

## Focusing on the subject – ESOL and Literacy

# The patchwork approach to assessment

### Description

This resource is a report of a project on alternative approaches to summative assessment for a module on literacy, numeracy and ESOL teacher training programmes.

### Content of the report:

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- Rationale for the project
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- Feedback from trainee teachers
- Recommendations
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*This resource has been produced as a result of a grant awarded by LSIS. The grant was made available through the Skills for Life Support Programme in 2010. The resource has been developed by practitioners. The contents should not be compared with commercially produced resources, although in many cases it may have comparable or better learning outcomes.*

## Report

### Background to the project

This research project focuses on the assessment methods for '*Widening Professional Development*' in the second year of Anglia Ruskin University's two-year part-time, partly-integrated DTLLS pathways in Literacy, Numeracy and ESOL. The module is based on the assessment units 'Continuing Personal and Professional Development' and 'Wider Professional Practice'. It is a 30-credit, Level 5 module, which runs throughout the second year of the course for all three subject pathways.

The summative assessment of the module includes two teaching practice observations and a VARK (Visual, Aural, Reading/Writing, Kinaesthetic) patchwork assessment. The subject of the research is the 'visual' patch of the VARK patchwork assessment, 'patch 2'.

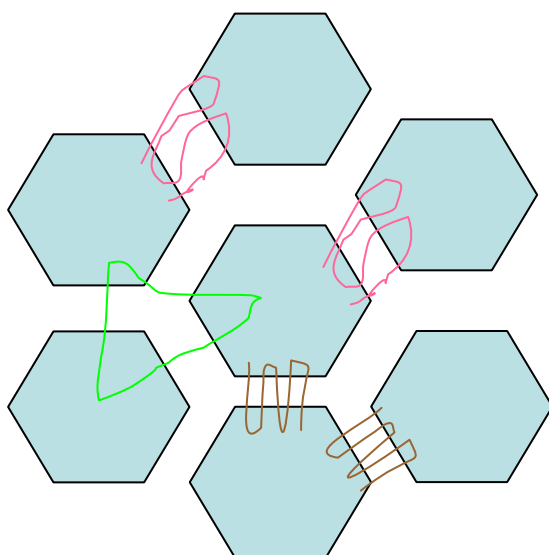
### Introduction to patchwork assessments

#### Patchwork texts

A patchwork text is:

“a general name for written texts where the unifying structure is not simply a linear narrative but a series of loosely linked pieces illustrating a theme or gradually building up a set of perspectives.” (Scoggins & Winter, 1999)

“Integration of written pieces across the module, which demand critical and personal engagement, and have been the subject of peer and formative feedback, to produce a structurally unified reflective synthesis.” (Ovens, 2003)



Patchwork texts were originally designed as an alternative form of assessment to an essay, and since then they have been further developed to move away from purely written texts.

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Often students are required to use different genre to produce each patch, e.g. from the perspective of a learner, using a reflective journal entry; from the perspective of attending a conference and reporting on it in an educational newspaper or journal; from the perspective of instructing a peer who is to 'deliver' a teaching and learning session on your behalf, and producing notes for them, along with an outline session plan.

The benefits are that students gain formative feedback from their peers during the process of creating the patches, and they therefore have the opportunity of further developing their patches prior to the final hand-in date. Students are also required to develop draft patches during the module which prevents leaving all the assessment work to the end of the module. It is considered that patchwork assessment promotes deep learning.

The final patch is a written patch which has the purpose of stitching together the other patches, thus synthesising the learning for the module. The final patch is usually in the form of a reflective commentary in which learners review the relationship between the separate pieces (patches) and describe where they feel they now 'stand' in relation to the ideas of the module patches. Examples of the kinds of questions a learner might ask at this stage are:

- How do the patches link? What are the common themes?
- What has been learned?
- Has anything surprised you? Have your thoughts or beliefs been challenged or changed?
- To what extent have you met the learning outcomes?
- What might you have done differently in this module?
- How would you anticipate the learning from this module being used in future study or practice?

Patchwork texts have also been developed into a Patchwork Media form of assessment, which can be defined as:

“A non-linear portfolio that embraces multi-media elements, e-learning patches and online community learning.” (McGuire et al, 2006)

This form of assessment has been used on one of Anglia Ruskin University's online education degrees.

The 'VARK' patchwork was so named by the Anglia Ruskin research author, as it is intended that students use Visual, Aural, Reading/Writing, and Kinaesthetic patches to explore a particular theme.

As well as engaging in discussions with peers who had led some form of patchwork assessment, the following texts were reviewed prior to embarking on the VARK patchwork assessment:

Arnold, L., Williams, T., and Thompson, K., 2009, 'Advancing the patchwork text: the Development of Patchwork Media Approaches'. *The International Journal of Learning*. 16 (5).

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Brand, D., Durose, M., Walker, S., Fryatt, S., Baron, S., 2008, 'Patchwork Texts' in *Mathematics Teaching* [online], November 2008 (211), pp.22-25

McGuire, L., Roberts, G., Reville, G., Tindal, I. & Arnold, L., 2006, Patchwork media online: achieving high levels of personal and professional reflection through Ultralab's BA Hons (Learning, Technology and Research) degree presented at BERA September 2006.

Ovens, P., 2003, 'A Patchwork Text Approach to Assessment in Teacher Education', *Teaching in Higher Education*, **8** (4), pp.545-562

Scoggins, J., Winter, R., 1999, 'The Patchwork Text: a coursework format for education as critical understanding' *Teaching in Higher Education*, **4** (4), pp.485-499

Winter, R., 2003 'Contextualising the patchwork text: addressing problems of coursework assessment in higher education' *Innovations in Education and Teaching International, Special Issue*, [online]. 40 (2), pp.112-122.

### Rationale for the project

Anglia Ruskin University staff have published research in developing patchwork texts, and more recently patchwork media. Nonetheless, it is not a widely used form of assessment and not a method we have previously used on DTLLS or on post-compulsory Skills for Life specialist Cert. Ed. and PGCE courses. Patchwork assessments have been used on other courses within the Faculty of Education.

We are trialling further development of the patchwork approach as a VARK patchwork assessment for the reasons given below:

- To model a variety of approaches to assessment
- To ensure the assessment is as inclusive and varied as possible
- To provide opportunities for students to develop their creativity
- To promote collaborative group work and peer support and feedback
- To help students develop their skills in areas they are both comfortable with and less comfortable with
- To provide further opportunities for students to develop their literacy, language and ICT skills.
- To encourage deep learning.

The use of electronic media such as voice recorders, digital video recorders and digital cameras is also required for this module, as a means of submitting the patches for feedback and/or for summative assessment. Therefore we hope it will develop students' confidence to use these forms of media, which may lead to further innovation and development of their own practice. Overall we hope it will encourage tutors to be more flexible and innovative in their own teaching approaches.

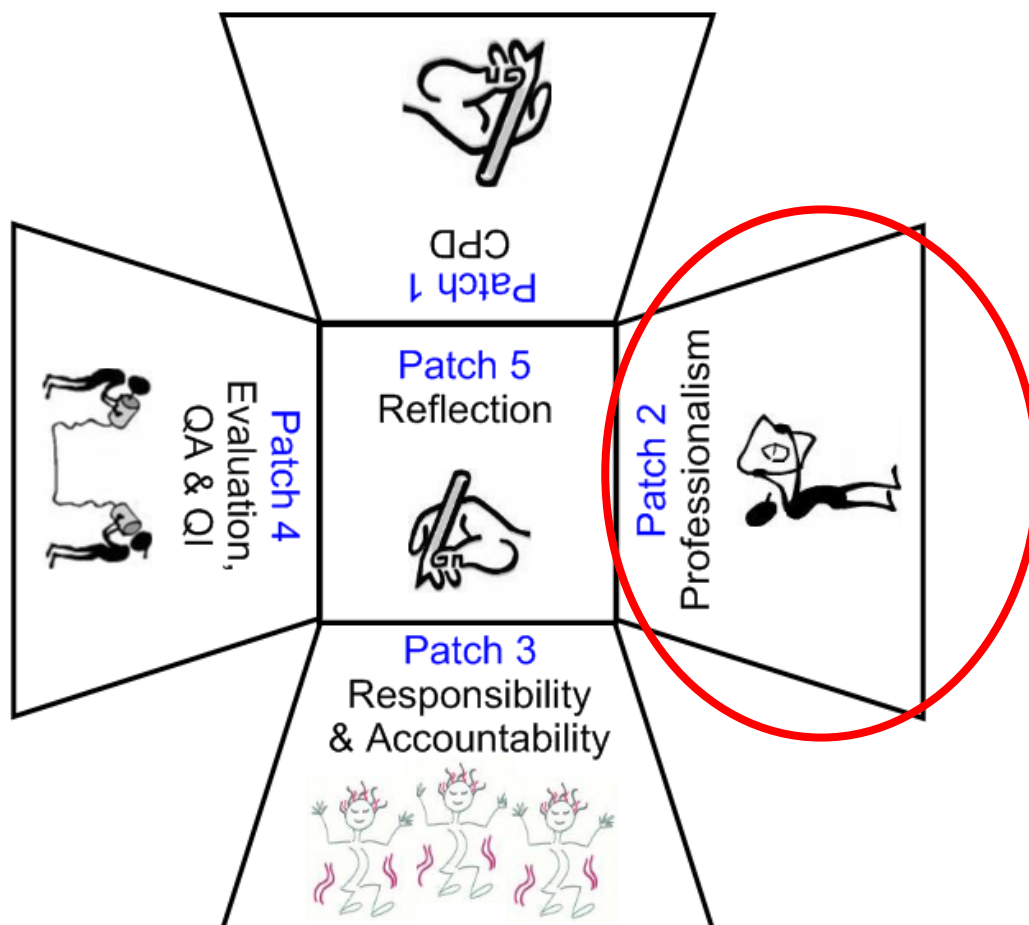
### Approach

We piloted the patchwork assessment in 2009-2010 with a Year 2 of a partly-integrated DTLLS comprising eleven students – three numeracy, three literacy, five ESOL.

We used it for the assessment of the *Widening Professional Development* module.

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The scheme of work for the module in Appendix 2 gives an overview of the module content and how this relates to each assessment patch. Patch 1 is, essentially, a mini-portfolio, and as this is something students had produced before, they were comfortable with this patch. The first patch that required a different form of presentation was patch 2, the visual patch, on the topic of professionalism.



The assignment information given for patch 2 is detailed below.

<p><b>Patch 2</b></p>	<p><b>VISUAL 'Professionalism' patch</b></p> <p><u>In this task you need to demonstrate the following learning outcome:</u></p> <p><b>LO1:</b> Analyse the role of the teacher and the concept</p>	
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	<p>of professionalism in the lifelong learning sector.</p> <p><b>LO2:</b> Evaluate own role and responsibilities with reference to area of specialism and as part of a team.</p> <p>This part of your assessment is considered to be equivalent to 750 words.</p>
	<p>For patch 2 you are required to produce a visual patch which illustrates key aspects of professional teaching and learning in the context of the lifelong learning sector, including the active promotion of equality and diversity. You should consider your role and responsibilities and the impact of your own values and beliefs on your students and others around you (in your professional context), e.g. other tutors in your team, your managers, and internal and external contacts with whom you liaise.</p> <p>The 'visual' patch could take one of many forms, including: sculpture, video, collage (paper, stills or IT-based), picture/diagram/ pictorial poster or leaflet/ drawing/ photo, set of pictorial cards. You should submit references and a bibliography with your visual patch.</p>

The main objectives of the action research were to work closely with the trainees on the module to develop the VARK patch 2 assessment method by:

- carefully monitoring each stage of the assignment (patch 2 within the research timescales), identifying any difficulties and issues that arise, and dealing with these appropriately
- investigating the level of support and information required by students, providing them with sufficient information to complete the patches, but also allowing sufficient room for students' creativity to flow (by not being too prescriptive)
- assessing viability of the multi-modal assessment in allowing students to meet the learning outcomes and assessment criteria, particularly with regard to the Visual patch (patch 2), based on students' draft patches.

