

*“What’s going
on at UCY?”*

*Research in progress
3rd Annual Conference*

Tuesday 1 June 2010

Contents Page

Introduction	2
Programme	3
James Hampton	4
<i>Coaching and Mentoring..</i>	
Hannah Morris	28
<i>e-learning.</i>	
Barbara Ward	35
<i>Supporting students at Hestercombe.</i>	
Karl Rawstrone	47
<i>There's no 'team' in me: A first-person action inquiry into collaborative media practice</i>	
Melinda Watson	53
<i>Embedding Sustainability into the Curriculum.</i>	
Matthew Hann	70
<i>Active Engagement</i>	
Jill Mohiki	74
<i>Weaving the Threads of Creativity.</i>	
Mike Paddick	78
<i>Achieving Institutional and Personal Change: A Case Study</i>	
Diana Pilcher	85
<i>Dance and Geology.</i>	
Katherine Limmer	89
<i>Gesture and Star Enactments.</i>	
Alden Roberts	93
<i>'Cogito' and Equivalency in Contemporary Visual Art.</i>	
Maureen Wincott	100
<i>Blended Learning: Is it the answer to education's sustainability issues?</i>	
David Weale	105
<i>Social Networking and Education with particular emphasis on HE and FE</i>	
John Horsey	116
<i>Lancelot 'Capability' Brown (1716-1783). A reappraisal of his work</i>	
Norman Woollard	123
<i>HE Tutorial</i>	
Karen Foster	132
<i>e-books at Yeovil College</i>	

Introduction

Welcome to the Third UCY Research Conference



We are pleased to welcome you all to the third research conference to be held at the University Centre Yeovil. Last years conference was a great success and we are delighted to be able to follow this up with further papers from staff at the college reflecting their HE interests and activities. We have more papers this year than ever before and the conference will now run for a full day.

The papers are many and varied and indicate the diverse range of interests and activities that staff are involved in. Topics covered range from subject focussed activities such as 'The Italian Renaissance Garden' to the more practical aspects such as 'Active Engagement within HE'.

Research or scholarly activity is a vital ingredient for staff involved in HE delivery and most staff have been supported in their work using funds allocated by the college or UCY. We are planning for this to continue in the future and anticipate that this years conference will demonstrate how far we have come in just three years.

We very much appreciate the time staff have spent on their work and in the production of the papers for this conference. Thanks to all of you involved, without you we would have no conference.

Richard Foyle
Head of UCY
June 2010

Programme

9.00 am	Registration & Coffee		
9.15 am	Introductions	James Hampton & Richard Foyle	Conference Launch
9.30 am	Speaker 1	James Hampton	Coaching and Mentoring
9.50 am	Speaker 2	Hannah Morris	e-learning
10.10 am	Speaker 3	Barbara Ward	Supporting students at Hestercombe
10.30 am	Speaker 4	Karl Rawstrone	There's no 'team' in me: A first action inquiry into collaborative media practice
10.50 am	Coffee		
11.10 am	Speaker 5	Melinda Watson	Embedding Sustainability into the Curriculum
11.30 am	Speaker 6	Matthew Hann	Active Engagement
11.50 am	Speaker 7	Jill Mohiki	Weaving the Threads of Creativity
12.10 pm	Speaker 8	Mike Paddick	Achieving Institutional and Personal Change: A Case Study
12.30 pm	Speaker 9	Diana Pilcher	Dance and Geology
12.50 pm	Lunch		
1.30 pm	Speaker 10	Katy Limmer	Gesture and Star Enactments
1.50 pm	Speaker 11	Alden Roberts	'Cogito' and Equivalency in Contemporary Visual Art.
2.10 pm	Speaker 12	Maureen Wincott	Blended Learning: Is it the answer to education's sustainability issues?
2.30 pm	Speaker 13	David Weale	Social Networking and education with particular emphasis on HE and FE
2.50 pm	Coffee		
3.10 pm	Speaker 14	John Horsey	Lancelot 'Capability' Brown (1716-1783). A reappraisal of his work.
3.30 pm	Speaker 15	Norman Woollard	HE Tutorial
3.50pm	Speaker 16	Karen Foster	e-books at Yeovil College
4.10pm	Finish		

James Hampton



James was appointed as Principal of Yeovil College in March 2003.

He studied Materials Science and Business Economics at Surrey University and after a short spell in research and development in industry he embarked on a teaching career.

Over the past 25 years James has taught Physics, Materials Science and Mathematics in schools, a sixth form college, a tertiary college and Further Education colleges. More recently he has headed a School of Education and Teacher Training. His last post prior to coming to Yeovil was as Vice Principal of a large FE college in Cambridge.

James has previously been a governor of a secondary school, a sixth form college and a village primary school. He has also been a borough councillor and a parliamentary candidate.

Coaching and Mentoring

Contents

Page	
3	Executive Summary
4	Part One: Contexts – sector, organisation and personal role
6	Part Two: A Review of Current Coaching and Mentoring Methodologies
8	The distinctive role of coaching
10	Mentoring specifically
11	Part Two Conclusion
12	Part Three: Learning Styles and the Nature of Knowledge and Implications for Mentoring Practice within a Tertiary College
12	Learning styles and Cycle
14	Knowledge and Development
15	Part Three Conclusions and Implications for Coaching and Mentoring
16	Part Four: A Model for Mentoring and Coaching with Evaluation
16	Developing a Coaching and Mentoring Culture
17	Assessment of Organisational and Individual Need
18	Assigning Coaches/Mentors and the Programme
19	Developing Coaches and Mentors
20	The Coaching/Mentoring Programme
21	Evaluation ‘The Dashboard’
29	Bibliography

Executive Summary

This paper focuses upon the development of a whole college model for mentoring and coaching. Part one outlines the nature of the college and the staff team and the contexts within which it operates. Part two examines the nature of coaching and mentoring from the perspective of both established and more recent commentaries. It concludes by outlining both the very distinct qualities of each as well as the essential features which both mentoring and coaching have in common. Part three places coaching and mentoring within the context of the range of learning styles across the staff team, using Honey and Mumford as a proposed evaluation methodology together with Bloom’s Taxonomy and Gestalt theory to describe the nature of knowledge and their application to coaching and mentoring. Part four proposes a whole college model based upon the college strategic plan and a recognition that successful achievement of targets will be dependent upon a mature and developed staff team. The model includes development of coaches and mentors together with an evaluation tool using a ‘Dashboard’ approach to highlight levels of performance.

Part One: Contexts – sector, organisation and personal role

Yeovil is a Tertiary College within the broad Further Education (FE) sector. The FE sector has traditionally included all education and training post-compulsory schooling (16), with the exception of Degree and Post-Degree qualifications. In recent (last 10) years however, many FE colleges have begun to work in partnership with schools to deliver programmes from the age of 14 – typically vocational elements using skills and resources not normally found in schools. Many colleges have also developed strong relationships with Universities to deliver foundation and full degrees.

Colleges were incorporated in 1993 as semi-independent institutions (i.e. outside Local Education Authority control) providing greater freedom over institutional ethos and direction. Tertiary Colleges were established in the 1970s as Local Authorities developed a more comprehensive strategy for the provision of education and training. Typically young people in a tertiary system attend primary or junior schools to age 11, transfer to an 11 – 16 secondary school and then to the Tertiary College as the main post-16 provider for the area. Tertiary colleges tend therefore to have a very wide social and ability mix, reflecting the wider local population.

