



# The context of our Enquiry

Now we are 11.....

How can we  
rediscover Impact?

What should staff  
development look like

The rise of the  
reflective practitioner

The emergence of  
the Web 2.0  
practitioner

The screenshot shows a web application interface with a table of assets and an email overlay. The table has columns for title, date, and a 'thought' column. The email overlay is from Ros Prettyman, dated 29 Nov 2000, and contains a link to http://www.raftarget.com/.

	title		
	good teacher	2010	
Aa	Jenning C. Barriers to Change	8 Apr 2010	thought
Aa	Interactive Portfolios	6 Apr 2010	
Aa	Helen Barratt discussion	6 Apr 2010	
Aa	BECTA secondment Reflection	6 Apr 2010	
	Where we are in the I&I team	6 Apr 2010	

view assets

my assets received

Ros Prettyman <ros.prettyman@TAMWORTH.AC.UK>  
Reply-To:  
Aimed at curriculum staff in FE and Sixth Form colleges designated as ILT Champions." <CHAMP-CURRICULUM@JISCMail.AC.UK>  
Date:Wed, 29 Nov 2000 16:47:27 -0000

I think my percentages might be a bit better after playing with this site - pity about the annoying graphics at the beginning, but I enjoyed the games.

Ros

<http://www.raftarget.com/>

is shared with 3 p

has 1 comment

has 2 items linked

has 1 review

# The Survey structure

## The Matrix

Looking at technology in action

Emotive responses led to free responses

700 stories, stories for which learning and teaching in the daily experience of practitioners is the primary focus and stimulus.

240,000 words of which 93,000 is free response

The screenshot shows a survey interface with a blue header bar containing the title "Practitioner Attitudes to Technology in Further Education and Skills". Below the header is a sub-section titled "3. VLE/Learning platforms and Texting". A red warning icon indicates that the question requires an answer. The question is: "1. I have access to a VLE/Learning Platform in my work for teaching and assessment - VLE will be used in the". A dropdown menu is open, showing several options: "I do work on the VLE, but prefer to be supervised when I do;", "I find work carried out with the VLE improves the quality of my work and learner results;", "I have been shown how to do things with a VLE, but do not do much;", "I do not know how to make use of a VLE/Learning platform to support my work;", "I do work on the VLE, but don't require much help;", "I have started to think about what I can do with a VLE;", "I use the VLE routinely in different ways and this work is established in my practice", and "I work with other colleagues using the VLE;". Below the question is a second question: "2. I use texting in my practice", followed by a dropdown menu and a text input field with the prompt "Please enter a comment and tell us the product or products you use for texting".

# Findings

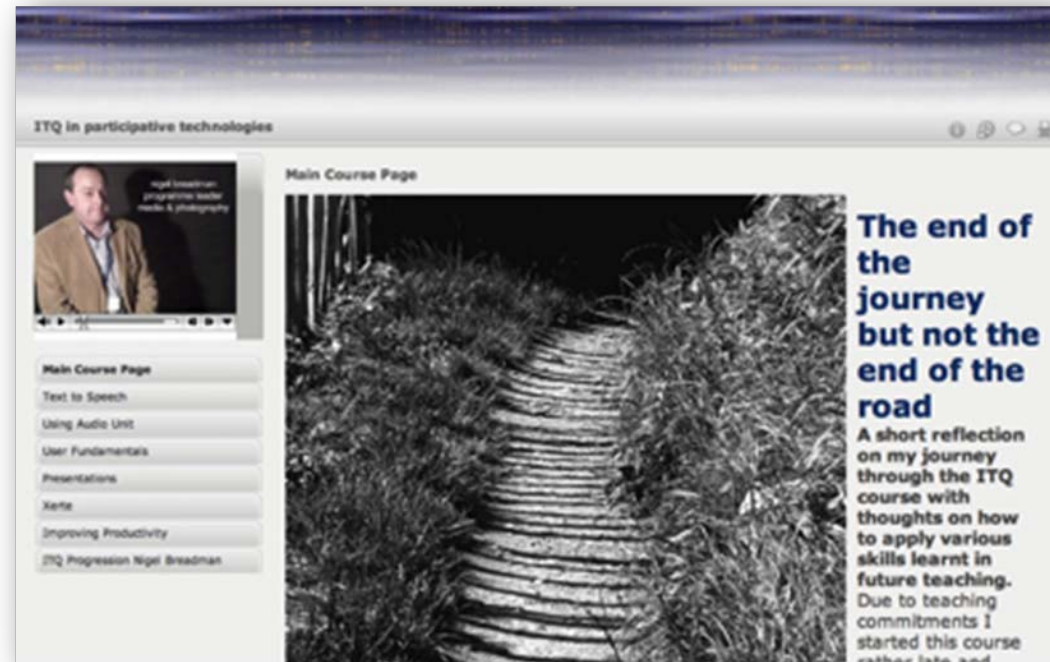
Over 90% of tutors see Moodle as normal practice

Teachers are natural explorers rather than being passive in receiving guidance by others

Describe responses in terms of teaching and learning rather than the virtue of the technologies themselves

The challenge of fitting the familiar to the particular Social software to learning application

The possibility of personal learning space to support this evolution



# Transformation and Impact

**Teachers are doing new things in new ways**

**Impact is assessed by technological stealth**

**We are now considering Impact as input (change over time) and output (benefit over turbulence)**

**The shock of the new and subsumation**



# A tapestry of technologies

"Letting a hundred flowers blossom and a hundred schools of thought contend is the policy for promoting progress in the arts and the sciences and a flourishing socialist culture in our land."

