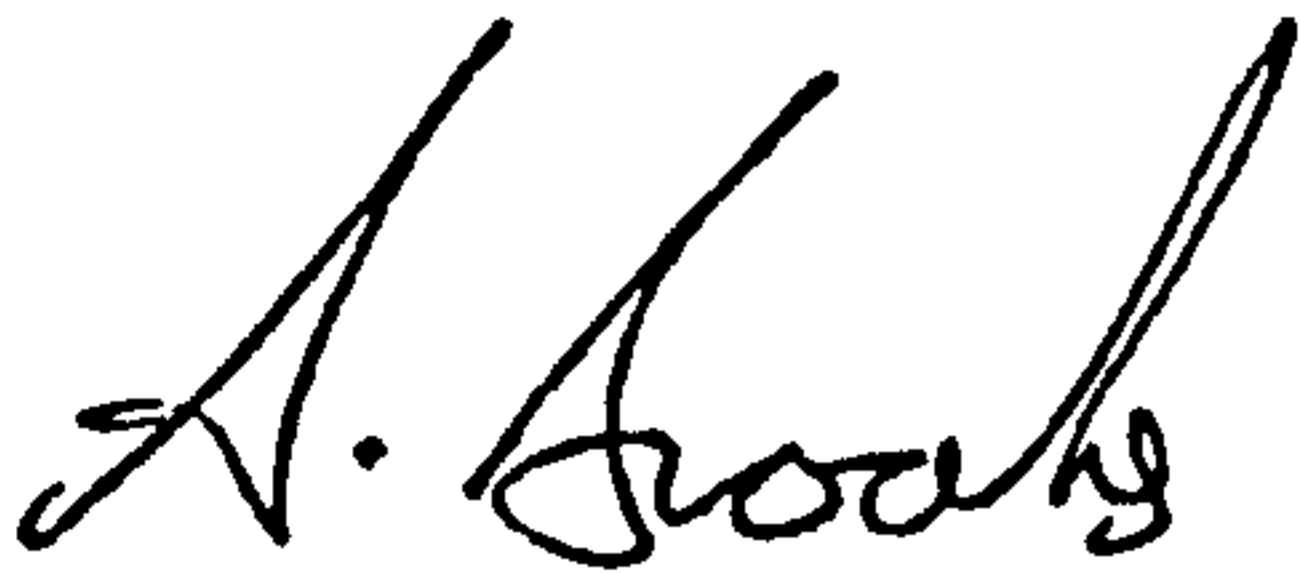
To this end I am writing to a number of companies in the area including yourselves to ask if they would be interested in sponsoring an 'Award' to be presented to a nominated student during the College Awards Ceremony.

We have in mind a perpetual 'Information Technology Workshop Shield' sponsored by 'XYZ Company' which could be presented, together with a small token or cash prize to the student who has made the best use of the centre in terms of both individual achievement and contribution.

This award would not only be an encouragement to students working in the Workshop, but also give staff the due recognition for the hard work in setting up and establishing this resource.

If you would like to consider the possibility of sponsoring this award or if you would wish to support the development of the Workshop in any other way I would be grateful if in the first instance you could contact either Mr S Coombs (IT Workshop Manager) or the undersigned.

Yours faithfully

A handwritten signature in black ink, appearing to read 'A. Brooks', written in a cursive style.

Allan M Brooks
Head of Technology Department

Palace Road St Austell Cornwall PL25 4BW
Telephone: 0726 67911
Facsimile: 0726 68499

Head of Technology
A M Brooks MSc I.Eng AMIProdE Cert Ed

7 October 1992

Lloyds Bank
7 High Cross Street
St Austell
Cornwall

Dear Sir

As you may be aware this College has during the past two years been developing an Information Technology (IT) Workshop to provide a resource for both full and part time learners of all age ranges.

Developments so far have included:

- Establishment of a Full Time BTEC First Diploma in IT Applications course.
- Development of Certificate in Education IT Module. Development of IT flexible modules for the City and Guilds 7261 IT Scheme.
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- A flexible learning framework with initial evaluation and individually planned learning programmes.

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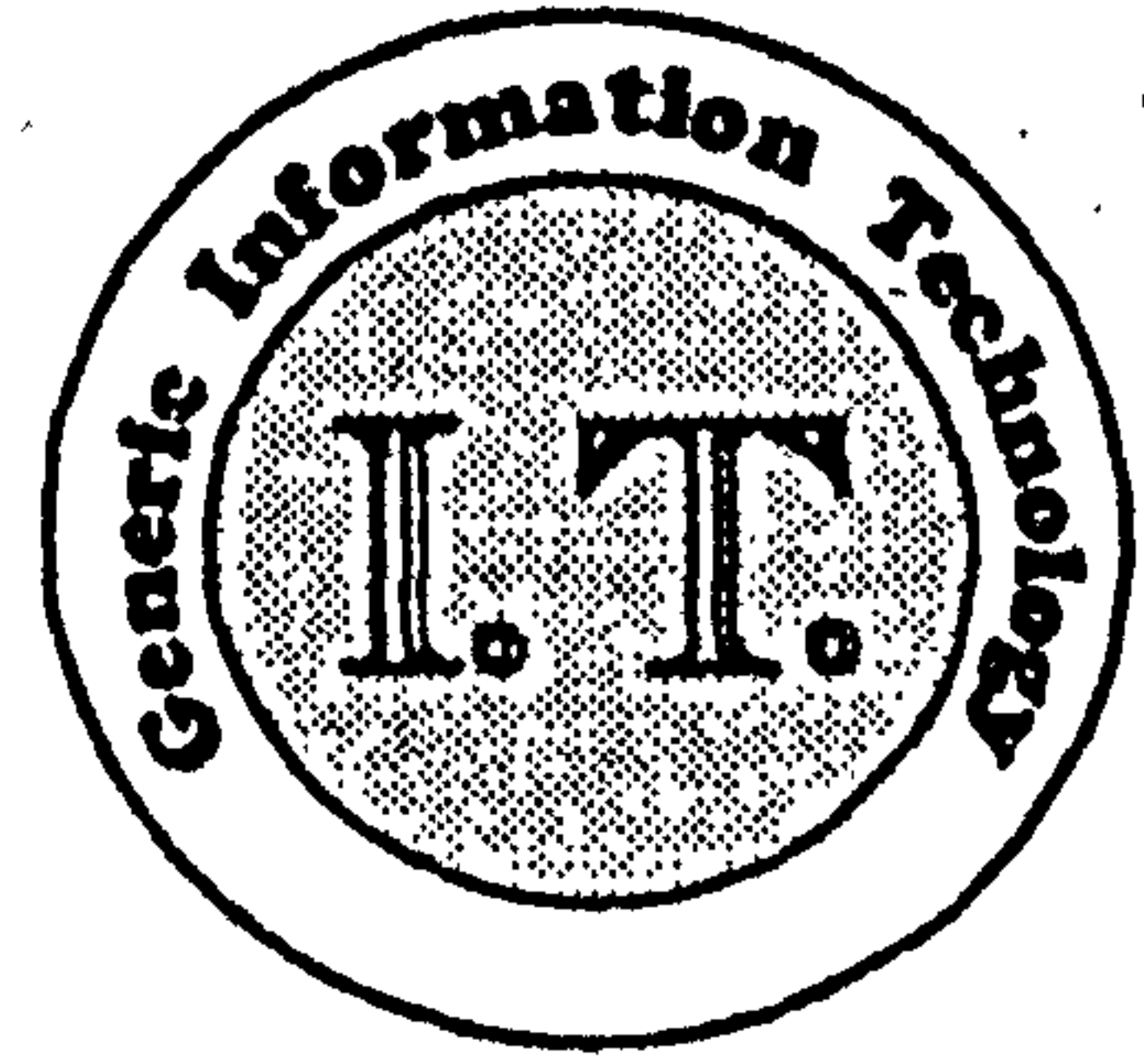
Yours faithfully

A handwritten signature in cursive script, appearing to read 'A. Brooks', written in black ink.

Allan M Brooks
Head of Technology Department

Appendix C

SOL Study Kit, version 2..... Exhibit C



FLEXIBLE LEARNING AT St Austell College

SELF-ORGANISED LEARNER'S STUDY KIT (VERSION 2)

FLEXIBLE MODULES : PERSONAL MANAGEMENT SYSTEM

STUDENTS PACK

STUDENT NAME

TUTOR NAME

Authored: Steve Coombs

Flexible Modules : St Austell College

S.O.L. Study Kit

* Personal Record (PR)	These are negotiated during your tutorial, from which an action plan of modules/tasks have been devised. Copy should be retained in your folder.
Active Log (AL)	This is required, so as to keep a record of all your on-the-job activities.
* Personal Review Log (PRL)	(See worked example supplied). You must keep a record of all your activities/steps achieved, including brief notes on problems experienced and any solutions found. Also note down any sources used, e.g. books, videos, etc.
* Personal Feedback Questionnaire (PFQ0)	Initial survey of your learning attitudes.
* Personal Feedback Questionnaire (PFQ1)	At the end of your tasks/activities set in your learning agenda, use your PRL to help you answer the questionnaire (PFQ1). This should be done shortly before your next tutorial.
Specific Module Materials	These should be supplied to you by your tutor. They will be relevant to the tasks/activities negotiated in your action plan.
* End of Module Evaluation (PFQM) Inter-module evaluation (In-course version of end of module evaluation)	When you have completed a total module e.g. wordprocessing plus any form of exam assessment to go with it, complete the written end of module evaluation form (PFQM) and hand it in to your tutor.

Please check the contents of this kit with your tutor. All the above items should be in your folder and your tutor should have explained to you how to use it.

* Tutor to retain a copies, at the discretion of the tutee.

FLEXIBLE MODULES

STUDENTS PROFILE

NAME

HOME ADDRESS

TEL. NO. FOR CONTACT

EDUCATIONAL DETAILS

LAST SCHOOL ATTENDED

NAME	FROM	TO

COLLEGES/UNIVERSITIES ATTENDED

NAME	FROM	TO

QUALIFICATIONS OBTAINED

TITLE	BOARD	DATE	GRADE

PERSONAL INTERESTS

--

WORK EXPERIENCE

JOB TITLE/AREA	F.T OR P.T	DATES

ANY OTHER RELEVANT INFORMATION

--

Test : PFQ0

Personal Feedback Questionnaire (PFQ0) : Initial Orientation

In order to help your tutor negotiate a tailor-made modular programme for you, it will help if you answer the following questions as honestly as possible. These questions are designed to find out your attitudes towards learning, so that your tutor can help you to become a more effective learner in the future.

Question number 1

Do you think that you can only learn when you are in a formal situation, e.g., a classroom or lecture theatre?

Circle one of the following:

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

Question number 2

Do you think that learning is best achieved by taking notes from formal classroom lectures?

Circle one of the following:

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

Question number 3

I think that learning is best achieved by asking relevant questions as part of a conversation.

Circle one of the following:

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

Question number 4

I find that I can learn on my own outside of a formal educational environment.

Circle one of the following:

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

Question number 5

I find that I constantly need someone to dictate or tell me what to do in order to learn.

Circle one of the following:

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

Question number 6

I find that I can plan and organise my own activities with ease.

Circle one of the following:

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

Question number 7

I regularly keep either a diary or log of my activities.

Circle one of the following:

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

Question number 8

I believe that keeping a diary or log would be useful towards my learning.

Circle one of the following:

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

Question number 9

Do you, or would you find keeping a diary or log for planning future events and activities an easy exercise?

Circle one of the following:

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

Question number 10

I regularly use 'mind-maps', flow-charts etc, as study skill aids to help me model my own thoughts and ideas.

Circle one of the following:

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

Question number 11

I can read newspapers, magazines, books, etc, and summarise in my own thoughts/words the content.

Circle one of the following:

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

Question number 12

Can you read newspapers, magazines, books, etc, to formulate your own original ideas contained within the text?

Circle one of the following:

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

Question number 13

I can plan and design my own essays.

Circle one of the following:

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

Question number 14

I can plan and design reports effectively.

Circle one of the following:

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

Question number 15

I think that I will be able to learn effectively in a workshop learning environment given the appropriate range of learning resources.

Circle one of the following:

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

Question number 16

I generally find that conversation with other people is a useful way of learning something.

Circle one of the following:

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

Question number 17

I find that I can usually identify my own problems and construct my own questions in order to identify solutions.

Circle one of the following:

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

Question number 18

I can manage and organise my own personal timetable of learning activities.

Circle one of the following:

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

Question number 19

I prefer someone else to impose a timetable of duties/activities.

Circle one of the following:

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

Question number 20

Overall, I enjoyed learning when I was at school.

Circle one of the following:

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

Question number 21

I found learning was easy when I last attended school.

Circle one of the following:

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

Question number 22

I generally enjoy learning things now.

Circle one of the following:

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

End of Module Evaluation Form

Name:

Module Title:

Start Date:

Finish Date:

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).

Course Materials

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

Which aspects could be improved?

Personal Support

In what ways did your tutor give you useful support?

How do you think tutor support could be improved?

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

How could this support be improved?

The Module Itself

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

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

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

Signed:

Date:

ST AUSTELL COLLEGE

INDIVIDUAL TUTORIAL : PERSONAL RECORD

Student name: A. N. Other Age: 40 Course: C+G 726 Tutor: S. J. Coomes

Date: 12/12/90 Time: 10.30 am Tutorial type: programmed ad-hoc other

Purpose of tutorial/Tutor comments:
 Student is a professional librarian (A.L.A.). Has worked for O.U.P. in publishing and audio products. Wants to improve K.O.U. skills as part of a general communications programme. Will apply skills to own 'antiques' small business. Has attended OLC at Bodmin but without success, due to lack of appropriate resources. Career aims: publishing industry, proof-reading, librarianship or resources assistant, research worker assistant, museum college work.

Problem areas:
 Has only just moved to Cornwall from Nottingham for the last 6 weeks. She wants to overcome her fear of computers and use of I.T. generally. Wants personal skills to be applied to use of I.T. as a tool to be used in conjunction with professional skills.

Outcomes/Learning contract agreements:
 We both agreed the following learning programme.

- ① General beginners introduction module: P.C. Tutor.
- ② Beginners research booklet/introduction to S/W and H/W.
- ③ Personal demo., to explain and debrief me of Windows 3 desktop.
- ④ Generic tutorial in wordprocessing → Commercial; Word for Windows.
- ⑤ Catalog skills ⇒ commercial DBase3+ tutorial and database project.
- ⑥ C+G 7261/400, wordprocessing and proof-reading module/certificate.
- ⑦ Possibility of C+G 7261/401 database methods modular certificate.
- ⑧ Further possibility of trainer/training on C+G 730 course (will review).

Future recommendations/Action/Appointments made:
 Above programme to be reviewed and re-amended in light of any new needs/evidence the student can identify.

Sheet no. 1 Tutor/tutee signatures: J. J. Coomes A. N. Other

ST AUSTELL COLLEGE
INDIVIDUAL TUTORIAL : PERSONAL RECORD

Student name: Age: Course: Tutor:

Date: Time: Tutorial type: programmed ad-hoc other

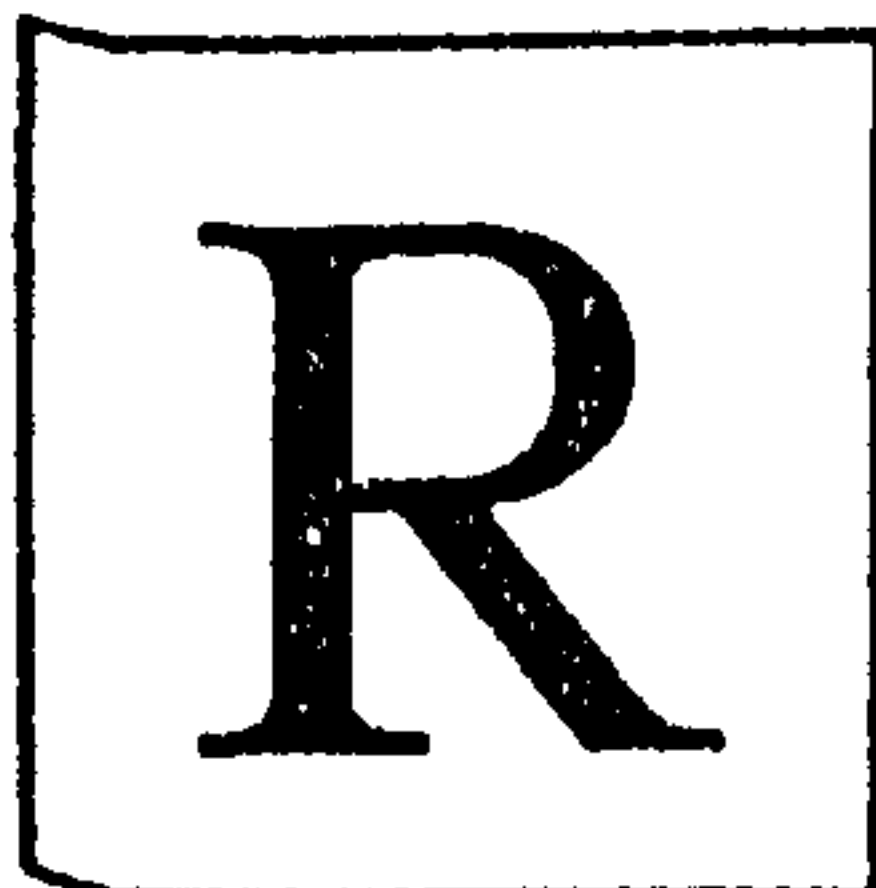
Purpose of tutorial/Tutor comments:

Problem areas:

Outcomes/Learning contract agreements:

Future recommendations/Action/Appointments made:

Sheet no. Tutor/tutee signatures:



ST AUSTELL COLLEGE

FLEXIBLE MODULES

STUDENT PERSONAL REVIEW LOG (PRL)

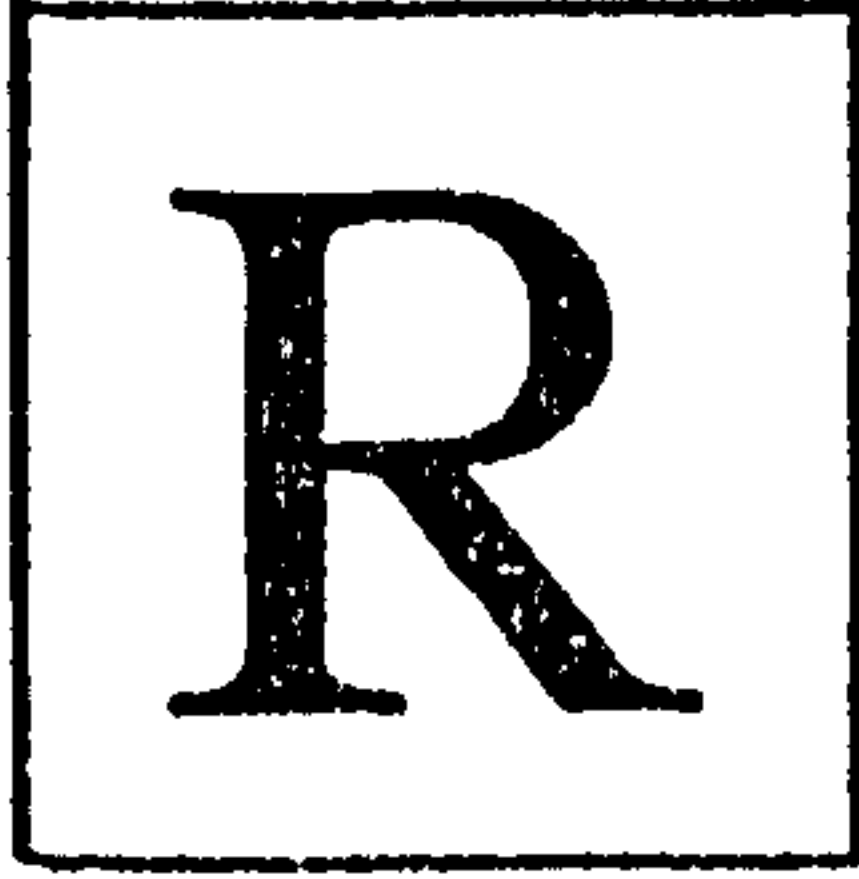
SPECIMEN EXAMPLE

Student Name: A. N. OTHER Course: I.T. Tutor: A. TUTOR

Date	Module/Work Completed	Strategy/Methods Used	Learning Aims/Purposes	Learning Outcomes/Results
18/6/91	Started work on Wordprocessing module. Completed PC tutor, Intro CAL package in about 1 hour and completed some questions in ITWU2 workbook.	Following course strategy document 'WP plan'. Used other IT books to help find answers, e.g., I.T. at Work - Davies.	To find out about PC's generally as per WP plan and answer questions in workbook.	Tutorials completed. IT books identified as sources. Workbook answered.
19/6/91	Started Learners CAL package to find out about hard-disk management on the PC.	Second part of agreement, i.e., task 2 in my action plan.	To learn how directories are organised on hard-disks.	Finished tutorial.
20/6/91	Started Windows3 CAL tutorial. Took 3 hours to complete. Have completed agenda of tasks in action plan.	Make rough notes on useful facilities, to remember when using this desktop. Will now complete Questionnaire PFQ1, and book next tutorial.	To be able to use Windows3 as a desktop and to familiarise my own use with it. To negotiate new action plan and future workload.	Have a working knowledge of how to use this desktop. Appointment made for 9.30am, 21/6/91.

