

Learners Learning & Assessment
Putting Patients First in Health & Service Delivery

Making learning **delightful** - positive steps to increase well-being in learning

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8th September 2010

1. Happiest days?
2. Work-with-IT
3. Patchwork Text
4. Cancer Voices
5. An Analysis of Delight

The screenshot shows the teachers.tv website interface. At the top, there are navigation links for 'home', 'videos', 'community', 'classroom resources', and 'help'. A search bar is located on the left. The main content area features a video player for 'Happiest Days?' with a play button overlay. To the right of the video, there is a summary box containing the following text: 'Duration: 30:00 minutes', 'No Subtitles', 'Published: 26 02 2007', 'License Information', and 'Part of the series School Matters'. Below this is a 'Summary' section with the text: 'Richard Millwood highlights the work of four schools, looking to increase the happiness and well-being of their pupils.' The website also includes a sidebar with filters for 'SUBJECTS' (English, ICT, Maths, Science), 'STAGES' (Early Years, Primary, Secondary), 'ROLES' (Governor, School Leader, Teacher, Teaching Assistant), and 'WHOLE SCHOOL' (Assessment).





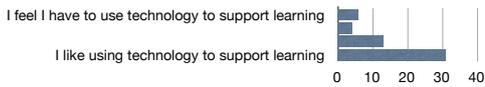
'Embedding' project, £10k over May-November, JISC

University of Bolton & Higher Education Academy

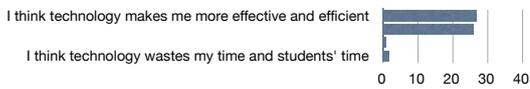
Improving the effectiveness of the institutions staff development programme in responding to a new virtual learning environment implementation.

Key Words: Staff Development Programme, Virtual Learning Environment, Curriculum Design

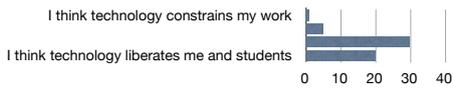
Duty or enjoyment?



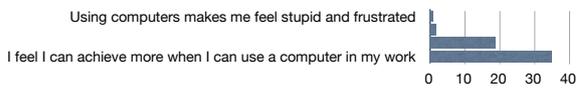
Efficient or time-wasting?



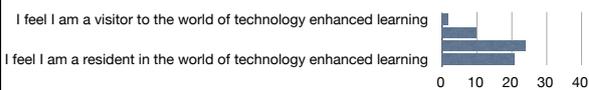
Constraint or freedom?



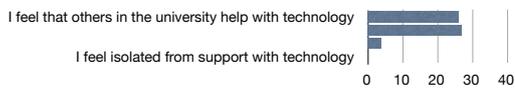
Dumbing down or smartening up?



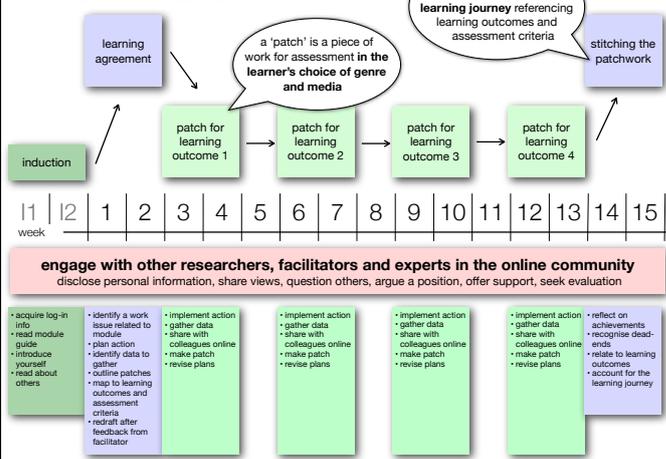
Visitor or resident?



Supported or isolated?



Overview of a module



A Playscript :



Class Two

or 'this is my play what I wrote' - by **Andy Roberts**

Contents:

- Full Character list
- Locations and settings
- Act I Scene 1 full script
- Act I Scene 2 full script
- Act I Scene 2.5 script

Intermission: please order drinks in advance to avoid queues at the

Peter Senge has arrived to fulfil his contractual obligation keynote lecture.

Act I Scene 1 Board Room

Act I Scene 2 Reception Area

Act II

A primary school in South London, year 2006 or 7

It's the first day day back after the holidays and workers are turning up in the staffroom in time for the Head's morning briefing at which he will announce several new initiatives and important changes.