“Tertiary Colleges provide all or a significant majority of the education and training for 16-19 year olds within their local authority area (where all or most of the publicly funded schools focus on 11-16 provision).” (Tertiary College Group 2008)

Yeovil was established as a Tertiary College in 1974 and retains this status to date. Its key client/student groups can be classified as:

- i 14 – 16 year olds – around 600 school pupils attending college for one day per week to develop vocational skills
- ii 16-18 year olds (6th form) – around 1,700 learners studying programmes from entry level (students with learning difficulties and disabilities) through to A levels and Baccalaureate.
- iii Apprentices – around 600 employed 16-25 year olds attending college for (normally) 1 day per week.
- iv University level learners – around 1,000 full and part time learners on Higher Education (HE) level programmes including NVQ4, professional programmes, foundation and full honours degrees;
- v Employees – the college delivers both full qualifications and bespoke training for over 600 company-based employees;
- Vi Adults (19+) – over 2,000 adults, mostly part time, studying a range of skills and vocationally-focused programmes.

College turnover is £16m and just over 500 full and part time staff are employed, making it one of the top 10 employers in the South Somerset and North Dorset sub-region. The college has a twin focus for its wider community in terms of providing the skills needed for employers as well as a strong community dimension expressed in the college mission statement:

“Driving economic and social prosperity through excellent education and training.” (Yeovil College 2009)

As Principal, I have overall accountability to the Board of Governors to ensure that the college meets its strategic targets and Key Performance Indicators (KPIs) including recruitment, quality and financial goals. I am accountable for setting the overall ethos of the college, discharging my responsibilities through my line managed Senior Leadership Team (Executive) of three Vice Principals and a Head of Human Resources.

As Principal I have also chosen to take a very visible lead in setting the direction of management development and culture change. The college as outlined above is a broad-based organisation with a very diverse team of staff (both teaching and business support). Teaching staff and managers have themselves come from industries and organisations with very different cultures – including construction, engineering, care, sport, creative industries as well as from a more academic background.

Key to ensuring effective and sustainable change in such a diverse environment is the development of managers focused upon their own individual needs and learning styles, as well as the essential corporate imperatives. Coaching and mentoring, with their immediate focus on individual difference and one to one support, will therefore be important tools for both managers and the organisation.

My role as Principal in this context is to provide clear leadership and direction for the college in order to establish a robust and effective process.

Part Two: A review of current coaching and mentoring methodologies

Coaching and mentoring, together with (to some extent) counselling, have become increasingly popular when used to describe approaches to organisational development and behaviour. They have come to describe aspects of relationships between individuals within an organisation, and are often used interchangeably – sometimes leading to considerable confusion, both for the organisation and the individuals concerned.

Coaching is often the most widely used term within organisations. Lambert in 2004 (p. 22) has estimated that up to 70% of organisations use it at least at a senior level. Potter and Bolden in 2005 (p. 22) offer a useful summary; they describe coaching as using the daily management experiences as a learning opportunity facilitated by an experienced coach. Coaching, they argue, encourages self-reflection in order that the individual can improve their own performance through direct experiential learning. They suggest that coaching will typically be focused on practical and real workplace situations and challenges, both in the short term as intervention, but also as part of a longer term developmental process.

They go on to describe counselling as sharing many similarities with coaching, but focusing on the more therapeutic relationship typical of therapist and patient.

“Although often instigated in response to work-related issues, there is a significant psychological dimension; addressing the person as a whole rather than just in a professional capacity.”
(Potter & Bolden 2005 p. 22)

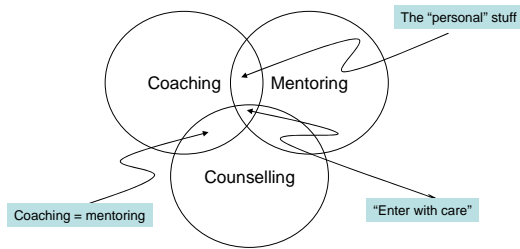
It would seem, from their analysis, that counselling focuses less upon an expert ‘coach’ in the professional/workplace sense and more upon ‘challenge and enabling’ rather than specific feedback. Counselling, they suggest, is about helping individuals to reach understanding from a different perspective and identifying solutions to problems for themselves.

Mentoring, the third of the triumvirate with coaching and counselling will sometimes have as its basis a more hierarchical dimension:

“(mentoring is) the relationship between a senior and more junior member of an organisation directed towards the support and advancement of the more junior member.”
(Fowler & Gorman 2004 p. 53)

It can be argued that it is essentially a long term relationship, which may be either formal or informal, associated with providing support and guidance through the passing on of wisdom. Mentoring within this description may typically be used for the support of new and/or inexperienced members of an organisation. However, Potter & Bolden suggest that it is now increasingly common for CEOs and directors to have their own mentors. As a new Principal, I enlisted the support of an informal mentor who was a trusted, experienced and long-standing Principal (from a sufficiently distant and independent organisation). He provided invaluable support in problem-solving and as a critical friend, enabling the sharing of sensitive issues which would have been difficult or inappropriate with more junior members of staff.

Lambert (2004 p.23) represents the relationship between coaching, counselling and mentoring in diagrammatical form:



Coaching, counselling and mentoring overlaps (Lambert, 2001, cited University of Exeter)

Lambert's diagram shows that it is indeed possible to have combined roles, but that they would be entirely different from a purely coaching, counselling or mentoring role.

Potter, Bolden and Lambert are clear about the distinctions whilst recognising overlap. However, there are many professionals advertising themselves as 'coaches and mentors' in a seemingly interchangeable role. The Coaching and Mentoring Network (2009 p.1) also recognises many similarities and commonalities in the services offered. They suggest that both coaching and mentoring facilitate the exploration of needs and desires through the use of questioning techniques which support the individual's own thought processes in identifying actions or solutions rather than a more overtly directive approach. Many of the descriptors will focus on observation, listening, questioning, encouragement and development and will also stress that both coaches and mentors will

"Maintain unconditional positive regard for the client which means that the coach or mentor is at all times supportive and non-judgemental of the client, their views, lifestyle and aspirations."

Finally, they argue that there is a focus in both coaching and mentoring upon goal setting, action, self-assessment and judgement to ensure achievement through objective measures.

Of course it can be argued that it may suit some professional coaches and mentors to highlight similarities in order to increase their own apparent market flexibility. A common desire for many individuals and organisations will be to achieve success in one or more specific areas of life and work and a vehicle offering analysis, reflection and action would be very attractive.

However, an organisation or individual seeking change and improvement will need to be very specific in defining both process and outcomes to ensure the greatest chance of success. What emerges from much of the literature tends to a description of coaching and mentoring as powerful tools for individual development, but with coaching focused upon the organisational goals (and the individual's role in achieving them) and mentoring focused upon the wider individual goals and skills, albeit within an organisational context.