Sheet of

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



ST AUSTELL COLLEGE

FLEXIBLE MODULES

STUDENT PERSONAL REVIEW LOG (PRL)

Student Name: _____ Course: _____ Tutor: _____

Date	Module/Work Completed	Strategy/Methods Used	Learning Aims/Purposes	Learning Outcomes/Results

Sheet of

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

Test : PFQ1

Personal Feedback Questionnaire (PFQ1)

Please complete this questionnaire as fully as possible. It will be used as part of your feedback-assessment in conjunction with your next tutorial and will form the basis of any new Personal Learning Contract PLC action plan towards your future modular programme.

Flexible Modules : St Austell College

Referring to your Self-Organised Learning Study Pack you will have negotiated a tailor-made modular programme comprising of a range of flexible module resources. As part of the self-assessment process you should have negotiated with your tutor your own Personal Learning Contract (PLC) outlining a personal action plan of flexible modules recorded on your personal record.

As part of your self-review and assessment you will have been asked to monitor and reflect upon your activities by completing your Personal Review Log (PRL) (included in your SOL study pack). As part of this self-assessment exercise, will you complete this questionnaire before going to your next tutorial, as agreed in the action/appointments section of your plan. Please refer to your log notes (PRL) whilst completing this questionnaire. Bring all the above materials to your next tutorial.

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?

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?

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?

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?

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?

Question number 6

Did you discover or want to move towards any new aims and 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.

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 modules?

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.

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?

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)).

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.

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?

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?

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.

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 why you want to move into the new area you are proposing?

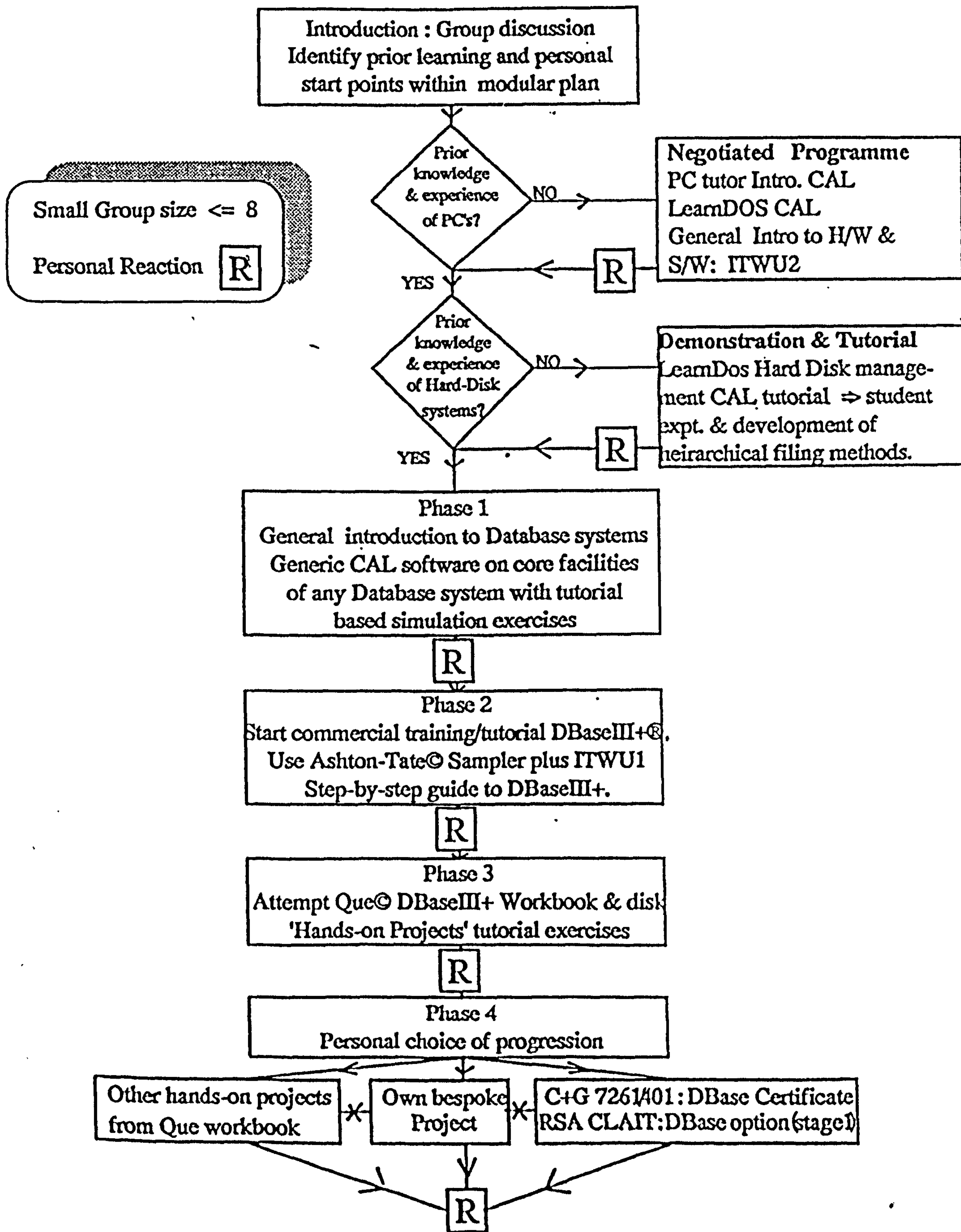
Appendix D

ITFM Learning Plans

Learning Plan Exhibit.....	Date Launched
DBplan	May 1991
WPplan	May 1991
SShplan	May 1991
GTDplan	July 1992
PQB	Aug. 1992
PASCAL	Dec. 1992
QBplan	Sep. 1993
GTDplan	Sep. 1993
SSHplan	Sep. 1993
CCplan	Nov. 1993
IT template for learning plans.....	Nov. 1993

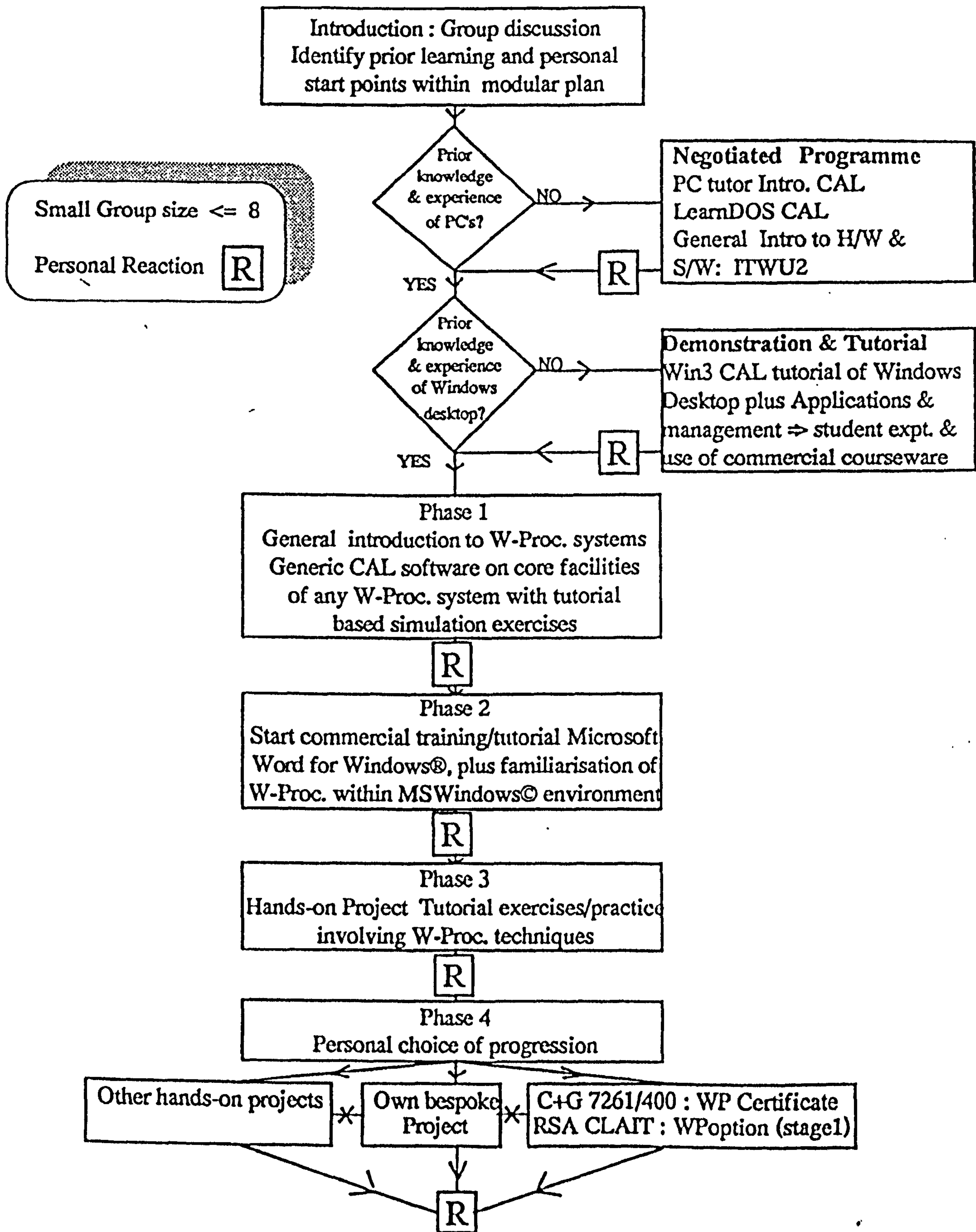
Database & File Management Techniques

Course Strategy : Small Group Plan



Word-Processing & Document Proof Reading

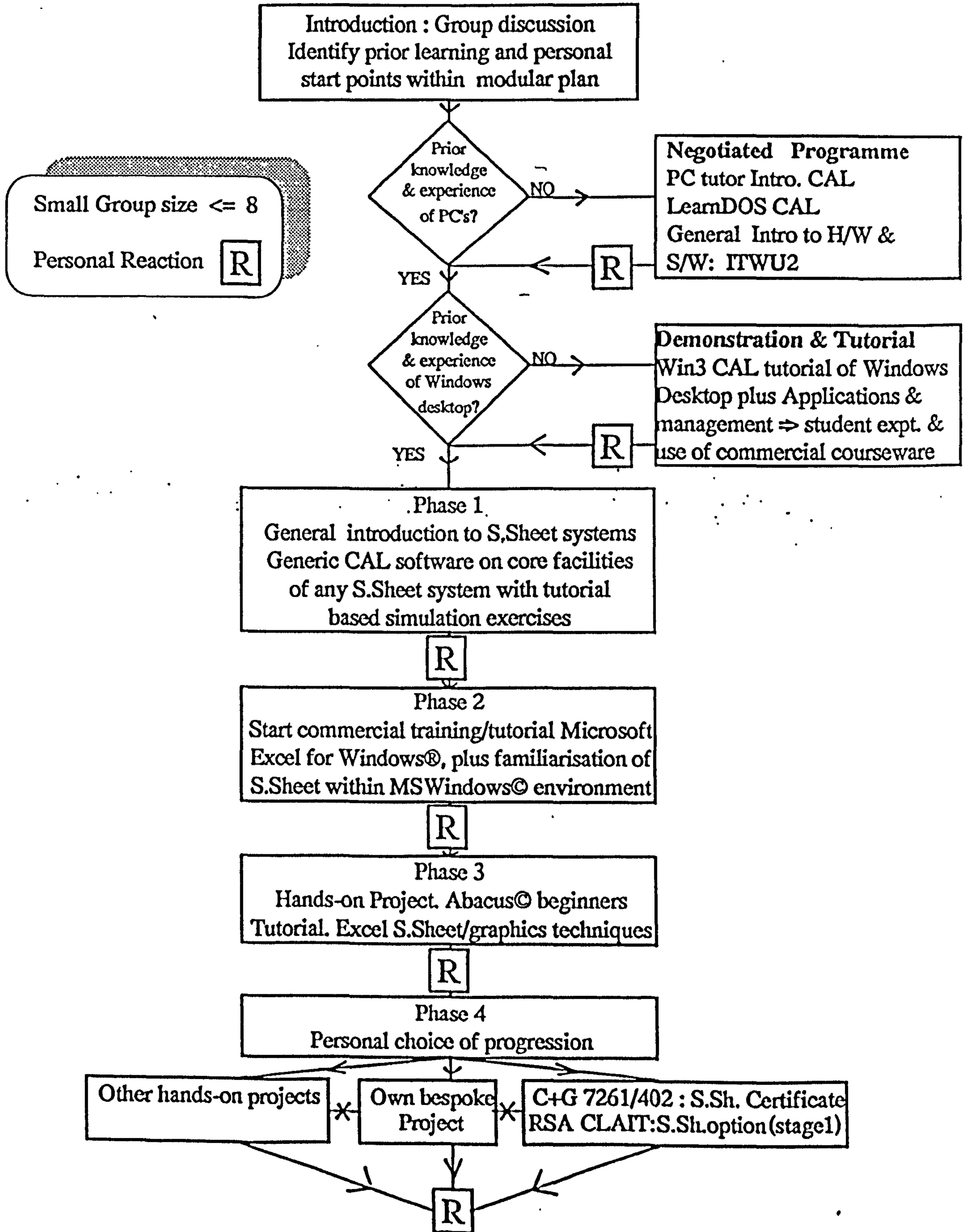
Course Strategy : Small Group Plan



WPplan/SJC/CSHL/5.91

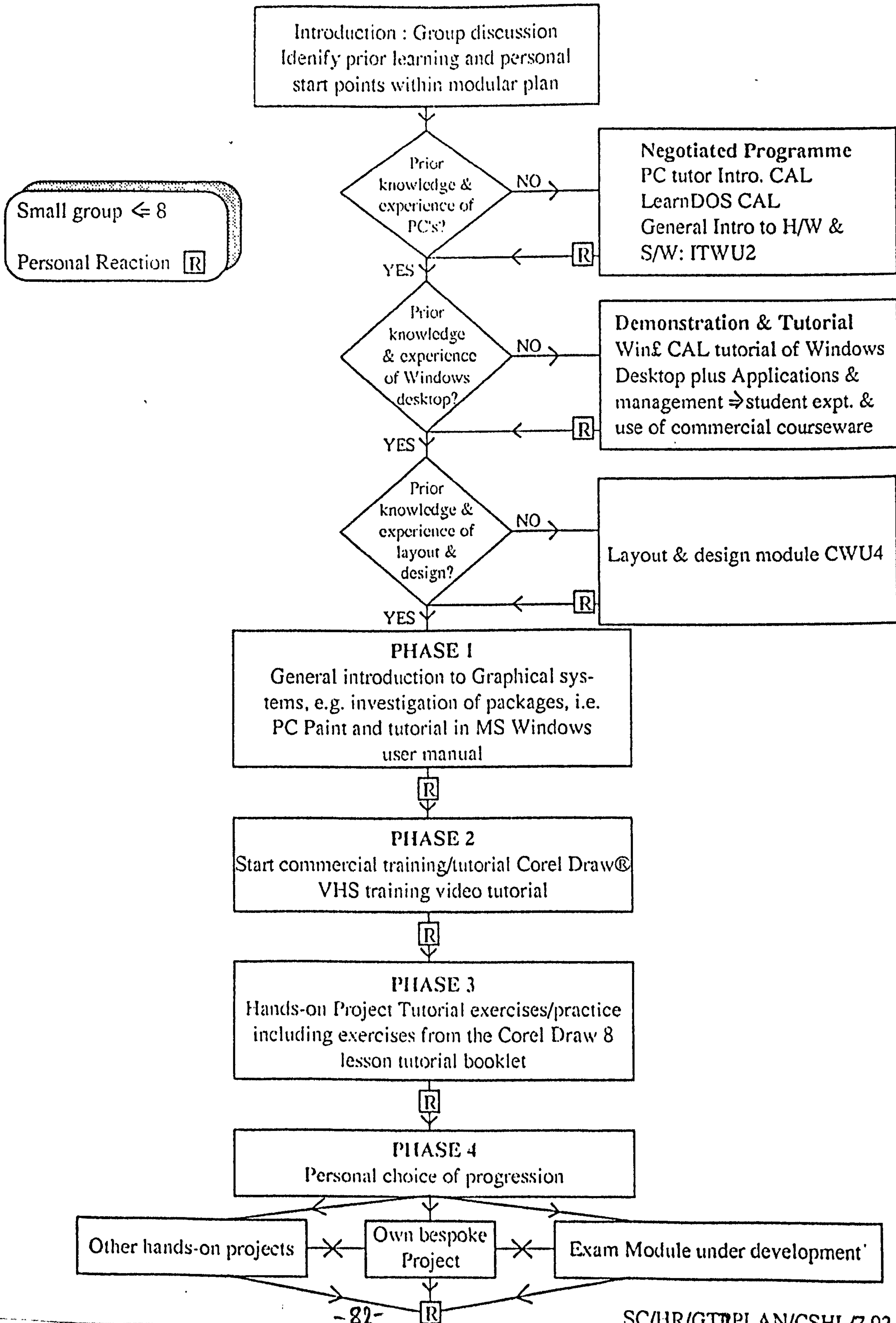
Spreadsheet & Presentational Graphic Techniques

