

A-Level English

Talib Hussein is an English and Literature tutor at Rowley Regis College. Recently Talib has completed an evening course in intermediate French, which he has undertaken in his own time. He has received a certificate to go with the course.

Although Talib is an English tutor, he feels that the course in French will improve his overall language skills and also allow him to read texts in their original form and this means that his understanding will be much improved, allowing him to develop new ideas with his classes.

He also feels that reading literature aloud in its original form will help to seize the attention of his learners and further engage his classes, by taking them by surprise and grabbing their attention.

He completes an achievement record and an activity record, before linking it to a copy of the certificate as evidence. He reflects upon how his newly learned skills and understanding can be employed in the classroom, and how it can positively impact upon his teaching and his classes. Further, Talib considers his own development, and discusses the potential next steps he can take along this route.

Also, because he is teaching his literature students about the Great War poets, Talib suggests a field trip to Lyon and with his now greatly improved French, he feels capable of leading a cohort of students in another country to see the places they have been reading and learning about. He feels that this would be an invaluable addition to their curriculum, and a great opportunity to help students connect with the work they are doing and to bring the poetry closer to life.

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Talib shares his achievement record with his peers, and shares his hopes of a field trip in an action plan, listing his hopes and aims, and also threats to the success of such a trip. His peers comment positively, and his line manager is also aware of the idea, leaving positive, but slightly more apprehensive feedback.



Knowing that he has an annual review approaching, Talib tags some assets, so that he can review them easily, ready for the meeting and use them as evidence during his review.

Before Talib and his peers began to use REfLECT, his college maintained their own records of CPD for their F.E. staff. To keep this record up to date, Talib simply sends a copy of his achievement record from within REfLECT to a printer, attaches a copy of his intermediate French certificate and files them together within the college CPD record.

Academic Research

Lisa meets Talib at an F.E. conference in Reading. They spend an afternoon discussing the set texts they use for their A level students and find that both love to teach 'Catch-22' by Joseph Heller. However, both have very strong opinions on the symbolic meanings behind the characters of Milo Minderbinder and Major - De Coverley.

Both tutors agree that they wish to continue the discussion especially as it could benefit their respective classes, however they do not have a way to formally record the discussion.

Later that day, whilst Lisa is adding some notes on the conference to REFLECT using her laptop, she remembers she can create a webfolio and share it with other tutors. Before doing so, Lisa writes an action plan to help her set out her aims and the steps she will take to achieve them, whilst it is fresh in her mind.



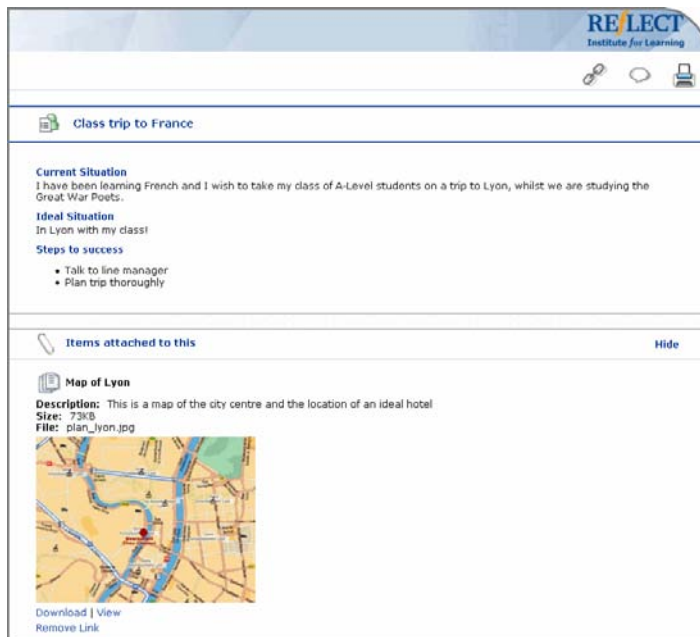
When she returns to work, she creates a webfolio in REFLECT and invites Talib to collaborate with her on it. Between them they establish a synopsis, and use this as the focal point for their discussion. Talib then links some essays he had written and uploaded as assets, and their discussion can continue. Lisa then invites Tim to comment on the webfolio, along with a few other tutors who she thinks may be interested in the discussion. Tim includes a link to an interview with the author in his comments.

Annual Review

Talib Hussein is a tutor at Rowley Regis College. He is going to have a meeting with his manager to discuss his annual targets. Recently Talib has suggested to his line manager the possibility of leading a field trip to Lyon for his class of literature students. His line manager was a little apprehensive in his comments, and Talib felt that he needed more time to think about the benefits and collate some evidence too.