The distinctive role of coaching

Parsloe (1999,) defines coaching as:

“A process that enables learning and development to occur and thus performance to improve. *To be successful, a coach requires knowledge and understanding of process as well as a variety of styles, skills and techniques that are appropriate to the context in which the coaching takes place.*”

The italics are mine and highlight in this instance the importance attached to a coaches' understanding of specific contexts within which the individual is operating. This reinforces the earlier assertion from Potter & Bolden which focuses on direct experiential and situational learning. That is not to suggest, however, that coaches need an in-depth knowledge of the actual workplace environment. Eldridge, F & Dembkowski (2004) propose a model they call ACHIEVE, a seven step process based upon very detailed working with the individual to understand the current situation, develop ideas and options through to specific action and goal assessment. They are also specific in defining the key skills of a coach and include:

- maintaining rapport;
- creating an open, non-threatening atmosphere;
- listening;
- asking good questions;
- giving feedback;
- assisting with goal setting;
- encouragement and challenge.

Eldridge & Dembkowski (2004 p. 2) also describe the coach as

“... a professional nagger. Clients continue to require motivation. To keep them on track, e-mail and phone calls can provide the necessary prompts.”

This latter point is further developed by Bettridge (2009, p.66)

“An effective corporate coach is not a confidante for the individual, but rather a facilitator of cultural and organisational transformation through improved leadership.”

She goes on to argue that whilst coaching has in the past focused upon the individual, it may in the future require a shift to focus upon teams, collective intelligence and collaborative action. She suggests that new coaching methodologies are evolving and that they will need to focus on the individual's enhanced performance as a means to achieving a transformation of, and better output from, the whole team or organisation. She attributes this 'next-level thinking' to the collapse in 2008 of much of the standard corporate ideology – although she is less specific about what this may have been. However she asserts that a new coaching culture will encourage people and teams to reflect on the extent to which their own individual priorities do or do not support the health of the whole.

Bettridge (2009, p.64) also argues that it is personal **behaviours** which will be at the heart of organisational change and improvement. In this sphere it is clear that individuals may be able to facilitate personal reflection, meditation, conversations with peers etc; however she asserts that

“... coaching is one of the most powerful and relevant (tools) in an organisational context. It is far easier for someone else to take a fresh perspective on your own behaviours than it is for you to do it on your own.”

The Centre for Excellence in Leadership (CEL 2009 p.1) also highlights team and organisational performance through individual improvement in the service they offer to educational organisations.

“So at the very heart of coaching interventions ... is the philosophy that ... the untapped potential within you, the team and the organisation will be released in a more focused, expedient and sustainable way.”

Mentoring specifically

The distinctive dimensions of mentoring compared to coaching focus, according to Fowler and Gorman, in an empirical study of mentors and mentees, on a much more personal methodology based upon personal and emotional guidance, advocacy, career development, role modelling, strategies and systems advice, learning facilitation and friendship. This contrasts very sharply with the view of coaching held by Bettridge and quoted earlier, that a coach is very definitely **not** a confidante.

Research via longitudinal study on the influence of mentoring on organisational commitment and turnover, Payne and Hoffman (2005), suggests a strong long term positive impact of mentoring on both commitment and loyalty.

Anna Britnor Guest (1999 p. 1) is clear that mentoring

“... is the process by which an individual learns from someone who has worn the same shoes and travelled the same path, someone metaphorically older and wiser.”

She goes on to describe mentors as often working in the same organisation, usually more senior, helping you on your career path. This is a view supported by the Centre for Excellence in Leadership (CEL, 2009):

“A mentor is someone who offers support based on his or her work experience to a less experienced colleague. This relationship is usually a longer term but informal relationship, passing on knowledge and offering support.”

However, whilst CEL stresses the informal nature of the relationship, Britnor Guest (1999 p. 3) is clear that she believes that mentoring relationships are not always easy to establish and maintain and

“... can peter out if they are not formalised at the outset and managed appropriately.”

Conclusion

In conclusion it may seem surprising that coaching and mentoring are terms used very often together and very often interchangeably. The distinctive and different qualities of each from this review can be summarised in the table below:

Coaching	Mentoring
Focus on organisational goals and performance	Focus on individual need and progression
Specific skill focus	Personal and emotional support

Short term Generic	Long term Job/role/organisation specific
Coach likely to be external or more remote in the hierarchy	Mentor likely to be within the organisation – “older and wiser”

However, it is also clear that the skills required and the generic processes of both mentoring and coaching have many similarities:

- 121 situations;
- Self-analysis and self-reflection;
- Listening, questioning, feedback, goal setting;
- Individual improvement leading to organisation impact.

Part Three: Learning styles and the nature of knowledge and implications for mentoring practice within a Tertiary College

Section 1 of this report described the very diverse nature of this organisation and the consequent diversity of the staff team – different educational backgrounds, different employment/culture backgrounds and different learner groups. My own role is to identify, define and develop an approach to mentoring and coaching across the college which will meet both individual and organisational aspirations. It will therefore be important that the diversity of staff and their range of learning styles is recognised and accommodated within the mentoring and coaching model. It will also be important in this section to consider the nature of knowledge and its development and the impact this may have upon a mentoring and coaching programme.

Learning Styles and Cycle

For many years within the Further Education (FE) sector, basic, entry level teacher training has tended to focus on two key models of learning styles; David Kolb and Honey & Mumford.

Kolb’s learning theory (1984 p. 2) sets out four distinct learning styles (or preferences) based on a four stage learning cycle. This has been interpreted by FE teacher trainers as a ‘training cycle’.

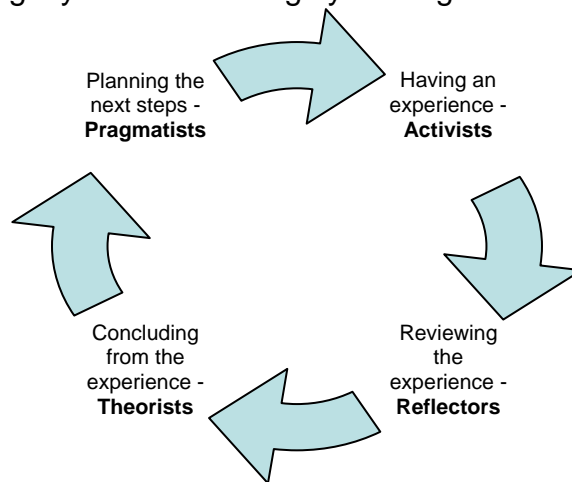
The four stages in the cycle are:

1. Concrete Experience – or ‘feeling’ which provides a basis for ...
2. Observation and Reflection – which are assimilated and distilled into ...
3. Abstract Concepts – which in turn produce new opportunities for action or ...
4. Active Experimentation.

The four learning styles are:

1. Diverging (feeling and watching – 1 and 2 above). Divergent learners tend to watch rather than do, gathering information and using imagination to solve problems. These learners, according to Kolb, will perform better in ideas-generating or brainstorming situations. They will prefer groups and have a tendency to be strong in the arts.
2. Assimilating (watching and thinking – 2 and 3 above). Assimilating learners tend to prefer a concise logical approach focusing on ideas and concepts more than people. They require good, clear exploration rather than practical opportunity. Learners with this style will often be strong in sciences, preferring readings, lectures and time to think things through.