Course Strategy : Small Group Plan



Graphical & Textual Design

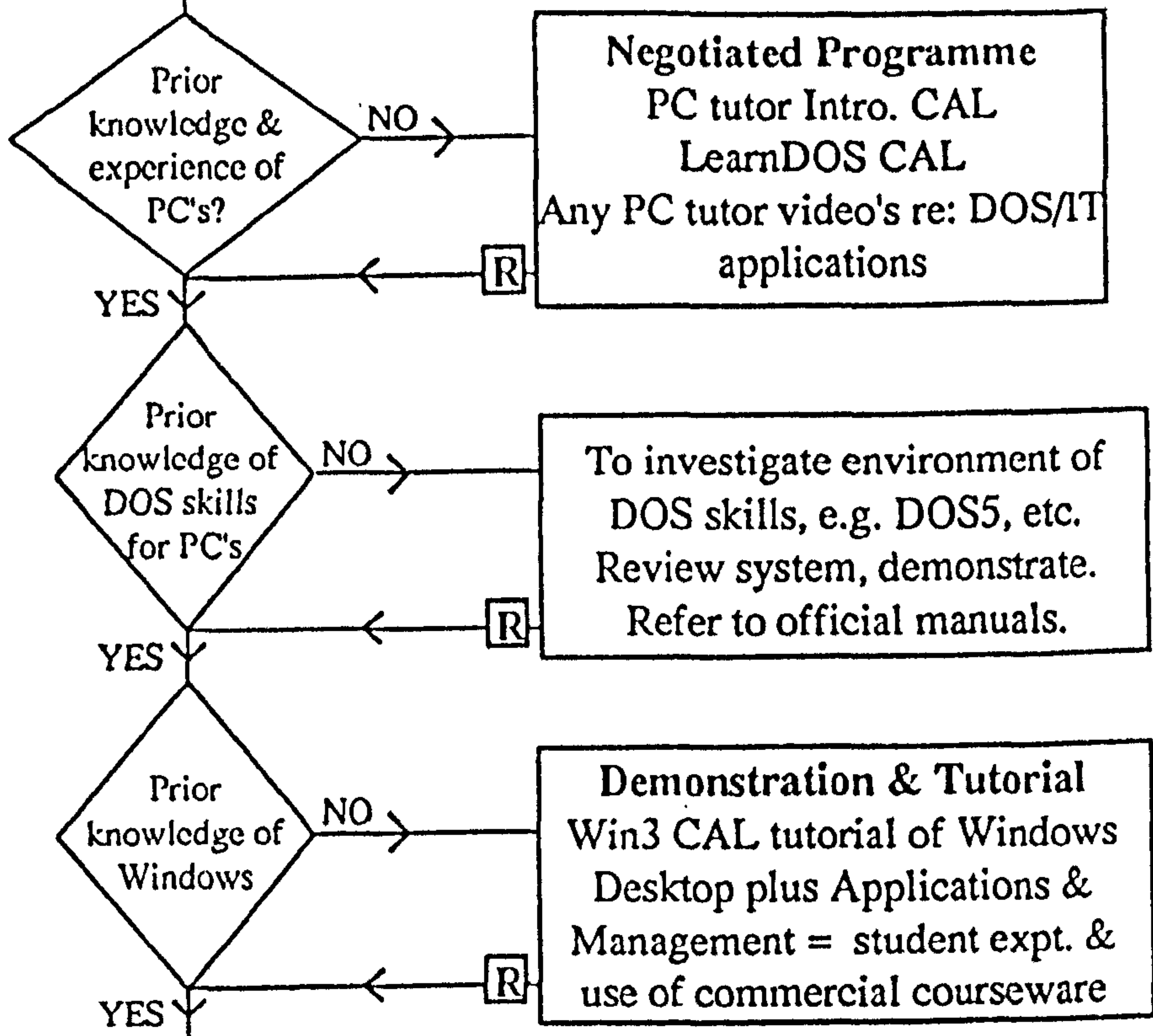
Course Strategy : Small Group Plan



PROGRAMMING : QUICKBASIC - 4GL - COURSE STRATEGY : SMALL GROUP PLAN

Introduction : Individual and/or group discussion.
Identify and accredit prior learning and personal start points within modular plan

Small group ≤ 8
Personal Reaction, Review, Reflection [R]
Use of PRL, PLB, etc.



PHASE 1
Introduction to Basic Language ATC© CAL.

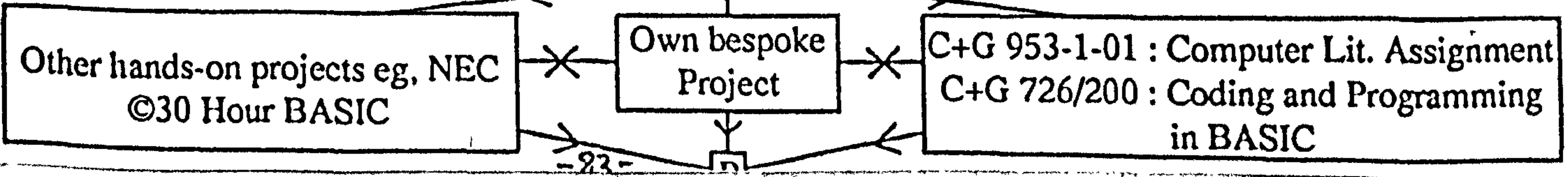
PHASE 2
Overview of Quick Basic shell/environment.
Investigation of shell on PC + reference to QB documentation.

PHASE 3
Attempt the Quick Basic© tutorial. Inc: Basic programming techniques.

PHASE 4
Attempt the Computer Literacy Microsoft Quick Basic tutorial oriented towards the C+G 953 Assignments with hands-on projects.

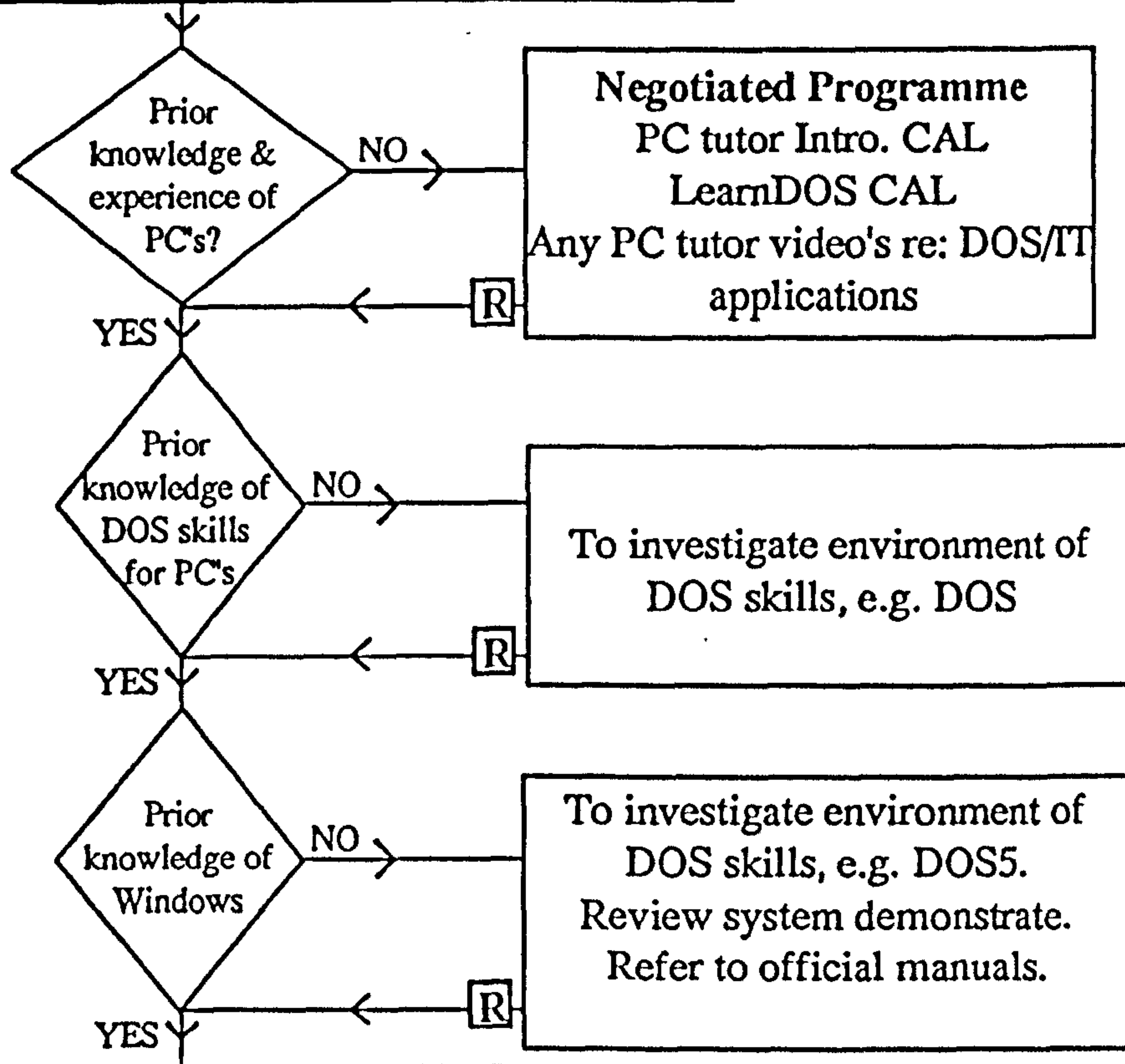
PHASE 5
Attempt the ABC Flowcharter© tutorial under Windows 3.

PHASE 6
Personal choice of progression



**PROGRAMMING : TURBO PASCAL - CITY & GUILDS -
COURSE STRATEGY : SMALL GROUP PLAN**

Introduction : Individual and/or group discussion.
Identify and accredit prior learning and personal
start points within modular plan



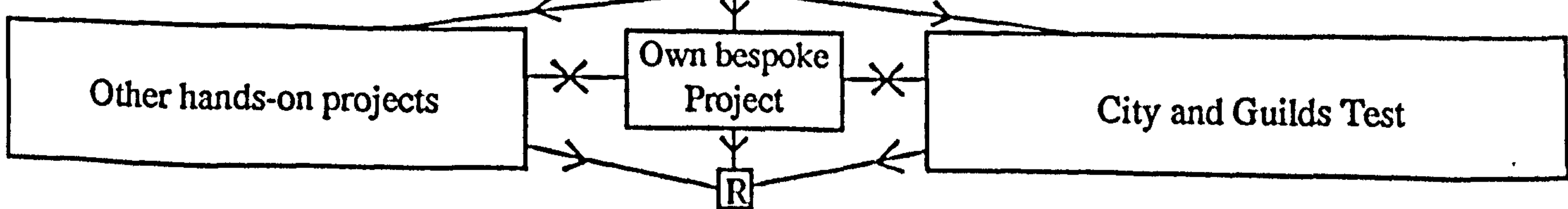
PHASE 1
Introduction to Turbo Pascal Language.

PHASE 2
Introduction to and instruction in Const, Var, Type, etc.

PHASE 3
Importance of Layout Compilation.

PHASE 4
Attempt Tutorial - write Simple Program.

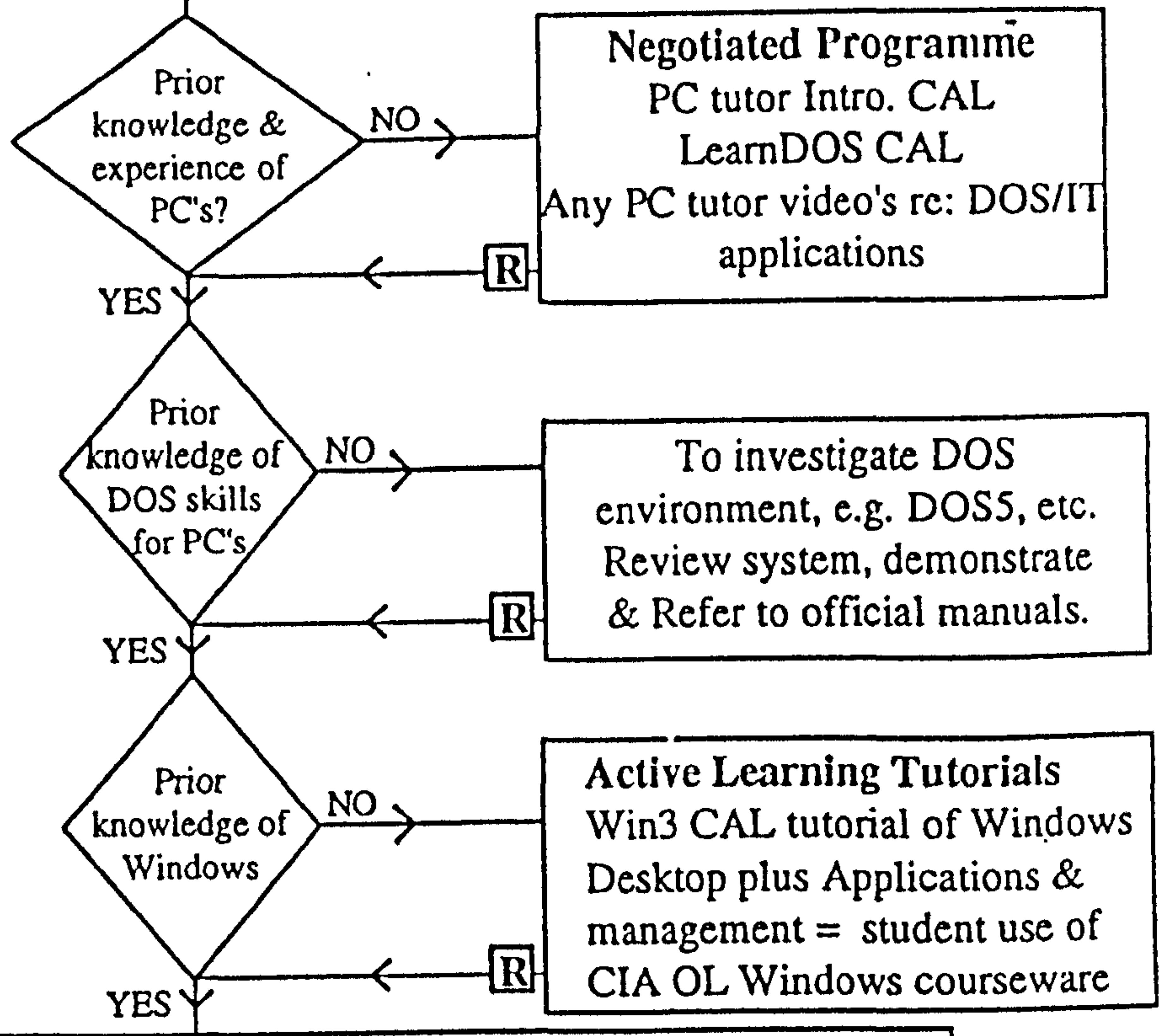
PHASE 5
Write and compile Structured Programs.



PROGRAMMING : QUICKBASIC - 4GL - COURSE STRATEGY : SMALL GROUP PLAN

Introduction : Individual and/or group discussion.
Identify and accredit prior learning and personal start points within modular plan

Small group <= 8
Personal Reaction,
Review, Reflection
Use of active & review
log records
R



PHASE 1
Introduction to Basic Language ATC© CAL.

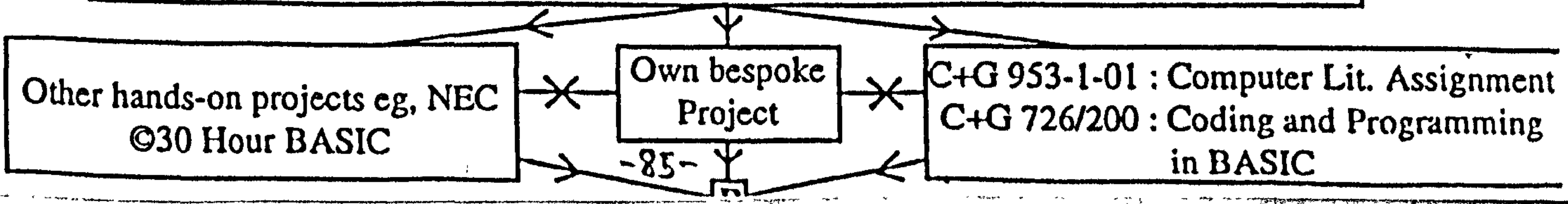
PHASE 2
Overview of MS© Quick-Basic shell/environment.
Investigation of shell on PC + reference to MS QB documentation.

PHASE 3
Attempt the Quick Basic© tutorial. Inc: Basic programming techniques.

PHASE 4
Attempt the Computer Literacy Microsoft Quick Basic tutorial oriented towards the C+G 953 Exam Assignments as hands-on projects.

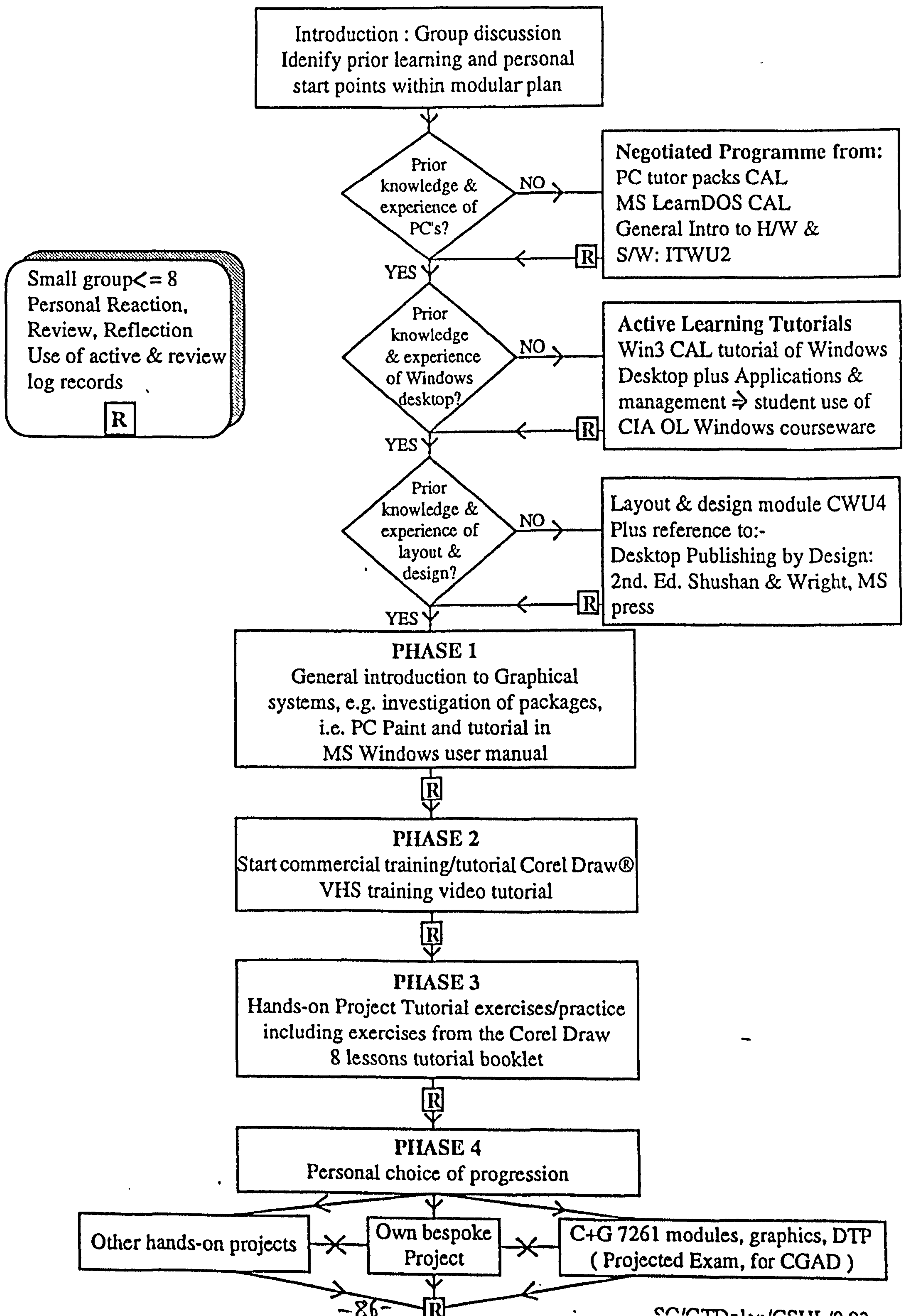
PHASE 5
Attempt the ABC Flowcharter© tutorial under Windows 3.