We did this by:

- gaining periodical feedback from students regarding their concerns about, enjoyment of, and attitudes and progress towards the patches, in addition to any general feedback identified in weekly module evaluation feedback
- monitoring learning groups' online discussion as one method of support for students.
- monitoring the quality of peer feedback given to each other and intervening by providing further guidance, if required.
- providing whole group sessions to discuss ideas for each patch, and to provide any necessary information for students to progress with their own patches.
- reviewing drafts of patch 2 to assess whether or not learners are able to meet learning outcomes and assessment criteria, and give the students tutor feedback on this.

Methods used to collect data included written questionnaires, observation, notes from student discussions, and a research diary.

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Patchwork assessment was introduced in the first session of the module. Trainees were tasked to create a 3-D shape (a truncated, square-based pyramid!) using the patchwork model on page 5 to help portray the concept of the patches to the students.

The scheme of work for the module can be found in Appendix 2 and the assessment criteria for patch 2 in Appendix 3.

An outline of the submitted patches, along with photos of two students' draft patches, along with feedback from peers and the tutor, and an example of the online discussions that took place, are given in Appendix 4.

The results of sample activities are included in Appendices 5 and 6. Appendix 5 shows the result of a group activity in week 1 of the module, where students were asked to identify their concerns (regarding the VARK patchwork assessment), and then to work together to turn their concerns into positive actions.

Appendix 6 shows the notes students made from the group activity in which they were asked to consider what they had gained from the process of creating patch 2, and what lessons they could take forward for the other patches.

Appendix 8 gives a chronological account of our patch 2 journey. It outlines the process of introducing the patches, how learners were supported to develop patch 2, then how assessment of patch 2 was carried out. Finally, it outlines how learners reviewed the process, in small groups, the notes of which are included in Appendix 6.

Within Appendix 7 there are details of:

- difficulties and issues which arose, and how these were dealt with
- the level of information needed by students to 'get started' with patches
- the viability of patches in enabling learners to meet the learning outcomes.

### Feedback from trainee teachers

From the beginning students anticipated that the patches would be challenging and would move them out of their comfort zones, which were some of the intentions of this approach. The fear of the unknown was also apparent throughout the process, particularly in terms of not being able to self-assess whether or not a patch was likely to meet the intended learning outcomes.

Before the Christmas break, as students were generating ideas for their patch 2, morale was at its lowest, as most were in the early stages of the creative process, and had not yet decided which idea they would pursue. However, having applied themselves to the task, and produced their patch, most students glowed with success (and probably relief!).

An example of this transformation is given through the following account of a tutorial session.

*“Despite students’ anxieties, only one student, who was struggling with, and worried about, the whole idea of a visual patch, pre-booked a tutorial (for January 5th), as she felt she would need to review the patch with the tutor, for initial feedback, before posting the patch on the VLE for peer feedback. In the event, she posted the patch prior to the tutorial (which she rescheduled to January 12th), as, having worked on*

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*the patch, she was 'quite pleased with it' and felt she had created a patch which met at least most of the assessment criteria. During the tutorial she explained that once she actually started on the patch she really enjoyed creating it, and had spent lots of time thinking about it. She hadn't thought she was creative, but now felt that perhaps she was, and even went so far as to say 'Thank you for making us do this!' With hindsight she also said she felt it was the right thing not to show an example of a completed patch. Finally she explained that she felt very differently about patch 2, having completed it, than she did back in December before really starting it"*

What was very apparent throughout the process was the shift in confidence. Those who were confident in writing, for example in previous written assessment tasks, were generally much less confident in their approach to the visual assessment, where images rather than words were key. Alternatively, many of those who already believed they were creative, or who didn't feel they had strong writing skills, looked forward to producing the patches, and were much more positive about the challenge they faced.

What was interesting was that most students with higher levels of thinking skills were equally as successful in their visual patch as I would have expected them to have been had they written their patch, although they were less confident of their success. Those with less well developed writing skills, who usually struggle more with their ability to analyse and evaluate in their writing, varied in their success with the patches; nonetheless most met the assessment criteria well. Overall I would suggest that the patch 2 offered a fair reflection of students' thinking skills.

At the end of the process of creating patch 2, learners reflected, in two groups, on what they had gained from the process of creating patch 2 and what they'd learnt that they/we could take forward to the other patches. See Appendix 6 for more detail.

Key themes included the following:

- It had evoked concerns such as a lack of creativity, and worries about how they would meet the assessment criteria. Some felt a brainstorming session, to discuss possible analogies or metaphors, would have been of use for the visual patch. Others identified that 'Don't give up... you can do it' was a motto they would be taking forward.
- Although the process had been challenging, it had, in the end, been enjoyable too, and their patches were memorable, so students were considering how they could introduce more 'visual' elements in their own classes, e.g. to support students with writing, and to encourage discussion.
- They identified that feedback received had been supportive and constructive, and should continue to be so.
- Although the presentation was different, the thought processes had been similar to those needed to write an essay, for example planning the structure and the content/ key points, and they felt the process had helped them bring their thoughts together.
- Some felt that one of the learning points had been recognising the value of some of the external agencies involved in the Lifelong Learning Sector that influence professionalism and learning and teaching.
- Others felt that the process had given them a deeper understanding of their wider responsibilities as teachers.



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As these are draft patches they have not yet been through the internal and external moderation processes, so it is too early to confirm how successful the patches are in enabling learners to meet the learning outcomes and assessment criteria, however, initial assessment of the drafts suggests that there are no major concerns.

### Recommendations to teacher trainers

- Use a VARK patchwork method of assessment.
- 'Sell' the VARK assessment approach at the very beginning of the module (session 1).
- Identify early concerns among trainees.
- Use face-to-face sessions, rather than online sessions to generate ideas for patches.
- Include an introduction to the creative process, before students start working on the VARK patches.
- Bring in images to try to 'inspire' students with ideas for the presentation and the theme of their patch.
- Allow students to agree the boundaries, such as size of visual patch, maximum number of words allowed for a visual patch (within the formal word equivalence).
- Introduce students to the equipment they might need to use, to break down the ICT barriers early on.
- Offer tutorials upon request, to allow students to explore initial ideas with a tutor.
- Get students to give each other feedback on their drafts, using the VLE, based on photos of their patches.
- Spend sufficient time exploring the creative process, and the 'ups and downs' that go with it.
- Provide opportunities for students to discuss the content and key themes they may wish to portray BEFORE considering *how* they might portray them.
- Review the assessment criteria carefully, and spend time exploring with students how they might meet the 'analysis' and 'evaluation' methods without words, linking this to what they wish to portray
- Do not offer 'exemplars' as this might stifle creativity. Instead offer more time to discuss key messages and how they might be portrayed.

### Next steps

We will continue to evaluate the other patches, and then evaluate, with our students, the effectiveness of the patches in meeting our wider outcomes. We will also ask students for a detailed evaluation at the end of the module, of the process of creating the VARK patchwork, and to identify whether or not there could be more choice in the models of

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patches allocated to each 'subject' area (literacy, ESOL and numeracy). The creation of a group patch makes this difficult, but students may identify alternative solutions.

Ultimately we will ask students, and also use the final patchwork assessment and moderation process, to identify how well this method of assessment allows learners to meet the intended learning outcomes of the module. Our external examiner's feedback will be particularly useful in this aspect of our evaluation.

## Appendix 1 Introduction to the Widening Professional Development module

This mandatory module at HE Level 2 (NQF Level 5) is a ‘long’ module, delivered across semesters 1 and 2 in the second year of the DTLLS pathways. You will study this module alongside the module ‘Curriculum Development for Inclusive Practice’.

Application of reflective practice underpins the learning in this module, and you will be required to re-visit your analysis of the role of the teacher, re-consider what is meant by professionalism, consider your responsibilities and accountability, and review core values for teachers in the lifelong learning sector. During the module you will be required to self-assess your own strengths and development needs in relation to the minimum core (i.e. Literacy, Language, Numeracy and ICT), and to plan and action further development of these, using your Professional Development Plan (PDP) and Continuing Professional Development (CPD) log. The module will also enable you to understand and apply principles of evaluation, quality assurance and quality improvement leading to the evaluation and improvement of your own wider professional practice, within the context of your setting (e.g. adult community learning). You will become more aware of how your own evaluation and improvements to your practice contribute to the wider Quality Assurance (QA) and Quality Improvement (QI) processes, at organisation and national levels.

A range of learning and teaching strategies will be used. These will include pre- and post-session reading, group discussion, group activities, presentations by tutors and learners, self- and peer-assessment and feedback, self-directed reading and activities, and tutorials. Modes of study will include face-to-face and online (using WebCT, our Virtual Learning Environment).

### Intended Learning Outcomes for ‘Widening Professional Development’ module

On successful completion of this module you will be able to:

<p><b>Knowledge and understanding</b></p>	<ol style="list-style-type: none"> <li>1. Analyse the role of the teacher and the concept of professionalism in the lifelong learning sector.</li> <li>2. Evaluate own role and responsibilities with reference to area of specialism and as part of a team.</li> <li>3. Explain how theories and principles of reflective practice can be applied to own development.</li> <li>4. Explain how a range of Quality Assurance and Quality Improvement principles and processes can be applied to your area of practice.</li> </ol>
<p><b>Intellectual, practical, affective and transferable skills</b></p>	<ol style="list-style-type: none"> <li>5. Identify, action and evaluate own personal development needs.</li> <li>6. Evaluate the validity and reliability of data collected and the effectiveness of the methods/instruments used with reference to own learner(s).</li> </ol>



**Appendix 2: Scheme of Work for the Widening Professional Development module**

**Scheme of Work: Widening Professional Practice      Semester 1      September 2009 – December 2009**

<b>Wk/ Date</b>	<b>Aims of session (For you to...)</b>	<b>Links to LOs and patch</b>	<b>Pre-session reading and/or activities (See reading list – Section 8 – for full references to reading texts</b>	<b>Outline Content</b>	<b>Further Reading/Activities <i>Assignment Plan</i></b>
<b>1</b> 25/09/09 ATTEND afternoon	Familiarise yourself with the module and module assignments (a patchwork text)	All	<p>1. Read: Module Guide (WPD) and plan own timetable for reading and assignments.</p> <p>2. Read: Brand, D., Durose, M., Walker, S., Fryatt, S., Baron, S., 2008, 'Patchwork Texts' in <i>Mathematics Teaching</i> [online], <b>November 2008</b> (211), pp.22-25. Available at: <a href="http://libweb.anglia.ac.uk">http://libweb.anglia.ac.uk</a> [accessed 8-9-09]</p> <p>3. Read: Winter, R., 2003, 'Contextualising the patchwork text: addressing problems of coursework assessment in higher education' <i>Innovations in Education and Teaching International, Special Issue</i>, [online]. <b>40</b> (2), pp.112-122. Available at: <a href="http://libweb.anglia.ac.uk">http://libweb.anglia.ac.uk</a> [accessed 8-9-09]</p>	Module Guide activity Patchwork texts activity (Agree model of ref. prac. for next session)	Follow up VLE activity re: patchwork texts
<b>2</b> 02/10/09 ATTEND afternoon	Consider how you will apply models of reflective practice to your development	LO3  Patch 1, 5	<p>1. Online activity. Go to: <a href="http://kevan.org/johari">http://kevan.org/johari</a> Create your own Johari window online, by starting it yourself and asking friends, colleagues, and others to contribute to it.</p>	Individual activity on reflective practice model. Johari window activity in assignment groups.	Luft, J. and Ingham, H., 1955 Luft, J. & Ingham, H., 1984

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Wk/ Date	Aims of session (For you to...)	Links to LOs and patch	Pre-session reading and/or activities (See reading list – Section 8 – for full references to reading texts)	Outline Content	Further Reading/Activities <i>Assignment Plan</i>
			2. Reading – Johari Window: <a href="http://www.businessballs.com/johariwindowmodel.htm">http://www.businessballs.com/johariwindowmodel.htm</a> 3. Read: <i>Reflection</i> [online] at: <a href="http://staffcentral.brighton.ac.uk/clt/events/documents/Ramage%20Example%201.doc">http://staffcentral.brighton.ac.uk/clt/events/documents/Ramage%20Example%201.doc</a> 4. Review previous notes on reflective practice		Chapter 2 of: Rolfe, G. et al, 2001. <i>Critical reflection for nursing and the helping professions: a user's guide.</i>
<b>3</b> 09/10/09 ONLINE afternoon	Prepare for your self audit (Minimum Core skills)  Start a reflective log  Consider the impact of your skills on your learners	LO3 LO5  Patch 1, 5	1. Read: Scales, P., 2008 pp16-21 (Ch 1). 2. Create a reflective journal entry 3. Reading: Minimum Core PART B for personal skills (pp20-, 35-, 51-): <a href="http://www.lluk.org/documents/minimum_core_may_2007_3rd.pdf">http://www.lluk.org/documents/minimum_core_may_2007_3rd.pdf</a>	Use SWOT to identify priority area, then identify suitable self-audit tool.  Discuss the impact of your own LLN/ICT skills (or development needs) on yourself, and on your learners and others.	Update PDP with results of self-audit. Start/ review your reflective journal.  Read: Chapter 3 of: Rolfe, G. et al, 2001. <i>Critical reflection for nursing and the helping professions: a user's guide.</i>
<b>4</b> 16/10/09 ATTEND afternoon	Develop clear development targets and meaningful Personal Development Plans  Record appropriate CPD	LO5  Patch 1	1. Read: Institute for Learning, 2009 <i>Guidelines for your continuing professional development (CPD)</i> . Available at: <a href="http://www.ifl.ac.uk/__data/assets/pdf_file/0011/5501/J11734-IfL-CPD-Guidelines-08.09-web-v3.pdf">http://www.ifl.ac.uk/__data/assets/pdf_file/0011/5501/J11734-IfL-CPD-Guidelines-08.09-web-v3.pdf</a> 2. <i>Bring PDP and CPD record(s) to session.</i>	Reviewing PDP goals Reviewing CPD Records	Develop existing PDP targets and plan to ensure clear and meaningful. Keep CPD log up-to-date.