Before the meeting Talib searched all his assets within REfLECT knowing he had previously tagged many in preparation for this meeting. Talib is able to refresh his memory and to reflect on the idea. He is also able to refer to the comments his peers have left about the proposed trip.

Talib's manager has also referred to some assets that Talib shared with him prior to the meeting, including the field trip action plan.



Talib's manager has looked again at Talib's ideas and is open to the trip, but wants to be sure that Talib is willing to see the idea through from start to finish. Talib's CPD is diligently collected, and filled in accurately. It includes examples of his personal reflection immediately after he creates an asset, but also shows that he regularly responds to his peers reflections, and comments they have made on his.

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Talib's CPD record also shows that he often reflects on assets that were created longer ago. His personal development is a thoughtful one, where he is making the most of every opportunity to learn and develop in many ways.

The meeting between Talib and his manager is very productive, and both take notes on the discussion, with Talib taking advice on the best way to organise the field trip from his manager. He also receives assurances that the manager will find funds within the budget to help with the insurance costs of the trip. Talib and his manager conclude that his progress is highly satisfactory, and there is clear evidence of his development and successful teaching at the college.

After the meeting, Talib reflects on the impact the meeting will have on his teaching and his new aims for the year ahead. He then records the hours spent in REfLECT.

Classroom Management

Jenny is confronted with a serious situation involving a student. The student has previously been disruptive and slightly hostile in class, and now things have reached a point where they cannot continue. However after talking with the student, Jenny discovers that there are problems at home which are contributing to the student's attitude.

Jenny deals with the issue, and asks her colleagues to be vigilant with regards to the student. She feels that although she cannot change the student's situation at home, she can ensure that the disruption it causes to her student's education and her class can be minimised through her involvement.

After consulting her line manager, college policy, and the counselling service, Jenny tells the student that education should be her time away from these problems and a place for her to forget these stresses. Jenny also discusses with her student that problems at home must not affect the education of a whole class. Jenny feels that she and the student reach a better understanding that will lead to the student to remaining more focussed, and for Jenny's class to be more productive.

thought

description ?

I have spoken to the student and have found that things have improved significantly.

I took advice from my line manager, and from the school counselling service. I also consulted school policy, and found the ideal way to approach the situation.

I feel that the student, and my class will benefit from a calmer, quieter time during this term.

add date ? add a date range ?

2 Dec 2008

record time spent on this activity? ?

Satisfied with the outcome and her role in it, Jenny sees this as an ideal case study for her to include in her CPD, and to reflect upon. She writes about the event in REfLECT, she writes about her conflict management and the face-to-face discussion with her student.

She does not wish to share the student's name, and so writes without any of the student's personal details. She shares the asset with her line manager, because she has kept them informed during the entire process, and their contribution is important.

She reflects upon her line manager's comments, and tags the asset as 'Teaching and Learning' as well as her own tag 'Student Management' and closes it. Sometime later when a colleague says he is dealing with a similar situation, and so Jenny shares the asset with them, suggesting it may help.

As the owner of the asset, Jenny has the right to choose whether to share commenting rights with her colleague or not.

Collaborating With Students

Henry Morgan is a tutor at the City of Wolverhampton College. He teaches an NVQ in brick-laying. At the start of the term, Henry introduced his class to a version of REFLECT called PebblePad, which is designed for students, allowing them to collaborate on, and collate work.

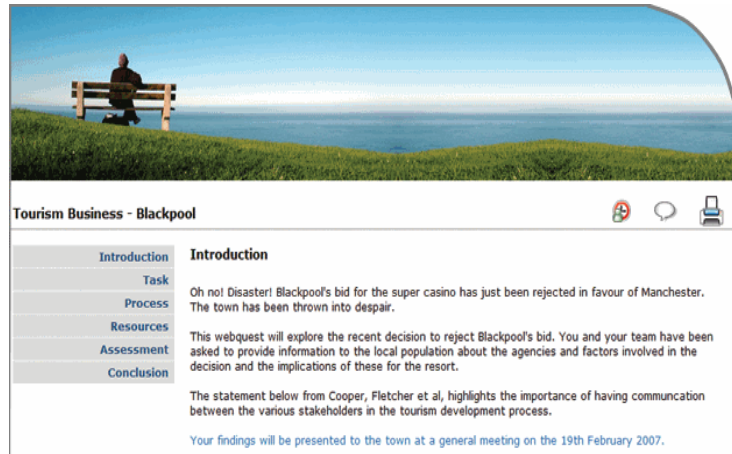
Henry's students use the webfolio tool to collate photos of them engaging in and completing practical work. To ensure the photos meet the NVQ examining boards requirements they include their faces in the photos too. When all their modules are complete the webfolio can be submitted to the examining board. A webfolio suits the course well, because over the two years, the students have collected a huge amount of photos. However, by tagging them accurately, the students do not need to search out each photo, instead they create webfolio gallery from the tags they used.