Act II Scene 1 School Staffroom

Act II Scene 2 School Canteen

Dawn is the manager of the local Tesco store ad she arrives to do an INSET on pensions and the next phase of the workload agreement, which ends in uproar, meanwhile the dinner ladies are revolting against the imposition of a new healthy meals menu, which take longer to prepare for no extra wages.

Act II Scene 3 School TV/meeting room

Huey and the new music teacher decide to put aside their political

TECHNICAL Andy: It isn't really anything to do with the Open Uni.....

TEACHER Okabi: (*interrupting*) Look, the printer in my classroom, it says it's out of ink. I think it's the Colour one, or the Black. Can you look at it?

HEADTEACHER Gerald: (*Loudly*) Good morning everybody (*hubbub dies down a fraction. pause*)

HEADTEACHER Gerald: (*even louder*) Good Morning can we make a start please

(*hubbub slowly tails off to silence*)

HEADTEACHER Gerald: Right. Welcome back to Norman Street everybody. I hope you all had a good break, and those of us who are here because they have to be, well if you have to work anywhere you might as well work here. (smile)

(*polite laughter*)

I've got quite a lot to tell you about today, so I'll try to move quickly through it all before the bell goes. I know there's a lot of worry and rumours about pensions, you may have seen on the TV how those teachers who go to conferences are thinking of going on strike again. But the government will go ahead anyway so you're all going to have to work until your eighty-five (*smile*)

(*all: polite laughter and some muttering*)

No but, it really does mean that those who want to retire early won't be able to claim any pension for a long time afterwards, so I've invited Dawn James, you know the nice lady who organised the enjoyable trips to the bakery for year 4 children, well anyway she'll be coming in after school tomorrow to explain all the ins and outs of the situation to a staff meeting because they've recently launched a new Tesco private pension



These pictures show how I felt at the beginning of my time working with Veronica. The text is also in red because I felt very frustrated when first working with Veronica. I often felt that very little progress was being made.

I designed this display with the support of my colleagues, to celebrate the hospitals centenary anniversary

The aim was to show the progression of the dietetic profession over the last 100 years

We tried to make the display as interactive as possible, to encourage members of the public to learn more about dietetics

We got sponsorship to pay for the fruit and supplements

We were limited for space, so it was difficult to decide what to include

This is a teddy bear with various feeding tubes placed, so that we can explain enteral feeding to children.

I designed a lucky dip, where children had to match up two corresponding pictures of fruit to win a piece of fruit

This was a quiz consisting of 10 food models that people had to put in ascending order of calorie content

I think this quiz was too time consuming, as it didn't get much interest

If I were going to do this again, I would provide a prize to entice people to participate

The information on the boards is part of a timeline which had different threads to it:

- > Professional
- > Enteral feeding
- > Medical breakthroughs

6a. Module Description: 200 – 300 words

This module introduces the concept of systematic and critical reflection. You will explore your role in your work place by reflecting on specific critical instances that provide an opportunity for learning - what, when, and why you do things and how you think this affects you and those around you.

You will learn about models of reflective practice and 'critical incidents' that you identify in your workplace.

Module content will be appropriate to individuals in the workplace. Facilitators who will help you identify appropriate models of reflective practice.

This is a web delivered distance learning module. You will access learning resources, participate in the online learning activities and assessment.

All key resources will be available online. In addition, you will be able to access and account defined during the planning of the learning activities and assessment in the researcher's work context.

6b. Outline Content:

- Explore different models and processes of reflective practice
- Identify 'critical incidents' from your workplace
- Reflect upon these critical incidents using different models of reflective practice
- Identify your learning from the reflection and evaluation

6c. Key Texts/Literature:

Terrell, I (2003) 'A Tour Through Reflection', Ultra

Bolton, G. (2001) 'Reflective Practice: writing and thinking in the professional field', Basic Books

Schon, D. (1987) 'Educating the Reflective Practitioner', Jossey-Bass

Schon, D. (1983) 'The Reflective Practitioner: How Professionals Think in Action', Basic Books

Pollard, A. (2002) 'Reflective Teaching: Effective and Evidence Informed Professional Practice' Continuum