Students  
Moodle  
Resources  
College  
Learning



**The centrality of the values of teaching & learning**  
**The uniqueness of each learning journey**

# Gestalt or insight approach



The skills and knowledge demonstrated by our sample has not emerged from systematic use of technology following training, but the insightful use of technology to solve particular problems emerging in the interaction with learners and sometimes colleagues. This understanding is supplemented by their experiences as users of technology in their personal lives as much as by training.

The fragmentary and possibly chaotic appearance of this technology tapestry is managed by adhering to common values of what constitutes effective teaching.



# The Meta-skills

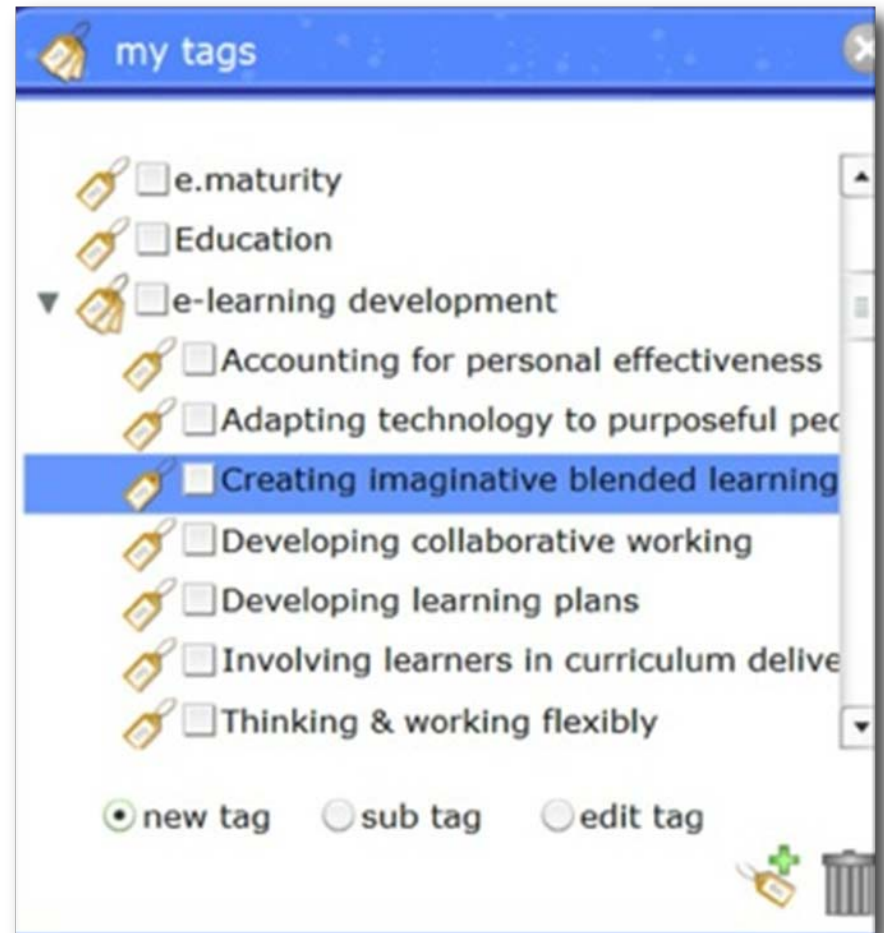
A set of higher level thinking skills that defines approach

Based in teaching not technology

Universal application in teaching

Captured as soft skills through tagged text

Values not Quantum



## Combining Staff Development and CPD

Teacher

Completes the survey

Respond in own words

Choose from options

Complete self-assessment

Indication of e-maturity journey

Narratives

Profile

Indication of impact

Mapping (tagging) data to Metaskills describing the professional mind

Mechanism for unifying staff development and CPD

Supports CPD

Supports staff development

Bringing REFLECT into college mainstream

Provides for staff appraisal in college and CPD requirement for IfL

## Table of Metaskills

Higher Level Thinking	Description
1 <b>Drive</b> to think & work flexibly	The ability to use technology in different ways than originally covered in training or the Manual. Making technology bring learning to life. Personalising learning through the use of technology
2 <b>Ability</b> to adapt technology to purposeful pedagogy	The ability to make technology genuinely contribute to learning for learners rather than seeing technology as an end in itself. This includes widening participation, increasing retention, particularly amongst hard-to-reach learners
3 <b>Vision</b> to create imaginative blended learning design	Learning and demonstrating the skill of redesigning teaching and learning by blending in technology to other forms and methods of teaching and learning. This refers to skills developed through practice and engagement with peers and learners rather than in formal sessions or using formal learning resources
4 <b>Curiosity</b> to involve learners in curriculum delivery & design	The Learner Voice. Involving learners in the design and personalising of learning. Student e-learning monitors in classes. Involving learners in the experience of learning in the widest sense
5 <b>Imagination</b> to develop future learning plans	Using technology in helping learners to develop management of their own journey, to account for their learning and plan future learning. Improving the tutorial process, making learning more relevant to the needs of each individual learner
6 <b>Desire</b> to account for personal and purposeful effectiveness	Using technology to develop the skills of reflective thinking. Capturing ideas and themes to inform teacher learning journeys through personal learning space. Developing professional accountability
7 <b>Capacity</b> to develop collaborative and cooperative working	To look across and out of the organisation to work with and for others. An open mindedness. Working adaptively to accommodate the ideas of others. Assimilation of the best ideas

# Transformation

Don't fear fragmentation & turbulence.  
Fixity and Stasis stifles initiative

A new approach to assessing impact?

Train to take the low hanging fruit

Train to pedagogical purpose

Build on confidence not processes that date rapidly

Develop the enquiring teacher through communities of like minds

Teachers own the management of their own development