At the end of the course, Henry is reviewing their work and realises he could use some of their photos in his own yearly review. Henry has been keeping short notes as a blog in REFLECT and now wants to write an overview of the last 12 months. He asks his students if he can use some of their photos, and copies examples of those he has permission to use.

When Henry writes his reflection in his teaching blog, he uses the student's photos to jog his memory and as evidence of his teaching. When he is finished, Henry records the amount of time he spent on the blog and the reflection as part of his CPD.

Developing Resources

Tim Robinson is a tutor at North Oxfordshire College. After a recent staff development course discussing online interactive learning, Tim decided to create a WebQuest, using the webfolio tool in REFLECT.



The screenshot shows a web browser window with a header image of a person sitting on a bench overlooking the ocean. Below the image is the title 'Tourism Business - Blackpool' and a navigation menu with options: Introduction, Task, Process, Resources, Assessment, and Conclusion. The 'Introduction' section is active and contains the following text:

Introduction

Oh no! Disaster! Blackpool's bid for the super casino has just been rejected in favour of Manchester. The town has been thrown into despair.

This webquest will explore the recent decision to reject Blackpool's bid. You and your team have been asked to provide information to the local population about the agencies and factors involved in the decision and the implications of these for the resort.

The statement below from Cooper, Fletcher et al, highlights the importance of having communication between the various stakeholders in the tourism development process.

Your findings will be presented to the town at a general meeting on the 19th February 2007.

A WebQuest is an online, enquiry based tool which allows students to engage with a topic within a structured framework. Rather than students surfing the net without a specific outcome, a Webquest can introduce a new body of knowledge to them, and engage them through enquiry.

Tim has never introduced a WebQuest into a lesson before and has realised that it is a fantastic opportunity for him to record as CPD in his CPD log, using REFLECT.

After initially recording the creation of a WebQuest using a thought record and the Webfolio linked in, he then shares this record with his line manager. This is for feedback on both his WebQuest and his aims and objectives of integrating it within the lesson. At this point, Tim logs the amount of hours he has contributed to the training and creation of the WebQuest task.

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At the end of the lesson he talks to some of his students, asking for their reactions to the WebQuest, and records the student's verbal feedback as a review on his thought record. This is to gauge their responses and to compare them with his aims and objectives; again these responses are recorded within REfLECT.

He writes his final reflection based upon the responses of the students, his line manager and his initial aims. He records and reflects on his line managers' feedback, his student's feedback and his own thoughts.



Tourism Business - Blackpool

Introduction
Task
Process
Resources
Assessment
Conclusion

Process
In teams of 4, you will each take responsibility for researching one of the following areas and answering the questions posed:

International Bodies

- What are the key global organisations with an interest in and influence upon tourism:
- Why are these organisations important?
- How would these bodies impact on the Blackpool bid?

National bodies

- Show the structure of public-sector tourism in Great Britain
- What are the main issues for the role of national governments in tourism?
- How would these bodies impact on the Blackpool bid?

By critically reflecting upon this experience, Tim is both engaging in CPD and recording evidence therefore he adjusts his logged hours to include the delivery, feedback and reflection on his CPD activity.

Mobile Learning

Amelia Knight is an art teacher at multiple sites in Warwickshire. She usually only works with each class twice a week and so she needs to make a lot of notes to record their development. Amelia teaches her students to paint and sculpt.

Amelia travels a lot. She asks some of her students for permission to use some of their pictures in her CPD record, so she regularly takes photos of her student's work in class. Amelia uses her PDA to take the photos, because she can upload them directly to REFLECT from it.

Whilst she is travelling between sites, she creates thoughts about the lessons. By linking the thoughts and the photos, she can show a correlation between her developing teaching techniques and the improvements in her students work.

Peer Observation

Jenny Walker is one of Tim Robinson's peers. They have worked together at North Oxfordshire College for many years and often discuss their experiences in the classroom. Jenny believes that WebQuests can be a valuable addition to her lessons also, and wishes to see them in action.

Jenny visits one of Tim's lessons and informally observes Tim, with the class for an hour. During her visit, Jenny makes a few simple notes and uses this opportunity to talk briefly with a few of Tim's students about how his WebQuest lessons are different to more traditional ones.



After asking permission, Jenny records a few quick interviews with the students to show their engagement in the learning process.