PHASE 6
Personal choice of progression



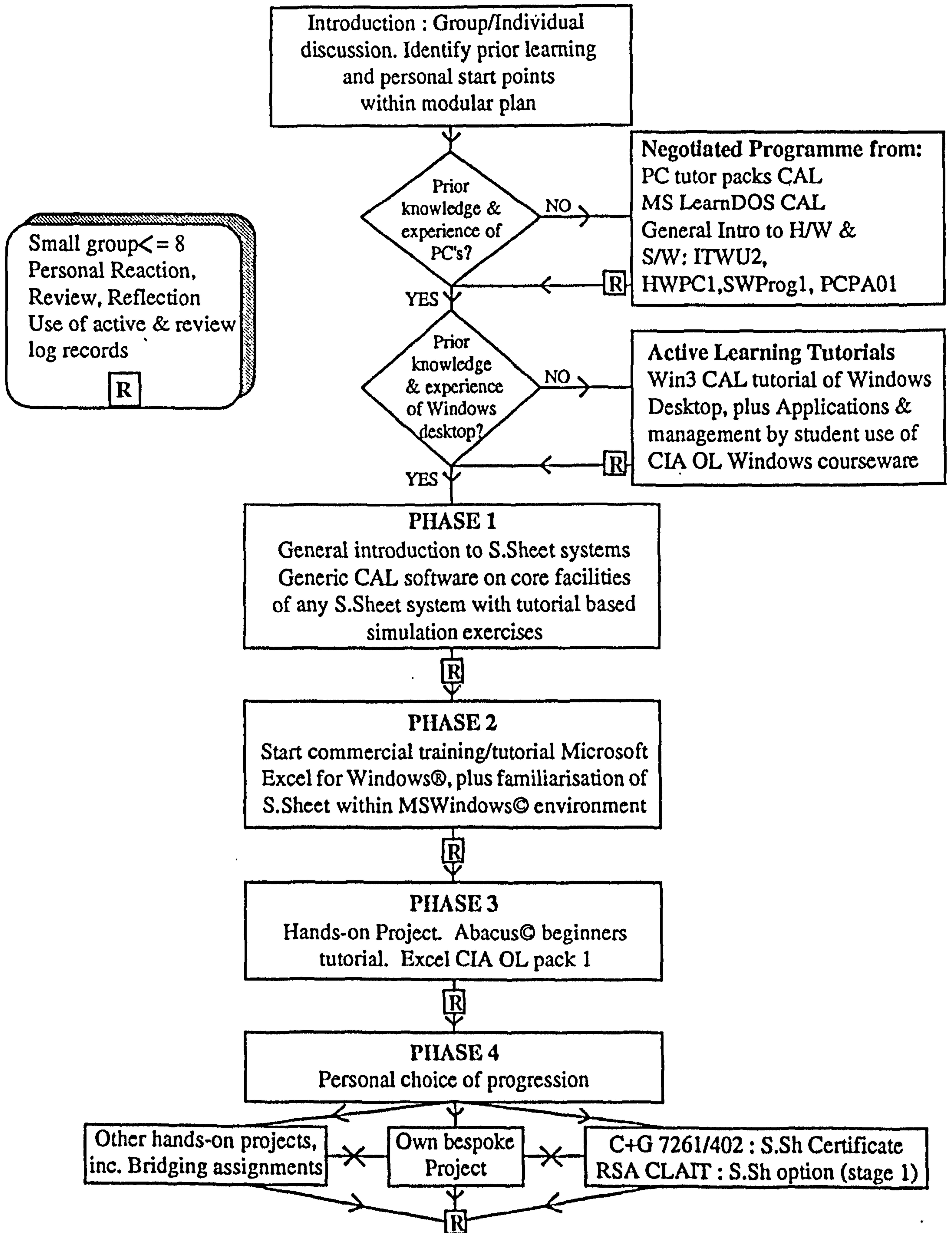
Graphical & Textual Design

Course Strategy : Small Group & Individual Learning Plan



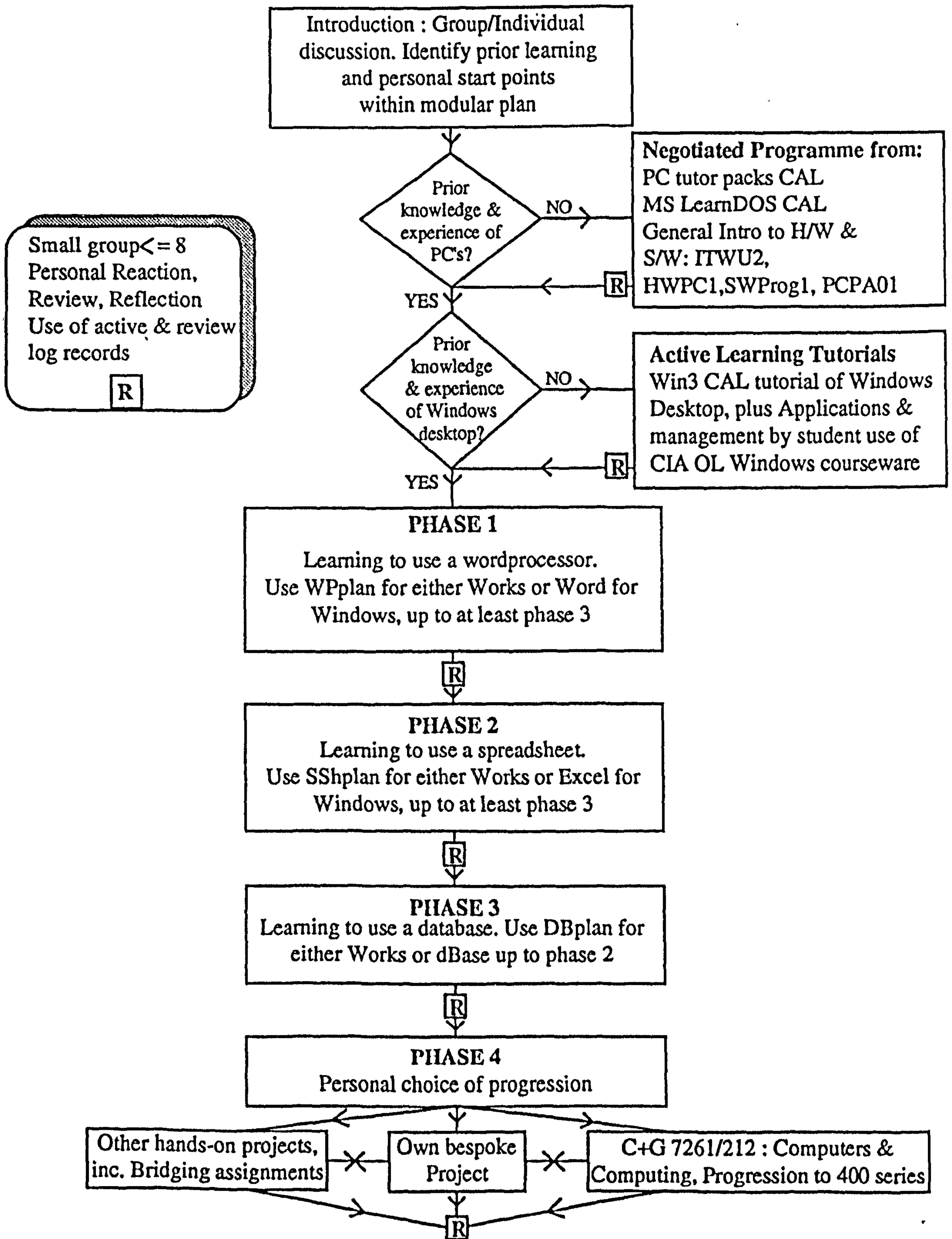
Spreadsheet & Presentational Graphic Techniques

Course Strategy : Small Group & Individual Learning Plan

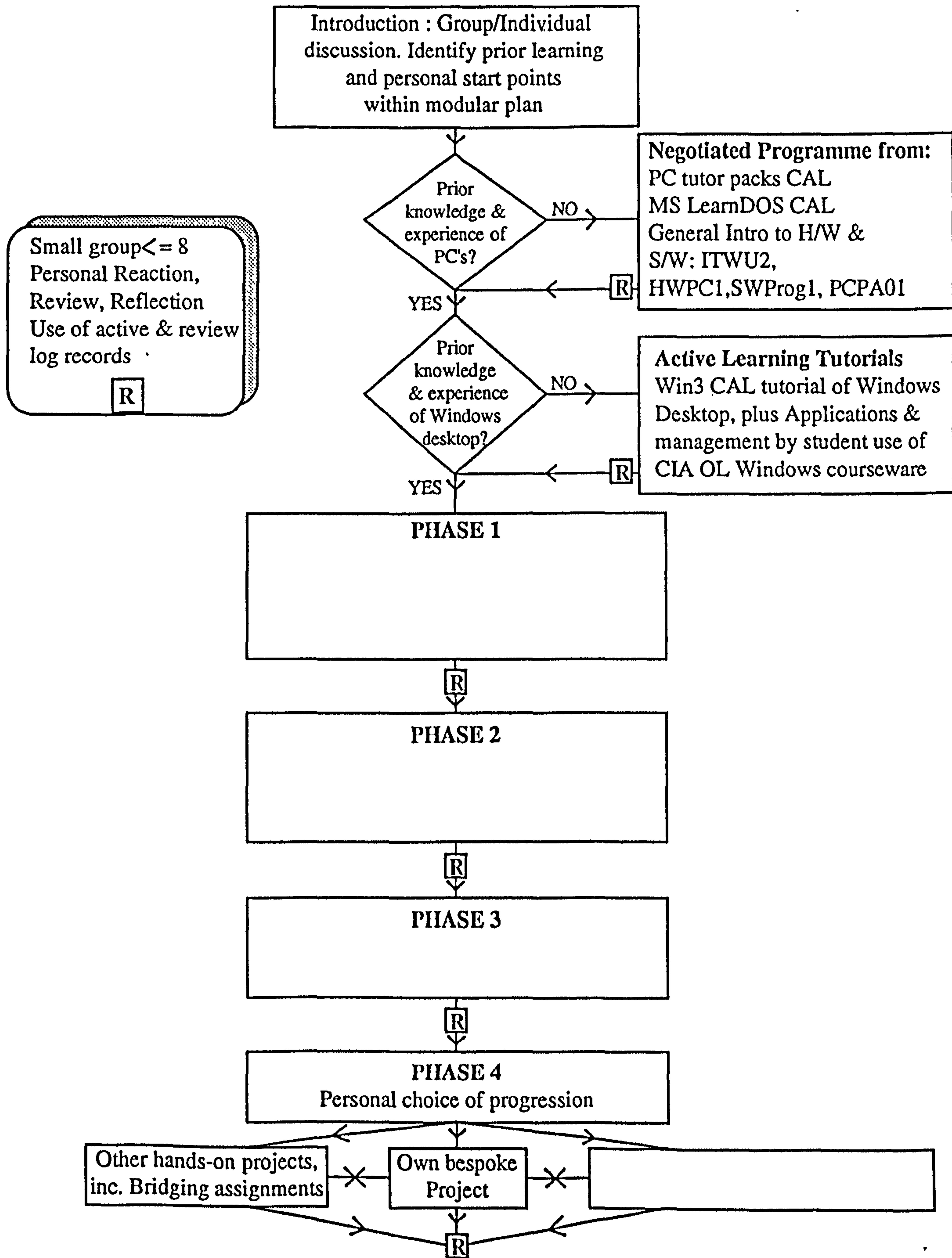


Computers and Computing Applications

Course Strategy : Small Group & Individual Learning Plan



Course Strategy : Small Group & Individual Learning Plan



Appendix E

Fran & Simon's IT/FL option - UDT FL
development projects for Cert. Ed.

Exhibit E1	Sample from Fran's Cert. Ed. IT submission	91
Exhibit E2	Sample from Simon's Cert. Ed. IT submission	119

Exhibit E1 Sample from Fran's Cert. Ed. IT submission

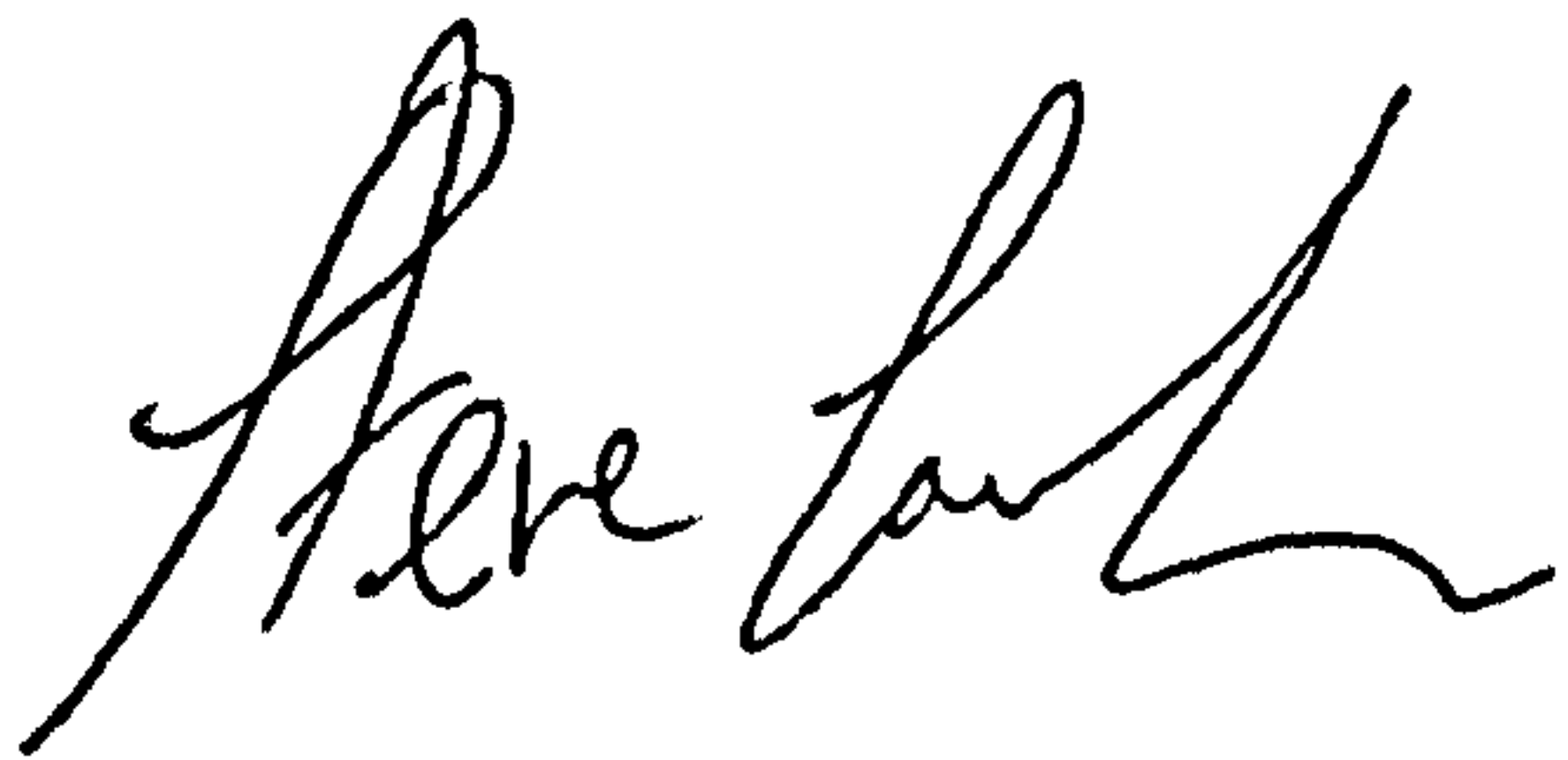
MID-CORNWALL COLLEGE - PROFESSIONAL STUDIES

Tutor Comments for Coursework

Name FRANCIS TREGASKISStage 3 (Cert. Ed.)Task IT. option / F.L. curriculum dev. project

Francis has shown a lot of enthusiasm with this project. Initially she endeavoured to complete the I.T. option module, learning essential I.T. skills for her own professional development. This led to mutual negotiation of a 'personal learning contract' highlighting a final project involving use of a Universal Design Template for Flexible Learning design template of her own course "Windows Display Project".

She has transferred the 'SOL' skills from the UDT and originally interpreted according to her own personal needs for managing/delivering her own courses. She has also stated a commitment to future course development/application elsewhere. The work has certainly achieved a pass and has been a very relevant and useful learning experience for Francis.