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Wk/ Date	Aims of session (For you to...)	Links to LOs and patch	Pre-session reading and/or activities (See reading list – Section 8 – for full references to reading texts)	Outline Content	Further Reading/Activities <i>Assignment Plan</i>
<b>5</b> 23/10/09 SELF DIRECTED afternoon	Develop Patch 1	LO5 Patch 1	Self-directed	Work on Patch 1	<i>Post Reflective Journal extract on WebCT, by 12:30 on 30/10/09.</i>
<b>6</b> 30/10/09 SELF DIRECTED afternoon	Give feedback to peers on Patch 1	LO5 Patch 1	Post-reflective Journal extract on WebCT, by 12:30 on 30/10/09.	Submit feedback on Reflective Journal extracts to peers (via WebCT).	Review peer feedback.
<b>7</b> 06/11/09 ATTEND afternoon	Consider the impact of your values and beliefs on learners and others  Consider your responsibilities as a professional	LO1  Patch 2	1. LLUK Professional Standards <a href="http://www.lluk.org/documents/professional_standards_for_itts_020107.pdf">http://www.lluk.org/documents/professional_standards_for_itts_020107.pdf</a> 2. Research own organisation's Code of Conduct / Code of Practice for tutors 3. Robson, J., 2006, <i>Teacher Professionalism in Further and Higher Education: Challenges to culture and practice</i> . London and New York: Routledge: Chapter 1: Meanings of Professionalism	Professionalism & Codes of Conduct	Activity: Review the Role of the Teacher Reading: Scales, P., 2008 <i>Teaching in the Lifelong Learning Sector</i> – Chapter 12: Synthesis and evaluation.
<b>8</b> 13/11/09 ATTEND afternoon	Consider and share ideas you may have for patch 2	LO1 Patch 2	1. Petty, G., 2004, <i>Teaching Today</i> . Chapter 7: The teacher-learner relationship and equal opportunities.	Respecting diversity in practice <b>The creative process, and ideas for patch 2.</b>	
<b>9</b> 20/11/09 ATTEND afternoon	Compare different teaching roles and contexts Consider own responsibilities and links with others	LO1 LO2  Patch 2, 3	1. Reading: Communities of Practice <a href="http://www.ewenger.com/theory/">http://www.ewenger.com/theory/</a> <a href="http://www.infed.org/biblio/communities_of_practice.htm">http://www.infed.org/biblio/communities_of_practice.htm</a> 2. Review own job description (for roles and responsibilities).	Teaching communities of practice.	Further reading: Wenger, E. et al, 2002, <i>Cultivating Communities of Practice</i> .

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<b>Wk/ Date</b>	<b>Aims of session (For you to...)</b>	<b>Links to LOs and patch</b>	<b>Pre-session reading and/or activities</b> <i>(See reading list – Section 8 – for full references to reading texts)</i>	<b>Outline Content</b>	<b>Further Reading/Activities</b> <i>Assignment Plan</i>
<b>10</b> 27/11/09 ATTEND afternoon: Room SAW209	Further develop ideas for patch 2 Record appropriate CPD on REfLECT	LO1 Patch 2	Develop own patch / ideas	IfL Reflect tool (Judith Roberts) Digital Images – equipment available (Media support)	Start to use Reflect tool to record CPD.
<b>11</b> 4/12/09 SELF DIRECTED afternoon	Develop patch 2	LO1 Patch 2	Self-directed	Develop patch 2 Prepare summary of allocated regulatory body.	
<b>12</b> 11/12/09 ATTEND afternoon	Consider your professional accountability and responsibilities	LO2 LO1 Patch 3	Regulatory bodies – research (TBA)	Regulatory bodies, such as LSC, Ofsted, Depts (CSF, BIS). <b>Mid-module evaluation.</b> Arrangements for 15/1.	<i>Work on patch 2 over Christmas Break, if needed.</i>
	<i>Christmas Break</i>				



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Scheme of Work: Widening Professional Practice

Semester 2

January 2010 – May 2010

Date	Aims of session (For you to...)	Links to LOs and patch	Pre-session reading and/or activities (See reading list – Section 8 – for full references to reading texts)	Outline Content	Further Reading/Activities <i>Assignment Plan</i>
<b>0</b> 15/01/10	Receive feedback from your peers on patch 2	LO1	Complete patch 2.	Share patch 2 with peers for feedback, either face to face, or online.	<i>Submit patch 2 for peer and tutor feedback on 15/1. Reflect on feedback received.</i>
<b>1</b> 29/01/10 ONLINE	Consider your professional accountability and responsibilities	LO2 LO1 Patch 3	1. Research own organisation's policies on H&S, E&D, Disabilities/ Inclusion 2. Collect copy of college SAR, for wk 3	Statutory responsibilities Group activity: translating statutory responsibilities into teaching practice.	Statutes
<b>2</b> 05/02/10 ATTEND	Understand what is required for Patch 3 (Group patch)	LO2 LO1 Patch 3	Ideas for Patch 3 (Group patch)	Share 'real' patch 2 with peers Identify gains and lessons learned from patch 2 Planning Patch 3 (Group patch)	
<b>3</b> 12/02/10 ATTEND	Gain a fuller understanding of the quality processes within your setting	LO4  Patch 4	Review Evaluation vs Assessment Review own org/dept self-assessment (Ofsted)	Continuous Improvement: evaluation, QA and QI Ofsted process of self-assessment	Ofsted reports
<b>4</b> 19/02/10 ATTEND	Consider how you can contribute to the wider quality processes	LO6  Patch 4	Review methods you use to evaluate your own practice. Validity and reliability in evaluation	Share methods you use to evaluate your own practice. Discuss how you contribute to wider quality processes. Consider validity and reliability in data analysis.	

## Skills for Life Support Programme

<b>Date</b>	<b>Aims of session (For you to...)</b>	<b>Links to LOs and patch</b>	<b>Pre-session reading and/or activities (See reading list – Section 8 – for full references to reading texts)</b>	<b>Outline Content</b>	<b>Further Reading/Activities <i>Assignment Plan</i></b>
<b>5</b> 26/02/10 ATTEND	Develop Patch 3 (Group patch)	LO2 LO1 Patch 3	Self/Group-directed	Develop Patch 3 (Group patch)	
<b>6</b> 05/03/10 ATTEND	Develop Patch 3 (Group patch)	LO2 LO1 Patch 3	Self/Group-directed	Develop Patch 3 (Group patch)	
<b>7</b> 12/03/10 ATTEND/ SELF DIRECTED	Develop Patch 3 (Group patch)	LO2 LO1 Patch 3	Self/Group-directed	Develop Patch 3 (Group patch)	
<b>8</b> 19/03/10 ATTEND/ SELF DIRECTED	Develop Patch 3 (Group patch)	LO2 LO1 Patch 3	Self/Group-directed	Develop Patch 3 (Group patch)	
<b>9</b> 26/03/10 ATTEND	Understand what is required for Patch 4 and Patch 5	LO4 LO6 Patch 4 LO3 Patch 5	Ideas for Patch 4 and Patch 5	Developing Patches 4 and 5	<i>Submit Patch 3 for peer/tutor feedback.</i>
<i>Easter Break</i>					<i>Submit Patch 4 for peer feedback on Thu 15/4/10.</i>
<b>10</b> 23/04/10 SELF DIRECTED	Develop Patch 5	LO3 Patch 5	Self-directed	Develop Patch 5	

## Skills for Life Support Programme

<b>Date</b>	<b>Aims of session (For you to...)</b>	<b>Links to LOs and patch</b>	<b>Pre-session reading and/or activities</b> <i>(See reading list – Section 8 – for full references to reading texts)</i>	<b>Outline Content</b>	<b>Further Reading/Activities</b> <i>Assignment Plan</i>
<b>11</b> 30/04/10 SELF DIRECTED	Develop Patch 5	LO3 Patch 5	Self-directed	Develop Patch 5 <i>TUTORIALS AVAILABLE</i>	<i>Submit Patch 5 for peer feedback.</i>
<b>12</b> 07/05/10 ATTEND	Evaluate the module and its assessment method	LO3 Patch 5	TBA	Module Evaluation	<i>Complete final update for Patch 1.</i>

### Appendix 3

#### Assessment criteria for patch 2

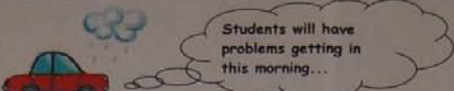


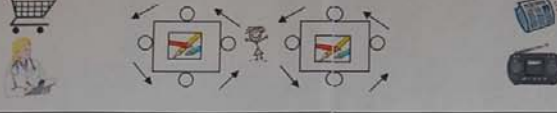
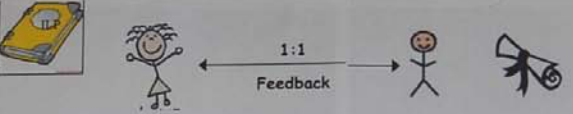





<b>Assessment Task and Intended Learning Outcomes</b>	
<p><b>Patch 2:</b> (Visual) Professionalism patch</p> <p><b>LO1:</b> Analyse the role of the teacher and the concept of professionalism in the lifelong learning sector.</p> <p><b>LO2:</b> Evaluate own role and responsibilities with reference to area of specialism and as part of a team.</p>	
<i>Have the following areas been met?</i>	<i>If so, how? (Give example) If not, what suggestions would you make for improving this aspect?</i>
The patch is creative and visual in its design.	
References and bibliography have been included, either as part of the visual patch, or as an addendum, which reflect the reading sources and ideas drawn upon. These follow the ARU guidelines on Harvard referencing.	
Clearly <b>analyses</b> the roles and responsibilities of the professional teacher in the lifelong learning sector.	
Clearly depicts the active <b>promotion</b> of equality, diversity and inclusive learning.	
Shows the <b>impact</b> of own beliefs and values on learners and others in the wider team.	

## Appendix 4: Examples of students' draft patch 2s and feedback

Below I have attempted to describe key themes/ approaches to the draft patches, to give an overall feel for the variety of the patches submitted. Following this there are examples of two patches, along with the feedback, given in order of: photo of patch, peer feedback, tutor feedback – for each student.