After the lesson, Jenny composes her notes on the lesson, and her thoughts on WebQuests. She uploads the interviews to REFLECT as assets and tags them appropriately. Tim receives an activity from Jenny - she has written about her time in his class, and her observations. She discusses how she views the experience and her critical analysis of the class as one of Tim's peers. She has also reflected upon the students and their response to the lesson.

The screenshot shows a web interface for RELECT Institute for Learning. At the top right, there is a logo for RELECT Institute for Learning and icons for chat and printing. Below the header, there is a document icon and the title "Interviews with Tim's WebQuest class".

Description
I interviewed members of tim's class after they had completed some of his WebQuests. There are five interviews, and I found their views insightful.
Tim should be proud of the response his work has gained.

Size:
25KB

File:
Interviews with Tim's Class.doc

Reflection
In reflection, I am extremely interested in the positive attributes of WebQuests within a class.
However, I would not integrate WebQuests as a key feature of all my lessons, because I feel their novelty increases their impact.
It is great to have another tool to use in a varied and healthy learning environment.
[Download](#) | [View](#)

Comments about this [Hide](#)

Subject: **Re: Interviews with Tim's WebQuest class**
Posted by: **T. Robinson** on 20 February 2009 11:42
Hi Jenny,
thanks for the interviews, I'm extremely interested in my student's outlook on my lessons. I totally agree with the value of novelty and variation too.
Perhaps we could work together to 'fine-tune' a few WebQuests which would be beneficial for both of us.
[Edit](#) | [Remove](#)
[Post Comment](#)

Jenny has chosen to share with some of her peers, and invites them to comment. This means they can view and comment upon the asset, but cannot edit it, as Jenny wishes to remain the owner. However, she has given copy permissions to Tim, which means that he can take his own copy and edit it separately.

Jenny has given Tim this right because he said he would like to include her observations in his own webfolio. Jenny tags the asset as 'Observation' and as 'WebQuest' so that she can find it and similar assets in the future.

Finally Jenny edits her CPD hours to include the time she has been working on this observation and reflection.

Personal Portfolio

Tim has a change of personal situation and needs to find a job closer to his parent's home in Gateshead. As a member of the IfL he can continue to use his REfLECT account wherever he works, because it is a personal tool provided to him by the IfL, rather than an institutionally based one.

Using his REfLECT account, Tim has identified all the webfolios, thoughts, achievements, experiences and reflections that he believes his prospective employers will be interested in seeing. He creates a new webfolio and collects links to all the assets within it, creating an aggregated and complete resource for his employers.

Tim also writes a synoptic paragraph explaining why he is seeking a new position and then publishes the webfolio to the internet, so that it has its own URL. Tim has even scanned previous letters of recommendation and uploaded them to his REfLECT account, tagging them and adding the tag as a page in his webfolio. He creates an ability asset for his athletic achievements and adds that to his webfolio too.



Tim supplies the URL to his potential employers. His webfolio demonstrates both his development and his abilities as a teacher. It also demonstrates his adept use of new technologies and his organisational skills to prospective employers.

Teacher Training

Matilda Portman is a trainee teacher, studying for her PGCE with the University of Wolverhampton. She studies full-time with a group who are at the university for two days a week, and on placement with a local college for the other three. On Wednesday afternoons, Matilda teaches a class of AS level students in Leisure Studies. The class is often boisterous after lunch; however Matilda usually quiets them down quickly.

This Wednesday however, the class does not quieten down as normal and Matilda struggles to teach her class. After 40 minutes Matilda has reached her limit and walks out. The class seemed very confrontational to her and the session is too much for her to cope with.

Matilda is faced with a serious problem. She has to teach the class again the next day and will not have the opportunity to talk with her university lecturers; however she is aware that she needs the advice of her peers and teachers.

Matilda and her class share a collaborative blog. Each of them contributes with experiences they have had in classes. They also share comments and reflections on each-others contributions. Matilda uses this blog to contact her class and ask for their support.

During the evening her peers give her advice about dealing with the next class and also how she could have dealt with the previous one more effectively. Matilda and her group are able to fully discuss the issues and to find solutions. Matilda specifically avoids mentioning any students by name.



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On Thursday morning Matilda takes the Leisure Studies class again and follows up on the advice she received. The session goes much more smoothly and her class remains peaceful and attentive throughout.

On Friday Matilda and her group are at university. She raises the issues she faced, the support she received and the success of the second session. The class uses the blog as an example case study and the tutor highlights the theories which relate to the advice Matilda received and acted upon. The class discusses the outcomes before Matilda and her cohort send the blog to their CPD records along with notes from the class discussion.