

## Technology support for the Patchwork Text Assessment approach

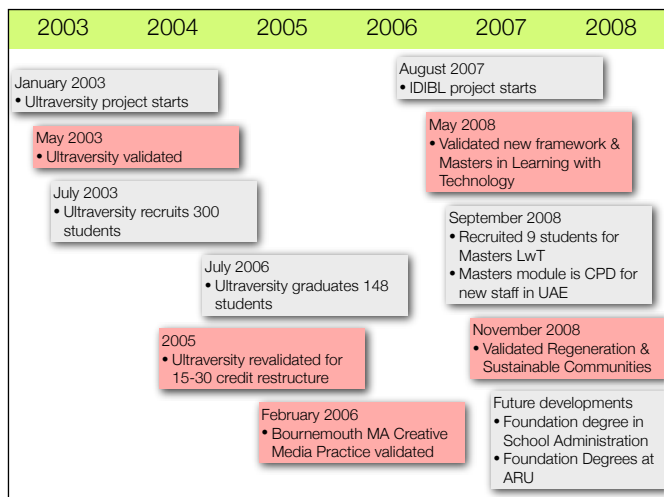


Richard Millwood, University of Bolton



Alice Mitchell, 1942 - 2010

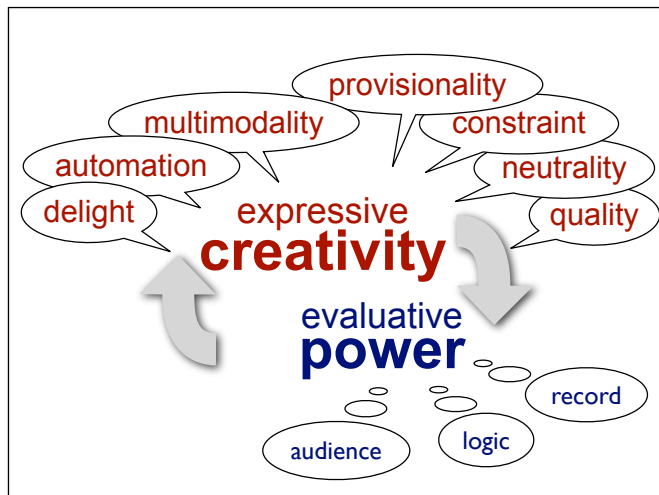
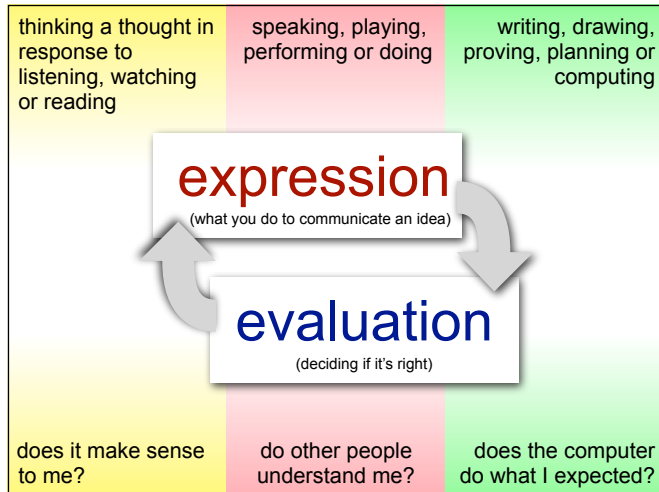
- Creative linguist, learning media developer and pedagogue,
- Head of Language Centre at Anglia Polytechnic University
- Unique Ultranaut
- Dedicated wife to Colin Babbs
- Informal, enthusiastic tutor to my son
- Personal friend
- Favourite remembered saying: "half the time in English we mispronounce French and the other half, German"



level 4	level 5	level 6	level 7	level 8
<b>Certificate of Higher Education</b>	<b>Diploma / Foundation</b>	<b>Bachelors</b>	<b>Masters</b>	<b>Doctorate</b>
<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4+</b>	<b>Year 6+</b>
Investigating the Professional Context	Organisational Impact	Review and Planning	Analysing the Professional Context	PhD by Practice or Publication
Understanding Reflective Practice	Reflection on Practice	Action Inquiry Project Preparation	Organisational Improvement	
Technology for Communication and Organisation	Independent Lifelong Learning	Implement Action Inquiry Project	Action Research	
Understanding Action Inquiry	Action in the Work Context	Exhibition, Validation and Synthesis	Action Research Preparation	
			Action Research Exhibition, Validation and Synthesis	
<b>120 credits</b>	<b>120 credits</b>	<b>120 credits</b>	<b>180 credits</b>	<b>360 credits</b>

# Level 7 Organisational Improvement (30 credits)

<p>Organisational Improvement</p> <p><b>Learning Outcome 1</b></p> <p>You will be able to - Analyse the work context and its improvement processes</p>	<p>Organisational Improvement</p> <p><b>Assessment Criteria 1</b></p> <p>It is evident that you can - Create a piece which contrasts a range of organisational theories in relation to your work context</p>
<p>Organisational Improvement</p> <p><b>Learning Outcome 2</b></p> <p>You will be able to - Address the potential conflict between individual, group and organisational goals</p>	<p>Organisational Improvement</p> <p><b>Assessment Criteria 2</b></p> <p>It is evident that you can - Describe stakeholders, their goals and their power relationships, with a considered risk analysis</p>
<p>Organisational Improvement</p> <p><b>Learning Outcome 3</b></p> <p>You will be able to - Develop sustainable plans for improvement in the work context</p>	<p>Organisational Improvement</p> <p><b>Assessment Criteria 3</b></p> <p>It is evident that you can - Develop and justify a SMART (Specific, Measurable, Agreed, Realistic and Time-based), set of targets for a proposed improvement</p>
<p>Organisational Improvement</p> <p><b>Learning Outcome 4</b></p> <p>You will be able to - Lead organisational improvement activities</p>	<p>Organisational Improvement</p> <p><b>Assessment Criteria 4</b></p> <p>It is evident that you can - Set out a management strategy for an identified organisational improvement</p>



**delight**

The computer frequently pleases, aesthetically and affectively, in a way that delights the learner. This positive mood is clearly valuable to creativity, as a means of sustaining motivation at the very least.