- A comprehensive patch, based on an **ordnance survey map** (specifically commissioned) showing the route between work and university (where studying the DTLLS), and the cycle between theory and practice and reflection. At points along the cycle/ journey are sets of cards with photos on and notes on the back. These cards seek to portray the key messages of the patch. They continue to draw on the metaphor of a learning journey, using ideas such as a 'Tom Tom' to plan the learner's route.
- A **house and garden**, with the tutor and learners inside, and the external factors, such as regulatory bodies, statutes, standards, etc. outside. Links are made between different aspects of the patch using lines and arrows to identify links and impact.
- A **collage**, using a tree as the analogy, with the tutor forming the trunk of the tree, and personal strengths and values forming the roots of the tree. Around the trunk are various 'external' factors affecting the tutor's professionalism, and in the branches and leaves are the learners and the learning environment.
- A comprehensive patch which shows the **teacher starting on a learning journey**, setting out with a passport (stamped with the more bureaucratic/ external elements of teaching), and luggage containing a minimal teacher's toolkit. On the way are signposts such as knowledge, autonomy, responsibility, reflection and values, with powerful use of images to portray aspects relevant to these. At the end the luggage is somewhat fuller.
- A **journey in a hot air balloon**, where the fabric of the balloon is made from the organisations and teams which support the journey, and the basket includes images which portray internal values and beliefs. The sky is made up of images of successful and happy learners, and the aspects to avoid, or leave behind (such as fear, failure) form the ground.
- A **tutor forms the central image of this patch**, with values imprinted near the heart, external influences forming the ground the tutor walks on, and the tutor is carrying large bags, which portray images depicting key themes. Thought bubbles contain further messages, and images of learners are contained in clouds in the sky, and on the sun.
- A **board game** with points gained for activities which can be considered to promote professionalism, both in terms of professional development and in terms of developing teaching practice. The underlying themes are CPD and experience in this patch. 'Opportunity' cards incorporate further ideas.

## A Day in the Life of an ESOL Tutor

8:00		Respect Care Relate
8:30		Prepare Safety Access
9:15		Lead Autonomy
9:30		Challenge Participate Interest Fairness
11:00		Trust Support Integrity
11:30		Reflect Practice Disclosure
13:00		Plan Standards Clarity Order
15:00		Communities of Practice Professional Knowledge
16:00		Regulatory Bodies Curriculum Team CPD
22:00		Responsibility Confidence

## Skills for Life Support Programme

*Widening Professional Development - DTLLS*  
Student ID: 0816545 – 2009-2010

### **Patch 2**

#### **Bibliography**

The Code of Professional Practice, Institute for Learning  
Available at: <http://www.ifl.ac.uk>

#### **Hay McBer (2000) Research into Teacher Effectiveness in**

Scales, P. 2008, Teaching in the Lifelong Learning Sector. Maidenhead and New York: McGraw-Hill Education.

Robson, J. 2006, Teacher Professionalism in Further & Higher Education: Challenges to Culture and Practice. London and New York: Routledge.

Rolfe G., D. Freshwater, M. Jasper 2001. Critical Reflection for Nursing and the Helping Professions: a user's guide. Basingstoke: Palgrave MacMillan

Wenger, E., 1998, Communities of Practice: learning, meaning and identity. Cambridge: Cambridge University Press.

Student name (of work being assessed): *Paula*

Feedback from (student name): *Karen*

**Assessment Task and Intended Learning Outcomes**

**Patch 2:**

(Visual) Professionalism patch

**LO1:** Analyse the role of the teacher and the concept of professionalism in the lifelong learning sector.

**LO2:** Evaluate own role and responsibilities with reference to area of specialism and as part of a team.

<i>Have the following areas been met?</i>	<i>If so, how? (Give example) If not, what suggestions would you make for improving this aspect?</i>
The patch is creative and visual in its design.	A very visual and attractive storyboard. You have used the images really effectively to support the key words. It is clear to interpret your messages from these pictures.
References and bibliography have been included, either as part of the visual patch, or as an addendum, which reflect the reading sources and ideas drawn upon. These follow the ARU guidelines on Harvard referencing.	These have been included as an addendum and follow the ARU guidelines.
Clearly <b>analyses</b> the roles and responsibilities of the professional teacher in the lifelong learning sector.	Each snapshot of time analyses the many and varied roles from 'thinking time' in the car, preparation, planning for inclusive learning, post-session reflection and...
Clearly depicts the active <b>promotion</b> of equality, diversity and inclusive learning.	You have shown that you consider equality (8.30) and include diverse interests (9.30). It may be useful to show that you promote the inclusion of learning styles .
Shows the <b>impact</b> of own beliefs and values on learners and others in the wider team.	The impact of your beliefs on learners is shown with a 'smiley' face on the learner and a certificate as a tangible reward. Your involvement with the wider team is clearly depicted but the impact not so obvious. Perhaps the use of Ofsted wording/grading or a tick in the box may be all it needs.



Student name (of work being assessed): *Paula*

Feedback from (student name): *Tamilla*

**Assessment Task and Intended Learning Outcomes**

**Patch 2:**

(Visual) Professionalism patch

**LO1:** Analyse the role of the teacher and the concept of professionalism in the lifelong learning sector.

**LO2:** Evaluate own role and responsibilities with reference to area of specialism and as part of a team.

<i>Have the following areas been met?</i>	<i>If so, how? (Give example) If not, what suggestions would you make for improving this aspect?</i>
The patch is creative and visual in its design.	Yes, it is creative and visual, Paula used a lot of colour, pictures and symbols.
References and bibliography have been included, either as part of the visual patch, or as an addendum, which reflect the reading sources and ideas drawn upon. These follow the ARU guidelines on Harvard referencing.	Yes, references and bibliography are included as an addendum and correct Harvard referencing was used. Paula also used colour-coding to match the key words in her poster.
Clearly <b>analyses</b> the roles and responsibilities of the professional teacher in the lifelong learning sector.	Yes, it is clear through the key words and the pictures used.
Clearly depicts the active <b>promotion</b> of equality, diversity and inclusive learning.	Yes, it is clear and images in the poster support the ideas.
Shows the <b>impact</b> of own beliefs and values on learners and others in the wider team.	Yes, it is a large part of her presentation. The poster describes a day in the life of an ESOL tutor and it starts and finishes with the key words on her beliefs and values.

Student name (of work being assessed): *Paula*

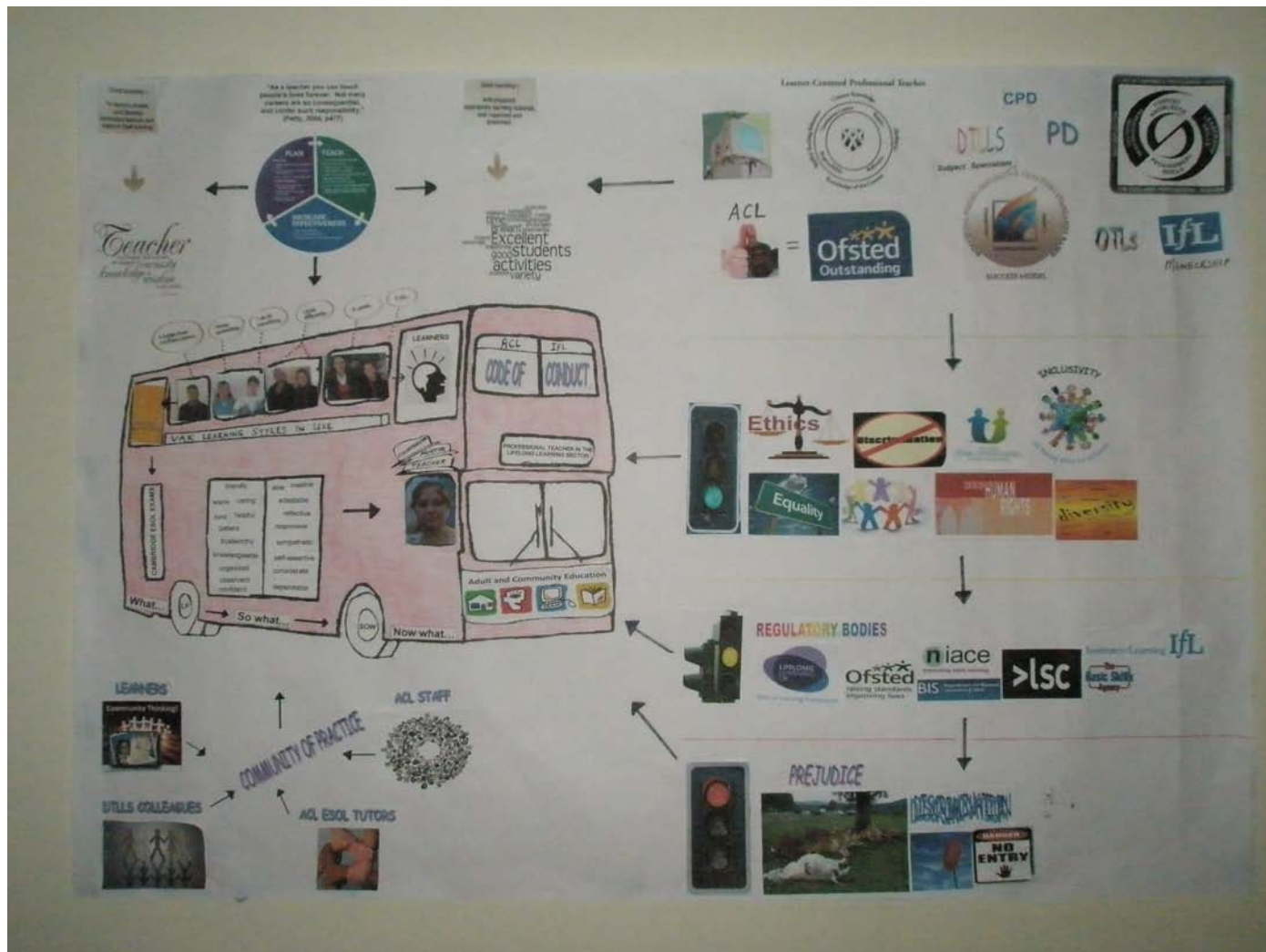
Feedback from: *Carolyn Brooks*

<b>Assessment Task and Intended Learning Outcomes</b>	
<p><b>Patch 2:</b> (Visual) Professionalism patch</p> <p><b>LO1:</b> Analyse the role of the teacher and the concept of professionalism in the lifelong learning sector. <b>LO2:</b> Evaluate own role and responsibilities with reference to area of specialism and as part of a team.</p>	
<i>Have the following areas been met?</i>	<i>If so, how? (Give example) If not, what suggestions would you make for improving this aspect?</i>
The patch is creative and visual in its design.	<p>Your patch is very creative and visual in its design. It is also very clear, both in the images you use and in its layout. I think it is fantastic, and it clearly demonstrates your creative skills.</p> <p>The idea you use of a timetabled day in a diary is a very effective one. You clearly depict how you consider your learners and their lives from the very beginning of your day, and this helps identify some of your underlying values. You show the importance of spending time preparing the learning room and resources, to ensure that all learners have equal access to learning, and how to help ensure the lesson starts positively, with a clear indication of what learners might be doing. You identify that you have autonomy in the objectives you set. The main part of your lesson looks interesting with a clear variety of activities covering a range of learning styles. Your seating plan suggests collaborative, small group work which you monitor closely. You also identify some of the aspects you aim to provide such as challenge and fairness. At 11 o'clock you show the use of the ILP to reflect with learners on their progress towards their targets and goals, and you identify appropriate underlying conditions. Following the session you show how you reflect on the session and on your practice. One o'clock depicts some of the tools you use to plan the next session although I was surprised to see no learners represented here (perhaps in your thoughts), as your main session clearly shows you have given them considerable thought at the planning stage. You go on to portray how you consult and support work colleagues and others to develop professional knowledge, which is added to by team briefings and meetings identifying external influences and opportunities for further practice development. At the end I can see learners and possibly teachers with confidence in their skills and abilities.</p>