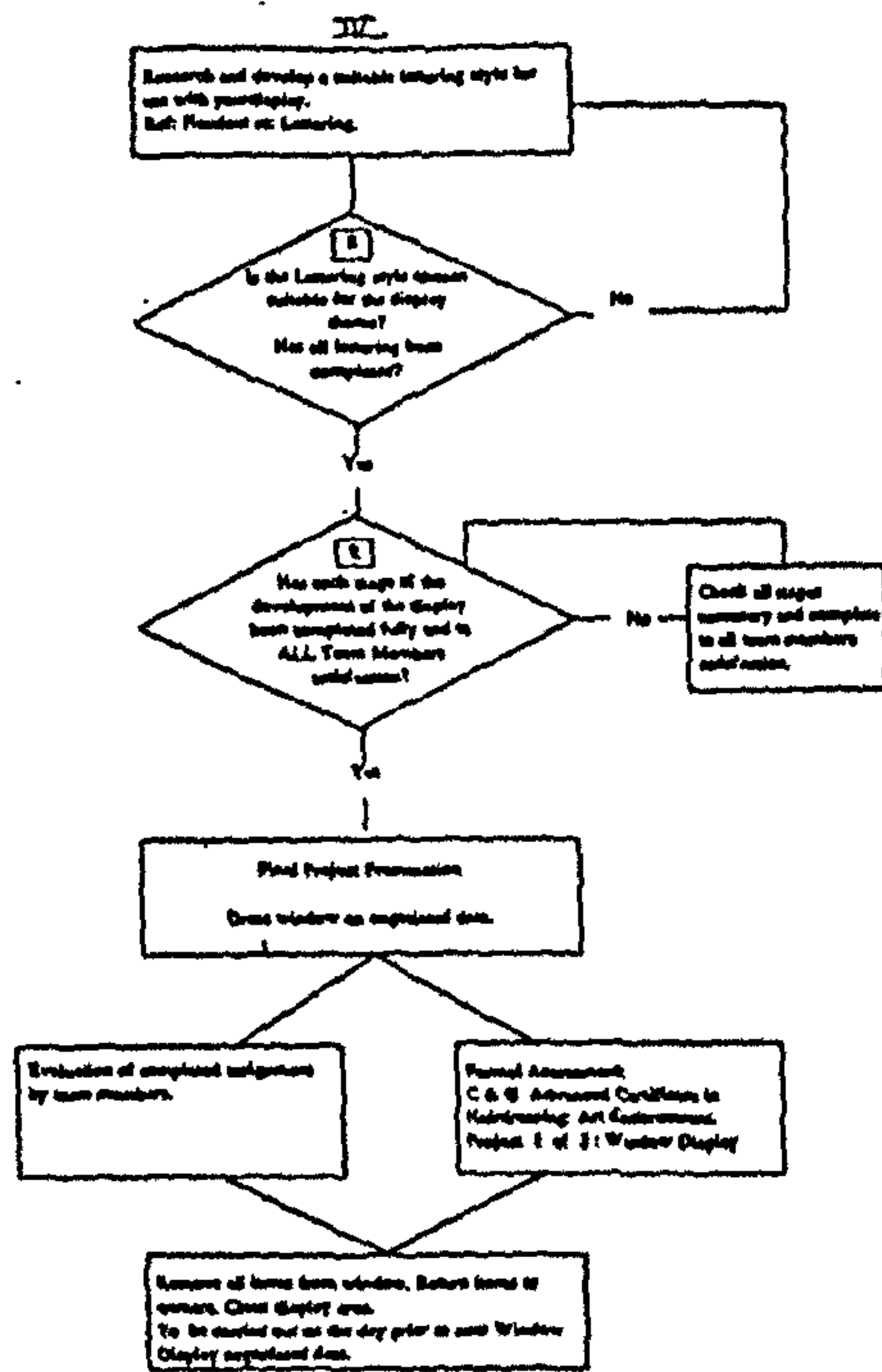
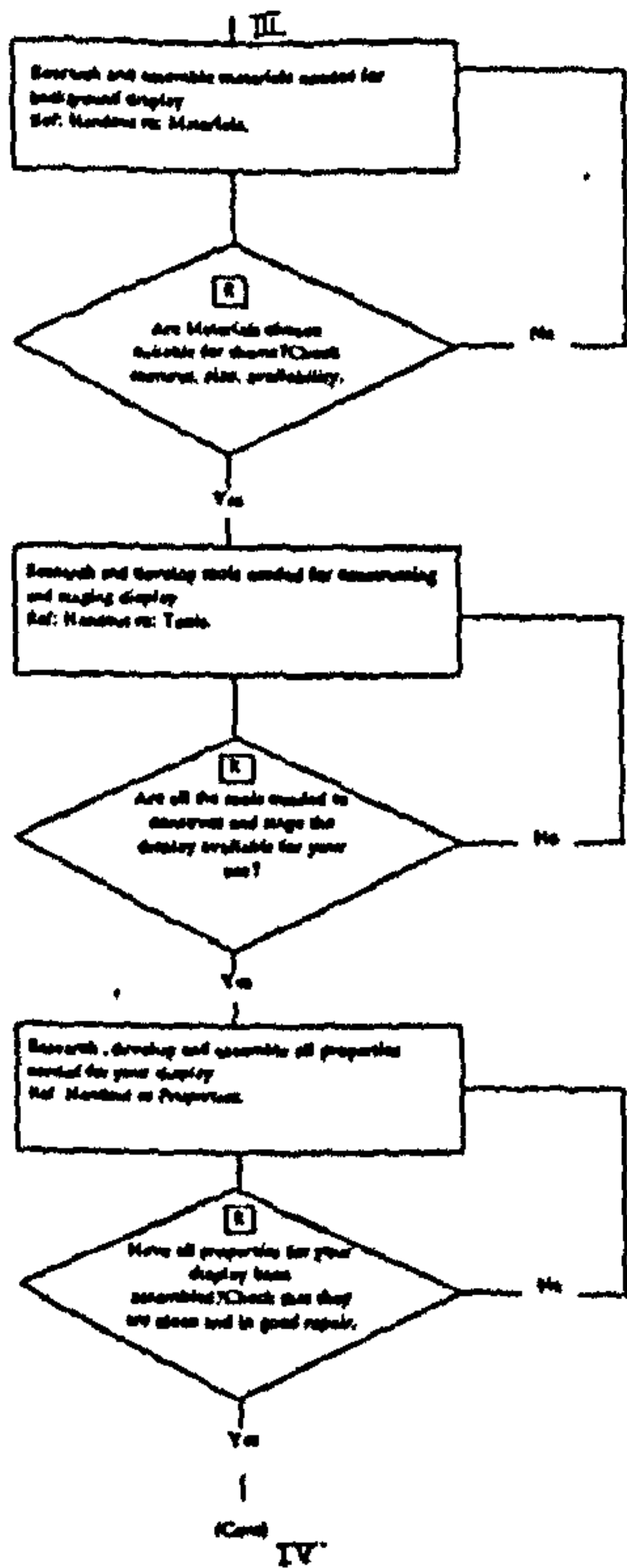
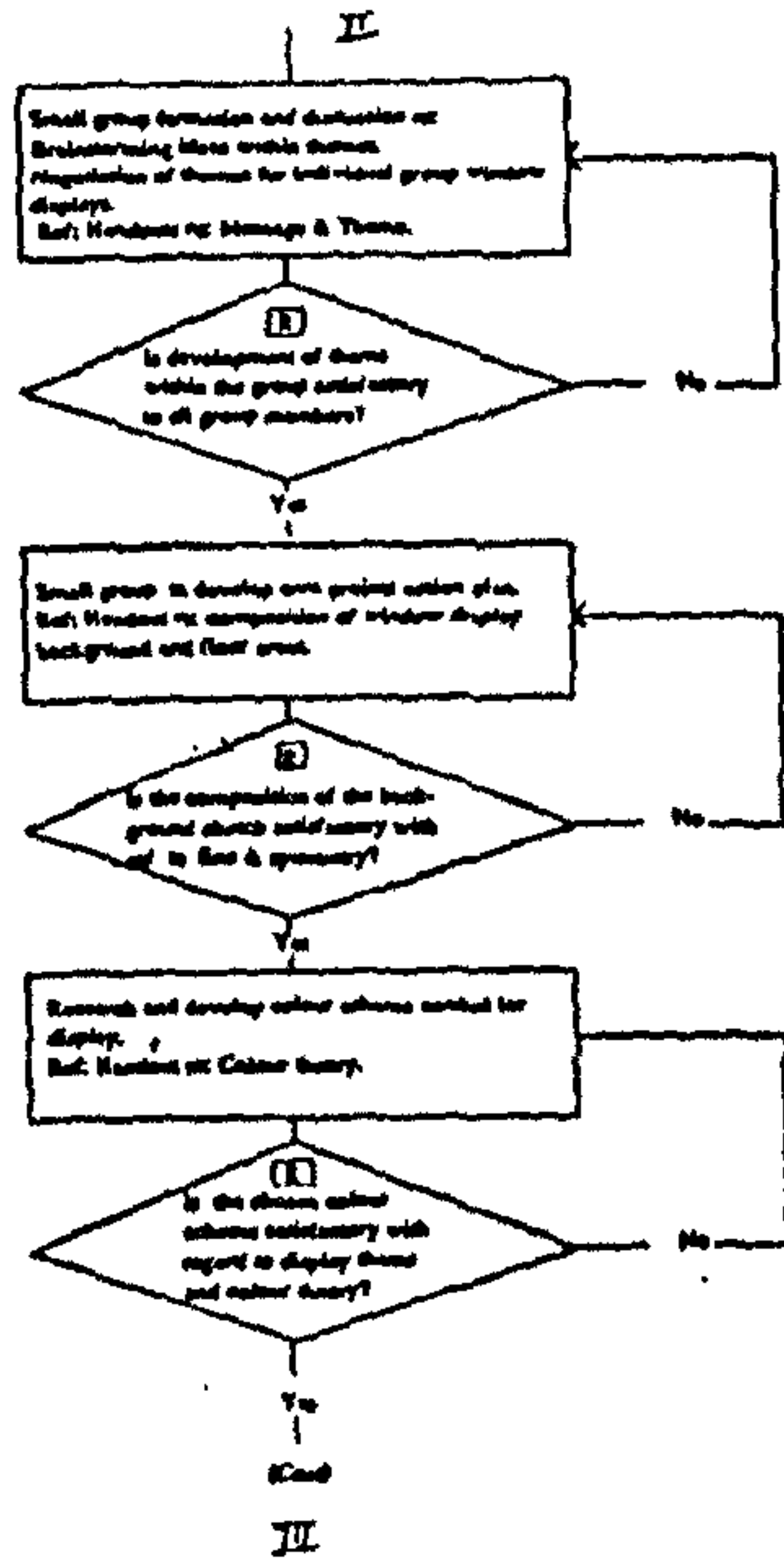
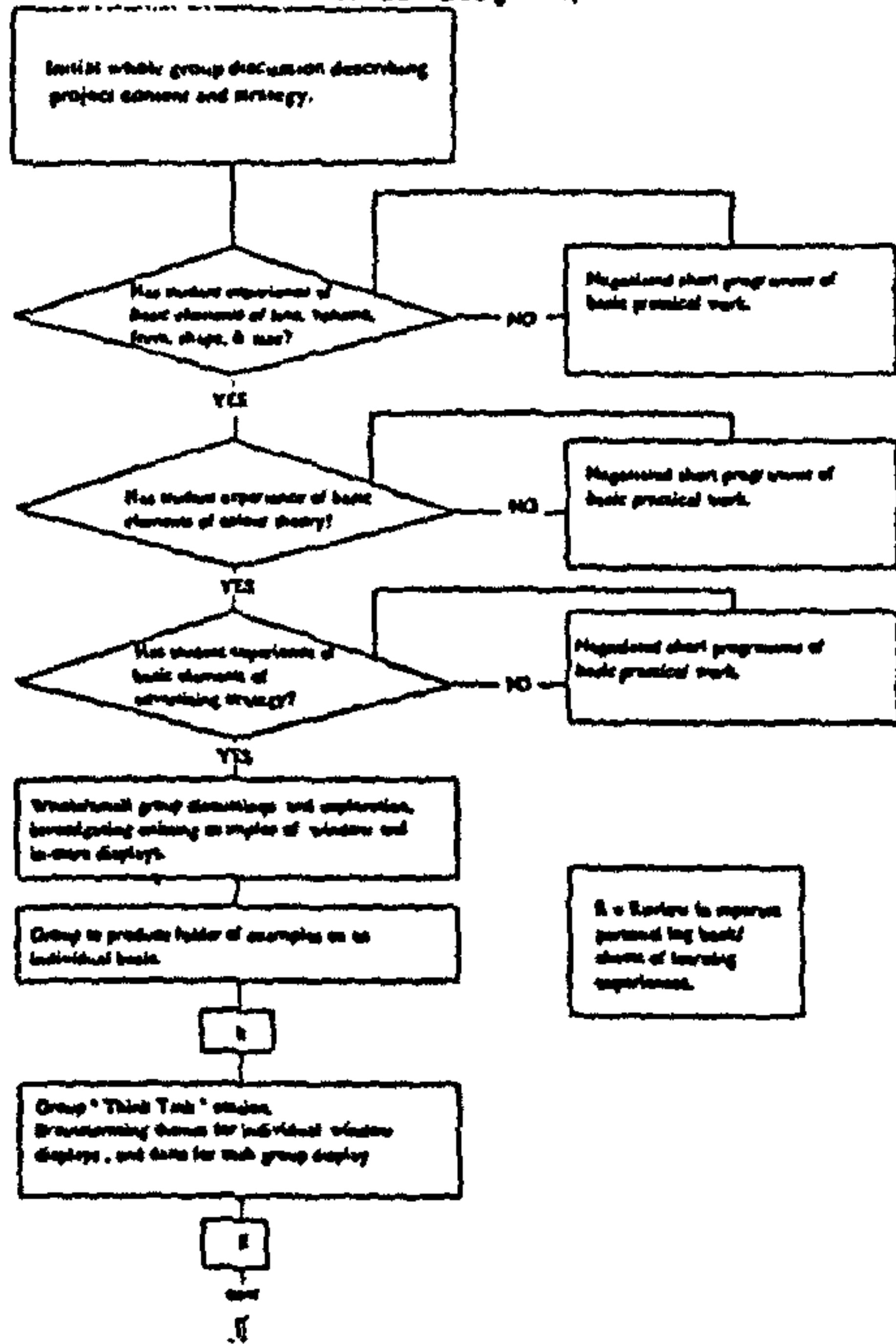
S. J. Cornish.

15/4/92

IT. EM. CERT. ED. (F.E.) INOX.

C&G Advanced Certificate in Hairdressing

Window Design Project



CERTIFICATE OF EDUCATION (F.E.)

INFORMATION TECHNOLOGY OPTION.

When I first started this Cert.Ed. option I did not even know how to switch a computer on! I wanted to learn to produce professional looking handouts for use with my teaching. I also wanted to investigate I.T. uses with reference to hairdressing students for their Art and Design modules within their course, designing and printing leaflets for marketing products and services in particular. At that stage I had no idea of how I.T. could help me further.

After discussing my initial development plan with the I.T. tutor, we agreed that as I had no computer experience at all, and found keeping records a problem, I would have to start at the beginning, learning first of all to access the system! After this I was to progress to hard disk management learning about DOS, then to word processing and desk top publishing. Perhaps then, if time allowed to go on to Corel Draw, a software programme that allowed you to produce professional looking documents with pictures!

I found it difficult, sometimes boring and frustrating for the first few sessions as I constantly had to ask for help in trying to find the correct software I was supposed to be using. However with help from different members of the I.T. staff I soon mastered this. I worked through the DOS tutorial, learning about hard and floppy disk management. I had a few problems when the software would not load onto the computer and I worked

on the wrong tutorial. I felt quite annoyed especially when the I.T. workshop was noisy with other students and I could'nt concentrate. At times it was also annoying to have to wait some time before help arrived as I.T. staff were helping other students.

Within/ three weeks I could easily access the software and I progressed to the word processing tutorial. I found it useful to make notes of the various stages in mastering the skill, these came in useful when I needed help. I could refer to the notes I had made without waiting too long for help. I found learning to word process much more interesting as I could actually see the practical applications. By this time I had bought a personal computer for home use, compatible to IBM, with similar software to that of the college. I found being able to practise the various skills at home gave me quite an advantage as I could work when I had extra time to spare. This is not always possible in the I.T. workshop as computer time has to be booked in advance, and unless you remember to book in time you can't always get computer time.

After fourteen hours work on college computers and an equal amount at home I had learnt to word process and format my first assignment for the Cert. Ed. I had agreed with my tutor to word process my assignment on my computer at home, to store in on hard disk but also on a floppy disk. This way I could convert the disk to read from the college computer. When I used the college computer I could format the document with fonts and styles that my home computer did not have, and print it on a

laser printer. The finished assignment was ~~very~~ looked very professional when finished.

The next stage in developing my I.T. skills was to then work through the Desk Top Publishing tutorial, produce a pre-determined document, and two small projects, a Certificate and an Invitation. The tutorial did not seem too difficult and I managed to work through it quite easily after about eleven and a half hours. The actual producing of the document was quite difficult, as I found quickly that I had to follow the instructions very carefully and found that to get it absolutely correct it was not possible to skip a stage! I needed quite a bit of help at times, and because of the number of other students needing help, found it frustrating to sit waiting for help at times. However, I eventually produced the document, and found designing the certificate and invitation fun.

Having completed the first part of the option - to learn hard and floppy disk management, word processing and desktop publishing, the next stage was to apply these skills to my teaching. I decided to try and design a Self-Organised Learning Package for one of the projects required by the City and Guilds Advanced Certificate in hairdressing; Art & Design Endorsement - A Window Display project.

This particular project, to stage a window display is difficult to teach to the class as a whole, as the presentation of the final projects cannot all be made at the same time. There is only one display window, and each small team stages a

display about once every month. The students only have an hour a week of lesson time, and also have two other projects to complete before the end of the year. Time available to spend on this project with each small group every week is difficult as time also has to be spent every week on the other two projects. The ideal solution seemed to be to develop a self-organised learning package which students could work through by themselves using the tutor for reference and help when needed.

The method of working systematically through the tutorials helped me to keep records and therefore to plan the display project. By taking each stage of the project and analysing the content needed it became clear that other stages naturally followed. Using the skills I had learnt I started to create a flow chart with the Pagemaker 3 software. It took some considerable time (approx 6 hours) and needed help from I.T. staff at times. Eventually it was completed. The content of the flow chart was carried on to handouts where students were given directions, and asked to complete small self-contained projects in connection with staging the display. The flow chart also contained constant references to self-evaluation by asking the students to regularly complete progress log sheets. At the end of the project there was also a self-evaluation sheet to complete on the effectiveness of their display.

Altogether I have worked on this option for more than 60 hours. I have enjoyed it immensely despite the early frustrations. I can see that I will use the skills in the future. I can now word process all my handouts, making them

easy for the students to understand. I hope to develop more projects on the basis of self-organised learning and have already started planning the next one. I also hope to develop my skills further by still learning to use Corel Draw, and hope to be able to organise some lesson time for the hairdressing students to master these skills or to persuade them to use their own free time. I also have to teach on a new course in Sptember where all the students have already had time to learn these skills, so I consider it essential for me to be able to do the same.

WINDOW DISPLAY PROJECT

Project Brief

You, as a member of a small team, are required to stage a window display based on a negotiated theme, involving one or more hairdressing products or services offered by the college salon.

The teams will consist of three persons and will be chosen by yourselves during one of your Art & Design lessons.

The display is to be staged in the display window at the entrance to the College hairdressing salon. The window measures 1.5 metres high, 1.5 metres wide, and 0.4 metres deep.

You have 5 weeks in which to research, prepare and stage your display. The steps outlined in the flow charts at the beginning of your project booklet should be followed, and you must note your progress through each stage on the log sheets provided. All sketches, plans, and preparatory work **MUST** be kept and presented in a large folder or envelope. This must be made available at any time for the lecturer to check your progress. The evaluation sheet should be completed after you have finished staging your display, and placed in your folder.

The final staging of your display must be made during your Art and Design lesson on the due date. Any preparatory staging must be completed in your own time and **NOT** at the expense of another lecturer's lesson time.

The display will remain in the window for two to three weeks (excluding holidays). It is **YOUR** teams responsibility to remove the display and clean the window area thoroughly not more than two days before the next display has to be staged.