<http://blog.richardmillwood.net/2008/05/15/an-analysis-of-delight/>



### automation

A powerful spur to more complex expressions of ideas is the ability to re-express cheaply and repetitively. The potato print transforms a simple shape into a rich pattern, the 'automation' provided by this simple tool allows a variety of re-arrangements of the shape to be explored at low cost and with reliable quality.

Computers provide this kind of automation and much more, through copy and paste in almost every program, through formulae and 'Fill down' in a spreadsheet and, most important of all, through programming languages.



### multimodality

The capacity for learners to use multiple media through ICT increases the opportunity to work in alternate modalities to the predominant text. ICT simplifies the production of visual & aural media as well as helping to make viewing & listening a more delightful engagement with material. Of even greater consequence is the potential for (re)construction in film, hypermedia (networks of information) and linear presentations.

Such integrations of multiple media are perhaps the most demanding of expressions, not only anticipating audience viewing but also audience choice of sequence.



### provisionality

For many learners, starting is difficult because making mistakes has such a disastrous effect on continuation. Many young people in schools use correction fluid to eradicate 'errors', or resort to ripping pages out of books in order to achieve a 'perfect' copy. Provisionality arises when one can begin developing ideas and, at little labour cost, perfect and re-draft those ideas with no evidence of the false starts. This means that creativity is promoted, one can start recording ideas out of order, in draft form and incomplete. Confidence then unlocks ideas, which might otherwise be considered not worth expressing.



### constraint

ICT tools can promote the development of ideas, paradoxically, by constraining the universe of possible expressions. In many of the arts, the choice of constraint can lead to greater fertility by focussing on specific aspects of ideas – this kind of limit can offer similar gains in ICT. In graphic programs, limits on the position of the cursor to a grid can lead to the rapid development of diagrams. In geometry programs in Maths, constraints can help learners see important connections and propose new interpretations of figures.

After some acquaintance with computers over a period of time, young people see through any pretence of intelligence or life in a computer and thus begin to see it as a neutral tool which although it may offer canned feedback, is clearly incapable of judgement. Computers allow students to 'say things out loud', but without judging those things in an interpersonal manner. The computer is a silent helper in this sense and can be trusted with half-formed ideas and ideas which follow the students creative impulse.

ICT media are unique in that little imprint of the creator's weakness in production are seen – perfect fonts, geometric accuracy and colour faithfulness permit the weakest of learners to produce material which compares, on the level of media quality, with that of the most experienced professional. This means that learners' self-esteem, which is so heavily knocked by poor handwriting, inaccurate drawing or inadequate oral skills, can be raised. This in turn encourages risk-taking and attention to the content of ideas – continuing engagement which can promote attention to higher-order issues.

Most work on a computer can be saved for later perusal or at intervals to record drafts. This can help learners see how their ideas have developed, or peers & teachers to understand and judge their originality & value. In the long term, work that has been compiled provides the basis for a portfolio of work, which can be used to represent the learner's capability. It also may be efficiently mined for new starting points, new connections can be made between past work and present concerns. Often surprising insights can be obtained, because ICT has recorded the work and allowed searching and indexing to take place.

Computers offer a powerful tool for certain ideas, which are developed in symbolic, formal languages. These include diagrams, spreadsheet formulae, programming languages and database design. If these formal systems are used to develop ideas, then it is possible for the computer to 'execute' them or analyse them and display their consequences. Often, in order to judge the success of an idea, this output can be compared to that anticipated, and evaluation independent of a peer or teacher can take place. The programming language Logo has provided a powerful example of this effect, in some cases leading learners into extraordinary intellectual and creative endeavour.

Using projectors or large screens in a classroom context, learners share a knowledge context and background, debate together, seek each other's views and respect diversity but also work towards consensus. The projected computer screen is a focus for representing the current state of the ideas being developed by the class and for judging quality and accuracy of expression.

A wider, but identified audience can be found by publishing material on web pages so that the globe can take part in the evaluation of ideas and work. The power of potential audience to support both expression and evaluation is very real in the mind of the learner and can provide powerful motivational force and raise ambition.



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

**Lucy** and the new music teacher decide to put aside their political

19

**TECHNICIAN 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*)

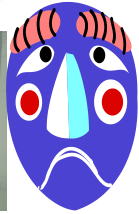
**HEADTEACHER Gerald:** Right. Welcome back to Norman Street everybody. I hope you all had a good break, and those of us who are here because they have to be, well if you have to work anywhere you might as well work here. (smile)

(*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 hospital's 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

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

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

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

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 a variety of roles and will be supported by facilitators who will help you identify appropriate models.

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

All key resources will be available online. In addition, you will have access to a range of learning activities defined during the planning of the learning activities of 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 work place', Sage

Schon, D. (1987) 'Educating the Reflective Practitioner', Basic Books

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

technology can provide  
 a **platform for a portfolio**  
 to facilitate the organisation of  
 patchwork text ...

... more powerfully it can promote  
 the **authentic learning processes**  
 which patchwork text assessment  
 intends to enhance

<hindsight >insight< foresight>



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