## Skills for Life Support Programme

	<p>The use of images such as feedback at 11:00, work colleagues and conversations at 15:00 and team meetings at 16:00 are effective in showing some of the relationships and influences in your visual patch, and the words you use in the last column help clarify aspects of meaning behind your visual images.</p>
<p>References and bibliography included, which follow the ARU guidelines on Harvard referencing.</p>	<p>Remember to present the book titles in your reference list in italics. Otherwise your bibliography is accurately presented.</p>
<p>Clearly <b>analyses</b> the roles and responsibilities of in the lifelong learning sector.</p>	<p>As identified above, with the use of visual images and key words you portray well the many roles and responsibilities you have as a professional Skills for Life teacher.</p>
<p>Clearly depicts the active <b>promotion</b> of equality, diversity and inclusive learning.</p>	<p>Key words help depicts the values and beliefs that you hold which inform your actions and thoughts. You clearly show the consideration of equal access to learning (8:30) by considering access and a range of resources that support diverse learning needs and which provide variety. You also show a good range of resources used in the class, and small groups / seating suggests a collaborative, inclusive learning environment in the class.</p>
<p>Shows the <b>impact</b> of own beliefs and values on learners and others in the wider team.</p>	<p>11:00 displays the impact of your ways of working on your learners, in terms of supporting them to achieve their goals by giving them 1:1 feedback and engendering trust in your relationships with them. It is also shown in other aspects of your day, through key words that support your pictures and give a clear vision of your underlying values and beliefs. You also show how you have impact on others, e.g. in team meetings and informal discussions, by sharing professional knowledge, ideas and information (which inevitably are underpinned by your own values and beliefs).</p>

# Skills for Life Support Programme



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### **DTLLS – Widening Professional Development**

Academic Year: 2009/10

#### **Patch 2 – Bibliography**

**Hay McBer** 2000, *Research into Teacher Effectiveness: A Model of Teacher Effectiveness*. London: DfEE

**Petty, G.**, 2004, *Teaching Today*. Cheltenham: Nelson Thornes.

**Robson, J.**, 2006, *Teacher Professionalism in further and Higher Education: Challenges to culture and practice*. London and New York: Routledge

**Wallace, S.**, 2005, *Teaching & Supporting Learning in further education*. Exeter: Learning Matters

**Rolfe, G. et al**, 2001, *Critical reflection for nursing and the helping professions: a user's guide*. Basingstoke: Palgrave MacMillan

**Scales, P.**, 2008, *Teaching in the Lifelong Learning in Further Education*. Exeter: Learning Matters

**Wenger, E.**, 1998, *Communities of practice: learning, meaning and identity*. Cambridge: Cambridge University Press.

**LLUK** Professional Standards

[http://www.lluk.org/documents/professional standards for itts 020107.pdf](http://www.lluk.org/documents/professional_standards_for_itts_020107.pdf)

**Institute for Learning**, 2009, Guidelines for your continuing professional development (CPD). [http://www.ifl.ac.uk/ data/assets/pdf file/0011/5501/J11734-ifl-CPD-Guidelines-08.09-web-v3.pdf](http://www.ifl.ac.uk/data/assets/pdf_file/0011/5501/J11734-ifl-CPD-Guidelines-08.09-web-v3.pdf)

**Google images**

Student name (of work being assessed): *Charan*

Feedback from (student name): *Paula*

<b>Assessment Task and Intended Learning Outcomes</b>	
<p><b>Patch 2:</b> (Visual) Professionalism patch</p> <p><b>LO1:</b> Analyse the role of the teacher and the concept of professionalism in the lifelong learning sector.</p> <p><b>LO2:</b> Evaluate own role and responsibilities with reference to area of specialism and as part of a team.</p>	
<i>Have the following areas been met?</i>	<i>If so, how? (Give example) If not, what suggestions would you make for improving this aspect?</i>
The patch is creative and visual in its design.	You have used the analogy of a journey made with your students to show both your and their development on the way. The big red bus suggests a fun and exciting journey – you are all in it together! You have made good use of other relevant imagery such as traffic lights. Perhaps you could develop this further by presenting the influences at the top like street signs (I think I saw this idea on Kathryn’s patch.)
References and bibliography included, which follow the ARU guidelines on Harvard referencing.	The references and bibliography are included as a separate document and seem to be as ARU require. Should they not also be in alphabetical order?
Clearly <b>analyses</b> the roles and responsibilities of the professional teacher in the lifelong learning sector.	You have incorporated a whole host of roles and responsibilities that you have as a teacher on the side of the bus and shown the special qualities that you have to undertake these.
Clearly depicts the active <b>promotion</b> of equality, diversity and inclusive learning.	The importance you attach to your values is evident from the way you have cleverly linked them to the green traffic light (whereas the regulatory stuff is only on amber, indicating that you attach less importance to this!). Also, you are quite clearly against any form of prejudice or discrimination, as can be seen from their position against red. One small point: would it not be an idea to have the red at the top and green at the bottom, to reflect an actual traffic light?
Shows the <b>impact</b> of own beliefs and values on learners and others in the wider team.	The impact on learners is evident from their positive statements. They seem to be enjoying the ride and why wouldn’t they with you at the steering wheel?!!!

Student name (of work being assessed): *Charan*

Feedback from (student name): *Heidi*

<b>Assessment Task and Intended Learning Outcomes</b>	
<p><b>Patch 2:</b> (Visual) Professionalism patch</p> <p><b>LO1:</b> Analyse the role of the teacher and the concept of professionalism in the lifelong learning sector.</p> <p><b>LO2:</b> Evaluate own role and responsibilities with reference to area of specialism and as part of a team.</p>	
<i>Have the following areas been met?</i>	<i>If so, how? (Give example) If not, what suggestions would you make for improving this aspect?</i>
The patch is creative and visual in its design.	This is a very creative and visual patch that effectively uses images and logos to illustrate a journey.
References and bibliography have been included, either as part of the visual patch, or as an addendum, which reflect the reading sources and ideas drawn upon. These follow the ARU guidelines on Harvard referencing.	Yes. These are included as an addendum and follow ARU guidelines.
Clearly <b>analyses</b> the roles and responsibilities of the professional teacher in the lifelong learning sector.	A lot of information about the role and responsibilities of a teacher has been imaginatively included like the teacher's different hats and the reflective thinking on the bus. This is then analysed through the use of arrows and traffic lights to demonstrate importance and relationships.
Clearly depicts the active <b>promotion</b> of equality, diversity and inclusive learning.	This is clearly shown in the red and green traffic lights.
Shows the <b>impact</b> of own beliefs and values on learners and others in the wider team.	The learning journey is illustrated through the use of a bus. Students are shown to achieve through learning and the impact you have on others is shown through the inclusion of communities of practice.

Student name (of work being assessed): *Charan*

Feedback from: *Carolyn Brooks*

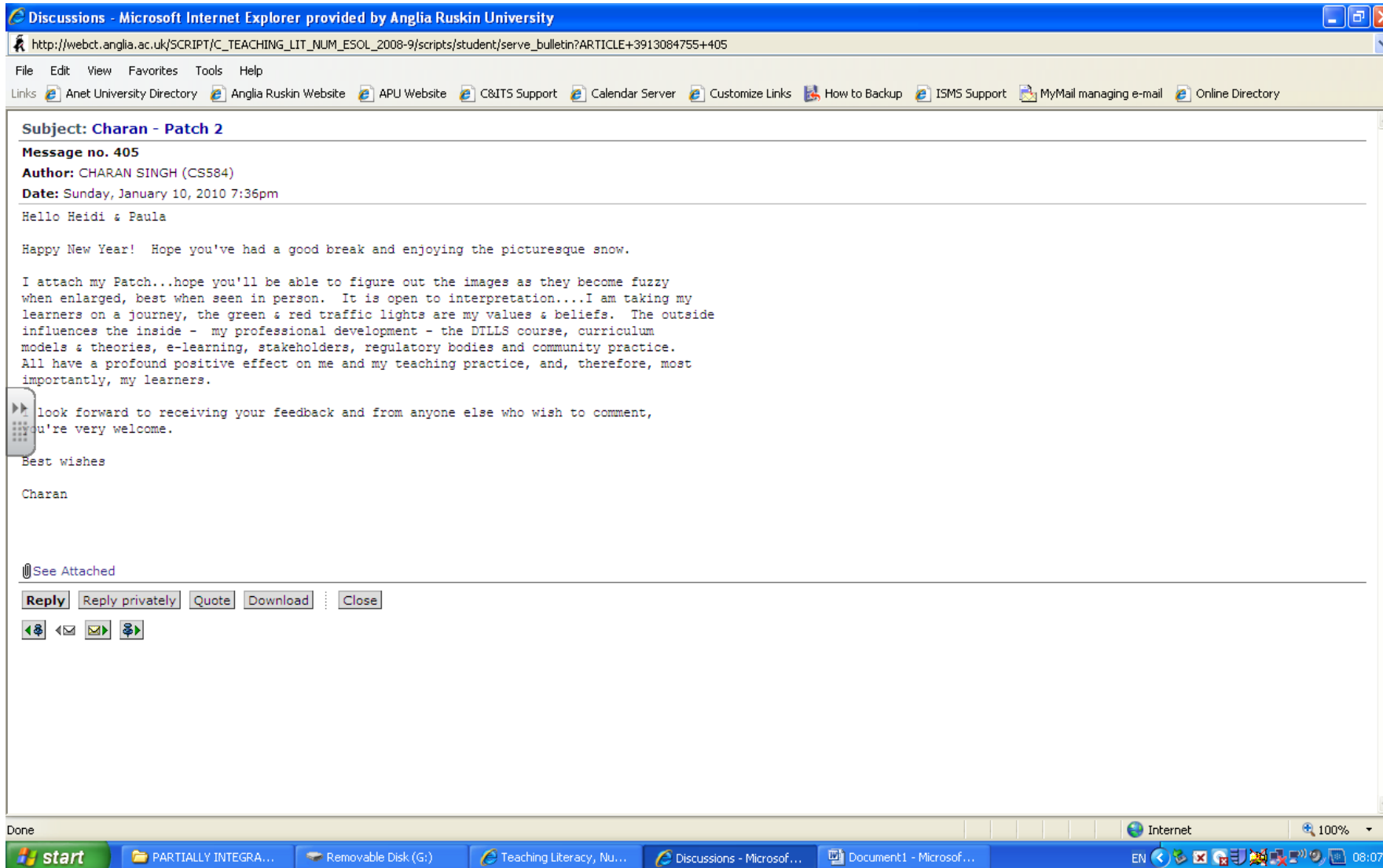
<b>Assessment Task and Intended Learning Outcomes</b>	
<p><b>Patch 2:</b> (Visual) Professionalism patch</p> <p><b>LO1:</b> Analyse the role of the teacher and the concept of professionalism in the lifelong learning sector.</p> <p><b>LO2:</b> Evaluate own role and responsibilities with reference to area of specialism and as part of a team.</p>	
<i>Have the following areas been met?</i>	<i>If so, how? (Give example) If not, what suggestions would you make for improving this aspect?</i>
<p>The patch is creative and visual in its design.</p>	<p>Your patch is extremely creative and visual in its design. I think it is amazing, and it clearly demonstrates your creative skills. The analogy you use of a bus taking learners on a journey is a very effective one. You place yourself near the driving seat but in the main area of the bus along with your learners and your hats shows the many roles you play. The Johari windows explain some of the skills and traits you bring with you to your role. You show how you take account of learners' different goals and learning styles along with the core curriculum and exam bodies within the learning that takes place. You also show how you use reflective practice to adapt your sessions and schemes of work, and that the codes of conduct inform your practice.</p> <p>Outside the bus you clearly depict the many influences on you as a professional teacher. You show us what you consider a good teacher to be, and the many sources which contribute to your professional development including your communities of practice.</p> <p>We discussed the traffic lights and I agree with Paula that some kind of label would ensure others are clear about what each of these represents. The values you hold are very clear (green traffic light) as are the beliefs you would challenge (red traffic light). The meaning of the amber light, which reflects many of the external agencies which influence you and your learners, is less clear.</p> <p>The use of arrows to show relationships and influences is also very effective in your visual patch as it enables you to depict a deeper understanding of professionalism, what it means, is and how it affects and is affected by various organisations and people.</p>



## Skills for Life Support Programme

References and bibliography have been included, which follow the ARU guidelines on Harvard referencing.	Strictly, Petty should be shown as part of a reference list, as you have used a direct quote which you have cited in your patch. Also remember to present your reference list and bibliography in alphabetical order. You should give more details on the LO of the UK professional standards to which you are referring, i.e. the name of the document and its date, before you give the online address. Otherwise your bibliography is accurately presented.
Clearly <b>analyses</b> the roles and responsibilities of in the lifelong learning sector.	As identified above, you portray the roles and responsibilities you have on the bus and learners goals help explain why you need these.
Clearly depicts the active <b>promotion</b> of equality, diversity and inclusive learning.	The green traffic light clearly depicts the values and beliefs that you hold which impact on the learning journey. The red traffic light also suggests behaviours which you ensure are not tolerated within your learners' journeys.
Shows the <b>impact</b> of own beliefs and values on learners and others in the wider team.	Your use of arrows, along with the results of learning by your learners (thought bubbles) display the impact of your own beliefs and values on learners and their outcomes.