3. **Converging** (doing and thinking – 3 and 4 above). Convergent learners often prefer technical tasks and are less concerned with people and interpersonal aspects. They will often be proficient at finding practical uses for ideas and theories.
 4. **Accommodating** (doing and feeling – 1 and 4 above). Accommodating learners often rely upon intuition rather than logic. Using gut instinct they tend to do well in teams and situations requiring action and initiative. They are keen to set targets and try different ways to reach an objective.
- Honey & Mumford (1982 p. 8) further developed the Kolb model to combine the learning styles and learning cycle stages:



Kolb	Honey Mumford	&	Notes/Tendencies
Accommodating	Activist		Gregarious, seek challenge and immediate experience, open-minded, bored with implementation
Diverging	Reflector		'Stand back' gather data, ponder and analyse, delay reaching conclusions, listen before speaking, thoughtful
Assimilating	Theorist		Think things through in logical steps, assimilate disparate facts into coherent theories, rationally objective, reject subjectivity and flippancy
Converging	Pragmatist		Seek and try out new ideas, practical, down to earth, enjoy problem-solving and decision-making quickly, bored with long discussions

In practice, the Honey and Mumford development of Kolb's original work becomes a more useful tool for a pragmatic application of learning styles assessment.

Knowledge and development

Whilst both Kolb and Honey and Mumford provide tools for the analysis of learning styles and practice, the essential nature of the skills, knowledge and understanding to be acquired also has considerable impact upon the coaching and mentoring model. Bloom's Taxonomy (1956) was based upon a belief that education should focus on 'mastery' of subjects and the promotion of higher forms of thinking, rather than a utilitarian approach to simply transferring facts. Since the original publication, there have been many refinements and revisions. In essence, the taxonomy is based upon three domains: the Cognitive, Affective and Psychomotor, each of which can be described in terms of a number of levels.

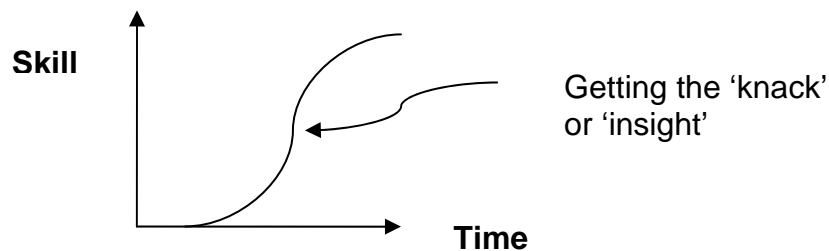
The **Cognitive Domain** relates to intellectual capability ie knowledge and thinking. The

levels go from knowledge and comprehension through to analysis, synthesis and evaluation.

The **Affective Domain** relates to attitude, feelings, emotions and behaviours, with levels from awareness and reaction through to personal values/behaviours.

The **Psychomotor Domain** relates to manual and physical skills (doing) from imitation or copying through developing precision to mastery or 'expert'.

And finally, it is worth considering Gestalt Theory. The International Society for Gestalt Theory and its Applications (2009) stress the 'primacy of phenomenal'. They assert that human experience is the only immediately given reality. In practice, this means that learning arises from an innate desire by humans to create connections, order and interactions to reduce cognitive dissonance. Gestalt learning can be described as the creation of 'insight' or even the 'ah-ah' moment when previous dissonant ideas, experiences and knowledge become 'whole'. So, whereas behaviourism concentrates on breaking down a task into parts and how each is learned individually and incrementally, Gestalt acknowledges the 'knack' element. In Bloom's terminology, 'knack' is the psychomotor equivalent of cognitive 'insight'. This may be represented graphically.



Conclusions and implications for coaching and mentoring

It is likely, in a mixed subject staff team, that there will be colleagues exhibiting preferences for learning in all of the learning styles or types described by Kolb, Honey & Mumford, and others. Impact is likely to be greatest therefore in terms of the individual skills of the mentors and coaches involved. They will need to be able to analyse and understand their "client's" preferred style to maximise the effectiveness of the learning techniques employed. They may also need to be 'matched' in a 121 situation where empathy, understanding and support have been seen to be crucial.

For management development leading towards organisational culture change, it can be seen from Bloom's Taxonomy that it will be important to move managers towards the higher levels within each domain. Not only will coaches and mentors need to have an understanding of the nature of progression up these levels, but they will also need to support colleagues in organising and reorganising knowledge, skills and understanding to achieve the clear insights or significant steps forward.

And finally, Bloom again can be related directly to coaching and mentoring. It can be seen from the descriptions in Section 2:

- *Coaching focuses on specific skills, knowledge and actions;*
- *Mentoring focuses on whole person behaviour and attitudes.*

That coaching may align quite closely with the Cognitive Domain and Mentoring with the Affective Domain. The college model to be described in Section 4 will need to ensure that the processes, training and guidance put in place enhance and build on these correlations.

Part Four: A model for mentoring and coaching with evaluation

In my role as Principal, my own performance will be judged primarily upon the effectiveness of a college-wide model and policy, and the extent to which it will result in a clear 'coaching and mentoring' culture within the college, leading to improved performance. My aims in this section will therefore be to draw upon:

- the contexts within college described in Section 1;
- the analysis of both established and current thinking in Section 2;
- the impact of a wide variety of learning styles as examined in Section 3;
- examples from both public and private sector organisations of both policy and implementation

...in order to draft both policy and an action plan for implementation with clear outcomes capable of evaluative judgements.

Developing a coaching and mentoring culture

It has already been argued in Part 2 that up to 70% of organisations use mentoring and coaching at least to senior level. Britnor, Guest & Willis (2003 p. 1) suggest that the figure may be as high as 87% and that the majority have experienced positive results. They indicated that the benefits may include:

- "Improving company revenues and profits;
- Enhancing operational efficiency;
- Developing employee morale and motivation;
- Increasing employee productivity particularly through developing soft skills;
- Providing clear thinking space to gain clarity and fresh perspectives;
- Leveraging organisational culture change;
- Career progression and succession planning; creating cultures and environments which promote loyalty and reduce staff turnover."

However, they also argue that the key challenge for organisations is to identify both purpose and strategic approach as well as ensuring that those working as coaches and mentors fully understand the context in which coaching takes place. Not all companies, however, will necessarily have a specific strategy for coaching and mentoring despite using the techniques extensively.

Bombardier Transportation (CIPD, 2009a) use coaching and mentoring in a general way to support and develop leadership in its rapidly changing business. However ...

"There is no specific strategy for coaching, but there is a strategy to develop leaders, to which coaching contributes."

Nokia, the global manufacturer of mobile devices places a high priority on ensuring that all its employees are performing to their full potential. The company has a learning and development strategy where 70% of development takes place on the job, 20% through networks and relationships and 10% through formal development activities. Coaching and mentoring supports the first two strands ie 90% of development activity. However, whilst recognising the value of coaching and mentoring, the company does not yet have a consistent approach to evaluation:

"As yet, Nokia's coaching activities are to some extent unstructured with much discretion left to individual line managers." (CIPD, 2009b)

However, the company also recognises the need to change ...

“... but this (coaching and mentoring) may well need to become more structured in the future if the scale and scope of coaching keeps growing.”

Other organisations take a more formal approach. Middlesex University (2008) has a clear Coaching and Mentoring Policy which aims to

“... develop the potential of all staff in supporting the aims and priorities of the university.”

Similarly, East London and the City Mental Health NHS Trust (2005, p.6) has formalised its approach to coaching and mentoring in a policy, albeit with a different perspective to the examples above, especially in relation to their definition of mentoring:

“Mentoring is a management method which helps the member of staff to make a significant transition in knowledge, skill or thinking.”

Assessment of Organisational and Individual Need

From the examples above (and others) it is possible to argue that a defined policy may not be necessary for an effective coaching and mentoring culture, but an explicit understanding of the role (of coaching and mentoring) by employees most definitely is necessary.