C & G

ADVANCED CERTIFICATE IN HAIRDRESSING

ART & DESIGN

Project No 1

WINDOW DISPLAY PROJECT

Name.....

Group.....

STEPS TO GOOD DISPLAY

ATTRACT.

Attraction to the customer is achieved by:-

- a) the selection of a single **THEME**.
- b) originality
- c) prudent use of space
- d) careful choice of colour
- e) planned grouping of the product.

The display should:-

a) **ATTRACT** and **HOLD** attention.

b) Create **INTEREST** in the goods or services displayed.

c) **IMPRESS** the public so that they will:-

d) Take **ACTION** and enter/return to the salon.

INTEREST.

This stage in the "STEPS TO THE SALE" is of great importance:-

- a) demonstrate the use of products or services.
- b) emphasise the pleasure resulting from the use of the product/service.

IMPRESS

- a) be honest in the claims you make
- b) have up-to-the-minute information.

ACTION

The function of the window display is to get the customer into the salon.

THE DISPLAY MESSAGE

1. The display slogan must be brief - with a clear and precise meaning.
2. Honesty and truth must be maintained, but a certain embellishment of the facts can be used to give life and energy to the display.
3. A SINGLE caption should be conspicuous, as this will have more impact than several different messages.
4. Themes should be crystal clear - try not to use slogans that are too "clever"

DEVELOPING THE THEME

1. Build up a small portfolio of magazine and newspaper cuttings, illustrations, slogans, raw materials, photographs, lettering styles, and any other items that may prove useful to you in the future.
2. "Brainstorm" ideas with your partner or team members. One idea will lead to another until you have too many ideas to use. Be selective in your final choice!

Use the space below to jot down ideas as they appear in your mind. It does not matter if, at the moment, they do not appear to relate directly to the chosen theme. Discuss them with your team members.

COMPOSITION OF WINDOW DISPLAY.

1. COMPOSITION is the planned arrangement of:-

LINE,

FORM,

SIZE,

TEXTURE,

COLOUR.

2. Skillful use of LINE can direct the vision to the focal point of emphasis. The eyes will follow around a circle or along and interrupted straight or curving line. Where lines cross, the sight will move to a new direction.

3. BALANCE:

a) Symmetric - If a line is drawn down the centre of a symmetric display the pattern on either side of that line will be exactly the same.

b) Asymmetric - If a line is drawn down the centre of an asymmetric display the pattern on either side would differ in physical appearance but would still be pleasing to the eye.

ACTION:

On a separate piece of paper sketch, or use a photo-montage technique, two displays, one symmetric in design and one asymmetric in design.

WINDOW DISPLAY: BACKGROUND AND FLOOR DESIGN.

There is no permanent back to the display window in the salon. There is a choice of temporary backdrops:-

1. The open weave textured curtains may be used singly stretched across the back of the window, or both curtains may be used, in which case they will form a gathered backdrop.

2. Two pieces of garden trellis. Both pieces of trellis may be used to cover the whole of the back of your display. They can be hung from hooks at the side of the window. You can use only one piece of trellis choosing to hang it either at the top or bottom of the window. They may also be fixed to cover only one or other sides of the window from top to bottom.

You may pin items to the curtains, but care should be taken not to damage them. The trellis can also be used, either as it is, or covered by some means. (You MUST remove all traces of paper, sellotape, Eitu-tack, paint etc from the backings when removing your display, ready for the next group to use.)

Suggested materials for backdrop:-

a) Fabric - Plain or patterned, can be pleated, gathered or draped.

b) Felt - Does not fray, wide range of colours obtainable.

c) Wallpaper - Can be papered or textured. Textured wallpapers can be painted with emulsion paint.

d) Corrugated cardboard - Produces an interesting texture. Can be painted.

e) Crepe paper) - Many colours obtainable, but should be used
Tissue paper) with restraint.

ACTION

As a group plan and sketch your background ideas on a separate piece of paper. They need not be to scale, but the elements of your design should be in proportion. You do not need to form a colour scheme at this stage.

COLOUR

Colour composition is as important as composition of line. Careful thought should be given to the colour scheme of your display.

Basic Principles of Colour Theory

Primary Colours: RED, BLUE, YELLOW.

Secondary Colours: ORANGE, GREEN, PURPLE.

Tertiary Colours: These are obtained by mixing two secondary colours together.

Pure Hues: Primary and secondary colours without the addition of black or white. Can be harsh and inelegant, but soft and delicate if mixed with white.

Complementary colour: Colours that lie opposite one another on the colour circle. They intensify one another.

i.e. Yellow & Violet
Blue & Orange
Red & Green

Tints: When WHITE is added to a colour.

Shades: When BLACK is added to a colour.

Harmony: Arrangement of two or more neighbouring colours in their natural order.
e.g. Yellow-green, green, green-blue
Orange, red, purple.

Colour schemes based on these will not be unattractive but could be monotonous. Avoid this by introducing tints and shades and by using complementary colour.

Discord: Clashing, unpleasant colour. e.g. Red can be discordant if several different reds are used together.

VALUABLE discord, when used with restraint, can enhance a colour scheme.
e.g. Pale purple with red,
Dark green with blue-green
Light orange with bright orange & yellow.

Advancing & Receding colour: WARM colours advance e.g. yellow-green, yellow, red, orange,
COLD colours recede e.g. Blue-green, blue, blue-violet.

ACTION.

1. Individually draw TWO 15 cm squares. In each make a design using a circle, rectangle and triangle. In each square design a colour scheme using no more than 4 colours in each.

2. Taking your finished background sketch as a team discuss and apply a suitable colour scheme for your display.

MATERIALS

Your display theme has been discussed and agreed with your team members. It should contain some form of hairdressing product or service. There is NO limit to the variety of materials used for your display.

Listed below are some ideas:

Artificial grass
Cane
Crepe paper
Fabrics
Felt
Polystyrene Ceiling Tiles
Tissue paper
Wallpaper: Textured
Flocked
Patterned.

ACTION

Use the space below to list your requirements.

Your Ideas

Ideas from other team members.

Materials needed for display.

TOOLS

The tools you can use to mount your display are many and varied. They include:-

Adhesives: P.V.A. Glue, Sellotape, self-adhesive pads (Sticky fixers), Double sided tape, masking tape, Pritt.

Brushes: Various sizes of paintbrushes for lettering, backing sheets etc.

Compass: Useful for drawing circles.

Cuphooks: For tying thread onto, for hanging display material.

Duster: For cleaning window prior to display.

Hammer: For knocking in pins etc.

Nylon Thread: Fishing line is best.

Paints: Poster colour, coloured inks, Emulsion paint.

Flats: Dressmakers steel pins will not rust or bend. Drawing pins

Paper Clips: Useful for holding display materials together.

Pliers: For removing pins etc.

Sharp Knife, Ruler, Sandpaper, Scissors, Set square, Wire.

In addition a photocopier can be used.

ACTION

This is not a comprehensive list. There may be other items you can think of and may need. Use the space at the bottom of the page to list all those you may need for your display.

Your ideas.

Ideas from other members of the team

Tools needed to stage display.

LETTERING

Good lettering is essential for you display. It should be:

LEGIBLE,

BRIEF,

CONNECTED TO YOUR DISPLAY THEME

Lettering Styles:

Serif: A type of letter with a finishing off stroke e.g. **A**

Sans Serif: A type without serifs e.g. **A**

Upper Case: Capital Letters e.g. **A**

Lower Case: Small letters e.g. **a**

Lettering can be produced by stencils, by hand lettering, by rub-down transfer lettering sheets, by tracing, or by any other means available to you.

No more than THREE styles of lettering should be used at any one time, and when more than one style is used, they should harmonise. Colours should be in keeping with the colour scheme of your display.

The style of lettering must be appropriate to the display theme. e.g. bold, bright lettering for a bold, bright display.

Borders:

Leave a generous border around your lettering. Lettering should be placed nearer the top of the card than the bottom. Side borders should be of equal size. DO NOT use any "fancy" work in the borders that will detract from the lettering.

Layout and Spacing:

Badly spaced letters can ruin your display. Time should be taken to form the lettering. Be extra careful when using felt pens and stencils. The lettering will smudge very easily. Constantly wipe clean the edge of the stencil. It is better to use a light pencil for the initial layout and spacing. Mistakes can be corrected more easily.

Spacing between lines: When using upper and lower case letters, spacing between the lines will be the same distance apart as the height of the upper case letters.

ACTION

1. On a separate piece of paper experiment with lettering styles and layouts. Refer back to the portfolio of display examples you collected at the beginning of the project. Discuss your ideas with your team members.

2. Apply your chosen slogan to your display sketch.

N.B. Your names should also appear on a small card at the front of your finished display.

PROPERTIES.

Properties (props) are used to:-

- a) Illustrate a theme
- b) Attract attention
- c) Create an atmosphere.

Choice of props are largely a matter of good taste and common sense. They may be readily available everyday articles or you may have to construct your own.

The only props available for your use at college are:-

- a) Some wooden cubes of various sizes.
- b) Two pieces of garden trellis

The list below suggests some items that may be useful, and that you may be able to obtain elsewhere. YOU are responsible for obtaining your props. If you borrow items from other departments in college or from friends it is YOUR responsibility to return them in good condition. The props you use should relate in some way to your chosen theme.

- Dressmakers dummy
- Child's toy wheelbarrow
- Soft Toys
- Hairdryers
- Mirrors
- Brushes and combs
- Millinery heads
- China

- Jewellery
- Pot plants
- Artificial Flowers
- Fans
- Posters
- Bric-a-Brac

ACTION

List below any props you may need for your display. Compare them with the ideas of your team members. As a group decide which props you will need.

STUDENT PERSONAL WORK LOG SHEET

Date										
Time Taken										
Work completed										
Problems										
Solution										
Next Stage										

CITY & GUILDS: ADVANCED CERTIFICATE IN HAIRDRESSING

ART & DESIGN

WINDOW DISPLAY PROJECT

SELF - EVALUATION SHEET.

You have now completed the final staging of your Window Display Project. To gauge the effectiveness of your work so far, please complete the questions below stating the reasons for your answers.

1. If you were a stranger passing this window, would it :-

- a) attract your attention?
- b) deter you from entering the premises?

2) In what ways does the display reflect the image you wished to portray?

3) Describe your feelings with regard to your work on this project. Do you feel you have designed an effective display? Did you enjoy working as a member of a team? Did all team members contribute equally to the project?

End of Module Evaluation Form

Name:

FRANCES TREGASKES

Module Title:

CERT. ED. (FE) INFORMATION TECHNOLOGY OP T...

Start date:

SEPT. 1991

Finish date:

APRIL 1992

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).

6 months. average of 2hrs/week.

Course Materials

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

COMPUTER AIDED LEARNING.
PRACTICAL EXPERIENCE

Which aspects could be improved?

Personal Support

In what ways did your tutor give you useful support?

Regular tutorials discussing next stages of work.

How do you think tutor support could be improved?

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

The Practical help when required.

How could this support be improved?

The support given was entirely satisfactory, but at times a more visible appearance of staff would look to be more supportive, to all students. Staff tended at times to remain in the office, and students would have to leave terminals and go to look for help.

The Module Itself

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

Reflecting on the whole experience I feel that all the assignments worked through were significantly helpful.

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

See separate sheets, please.
Cert Ed. module feedback report

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

Please see separate sheets.

Signed:

FJ Tregaskes

Date:

14.4.92.

SJC/CSHL/MCC/PFQM/6.91

MID CORNWALL COLLEGE
INDIVIDUAL TUTORIAL : PERSONAL RECORD

Student name: F. THORNTON Age: Course: ITAM Tutor: SC/JP

Date: 20/1/98 Time: Tutorial type: programmed ad-hoc other

Purpose of tutorial/ Tutor comments:
~~from~~ I wish to acquaint myself with Level I 726 modules for professional & personal reasons. I have completed w/ satisfaction but do not wish to apply for a certificate at this point. I think DIP would be an appropriate progression & perhaps SS + DS.

Problem areas:
Time - but I can devote most Thursday evenings & this week

Outcomes/ Learning contract agreements:
DIP flourish plan. Due to my involvement with DIP recently I feel some introductory exercises (i.e. CIA DIP work) should improve my skills to an appropriate level for CIA.

Future recommendations/ Action/ Appointments made:
CIA exercises & start CIA next week perhaps

Sheet no. Tutor/ tutee signatures: [Signature] FJ Thornton

FLEXIBLE MODULES

STUDENT PROFILE

NAME

FRANCES TREGASKES

HOME ADDRESS

1. GLENDALE CRESCENT,
BOSSCOPPA,
ST. AUSTELL.

TEL. NO. FOR CONTACT

ST. AUSTELL 74293

EDUCATIONAL DETAILS

LAST SCHOOL ATTENDED

NAME	FROM	UNTIL
ST. AUSTELL COUNTY GRAMMAR	1961	1968

COLLEGES/UNIVERSITIES ATTENDED

NAME	FROM	UNTIL
M.C.C. (Cert Ed. etc)	1985/6	Present.

QUALIFICATIONS OBTAINED

TITLE	BOARD	DATE	GRADE
Oxford 8. GCSE "O LEVELS"	OXFORD	1966.	
A' LEVEL ECONOMIC HISTORY	"	1968	D
A' LEVEL ENGLISH LITERATURE	"	1968	D.
C4G 730.	CITY & GUILDS	1986	CREDITS.
F.E.T.C. 780 DRESS DESIGN	.	1980	CREDITS.
A LEVEL DRESS	A.E.B	1991	A.

PERSONAL INTERESTS

All kinds of practical needlework.
Reading.
Walking.

WORK EXPERIENCE

JOB TITLE/AREA	F.T OR P.T	DATES
LECTURER ART & DESIGN	P.T.	1986- 1991
" CRAFT STUDIES S.E.N.	P.T.	1986- 1988
" NEEDLEWORK + CRAFT. FAMILY + COMMUNITY CARE	P.T.	1986. 1991.

at MCC

ANY OTHER RELEVANT INFORMATION

Some prior experience of use of IBM PC

MID CORNWALL COLLEGE

INDIVIDUAL TUTORIAL : PERSONAL RECORD

Student name: Fanny Trejaski Age: Course: Art. Ed. II Tutor: Steve Combs
B/M. I & II

Date: 2/9/91 Time: 1.45pm Tutorial type: programmed ad-hoc other

Purpose of tutorial/ Tutor comments:

Self learnt Art & design (A&D),
 Self organised programme / syllabus (did well!)
 Work related planning tools; but not
 for overall planning / courses etc.
 Poor learning on PC. W. plan & DTP
 Buy Art & Design ⇒ W. Plan, DTP, Graphics
 Art

* John Trejaski - Chesterton Business; Design Process
 VIZ: BCC NSDC; Creative Skills //
 Alex. Model for Art & Design + Mature
 students etc.,

Problem areas:

Difficult to keep records
 (Don't want to
 but use planning tools)
 Can't manage system

Outcomes/ Learning contract agreements:

Start at beginning:- PC tutorial schedule → W. Plan, DTP
 → Learnbus Cal → DCS & (Hard disk management) → Windows tutorial
 following W.P. plan → Phase 2 work for Windows tutorial.
 Phase 3: → Cert. Ed., assignment / dissertation (apply W. Plan skills).

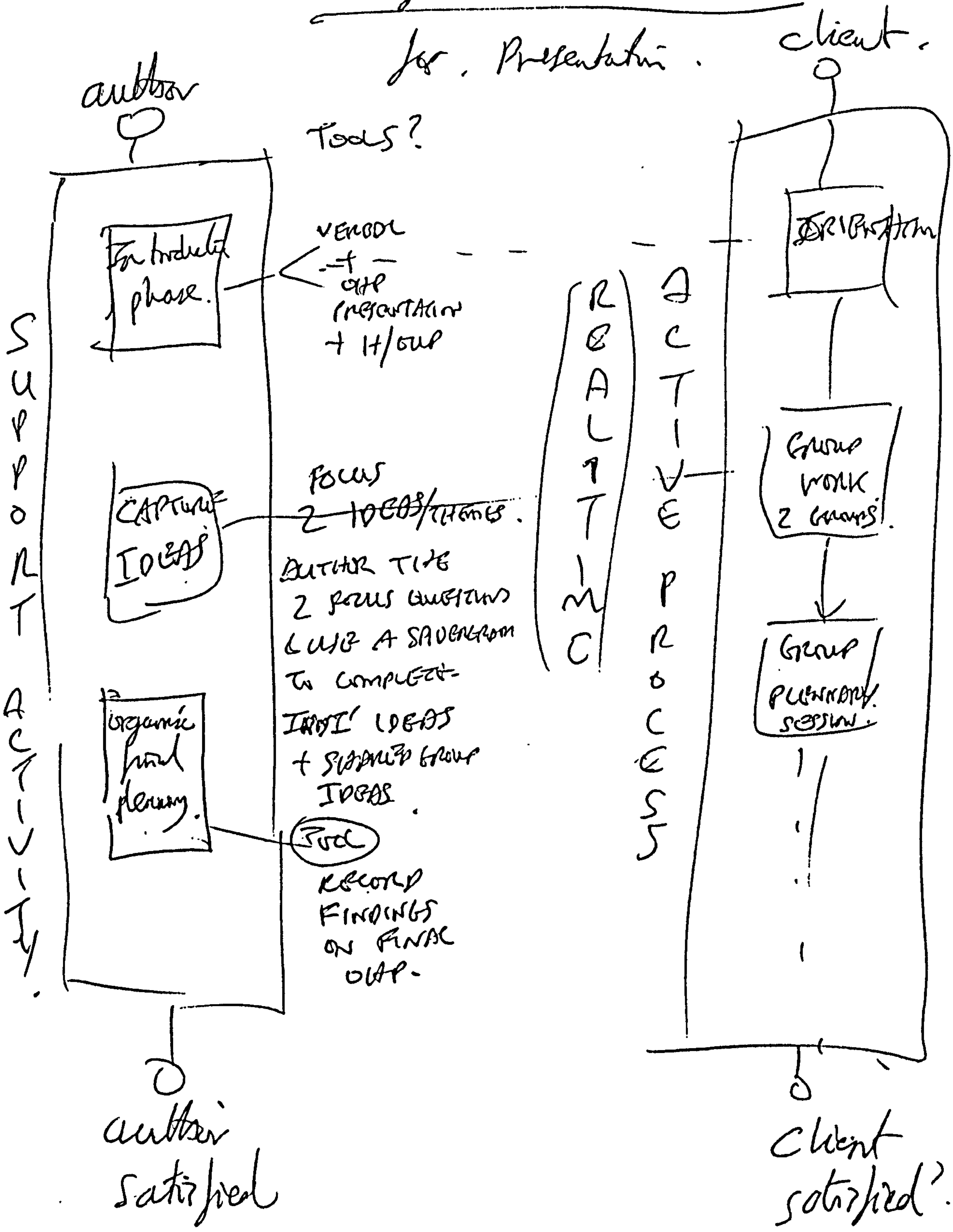
- ② DTP plan + investigate DTP by Design (course book).
- ③ Experiment with D.T.P. plans/ideas/documents etc.
- ④ Think about projects; next tutorial → new record / plan
- ⑤ Complete PFR 1 and also spidergram/ideas + consider U.O.T. Management model for the
person is a model

Future recommendations/ Action/ Appointments made:

3pm 11/10/91. Steering tutorial; to add agenda of agreements 11am. Wed 15/1/92
 20/4/91. 5/11/91 (3pm. Party 29/11/91. 3/12/91. → major review
 10.30pm. Tues. 4/12/91. (10.45am).