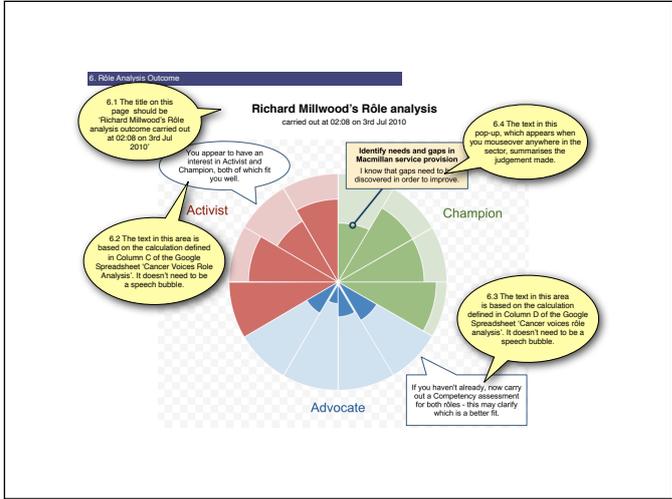
Year 1 Module
"Reflection in the work setting"
 Submitted as part of the
patchwork assessment

WE ARE MACMILLAN. CANCER SUPPORT

HAVING YOUR SPIRITS LIFTED CAN MAKE IT A GOOD DAY

SPREAD THE WORD...

Use your cancer experience to help Macmillan and other cancer-related organisations change the future of cancer care. Becoming a Cancer Voice is a unique and powerful way to make life better for everyone affected by cancer.



8. Competency Assessment Summary

Richard Millwood's Competency assessment
carried out at 02:08 on 3rd Jul 2010

8.1 'Core', 'Advocate', 'Activist' or 'Champion' depending on which was selected.

8.2 As ever, good if text can be edited by administrator

8.3 Items here from judgements made

8.4 This text is always here - but needs to be admin editable with links to resources elsewhere

8.5 The text in these three rows is based on the data in Columns H to K of the Google Spreadsheet 'Cancer Voices Competencies Assessment' - this needs to be admin editable with links to resources elsewhere

Your Core competencies		Learning Opportunities	
You judged yourself:		There are a number of ways you can improve your competence to take on a Cancer Voice role. Consider:	
		In particular, now consider:	
Confident or competent to:	2 Promote the range of services that Macmillan offers 3 Demonstrate understanding of cancer and treatments	Reading: maintain a watching brief on the Macmillan web site for new developments.	<ul style="list-style-type: none"> reading online and in books; talking to someone who knows; observing someone performing the role; attend an event; signing up for a course.
Still learning to:	1 Use experience of cancer to make a difference	Reading: Cancer Voice good practice guidelines Macmillan eLearning: Introduction to user involvement	
Beginning to:	4 Communicate effectively	Learn Zone resources: We Learn and Leadership toolbox Macmillan face-to-face: Listening and responding Other sources: Communication skills courses	
Not yet begun to:			

delight

Appreciation	the love of aesthetic form	"The emotions of a fulfilled imaginal sensibility are of a range and subtlety that outstrip the power of language to symbolize them. Hence they are conveyed by the non-discursive symbolism of drawing, painting, sculpture, music and dance."
Interest	the love of knowledge	"When the need to understand is realized, we experience interest, extending into curiosity and fascination, the passion for truth, excitement in intellectual discovery, pleasure in the clear communication of ideas."
Zest	the love of action	"The emotions involved in the fulfilment of free choice and effective action" including "relish, gusto, exhilaration, achievement and work satisfaction."
Conviviality	the love of company	"The pursuit of 'co-happiness' & mutual fulfilment interpersonally & collaboratively, the pleasure of others' smiles, laughter and contentment."
Recognition	the love of achievement	"Personal, communal and societal celebration & valuation in achieving real outcomes, surpassing a goal and exceeding expectations."
Controversy	the love of dissent	"The rush of realisation that there is another view that may provoke personal enrichment and realignment."
Anticipation	the love of potential	"Envisioning future delight."
Resolution	the love of closure	"Deploying talents, solving the problem, conquering pain and completing the marathon, arriving at a milestone, finishing."

Appreciation, Interest & Zest:
Heron, J, 'Feeling and Personhood: Psychology in another key'
London and Newbury Park, CA: Sage, 1992.

Conviviality, Recognition & Controversy:
Millwood, R, personal communication 2007.

Anticipation & Resolution:
New Zealand teachers, personal communication 2008.

'An analysis of delight' poster
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Based on a work at blog.richardmillwood.net