Clarity of purpose therefore, however expressed, is essential within college to develop both effective practice and culture.

Fig 1 illustrates a contextual approach to staff development which focuses upon a continuous improvement cycle driven by the college's own Aims and Objectives. These focus on organisational aims (quality, recruitment, financial etc) but also include personnel-focused targets such as reduction in turnover, commitment, morale etc.. We have seen that many organisations (Britnor, Guest and Willis, 2003) include an individual or personalised dimension within their overall staff development strategy. The model in Fig 1 puts this at the centre of the strategy, highlighting the drive to create a college culture which is based upon recognising individual need, personalising the support through mentoring and coaching and a belief that improvements in staff commitment will impact positively upon the college's overall performance. The conclusion reached in Part 2, outlining the essences of both mentoring and coaching, will be used as the basis for the model:

- coaching focused upon organisational goals and performance;
- mentoring focused upon individual support, progression and commitment.

Fig 2 summarises the use of 'initial' assessment of individual need, leading to a decision to provide either mentoring or coaching support. It also highlights the interrelatedness with learning style (discussed in Section 3) and the consequential need for coaches/mentors to be aware of and 'matched' with coaches/mentees. Fig 2 also illustrates the relationship with the separate coaching and mentoring development programme, and includes both individual evaluation as well as an evaluation of the overall impact on the college targets.

Assigning coaches/mentors and the programme

The development of coaches and mentors is described below; however the programme will also include both training on learning styles and an assessment of the coach/mentor's own preferred style. It has been shown in Section 2 that both coaching and mentoring require skills in listening, creating rapport and empathy. Central to this will be an understanding of the coachee's/mentee's own style and the possible tensions arising from a mismatch. Aligning styles in this way will help to ensure a strong empathetic relationship. This is reinforced by Robins (2006 p. 50)

“... the relationship and process will be characterised by a high degree of mutual learning.”

Each coach or mentor will develop a biography outlining:

- preferred learning style
- current job role and level
- areas of specific skill eg
 - o work/life balance
 - o performance management
 - o delegation
 - o time management etc

This will be used with managers to agree an appropriate match.

Section 2 has also demonstrated a key difference between coaching and mentoring in terms of the coach/mentor's role in the organisation. Britnor Guest (1999) is clear that the mentor is likely to be someone who has had a similar experience and background as the mentee. Whilst a coach is likely to be someone with clear and specific skills but more remote in the organisation, or indeed external. Warman and Jackson (2007) and Allan (cited Lord et al, 2007) both argue that coaches should be 'distant' from day to day line management

“... it is beneficial for the coach and coachee to be from different sectors.” (Allan, cited Lord et al, 2007 p. 53)

It will be important therefore for the college to have a pool of trained coaches and mentors from as wide a background as possible, reflecting the college's own diversity, as explained in Section 1.

Developing mentors and coaches

The importance of developing a skilled team of mentors and coaches is highlighted by a number of organisations. Oxford City Council (cited CIPD, 2009c) originally trained 20 line managers using an external training provider. This has been supported through a number of management away days focusing on coaching tools and methods delivered by some of the original 20 coaches. The Metropolitan Police (cited CIPDd, 2009) also took the decision to develop a coaching culture through the use of internal coaches. They also use individuals coaching alongside their existing role

“... (this) helps ensure that coaching is more credible and is driven by the business rather than imposed by HR.”

As a public sector organisation with limited resources, the models used by Oxford City Council and the Metropolitan Police have the advantage of building capacity from within the organisation based upon initial external input.

Fig 4 outlines the coaching and mentoring development model proposed for the college. It recognises both similarities and differences between coaching and mentoring. Although the process is designed to be internally sustainable, there will be a need for regular external training and updating, including the development of new ideas and research.

In addition to both the generic and specific coaching and mentoring skills, the programme will need to ensure that coaches and mentors understand the philosophical approach to coaching and mentoring within the college.

Once trained, individual coaches and mentors will need to agree with their manager and HR their overall commitment to the programme, both in terms of time and also caseload.

The Coaching/Mentoring Programme

Once individual need has been identified and agreed with the line manager (above) and a suitable coach or mentor agreed, the coach or mentor and client will need to meet together to ensure common understanding about broad aims and a joint commitment to personal change and development. In addition, they will also need to agree practicalities about frequency, time, place etc.

For coaching this is likely to be around 1½ hour meetings monthly for six meetings. Coach and coachee will start to identify a set of SMART goals focused on the organisational/personal needs.

For mentoring, frequency is likely to be variable over time. With its focus on the individual’s support needs, it could follow a pattern of more frequent but shorter initial meetings (weekly?) developing into perhaps monthly meetings over the relevant period. This will depend upon the individual’s circumstances and the mentoring period may be determined by academic year, probationary period if relevant, or by other factors such as promotion goals (longer term) or formal disciplinary/capability processes.

Evaluation – ‘The Dashboard’

Both processes will have formal evaluation in terms of:

- a) Coachee/mentee perception of:
 - Coachee/mentee impact.
 - Learning and development including achievement of agreed SMART targets.
 - Organisational Impact
- b) Organisational impact
 - staff turnover;
 - aggregated perception surveys from staff involved;
 -

Part 1 Coachee/Mentee Perceptions

The evaluation table below will be used at the conclusion of the coaching period (normally 6 sessions – see above) or at 6 monthly intervals for mentoring.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Section 1 – Coachee/mentee Impact					
1. The coaching/mentoring was useful					

2. My coach/mentor was skilled					
3. I would recommend it to a colleague					
4. I would do it again					
Section 2 – Learning and development					
5. I achieved my goals (SMART Targets)	80%-100%	60%-79%	40%-59%	20%-39%	0%-19%
6. I gained new insights					
7. I gained new skills, knowledge or understanding					
Section 3 – Organisational impact					
8. The coaching/mentoring has helped me to do my job					
9. I am more motivated now than at the start of the programme					
10. I will be able to perform my job role more effectively					

The results will be discussed between the Coachee/Mentee and their line manager, however in order to evaluate the effectiveness of the whole college policy, results will be aggregated for all coachees and mentees and graded as below.

Part 2 – Mentoring and Coaching Key Performance Indicators (KPIs)

This section will use the Red, Amber, Green model for highlighting areas of risk.

For each section above;

- Red = agree or strongly agree responses between 0% - 49%
- Amber = agree or strongly agree responses between 50% - 79%
- Green = agree or strongly agree responses between 80% - 100%

For Staff turnover:

- Red = turnover worse than 2% above target (currently 14%)
- Amber = turnover between target and 2%
- Green = turnover at or below target.

For staff perception;

This will be based upon the basic whole college staff survey and will use the overall satisfaction rating

- Red = 'satisfied' responses between 0% - 49%
- Amber = 'satisfied' responses between 50% - 79%
- Green = 'satisfied' responses between 80% - 100%

Part 3 – The Dashboard (example)



Part 4 - Overall Impact Assessment of Coaching and Mentoring at Yeovil College

Summary assessment of the impact that the mentoring and coaching programme has at Yeovil College will be based upon the standard Ofsted assessment model i.e. a four point scale; outstanding, good, satisfactory and unsatisfactory.