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

Management Process Chart



NEEDS:-
 (TOOLS FEEDBACK POWER ON ISSUE.)

2. PROFESSIONALLY MANAGED

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?

Keeping a diary to organise work

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?

Working through computer tutorials at my own speed.

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?

I have successfully word-processed my first assignment for Cert Ed. No real difficulties.

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?

I now work more methodically and take time to study each step more in depth, instead of rushing through each stage and missing points.

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?

More ideas for gaining other resources

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))

DTP Manual.

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.

Keeping a log -

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?

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?

S.O.L Package for Art + Design
for
Headteachers

PFQ1A/SJC/MCC/CSHL/7.91

Exhibit E2 Sample from Simon's Cert. Ed. IT submission

ST. AUSTELL
MID-CORNWALL COLLEGE - PROFESSIONAL STUDIES
Tutor Comments for Coursework

Name SIMON MITCHELL Stage 3
Task IT part 2: prof. dev. system

PASS!

ASSessor: - S. Combs - 21-3-94

You are obviously a self-organised learner. - Well done Simon!

I enjoyed reading your retrospective account of your IT professional development. It is clear that you have been 'in-charge' and managed your project in an autonomous fashion.

Your explanation of the PBL 'process-management' of 'learning by doing', linking 'activities' to 'reflection' clearly demonstrates how you have transferred your soft skills into the teaching domain you manage.

Your newsletters and graphics produced by you only or with women's students? Whatever, they are highly amusing and informative.

You have used the PLC's in an innovative way. What counts is not the 'forms' but your own 'awareness' and management of self relative to your own personal development.

Your 'interpretation' of my WOT is commendable, how did the students find it? I am really pleased! you were offered a contract from 'Routledge' re: the Media-Commis, coursebook; if you want any help see me and Mick.

Your use of the Spidergram etc, to manage your 'action-plan' schedules seems to have been a worthwhile task - and, yes I accept the IT module is but only a 'snapshot' in your own life-long development. But this concept alone qualifies you to be a professional teacher as: - "to be aware of your own development implies responsibility and transferable qualities to enable the skills of others". All teachers are 'action-researchers' if they truly care to develop their practice!

Michael

Cert.Ed.FE.

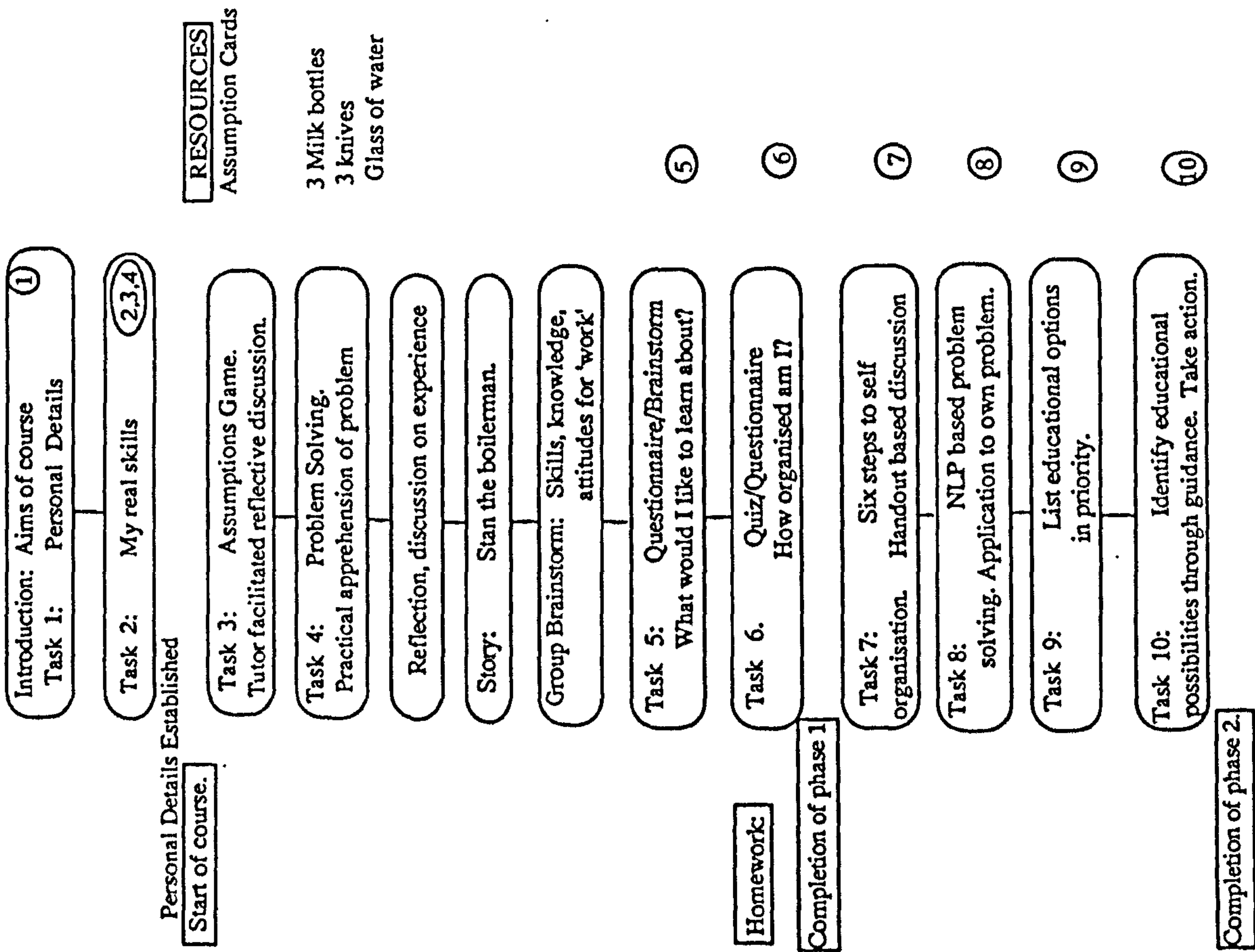
I.T. Option

Simon Mitchell

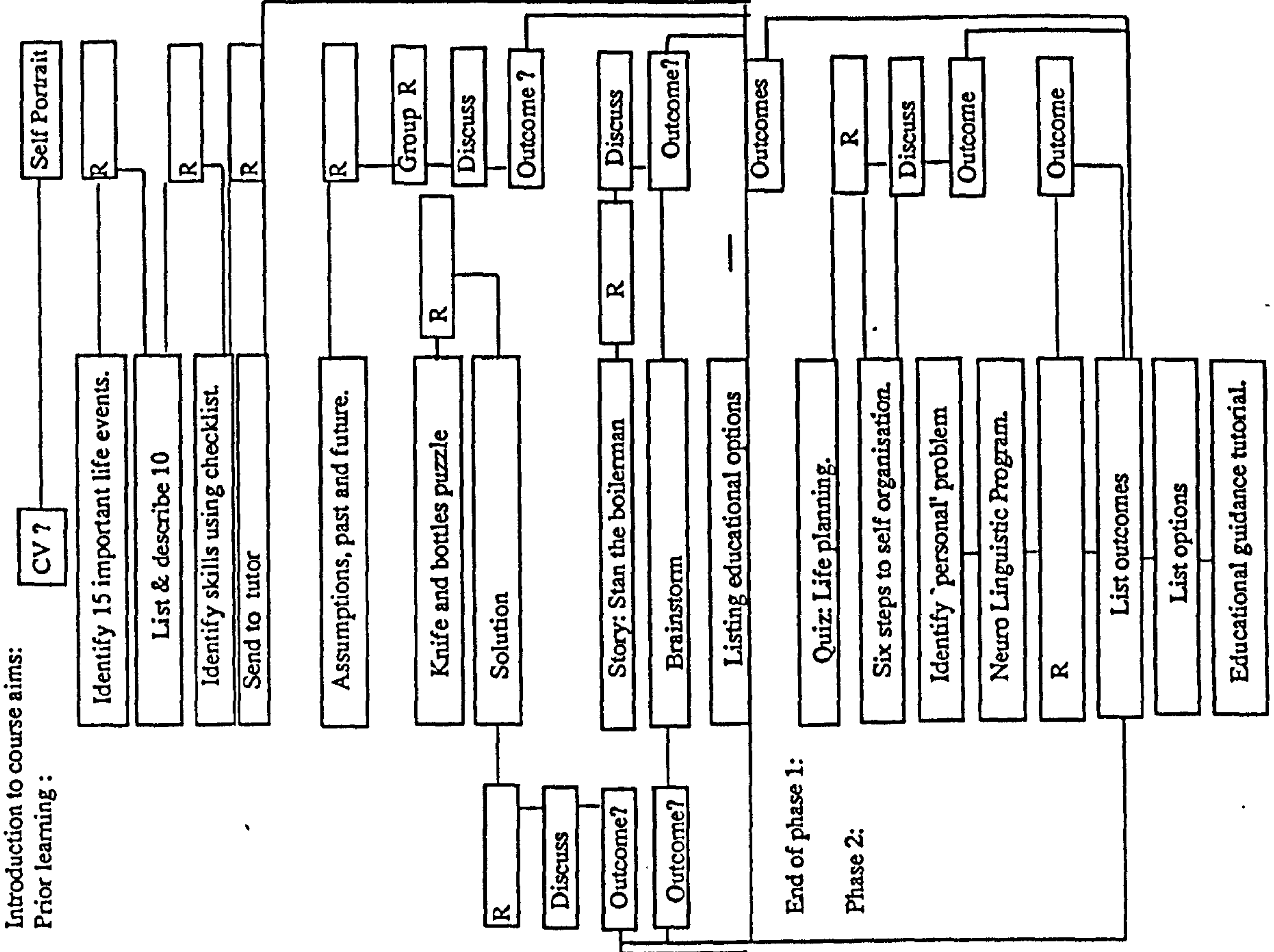
Section 2.

Record of course design and development
using I.T.

Design-Flow Diagram for 'RETURNING TO LEARNING'. Adult Education course.



Process Management chart for RETURNING TO LEARNING.



SPIDERGRAM®

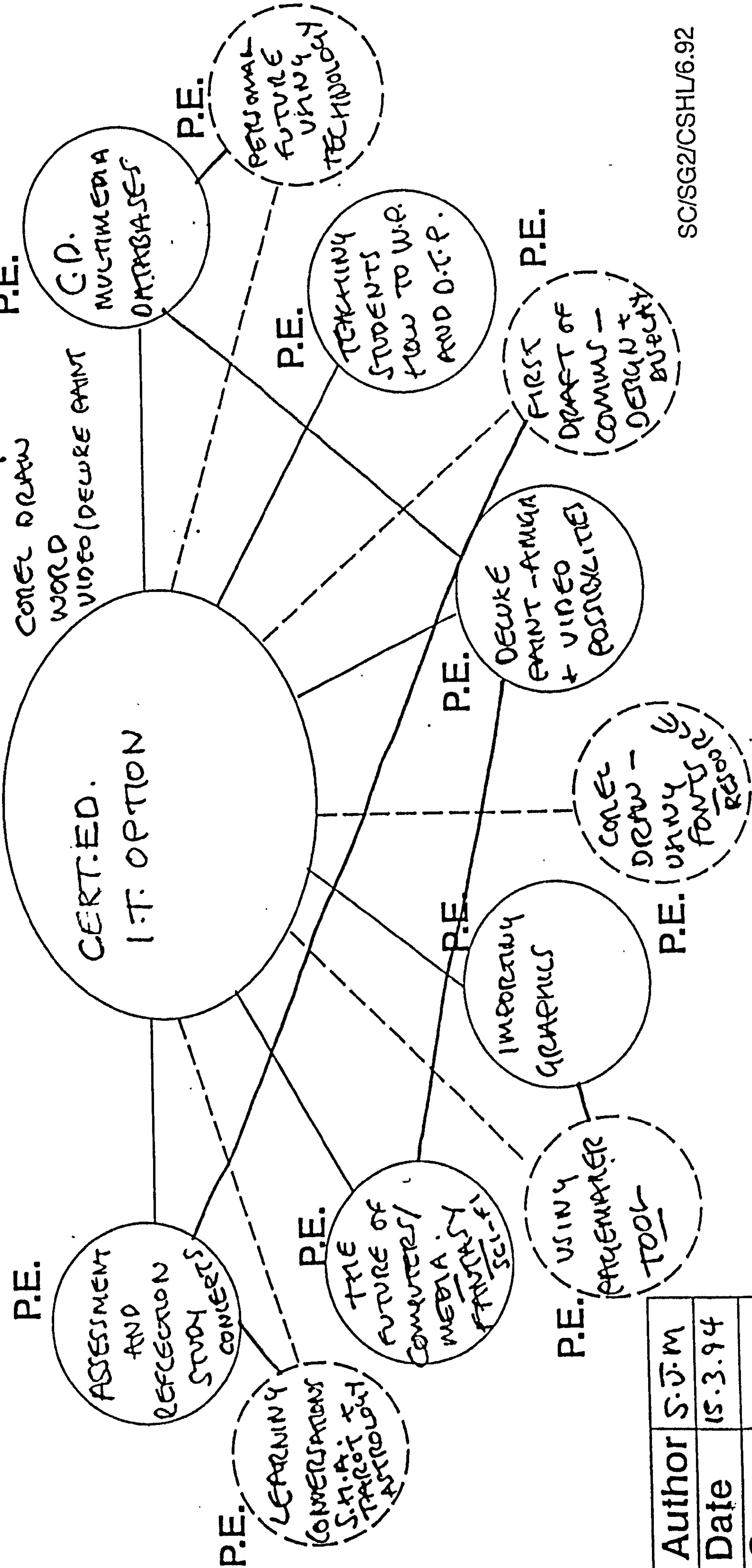
Personal Experiences (P.E.) referral Sheet. Enter topic, issue, subject or event you wish to think/explore about into the FOCUS balloon. Think deeply about all the personal events of your experiences related to this focus and enter these actual experiences as raw data into the other PE balloons.

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

LEARNING CONVERSATIONS

ASSESSMENT OF REFLECTIVE ACTIVITY
 USING PAGEMAKER
 PRINTING FROM LAPTOP AT HOME
 ART WORK / VIDEO
 CONEL DRAW
 WORD
 VIDEO (DEWKE PRINT)

FOCUS



P.E.

ASSESSMENT AND REFLECTION STUDY CONCEPTS

P.E.

LEARNING CONVERSATIONS (S.H.A.P.I. & ASTROLOGY)

P.E.

FUTURE OF COMPUTERS / MEDIA / FANTASY / SCIENCE-FI

P.E.

IMPORTANT GRAPHICS

P.E.

DEWKE PRINT - ANIMA + VIDEO POSSIBILITIES

P.E.

CONEL DRAW - USING FONTS & RESOURCES

P.E.

TEACHING STUDENTS HOW TO W.P. AND D.T.P.

P.E.

FIRST DRAFT OF COMMS - DESIGN + BUSYNESS

P.E.

C.D. MULTIMEDIA DATABASES

PERSONAL FUTURE VISION / TECHNOLOGY

Author	S.J.M
Date	15.3.94
Org:	

Cert.Ed.FE.

I.T. Option

Simon Mitchell

Section 4.

Personal reflection on learning
development.

PERSONAL REFLECTION ON LEARNING DEVELOPMENT.

Evaluation of uses of IT in teaching & Learning.

When I was at school I remember a teacher saying 'By the time you have children there will be little boxes on their desks that will calculate your sums for you'. He indicated a thin box size with his hands, about eight inches square. I didn't really believe him, I knew he was designing this amazing mathematical machine which could actually play you at noughts and crosses. It was at about the first time that man landed on the Moon.

I wear a calculator on my wrist now, its about an inch square and a quarter inch thick. It also has a list of phone numbers, a two week alarm diary, the time & date, in 25 places around the world, an alarm clock, a timer and a stop watch.

Moore's Law- and I can't place the source of this- states that 'the complexity of an integrated circuit will double every year' and we can already achieve a million or so on a chip. The danger in our technology developing faster than we are able to is that it can be seen by those who do not understand it as an instrument of control. Equally it can be seen as a tool which furthers our abilities and allows us to dispense with drudgery.

In terms of learning, computers are fairly commonplace in schools in this country and others and fears that they are to 'do away with teachers' are being addressed. In terms of organisation and presentation skills, computers are a great improvement for the students.

Flexible learning packages are becoming mainstream in learning and there are advantages to this, as long as help is on hand. Computer based self assessment questionnaires can take some of the work out of assessing students on 'hard facts' they require for the theoretical aspects of study once set up.

At the present it is a changeover period where the school system isn't quite geared up to sending the colleges Self Organised Learners. Even though the NETTS objectives include developing learners with the qualities of 'self reliance, flexibility and breadth' the college is needing to develop strategies to improve Self Organised Learning ability. Which in terms of education can only be a good thing in my fiction.

As a communications teacher I endorse the concept of 'multimedia', any form of media can be used as a teaching aid when appropriate and good presentation and clarity in teaching material theoretically should improve the learners standards, although I haven't researched this. This constitutes my main teaching use of IT. Future work in IT includes developing the use of flexible, dynamic and hopefully interactive learning packages.

Evaluation of own learning development.

Originally I became interested in computers because of their graphic capability. My cousin in London had designed something called an 'Image Artist', which was one of the first versions of a down market Quantel Paintbox. As a watercolourist I was interested in that computers painted with light rather than pigment. From there I bought an Amiga, mainly for the paint program, and other programs followed.

11
On starting to teach I began to learn the PC way and was able to transfer many of the skills. This is an ongoing process, I don't feel the need to 'rush in and learn everything about Pagemaker' because the I develop the products with an inbuilt learning criteria, an 'action research' attitude. The duration of the IT module is a snapshot of this process. The file I have produced displays a development of skill over time.

I have mixed feelings about recorded reflection as an aid to assessment. In some cases it is highly appropriate, such as an essay. In some cases, like an 'inner learning conversation' or a dream it is difficult to keep a record of.

Norman Cousins makes an interesting point in 'Super Natural Immune Power' by Stella Weller.

"..because we live in an age in which we seem to need tangibles to explain effects we are untrusting of results bought about by our own inner 'intangible' resources which are unopen to the physical eye."

This is in the context of psychoneuroimmunology but applies equally to reflective learning strategies. Just because we fail to see a connection consciously doesn't mean it hasn't occurred. Since we have a right brain with different processing functions, why not develop its skills?

Exercises exist in using your 'Unconscious Computer' (J. Karbo)

WRITE- Write out the problem. Even in writing the problem down the answer may become clear as the problem has become clearly stated.

TRY- Try to answer it yourself. Make columns 'for and against'. In putting time into this you may well answer the problem satisfactorily for yourself or become certain that you cannot solve the problem consciously.

ASK- Ask your unconscious computer to solve it for you. This ridiculously simple step is one many people cannot accept, yet every day these same people let their minds handle decisions and complex information which even the most sophisticated computer cannot come near to. Think as your UC as another person and even build deadlines to your question; 'I want the answer by four o'clock'.