## Charan's patch – online discussion and feedback (informal)



The screenshot shows a Microsoft Internet Explorer browser window titled "Discussions - Microsoft Internet Explorer provided by Anglia Ruskin University". The address bar shows the URL: [http://webct.anglia.ac.uk/SCRIPT/C\\_TEACHING\\_LIT\\_NUM\\_ESOL\\_2008-9/scripts/student/serve\\_bulletin?ARTICLE+3913084755+405](http://webct.anglia.ac.uk/SCRIPT/C_TEACHING_LIT_NUM_ESOL_2008-9/scripts/student/serve_bulletin?ARTICLE+3913084755+405). The browser's menu bar includes File, Edit, View, Favorites, Tools, and Help. A links bar contains various university resources like "Anet University Directory", "Anglia Ruskin Website", "APU Website", "C&ITS Support", "Calendar Server", "Customize Links", "How to Backup", "ISMS Support", "MyMail managing e-mail", and "Online Directory".

The main content area displays an email message with the following details:

- Subject:** Charan - Patch 2
- Message no.** 405
- Author:** CHARAN SINGH (CS584)
- Date:** Sunday, January 10, 2010 7:36pm

The body of the email contains the following text:

Hello Heidi & Paula

Happy New Year! Hope you've had a good break and enjoying the picturesque snow.

I attach my Patch...hope you'll be able to figure out the images as they become fuzzy when enlarged, best when seen in person. It is open to interpretation....I am taking my learners on a journey, the green & red traffic lights are my values & beliefs. The outside influences the inside - my professional development - the DTLLS course, curriculum models & theories, e-learning, stakeholders, regulatory bodies and community practice. All have a profound positive effect on me and my teaching practice, and, therefore, most importantly, my learners.

look forward to receiving your feedback and from anyone else who wish to comment, you're very welcome.

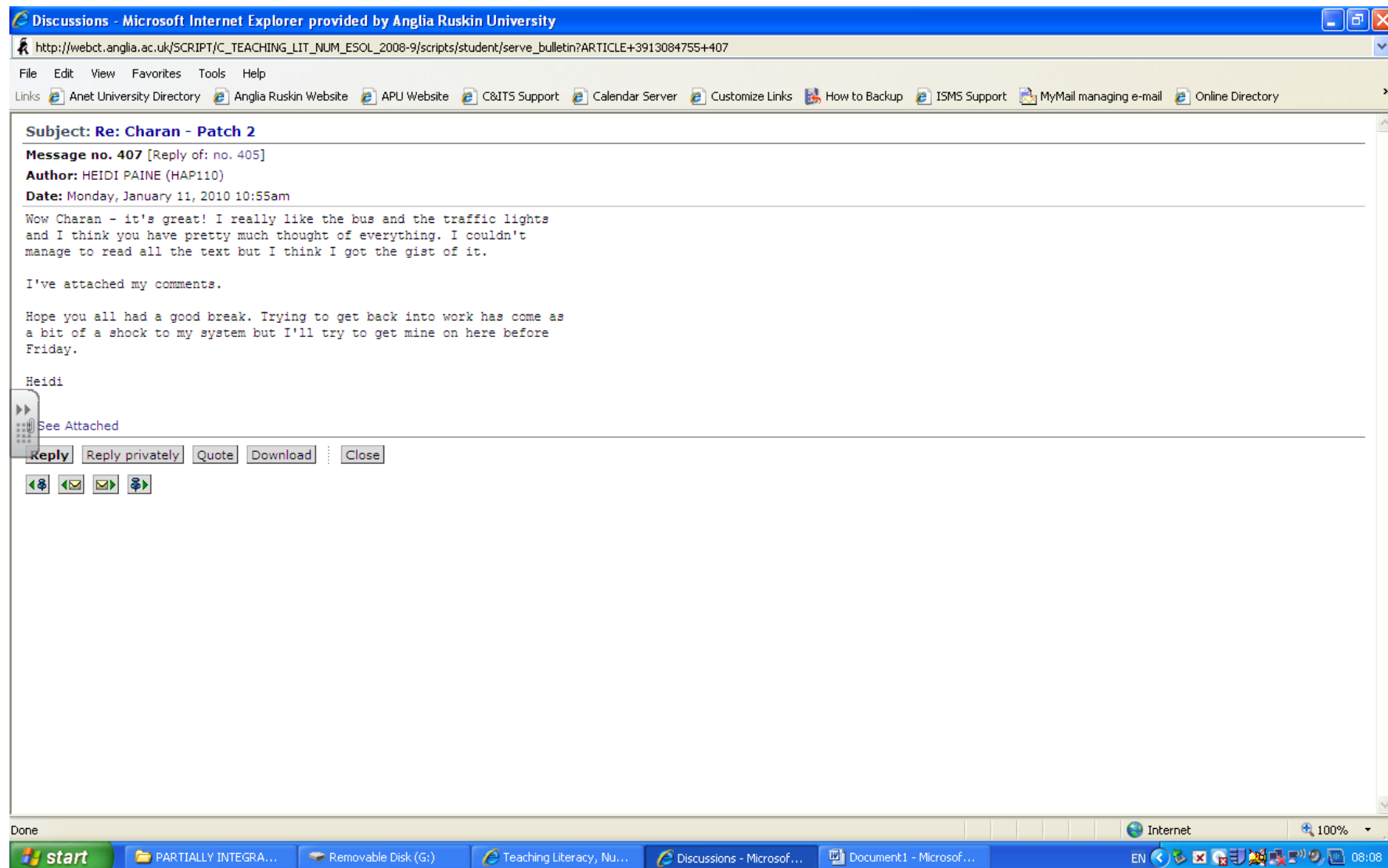
Best wishes

Charan

Below the email text, there is a "See Attached" link and a row of action buttons: Reply, Reply privately, Quote, Download, and Close. At the bottom of the message area, there are icons for back, forward, and other navigation functions.

The Windows taskbar at the bottom shows the Start button, several open applications including "PARTIALLY INTEGRA...", "Removable Disk (G:)", "Teaching Literacy, Nu...", "Discussions - Microsof...", and "Document1 - Microsof...", and the system tray with the time 08:07.

# Skills for Life Support Programme



# Skills for Life Support Programme



# Skills for Life Support Programme

**Discussions - Microsoft Internet Explorer provided by Anglia Ruskin University**

http://webct.anglia.ac.uk/SCRIPT/C\_TEACHING\_LIT\_NUM\_ESOL\_2008-9/scripts/student/serve\_bulletin?ARTICLE+3913084755+415

File Edit View Favorites Tools Help

Links Anet University Directory Anglia Ruskin Website APU Website C&ITS Support Calendar Server Customize Links How to Backup ISMS Support MyMail managing e-mail Online Directory

**Subject: Re: Charan - Patch 2**

**Message no. 415** [Reply of: no. 412]

**Author:** CHARAN SINGH (CS584)

**Date:** Thursday, January 14, 2010 1:00pm

Dear Paula

Many thanks for your feedback. Thanks for pointing out about the bibliography, I'll put this in alphabet order.

I'd like to clarify your interpretation about the amber traffic light, you said, "the regulatory stuff is only on amber, indicating that you attach less importance to this" - I disagree that the amber light is any less important than the green & red lights...infact it plays a pivotal role, it cautions us to stop and it indicates to us to 'get-set ready to go'. The amber light regulates between the green & red lights and this is my indication on the patch - the regulatory bodies play an important role in my professionalism as they are the policy makers, they set down rules & regulation about education and funding, and see me in my role as a teacher.

I deliberately put the green light at the top because the bus is on it's learning journey going through the green light where all the positiveness of my values & beliefs are applied to my teaching which enables all my learners to achieve. The red light is set at the bottom as this is where the 'danger' lies and the bus certainly does not intend to go there! The arrows on the patch help to indicate that the outer aspects of the bus influences what takes place inside the bus - my professional development which impacts on my planning & teaching, the three traffic lights and the communities of practice.

I hope this clarifies your questions. See you soon.

Regards

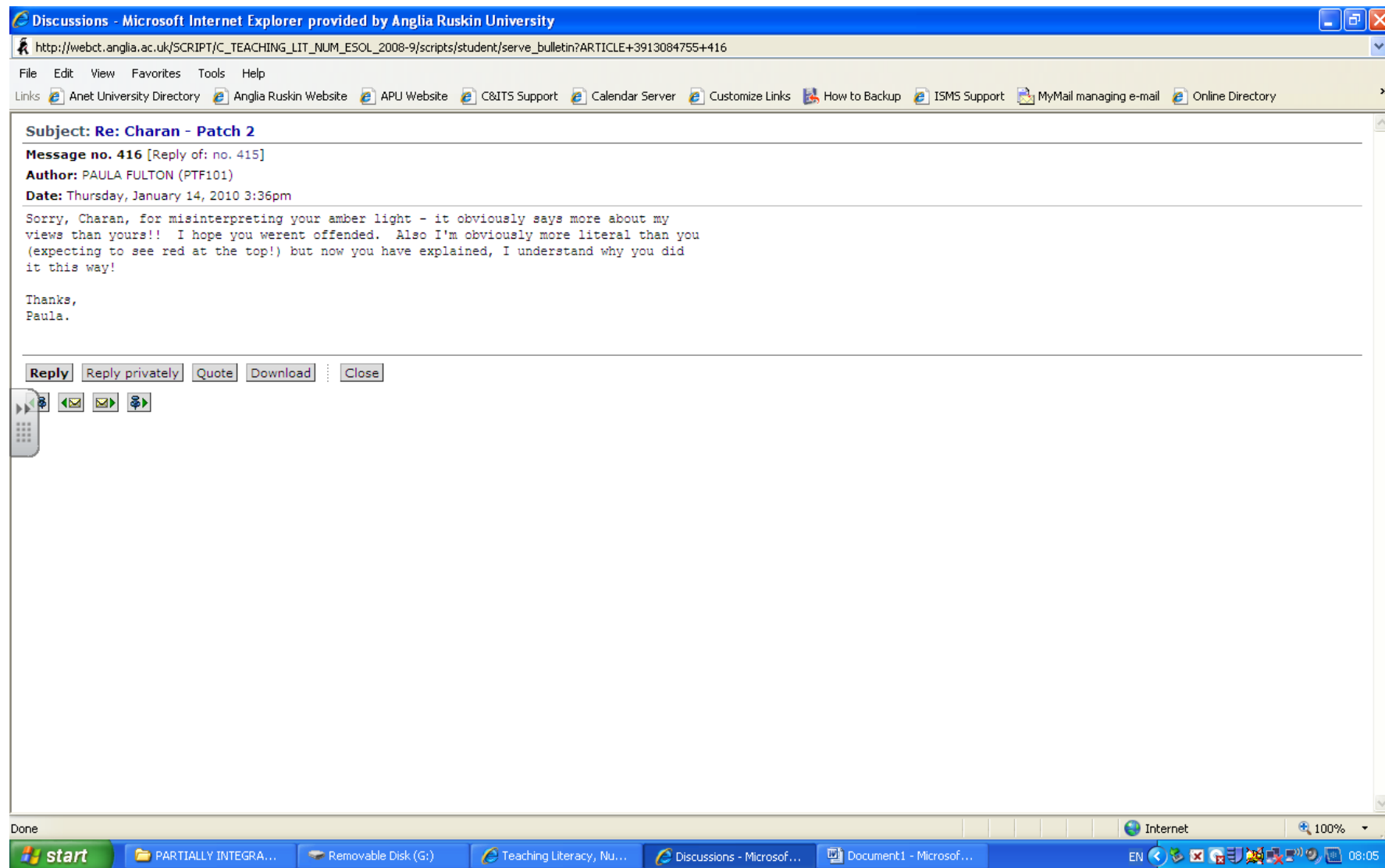
Charan

Reply Reply privately Quote Download Close

Done Internet 100%

start PARTIALLY INTEGRA... Removable Disk (G:) Teaching Literacy, Nu... Discussions - Microsof... Document1 - Microsof... EN 08:05

# Skills for Life Support Programme



# Skills for Life Support Programme



### **Appendix 5 Turning concerns into positive actions: the results of the group activity in week 1 of the modules**

#### Activity

In your patchwork groups, brainstorm the difficulties you might face in the process of creating and reviewing the patches. Take one or two of the difficulties identified and identify possible ways of overcoming or dealing with these.