The Coaching and Mentoring Impact Assessment will be summarised in terms of the numbers of red, amber and green in relation to the criteria above i.e. coachee/mentee impact, learning and development, organisational development, staff satisfaction, staff turnover. The final ladder will therefore be;

Outstanding	All indicators green
Good	1 or 2 amber, no red
Satisfactory	3,4 or 5 amber, no red
Unsatisfactory	1 or more red

This will link directly to all other college KPIs and monitored as part of the overall suite of HR activity. In common with current college aims, the college will be seeking to achieve 'Outstanding' by July 2012.

Fig 1: Individual staff development and support – a coaching and mentoring focus

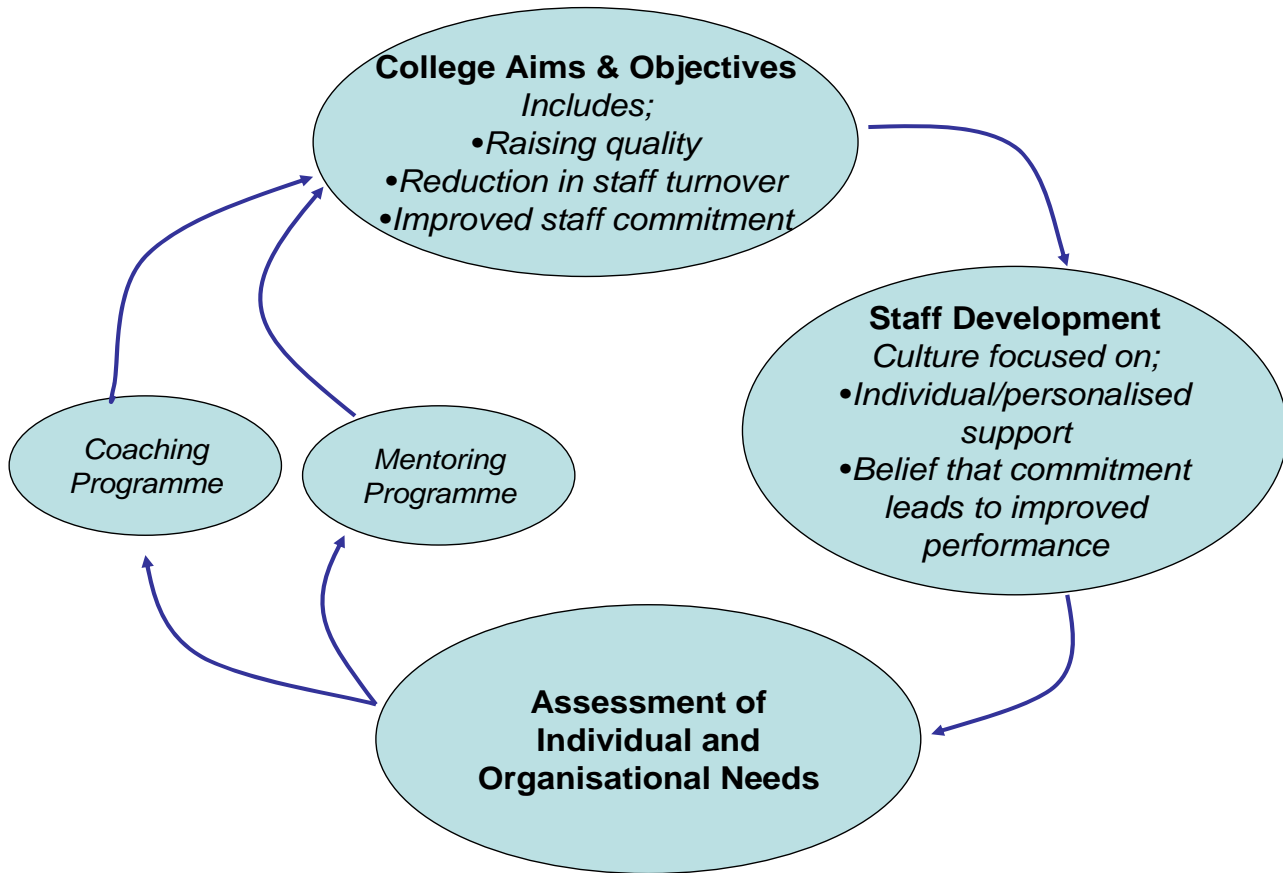


Fig 2

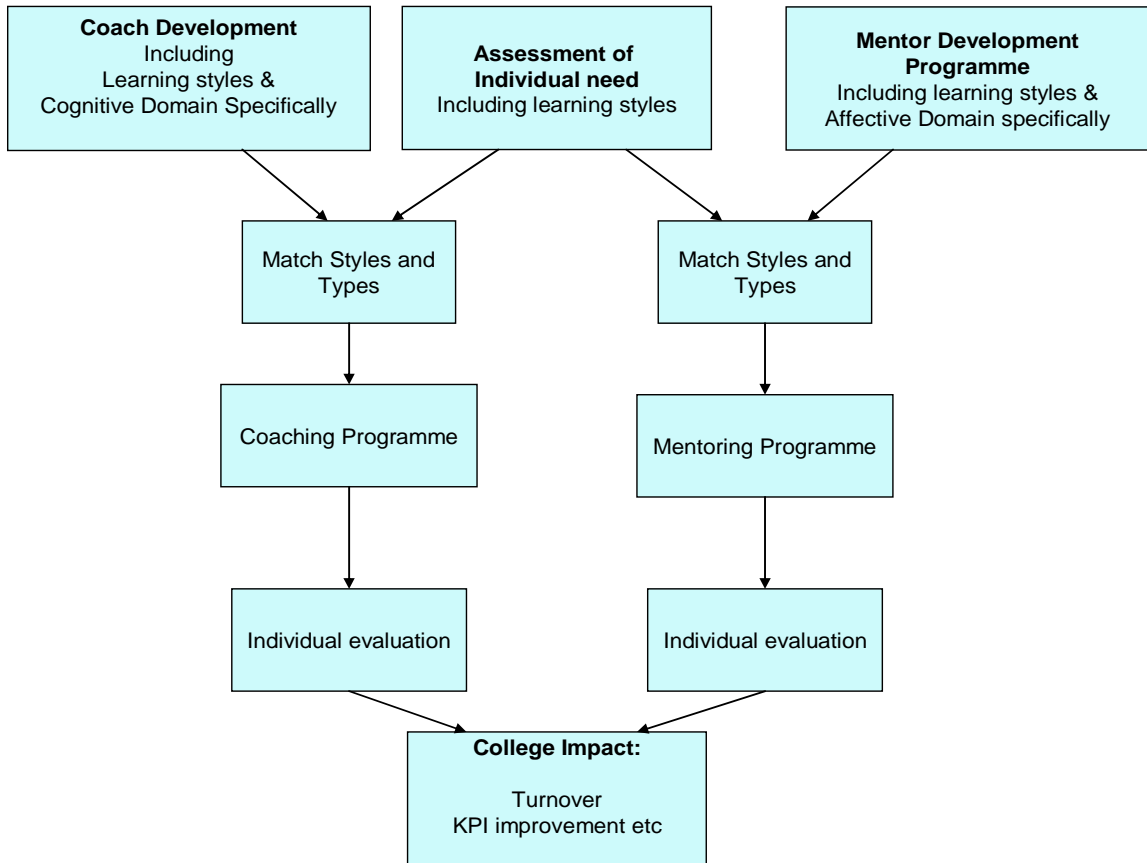


Fig 3:

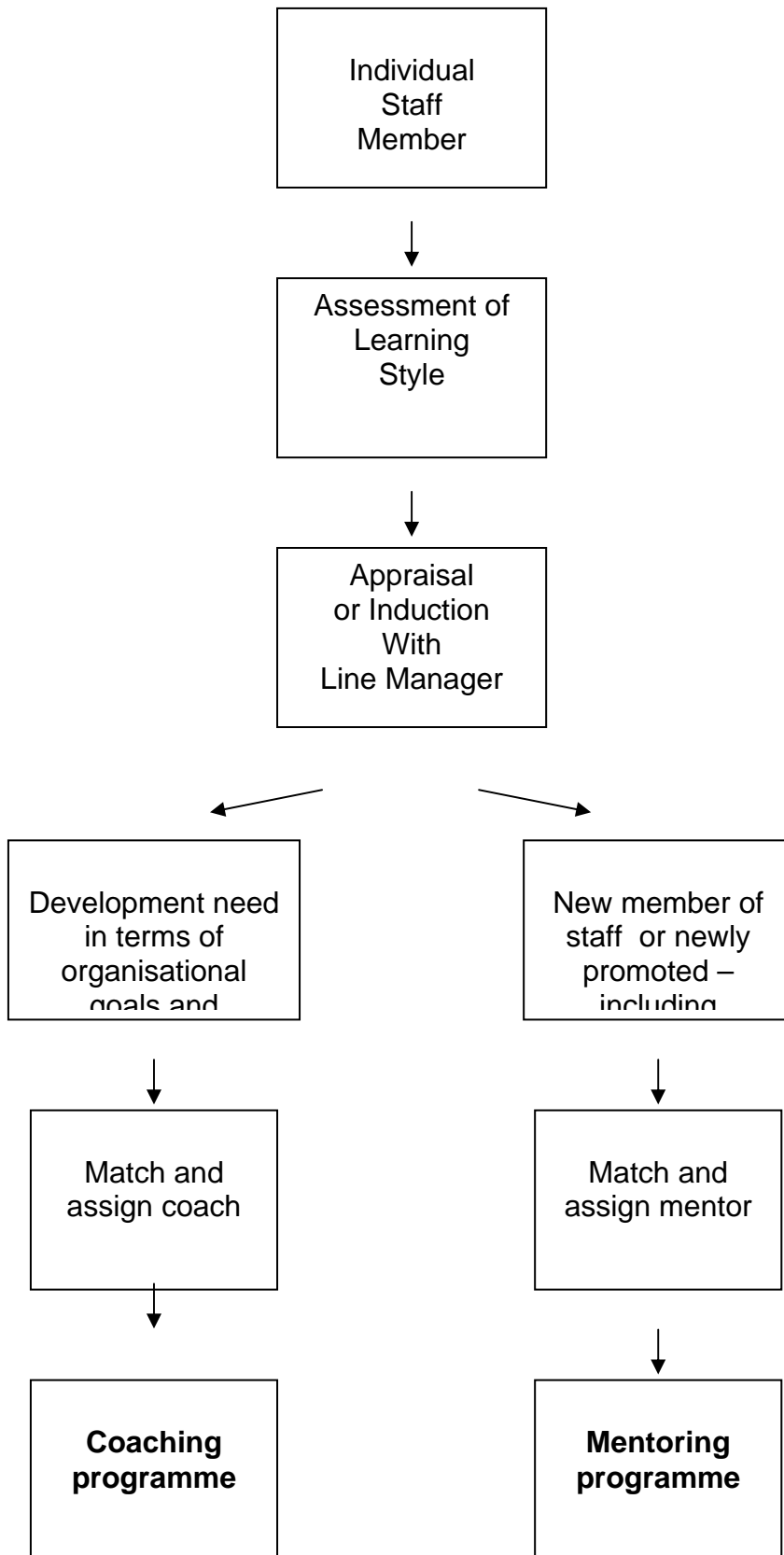
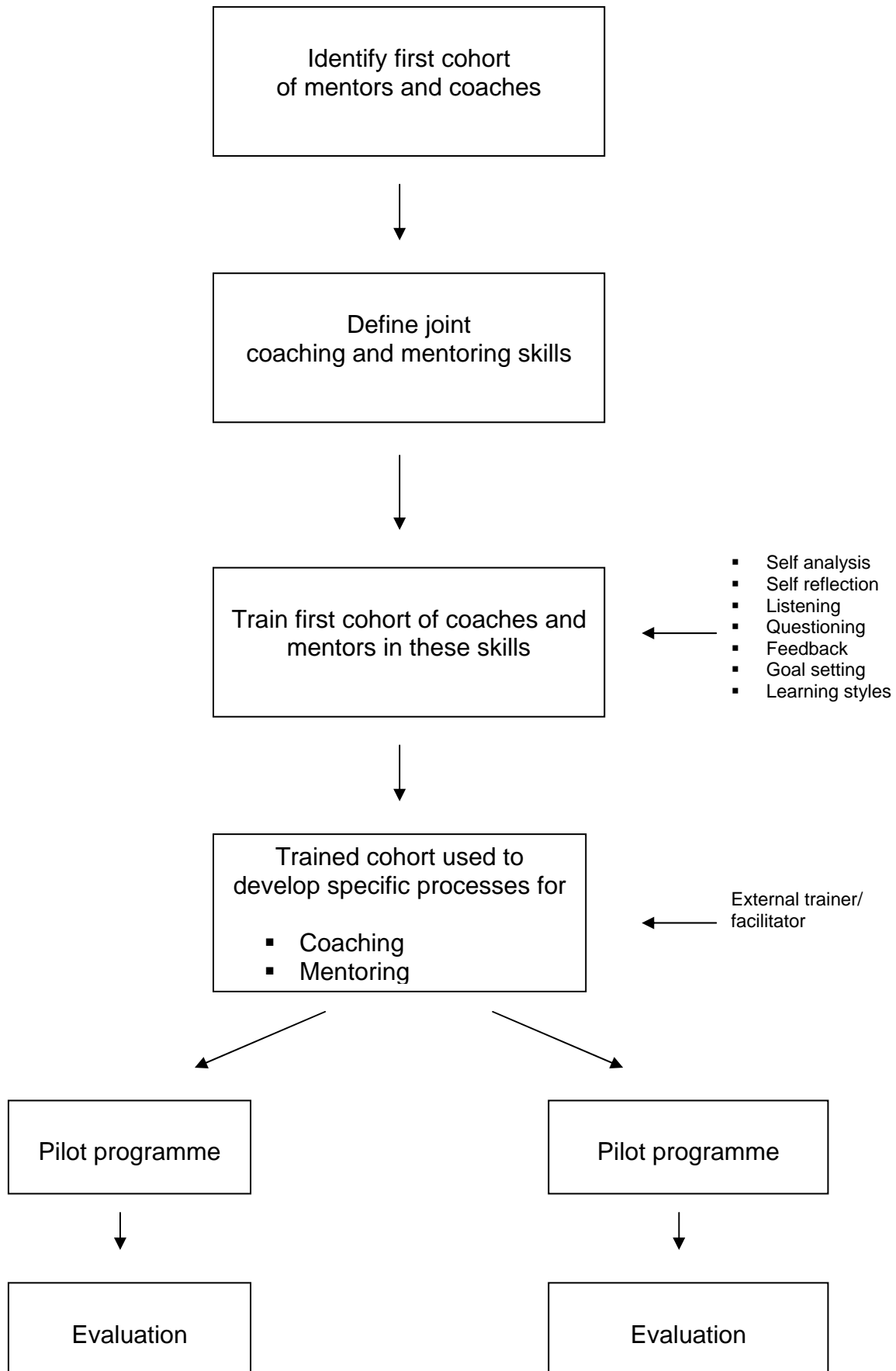