FORGET- Your UC will not work on a problem while you still are as it remains open for further data. Generally a feeling of rightness and eagerness to carry out the solution are all you need to identify the correct answer.

Card based reflection systems such as Tarot and I Ching have existed for centuries as they stimulate internal learning conversations, creating a 'third person' in a kind of gestalt sense. They set up a 'random' network in which existing thoughts or concepts can be re-organised, hence creating connections which might not have occurred spontaneously.

Many of the great thinkers and scientists, Einstein, Galileo, Archimedes and others are all famous for 'inspirational' solutions coming from the unconscious in addition to their rational qualities.

It is in learning a new skill that we need to use rationality, constant observation, evaluation, conceptualisation and experimentation which are the hallmarks of an advanced learner. In using the skill we need to sublimate these. Just ask a skillful musician what happens when they think too hard about exactly what it is they're playing. The same goes for learning ability.

That's where I feel I am in the 'learning jungle'. My particular interest at present is in developing more intuitive reflective methods and linking some form of assessment to them where appropriate.

REFLECTION / EVALUATION ON PACKAGE.

I like to think of this as a resource based learning package. It was an interesting exercise at this stage but was not really useable due to the poor print quality- (Thinks- "must get a laser printer one day")

In terms of a package I have come to realise that although there was a perceived client group that it is really an imposition of my fiction. Due to work on Assignment 3, "Journey into Self" ACE course I will structure future packages quite differently.

I will replace the concept of a syllabus, pre-ordained material exhibiting a form of paternalism, with a range of selected options (gatekeeping here too). These take the form of indexed cards in which the learner chooses their options according to need and can plot a path or simply just the next option.

In a flexible learning situation one of the most meaningful roles a teacher can offer is that of a signpost, indicating a range of possible destinations or routes.

Further work on Resource Based Learning packages for flexible learning takes the form of the beginnings of a book, and merges with the final major project on the CERT. Ed. course.

"THE COMMUNICATOR'S HANDBOOK"

On writing to Routledge, a long shot... I got a go-ahead on writing the proposal for a course book in Communications. St. Austell College is the only college in the country to have a GNVQ in Media and Communications, starting September, which also has a bearing on material as it might be applicable to the book. In addition to this the publishers have asked me to review already written similar material to gain insights into the market for the book. They also want a sample "chapter" (module) and full synopsis.

I felt it would be a useful exercise to use a "Spidergram" and prioritise the options into a process plan. The spidergram is a highly useful tool for separating elements (as is "Textgram") which can then be prioritised in terms of importance and time span in order to create action plans with deadlines. (I'm glad my students aren't reading this!)

References:

Dauncey G. (1983) Nice work if you can get it-How to be positive about unemployment... (NEC)

Karbo J. The Lazy Man's Way to Riches. Success Classics Library.

Bodmin Community Education Centre. Bodmin.

Bandler & Grinder. Frogs into Princes.

CET Open Learning Guide No.8 (1985)

Harri-Augstein S. & Thomas L.F. (1991) Learning Conversations Routledge

Coombs S. (1991) Creating a Flexible Learning Environment for the Management of an IT-Workshop... (OLS News Dec. 1991).

Gibbs. G. (1988) Learning by Doing (FEU)

Returning to Learning.

- Aims;*
- 1. Identify and overcome learning fears.*
 - 2. To identify personal reasons for educating.*
 - 3. Identify a range of educational opportunities.*
 - 4. Decide on an educational objective.*

Objectives;

- 1. TSC feel relaxed and at ease in a learning situation.*
- 2. TSC recognise their own skills.*
- 3. TSC recognise the skills/knowledge/attitude they need.*
- 4. TSC find an educational/training opportunity suitable.*
- 5. TSC identify reasons for educating.*
- 6. TSC identify and solve a personal organisation problem using NLP 5 stage process.*
- 7. TSC Identify and list their personal options plan.*

Resources:

- 1. Profile pro-forma. Task 1.*
- 2. Aims of course/intro. Task 2.*
- 3. Assumptions cards.*
- 4. 3 Milk bottles, 3 knives, glass of water, diagram.*
- 5. 'Stan the Boilerman'. Story and 'receipt'.*
- 6. Flipchart & pens.*
- 7. 'How organised are you'?*
- 8. Six steps to organisation.*
- 9. NLP outcomes chart and option planner.*
- 10. Options chart for local adult opportunities.*

REFLECTION AND ACTION PLANNING ON VARIOUS PROGRAMS USED IN INFORMATION TECHNOLOGY.

List of programs in use:

1. On PC.

Word for windows or equivalent.

Corel Draw.

Pagemaker 3.

Word for windows or equivalent.

Although this has a whole range of applications I tend to use it as a basic text entry program, anything further, like column structures or graphics seem more flexible in Pagemaker. I feel competent on this program although I am aware that there are things that I haven't done, basically because I haven't needed to yet. Very useful for knocking out a quick letter or handout.

Corel Draw.

Compared to some other Art programs (especially Deluxe Paint 3 on the Amiga,) Corel Draw is a bit of a beast and has taken some time to learn by trial and error. It has limited application for me as an "Art" package as the process is so fiddly and is more in the realms of "Design" in terms of textual output. Its real strength is the amount of scaleable fonts which it carries allied to the high quality laser printout available at college. In use with a DTP package the fonts are very useful. As far as the clip art is concerned, I feel it is rather overused by students, resulting in a similar style in their documents.

Pagemaker 3.

I have been using this program on a "need to know" basis. Having negotiated a deal with publishers to update all of the work on Communications "A" level and send it off for publication means that I need to know rather more than I do at present.

Plans include (9.2.94):- Digitising, treating and importing pictures from outside and Corel Draw.

Finding a more flexible way to format page, margin and column layout.

Finding a way to use laptop PM4 at home and be able to print out.

Exploring ASCII and floppy disk density to import text from the Amiga.

Generally becoming a faster and more efficient user through practice.

2. On Amiga.

Textcraft Plus. (WP)

Deluxe Paint 3.

Music X.

Future Sound (Sampling Kit)

Pagesetter. (DTP)

Peripheral usage:

Morph (Image morphing & warping)

Art Department (Scaling, correctng, separating, rendering & converting images)

CAN DO (Multimedia package)

Various video digitising & text packages.

Textcraft Plus.

This is a very basic wordprocessor but certainly sufficient for home processing. Due to a poor 9 pin dot matrix the best print I can achieve is this, with no font variation unless I load it into a DTP package. A solution to working at home would be to use 'CrossDoss', a software program which makes the second disk drive a PC one, but there seems to be a disk density problem I haven't cracked as yet.

Deluxe Paint 3.

This package is still regarded by many as the best program available for Amiga and some people have bought the hardware on the basis of it. It is highly useable, versatile, user friendly and capable of many functions, perspectives, animation, colour rotation, mapping, airbrushing and stencils to mention just a few. It has a range of resolutions and is easily transported onto video through a genlock (which I don't have yet). I feel I am highly proficient in this program, having used it for over five years but am limited in its application by lack of video output. This is a direction I am very keen to go in, creating flexible learning packages using video, multimedia or CDRom (When you can write to it). Unfortunately printout resolution is very poor on the printer I have.

Music X.

Future Sound..(Sampling Kit)

This is more of a hobby application than anything serious at the moment, although it will apply to video, multimedia or CDRom when I get tooled up for them. Sample technology is fascinating to teenagers but like some other applications is too memory intensive for serious application with my present setup. Music X was a state of the art 250 track midi workstation when I bought it but has been easily superceeded by present packages. I have yet to use it with a MIDI keyboard so it is limited to manipulating recorded samples.

Pagesetter. (DTP)

This is an entry level desk top publishing program compatible with Textcraft and Deluxe paint. It has helped me develop a basic understanding of DTP and informed me on Pagemaker, but is very limited. Again printout quality is frankly awful.

Art Department (Scaling, correcting, separating, rendering & converting images)

CAN DO (Multimedia package)

Various video digitising & text packages.

At the moment I have a working knowledge of these programs but am unable to use them as yet due to lack of computer memory and applicable hardware.

PERSONAL LEARNING CONTRACT (PLC)

Name *Simon Mitchell*

Tutor *S. Coombs*

Date

What is my purpose?

What became my purpose?

Describe essential Differences

PURPOSE

CREATE SAQ
FAMILIARISE MYSELF WITH 'WORD'
WITHIN TIME LIMIT

→
→

→
→

What actions shall I take?

What did I do?

Differences

STRATEGY

Type in words
Organise for legibility

→
→

→
→

How shall I judge my success?

How well did I do?

Differences

OUTCOME

Finish within time limits
Student ability to fill in form

→ ✓
→

What are my strengths?

What are my weaknesses?

Working to deadlines —
Demystifying BTEC speak —
Recognising own limitations.

Feeling too rushed to take time to learn package properly.

SC/KB/PLC/CSHL/MCC/10.91

RETROSPECTIVE REFLECTION

I would like to explain some of the parameters I perceive as operating on this option. In some sense this is a reflective account 'after the event' (although it is still an ongoing process).

Firstly, being fairly familiar with the way computers work I decided to throw myself in at the deep end and actually make things which I needed for coursework, within limited time constraints, rather than apply myself to the SOL packages which the FLC uses.

This may seem slightly akin to making model airplanes after having thrown the instructions away and is true to say that sometimes I realised I left the pilot out after glueing the cockpit on. I feel that making mistakes is OK and that I can learn as much, if not more, from doing things 'wrong' as I can from doing them 'right'.

So, the sort of scenario:

I have an hour to create a self assessment questionnaire for BTEC Common Skills (See over). This is a matter of combining the BTEC material as stated, some ideas from another teacher and my own ideas as to the more 'user friendly' questions about attained competences.

In terms of the PERSONAL LEARNING CONTRACT pro-forma this would constitute my purpose. The secondary purpose here is also to familiarise myself with the word processor package on WINDOWS as much as this activity will allow within the time constraints. This remained as my purpose but revealed the fact that I was unable to understand how to tabulate in the way I needed to. Rather than change the purpose I 'made do' as much as possible by using the space bar, deciding to apply myself to tabulation at another time. This is because the learning experience was secondary.

In terms of taking actions, at the most basic level the idea was to: Type it in,

Make it understandable.

This is what happened. Out of this I realised when spending too much time moving lines of text up and down using the space and delete space keys that I should have considered a format more carefully. Realistically though and writing this in retrospect, I feel my computer skills have come a long way yet still end up moving things around on the screen after having typed them. Unless words and lines are a standard length there is no format which will be universally applicable. Surely one of the strengths of a computer over cut & paste is that you can do this when you need to? I also became confused about some of the keyboard shortcuts which are different to my own computer and deleted some text by mistake. Because the learning was secondary to the product need all I did at this stage was to recognise that I would have to apply myself to pre-formatting pages when I had time and learn the differences between keyboard shortcuts.

In terms of judging success, on one level this was dependant upon finishing the handout within the given time, which I did. The assessment of understandability of the handout, both in terms of layout and sense lay with the students.

They regarded the SAQ as a boring chore inflicted upon them by course requirements, but were actually able to understand and answer the questions.

In completing the PLC form I listed my strengths as: 'working to deadlines', 'de-mystifying BTEC speak' and 'recognising limitations'. In terms of 'What are my weaknesses' I put down 'feeling too rushed to take time to learn package properly'. It could be that in terms of T.A. this is a game of 'harassed' that some teachers play. I think it reflects a personal choice to achieve objectives primarily and learn from that process secondarily.

In terms of the PLC pro forma, my feelings are very similar to my own students reaction to BTEC self assessment of Common Skills. I knew what these strengths and weaknesses were before I started the form and felt it was a rather mechanistic and unrewarding process. I felt it was easy for me to recognise a need to learn tabulation without filling in a form, and a perfectly natural mistake to use the wrong keyboard shortcut.

I do feel that the deconstructive reflective technique used in the PLC is useful, but probably primarily to 'new' or young learners who are only just beginning to develop the skills of self organised learning and the critical examination of motives and outcomes which goes with it.

I believe that reflective activity is central to the learning process but that there are many ways of achieving this, from essays and 'deconstructions' to conversation, Tarot and dreaming. The skill of becoming a self organised learner is in sublimating, or rendering sub-conscious the process of reflection, allowing the right hemisphere or 'intuitive' mind to manipulate and sort the 'data' in nebulous form.

The initial constraint of rational or left side data manipulation is that the data be 'separated' or quantified before it can be manipulated. This works well for mathematical formulae but when complex networks of inter-related feelings are involved it ceases to function meaningfully.

Personally, when I am really enjoying myself, at work or at play, I become so completely absorbed in the present that there is no inclination to concern myself about the past or future. When there is stress and worry we are continually asking ourselves 'What went wrong?' 'How will things turn out?'

In current educational fashion processes of reflection have become tied up with processes of assessment which are not always in the learners interest.

References:

Sperry R.W. in Sagan C. (1977) The Dragons of Eden. (Coronet)

Gibbs G. (1988) Learning by Doing (FEU)

Sewell R.J. (1981) Stress and the Sun Signs (Aquarian Press)

PERSONAL LEARNING CONTRACT (PLC)

Name Simon Whitcomb

Tutor J.C.

Date 14.11.91

What is my purpose?

~~Also~~
Familiarise myself
with windows

What became my purpose?

Make a handout
for VI for an
course (see over)

Describe essential Difference

Found a practical
task instead
of "playing"

PURPOSE

What actions shall I take?

Copy info. into
computer +
print out.
Work through
windows.

What did I do?

Differences

STRATEGY

How shall I judge my success?

Completion of
task. Handout
printed out.

How well did I do?

Differences

OUTCOME

What are my strengths?

Domain ability
Meeting a deadline

What are my weaknesses?

Analytical ability
fast understanding
of other aspects
of windows

SC/KB/PLC/CSHL/MCC/10.91

PERSONAL LEARNING CONTRACT (PLC)

Name SJM

Tutor SC

Date 21.11.91

What is my purpose?

TO PRINT OUT
A GRAPHIC IN
COREL DRAW
FORMAT + SAVE
TO FLOPPY.

What became my purpose?

Load + save files ✓
make files ✓
Understand file paths ✓

Describe essential Differences:

Did not print

PURPOSE

What actions shall I take?

Corel draw.
Format disk
Explore file paths
Design graphic
Print graphic

What did I do?

✓
✓
✓
✓
.
x

Differences

No graphic
printed.

STRATEGY

How shall I judge my success?

How useful is
the printed graphic

How well did I do?

Graphic not
placed

Differences

① Graphics not pasted
well enough.

OUTCOME

What are my strengths?

Selecting FONTS
appropriately

What are my weaknesses?

Need to find out
① Moving objects ✓
② Filling objects ✓
③ Cut + pasting ✓

PERSONAL LEARNING CONTRACT (PLC)

Name Simon Mitchell

Tutor Steve Coombs

Date 5/12/91
1030 - 1

PURPOSE

What is my purpose?

① To create a handout incorporating both text and graphics
Deadline 3 1/2 hours.

What became my purpose?

The completion of task ① and then
② another handout in a script

Describe essential Differences

finished additional work.

STRATEGY

What actions shall I take?

① C. draw - draw graphics
② Add text

What did I do?

Used CD + MWA in order to cut + paste pages together.
typed handout

Differences

Hand pasted text onto graphics.

OUTCOME

How shall I judge my success?

Completion of task

How well did I do?

I should have learnt how to import images into DTP

Differences

What are my strengths?

What are my weaknesses?

Need DTP.

① Next - Flappy images into Corel draw → then D.T.P.
Importing images into P.M + Corel draw.

DEVELOPMENT OF COURSE 'RETURNING TO LEARNING' USING I. T.

This course idea came about in response to a request from Lucas Duralith in Roach for a course introducing adult learners onto educational courses. I had been running a course in Bodmin called 'Link into Training' for a couple of terms and had discovered a need for this course in some friends who had already been involved in adult education and wanted to return to college but couldn't identify their needs.

Using a 'UNIVERSAL DESIGN TEMPLATE' I took the list of objectives I had decided on according to need and ordered them into coherent places on a process map.

The actual work of this was done on a huge piece of paper where I could list down:

'Learner outcomes',	description of activity,
resources needed,	time of activity,
teaching objectives and	development (to
a resource based learning package which became my	
version of 'Returning to Learning'.)	

I then put this together using Deluxe Paint and Textcraft Plus on the Amiga.

All in all it was an exceptionally useful exercise in rational breakdown of objectives and available resources.

The computer wasn't a lot of use in the actual putting together of the elements as I felt I needed to be able to see all of them together on a page so that I could 'feel' the individual elements into place, there wasn't physically enough room on the screen to do this. As an aid to clarity of presentation and hence thought the computer was useful in that I could print out lists of objectives & resources, cut them out and manipulate them. Pencil worked just as well though. I enclose this worksheet for reference.

This is not a student centred course. It is a response to a perceived client group. On asking for some kind of feedback from the Open Learning Centre in St. Austell I was told it was likely to be a small client group for several reasons. Evaluation from colleagues affirmed this. There was also a problem in that creating it at home (before the age of St. Austell laptops) I was limited to dot matrix printout which made the package hard to read.

Feedback that the OPTIONS PLANNERS were initially confusing were borne out by several users. The two friends I had in mind did actually complete it and found it interesting and valuable. They also found a Returning to Learning Package which was certainly more sophisticated in terms of presentation in their local education centre.

Again I found the development of this project rewarding in terms of finding out what it physically took to put it together. Re-ordering the elements and the differences this made in terms of a learning syntax interested me, and also my role as a gatekeeper in deciding what information or stimulus the client group needed to 'get it together'. In some respect the process of this package is an 'action plan', a format by which the perceived client can identify and prioritise actions concerning education.

Simon Mitchell
CTB
ACE Office
Mid -Cornwall College
Sedgemoor
St. Austell

12.2.92

Diana Murtagh
Lucas Duralith
Roach.

Dear Diana,

Here are the provisional activities for your course which I have called 'Returning to Learning'.

1. Firstly we will look at some basic assumptions concerned with work, education and community. The point of this is to create a group where everyone has an equal say and to put the work which follows into a context in society. This exercise takes the form of a card based discussion. I enclose a copy of the cards.
2. After a short break for a cuppa, in which the conversation usually continues on the above issues we will look at 'What is the point in learning'? 'Why self improve'?

I estimate this will take about 2 hours and will constitute the first session.

For some home based study between the sessions there is a short 'quiz' on 'How organised are you'?

3. Session 2 starts with a look at basic self organising systems. We will then have a look at what types of education are available, ie where, and then the 'what', what subjects there are. Again a short break for tea is advisable, especially after a days work as concentration can lag.
4. What is needed then is to link the students personal shortfall in skills to a course which will improve them in the context of 'work'. In order to do this I will have to take information from a profile the students complete before the course. The outcome of this is that they should decide on a 'next step' regarding education, whether that is further exploration of possibilities or signing up for an available course.

Please let me know if you have any additions, ideas or needs I have not covered.

I would also be grateful if you could send me some background information on your company as this helps me put the course into context.

Yours sincerely

Simon Mitchell. Tutor.

Returning to Learning?

*Why learn at all?
Find out what's available.
What course suits you?*

*This smashing new course designed completely
for your educational needs is starting soon.*

For further details contact Diana Murtagh.