#### **Group 1**

##### Notes

*Difficulty: Timing*

*Suggestions:*

Planning.

Read the module guide carefully.

Be open-minded and on the look-out for inspiration and ideas.

What do we already have? – visit reports, previous assignments and notes.

Know when to stop.

*Difficulty: Reflective journal ongoing*

*Suggestions:*

Make it a habit / part of weekly routine.

Honesty.

It's good for you and your students.

Re-read your reflections.

*Difficulty: Moving away from more traditional, written assignments (particularly visual and kinaesthetic). How to demonstrate understanding without writing?!*

*Suggestions:*

Do you see this as a threat or as an opportunity?

Can add a few lines of text (e.g. like a plaque on a sculpture) to aid understanding.

Visual – could be a story board.

Have a range of visuals, and try them out on your group to see how they interpret them.

Use references to help convey meaning.

*Difficulty: How do we know that we have met the criteria?*

*Suggestions:*

Use self-assessment sheets to self-assess.

Feedback will be given by tutor and peers.

Check aims and outcomes.

*Difficulty: Lack of creativity / imagination*

*Suggestions:*

Take risks.

Start early.

Talk it through.

Carry a notebook – jot down ideas.

Look for opportunities.

Internet / TV / Advertising / Radio

Posters – statement.

Research the medium.

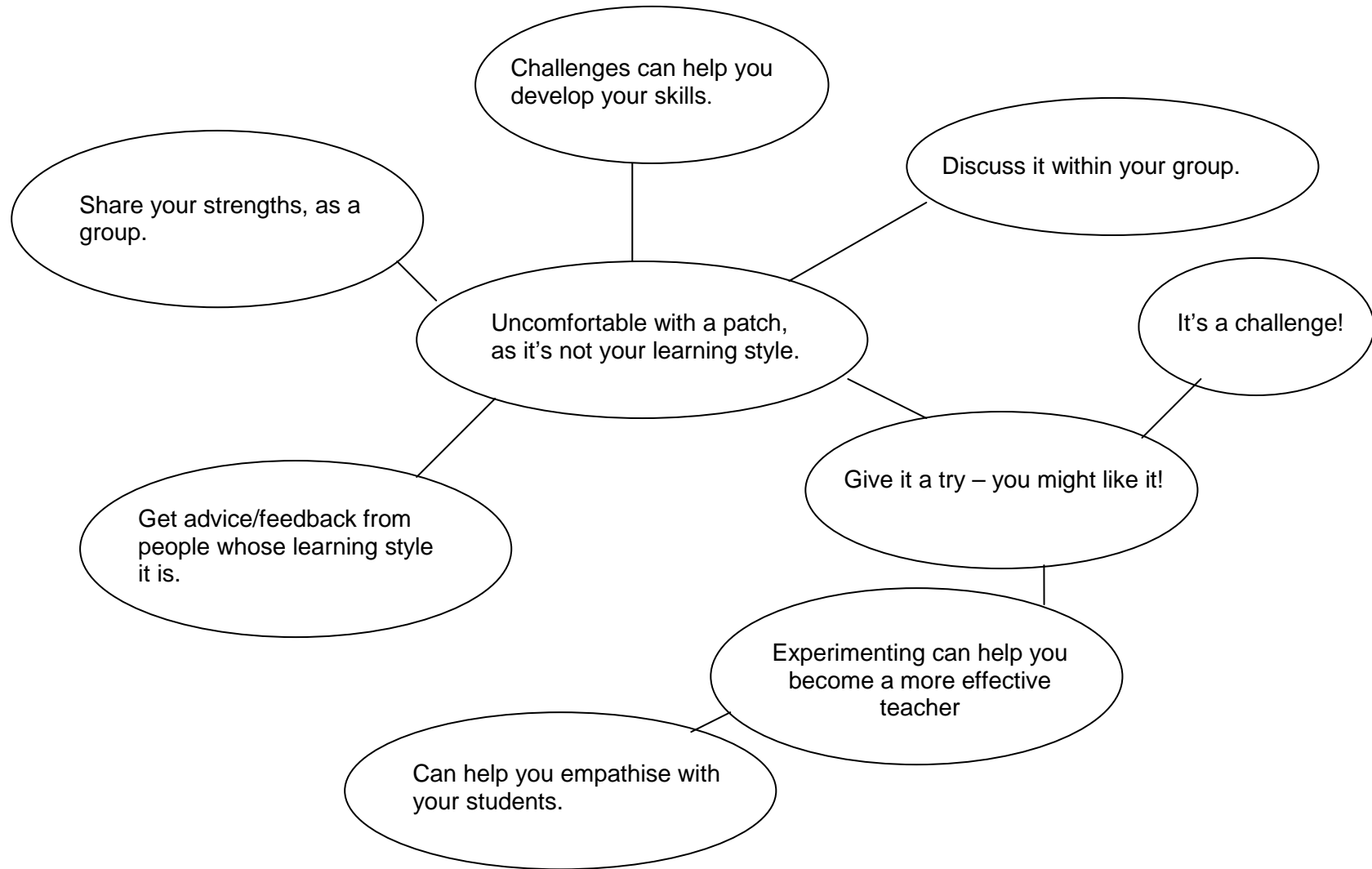
Relax!

Don't try to be too clever.

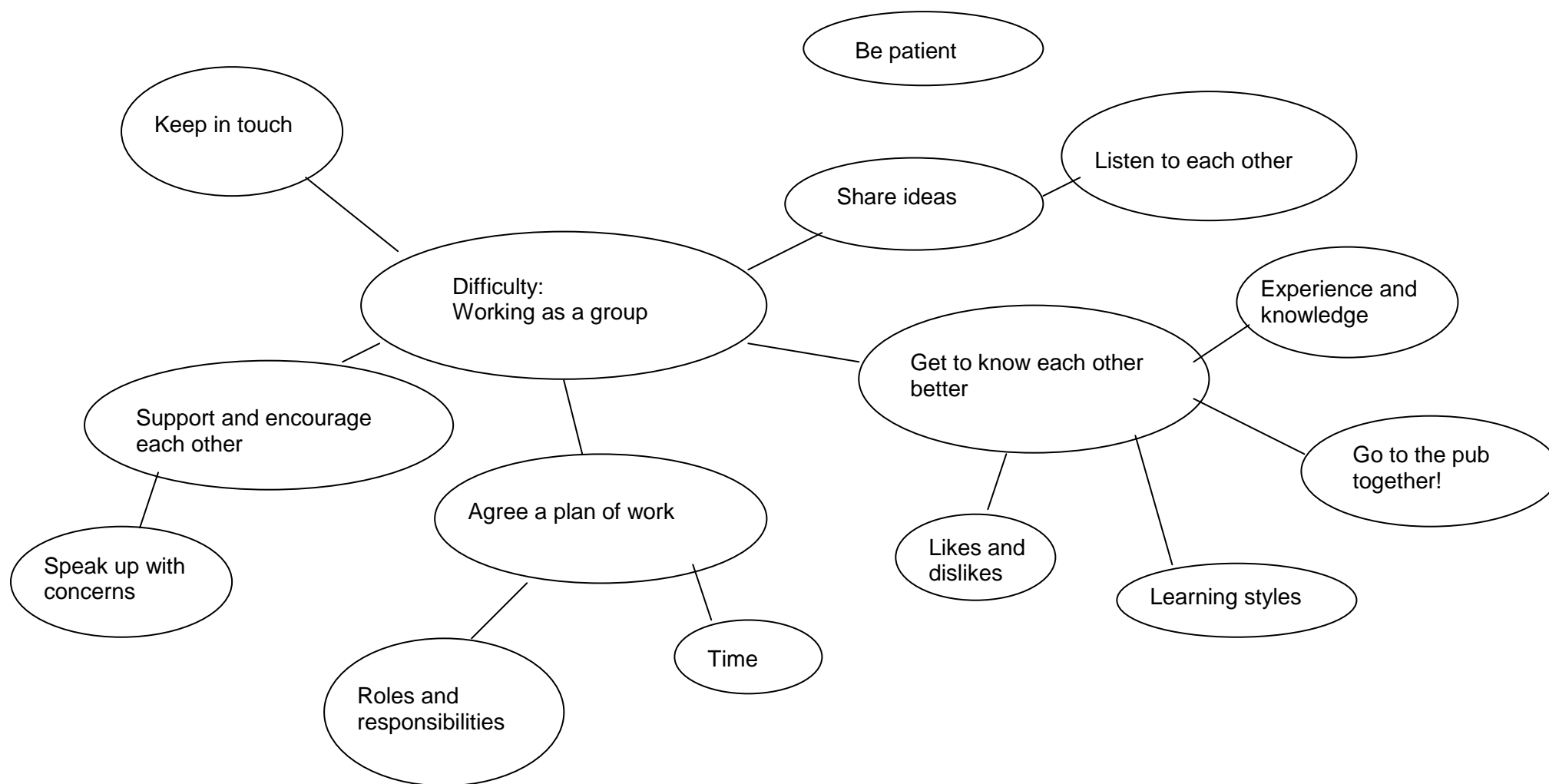
Feedback – seek honest, helpful advice.



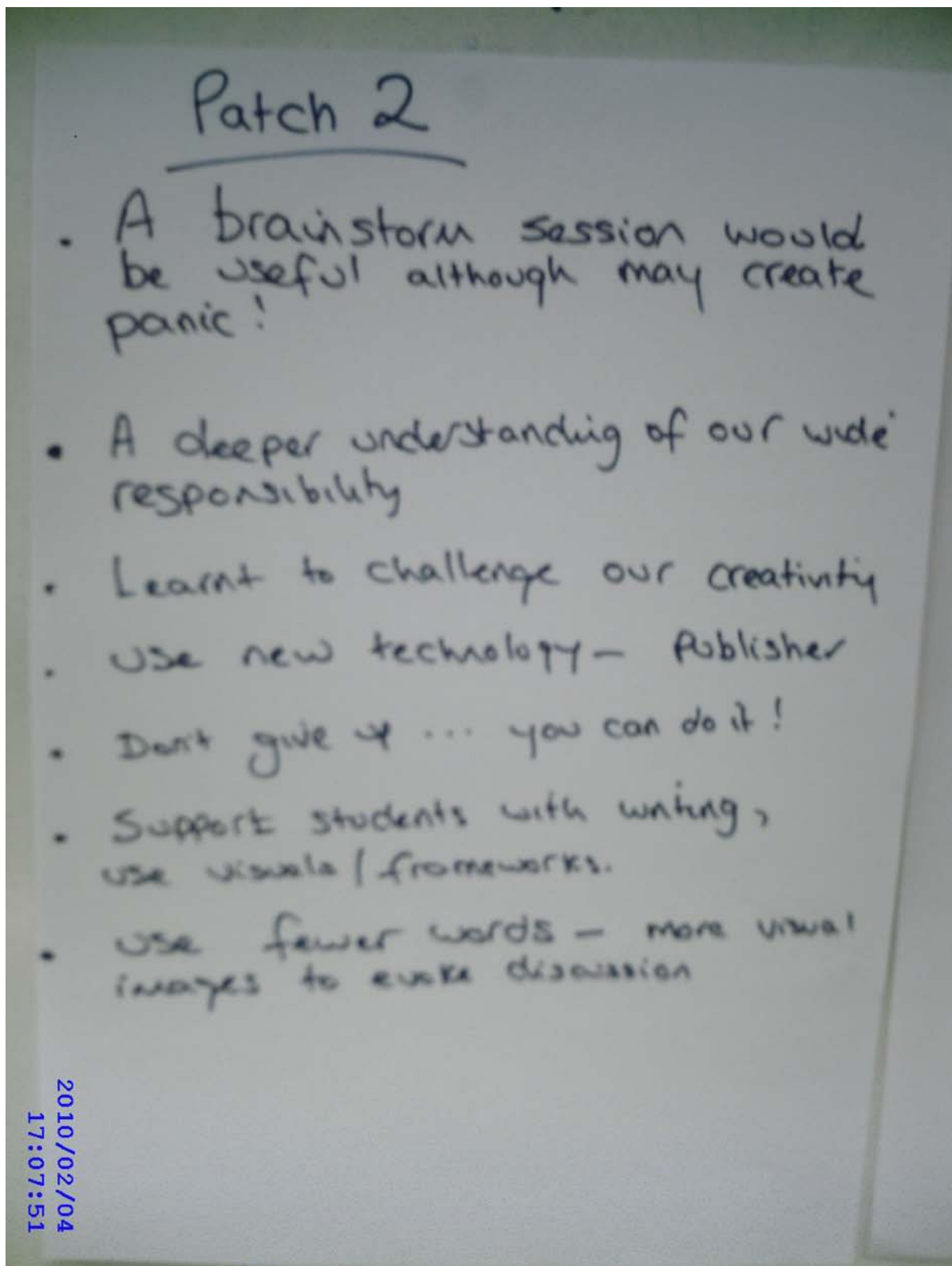
**Group 2**



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Appendix 6: Students' reflections on completion of draft patch 2



PATCH 2

Have a brainstorm session  
for ideas for patch i.e.  
(bus)  
learning journey, game etc....  
before doing the patch.

analogies

2010/02/04  
17:08:04



## Appendix 7 – The chronological sequence of events relating to patch 2

To set the scene, in week 1 of the module, time was taken to explore the concept of a patchwork assessment and to share our reasons for using this mode of assessment on the module. It was anticipated that students would have some anxieties about the assessment method as it was unfamiliar to them all. In a seminar activity they were asked to brainstorm: “the difficulties you might face in the process of creating and reviewing the patches”. In an attempt to turn these into positive outcomes, the students were then asked, in their groups, to choose one or two of the difficulties identified and to identify possible ways of overcoming or dealing with them. The results of this activity are reproduced in **Appendix 7**. At the end of the session, students were also asked to complete a sheet which was intended to assess their individual understanding of what was required of them during the module, and which also asked about their personal concerns as well as what they felt was most positive about the module. The analysis of this feedback is included in Appendix 8.

The topics mainly relevant to patch 2 were discussed during November 2009 – mainly weeks 7–9. Learning Outcomes 1 and 2 (see **Appendix 1**) relate both to patch 2 and pPatch 3, and the assessment criteria for this patch are included at Appendix 4. The last criterion “Shows the impact of own values and beliefs on learners and others in the wider team” was originally “Provides evaluation of the impact of own beliefs and values on learners and others in the wider team.” Students were struggling to find ways of representing this visually, and it was amended during the module, in the light of student feedback, and the module leader’s own reflection on the module learning outcomes.

Week 8 was originally intended as an online session, where students would share their ideas with each other using our Virtual Learning Environment’s (VLE’s) discussion forum; however in the sessions prior to this, observation of students and student feedback identified that they were struggling to generate suitable ideas for how they might create and present their 2nd patch. As a result it was decided that direct intervention was required at this stage of the module, and so the session was changed to become a face-to-face session, where we revisited ideas around Equality and Diversity, and then went on to look at Geoff Petty’s mnemonic ‘ICEDIP’, to explore the process of creativity. A range of visual images were produced (downloaded from Google Images) which were intended to ‘inspire’ students (the first stage of the creative process) with ideas for their visual patch, as most were really struggling with the concept of a visual patch at this stage. Two of the students, voluntarily, brought along their rough drafts/ starting points for their visual patches, which they shared with their peers, and this also provoked thought, discussion and further ideas. One was themed “A day in the life of... an ESOL tutor” and took the form of a visual calendar (day). The other took the visual form of a board game, where players gained ‘experience’ points for various professional activities, and had access to ‘opportunity’ cards.

It was suggested, during this session (week 8), that students may wish to agree the size of the final visual patch (e.g. A3 or A2), but they were in general agreement that any restriction on the size of the patch might stifle their creativity, and although the module tutor was concerned with equity and fairness, the students quite rightly pointed out that the size of the patch would not necessarily dictate the quality of the patch. So no size limit was set!

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As the purpose was to produce a visual patch we also discussed the use of words, and students were asked whether there should be some sort of limit in terms of the words allowed on a visual patch. There was general agreement that words should be kept to a minimum, but again the students felt this should be 'self-regulated' within their feedback groups, so no rules were set regarding the number of words allowed on a visual patch.

In week 10, students were introduced to the electronic media available for them to borrow, such as voice recorders, digital video recorders and digital cameras. There had been no requirement to use visual equipment previously on the course, so the purpose of the session was to try and break down the barriers for those who avoided technology, as well as to simply identify the process (and people involved) for booking the resources. A few of each resource were brought to the session, and students had the opportunity to handle them and try them out. This was carried out in an IT room so they could check how to retrieve photos, etc. if they wished to do so. Session evaluations suggested most students found this session useful and informative. One student wrote: "I found the media slot interesting and fun, too. I have always been afraid of technology but I rather enjoyed playing around with the video recorder. I think I'll give it a go."

The final session before the Christmas break, session 12, was used to remind students about the assessment criteria for patch 2, and the requirement for taking photos of their visual patch and loading it onto WebCT (our VLE) by 15/1/10, for feedback from peers. This raised a few concerns from students, including:

- How do we show analysis visually? *We discussed that links would need to be shown between different aspects of the patch to support this (showing that one thing affects another).*
- Concerns re: we have no benchmark to ensure we're on the right lines. *I encouraged them to share their drafts with each other and open dialogue with each other. I also explained I would be willing to give them early feedback on any drafts they wished to share with me. However the need to give feedback to each other was a concern, as they weren't sure how to meet the assessment criteria themselves, at this stage, so couldn't see how they could assess whether someone else had met the criteria or not.*

The reality was that students had spent time thinking about what they might do, and visualising this mentally, but few had, at this stage actually produced a draft of anything. With hindsight this was the most difficult stage, and students' morale was low. The difficulty was that until they produced something I could not give them feedback on it, so there wasn't much I felt I could do to turn this around. Although the group were used to supporting each other and giving each other feedback, because at this stage they had nothing to show each other, they found it difficult to consult each other, and this was adding to their difficulties.

Students had suggested that an exemplar would help. However, I was concerned that providing an exemplar would provide a 'solution' which would then inhibit further creativity, and so I chose not to provide an exemplar, although this was a difficult decision.

Students also discussed the difficulties around 'interpretation' and raised concerns that different people would have different interpretations of images that might skew the meaning

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intended. It was suggested that on posting the patch, learners would include a brief summary of their own interpretations behind some of the images. See the example of online messaging (msg no. 415) in Appendix 4.

It was at the end of this session that students were asked to complete a mid-module evaluation that included specific questions about the patches.

Over the Christmas break, students continued to work on patch 2. The deadline for posting photos of their patch onto WebCT, for others to give feedback, was 15/1/10. Students started posting their patches from 5/1/10. Examples of patches and the resulting feedback from peers and the tutor is given at Appendix 4. Overall feedback was supportive but constructive.

Tutorials were available to all students, on request. Only one student, who was struggling with, and worried about, the whole idea of a visual patch before the Christmas break, booked a tutorial in advance, as she felt she would need to review the patch with the tutor, for initial feedback, before posting the patch on the VLE for peer feedback. In the event, she posted the patch prior to the tutorial as, having worked on the patch, she was “quite pleased with it” and felt she had created a patch which met at least most of the assessment criteria. During the tutorial she explained that once she actually started on the patch she really enjoyed creating it, and had spent lots of time thinking about it. She hadn't previously thought she was creative, but now felt that perhaps she was, and even went so far as to say “Thank you for making us do this!” With hindsight she also felt it was the right thing not to show an example of a completed patch, and that she felt very differently about it, having completed it, than she did before really starting it (in December).

My experience of formatively assessing the visual patches was that I needed to sit and look and absorb them, initially – to take in the images and messages portrayed, and to get a feel for how they were related. I would liken this to the initial reading of an essay or written piece of work, where you get a feel for the structure and content of the piece. You will see in my feedback (Appendix 4) that I used this initial ‘absorption’ to communicate my interpretation of the patch. Based on my ‘interpretation’ I was then able to consider whether or not I felt the patch had met each of the assessment criteria (and therefore the overall learning outcomes). Critics might suggest that the assessor has to ‘read into’ the patches more in this mode of assessment, but my experience was that I didn't have to do this any more for the visual patches than I would for equivalent written assessments (e.g. for those which are less well structured or written).

What was interesting was that most students with higher levels of thinking skills were equally as successful in their visual patch as I would have expected them to have been had they written their patch, although they were less confident of their success. Two or three of the patches, were, I felt, outstanding in the depth of thinking and analysis they portrayed. Those with less well developed writing skills, who usually struggle more with their ability to analyse and evaluate in their writing, varied in their success with the patches, but mostly, and particularly those who did not consider themselves creative, met the assessment criteria well. Some learners who had not previously excelled in written assignment work, did excel in the visual patch.



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As these are draft patches they have not yet been through the internal and external moderation processes, so it is too early to confirm how successful the patches are in enabling learners to meet the learning outcomes and assessment criteria; however, initial assessment of the drafts suggests that there are no major concerns.

During the session in week 14 (or week 2 of the second semester) learners reflected, in two groups, on what they had gained from the process of creating patch 2 and what they'd learnt that they/we could take forward to the other patches. The notes of this reflection are included in **Appendix 6**. Key themes included:

- It had evoked concerns such as a lack of creativity, and worries about how they would meet the assessment criteria. Some felt a brainstorming session, to discuss possible analogies or metaphors, would have been of use for the visual patch. Others identified that "Don't give up... you can do it" was a motto they would be taking forward!
- Although the process had been challenging, it had, in the end, been enjoyable too, and their patches were memorable, so students were considering how they could introduce more 'visual' elements in their own classes, e.g. to support students with writing, and to evoke discussion.
- They identified that feedback received had been supportive and constructive, and should continue to be so.
- Although the presentation was different, the thought processes had been similar to those needed to write an essay, e.g. planning the structure and the content/ key points, and they felt the process had helped them bring their thoughts together.
- Some felt that one of the learning points had been recognising the value of some of the external agencies involved in the Lifelong Learning Sector, that influence professionalism and learning and teaching.
- Others felt that the process had given them a deeper understanding of their wider responsibilities as teachers.

My own reflection identified the difficulty of splitting the presentation of the work from the content / key messages, in the planning stages of a patch. I knew, from my literature review that a danger was that students would focus on the presentation of the patch at the cost of the content of what they wished to portray. I had resolved to ensure an even greater emphasis on key messages / 'content' first, before deciding how that might be presented, in preparation for the next patch.

To start patch 3, I asked students to work together (in their patch groups) to identify key messages for this kinaesthetic, group patch. Then they had some time to create a project plan of how they would approach this group patch. It was as they discussed this that I realised how inter-meshed the presentation and the content were. It was important they ensured that the method of presentation would allow them to get across their key messages effectively, but in fact they had to generate some ideas about possible methods of presentation before they could see how it might all come together – a bit 'chicken and egg'! This is a problem that doesn't present itself so clearly with written text, with which most students are more familiar.

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Anglia Ruskin University (ARU) was awarded university status in 1992. Today, with a student population of 25,500, ARU is one of the largest universities in the East of England, and a large provider of part-time education. It is also one of the most socially inclusive universities in the UK; over 98% of our students come from state schools. Main campuses are in Chelmsford and Cambridge.

Within the Faculty of Education, we offer a number of Diploma in Teaching in the Lifelong Learning Sector (DTLLS) courses, including the 'generic' DTLLS, which is run at five partner institutions (Further Education colleges in the East of England region). We also offer DTLLS routes in Literacy, Numeracy and ESOL at our university campus in Chelmsford.

Carolyn Brooks  
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Anglia Ruskin University  
2010

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