Fig 4: Coach/mentor development



Bibliography

Atherton, J. S. (2009) *Learning and Teaching: Gestalt and learning* Available at: <http://www.learningandteaching.info/learning/gestalt.html> (Accessed: 22 October 2009)

Bettridge, N., (2009) 'Coaching for the 'New Normal' *Training Journal*, July 2009 pp. 62-66

Bloom et al (1956). *Taxonomy of Educational Objectives: Handbook 1, The Cognitive Domain*. Available at: <http://www.businessballs.com/bloomstaxonomyoflearningdomains.htm> (Accessed:

Britnor Guest, A (1999). A coach, a mentor ... a what? *Success Now*, 13 (July – September 1999). Newbury: Coaching and Mentoring Network. Available at: <http://www.coachingnetwork.org.uk/resourcecentre/articles/ViewArticle.asp?artId=72> (Accessed: 3 November 2009)

Britnor Guest, A and Willis, P. (2003) *Coaching – take the ride but avoid the bandwagon*. Newbury: Coaching and Mentoring Network. Available at: <http://www.coachingnetwork.org.uk/resourcecentre/articles/ViewArticle.asp?artID=77> (Accessed: 3 November 2009)

Centre for Excellence in Leadership (no date) Mentoring – Learning from Practice, Learning from Each Other. <http://www.centreforexcellence.org.uk/?Page=mentoring> (Accessed: 6 October 2009)

Centre for Excellence in Leadership (no date) Coaching. Available at: <http://www.centreforexcellence.org.uk/?page-coaching> (Accessed: 6 October 2009)

Chartered Institute of Personnel and Development (2009) *Bombardier Transportation: Coaching in a multinational engineering business*. Available at: http://www.cipd.co.uk/helpingpeoplelearn/_bmbdtrns.htm (Accessed: 3 November 2009)

Chartered Institute of Personnel and Development (2009) *Building a coaching culture at Nokia*. London: CIPD Available at: http://www.cipd.co.uk/helpingpeoplelearn/_nkcc?NRNODE=published&NRNODEGUI.htm (Accessed: 3 November 2009)

Chartered Institute of Personnel and Development, (2009) *Developing an Internal Coaching Capability at Oxford City Council*. London: CIPD Available at: http://www.cipd.co.uk/helpingpeoplelearn/_occ.htm (Accessed: 6 October 2009)

Chartered Institute of Personnel and Development (2009) *Metropolitan Police: Coaching as a contributor to culture change*. London: CIPD Available at: http://www.cipd.co.uk/helpingpeoplelearn/_mtrpplc.htm (Accessed: 6 October 2009)

Coaching and Mentoring Network (no date) *What are coaching and mentoring?* Newbury: Coaching and Mentoring Network. Available at:

http://www.coachingnetwork.org.uk/resource_centre/what_are_coaching_and_mentoring.htm

(Accessed: 6 October 2009)

East London and the City Mental Health Trust (2005) *Mentoring and Coaching Policy*. London: East London NHS Foundation Trust. Available at:

http://www.eastlondon.nhs.uk/uploads/documents/mentoring_coachingpolicymarch08.pdf

(Accessed:

Eldridge, F and Dembkowski, S (2004) *The Achieve Coaching Model. Coach the Coach*. Fenman Ltd Available at:

<http://www.coachingnetwork.org.uk/ResourceCentre/Articles/pdfs/CtC3.pdf> (Accessed:

Fowler, J. and Gorman, J. (2004) 'Mentoring Functions: A contemporary view of the perceptions of mentees and mentors'. *British Journal of Management*, 16, pp. 51-57

Honey, P., and Mumford, A., (1982) *The Manual of Learning Styles*. Maidenhead: Peter Honey Available at: <http://www.businessballs.com/kolblearningstyles.htm> on 22/10/2009

(Accessed:

International Society for Gestalt Theory and its applications (2009) *What is Gestalt Theory?* Dortmund: International Society for Gestalt Theory and its applications Available at:

<http://gestalttheory.net/gtax1.html> (Accessed: 6 October 2009)

Kolb, David (1984) *Experiential Learning: Experience as the source of Learning and Development*. Englewood Cliffs, NJ: Prentice-Hall. Available at:

<http://www.businessballs.com/kolblearningstyles.htm> on 22/10/2009 (Accessed:

Leadership South West (2005) *What is leadership development? Purpose and practice*. Research Report 2 University of Exeter Centre for Leadership Studies Available at:

<http://centres.exeter.ac.uk/cls/lsw/internal2.pdf> (Accessed:

Lord, P., Atkinson, M. and Mitchell, H. (2008). *Mentoring and Coaching for Professionals: a Study of the Research Evidence*. TDA: London Available at:

<http://www.nfer.ac.uk/publications/MCM01> (Accessed:

Middlesex University 2008. *Human Resources Policy Statement HRPS5 – Coaching and Mentoring*. London: Middlesex University Available at:

<http://www.mdx.ac.uk/aboutus/fpr/docs/hrps5.pdf> (Accessed:

Parsloe, E (1999) *The Manager as Coach and Mentor 2nd ed*. London: Chartered Institute of Personnel and Development

Payne, S and Hoffman, A (2005) A longitudinal examination of the influence of mentoring on organisation commitment and turnover. *Academy of Management Journal*, 48 (1), 158 – 168.

Potter, J and Bolden, R (2005) *What is Leadership Development – Purpose & Practice*. Leadership South West – Research Report 2 page 22.

Tertiary Colleges Group (2008) Tertiary Colleges Group Available at:

<http://www.tertiarycolleges.org.uk/about.php?Page=find+out+what+we+do>

(Accessed: 23 November 2009)

Warman, A. and Jackson, E. (2007) Recruiting and Retaining Children and Families' Social Workers. *Journal of Social Work Practice* 21(1) pp. 35-48

Yeovil College, (2009) *Yeovil College Strategic Plan 2009-2012*. Available at:

www.yeovil.ac.uk (Accessed: 23 November 2009)

Hannah Morris



I'm Hannah Morris, Advanced Practitioner, Lecturer in Hair and ITT (Initial Teacher Training). I am responsible for the course management and deliver on the City and guilds programmes within the ITT department. I also deliver and assess within the vocational programmes offered within the Sport, Hair and Beauty Faculty. I specialise with working with the 14-16 provisions and Vocational programmes. As an advanced practitioner, my role entails training and supporting the development of Teaching and Learning across college, I have a particular focus on promoting and developing the use of ILT (interactive learning technologies) in the classroom.

I am interested in the integration of technology both within and outside of the classroom environment. I am inspired by the developments that technology can bring to the education sector.

I am currently undertaking the MEd eLearning programme with Hull University and have just completed my first Module FOLT (Foundations of Online Learning and Teaching). Whilst I have not fully undertaken or completed a Research project, I intend to share my experiences of learning and teaching online. My paper is a reflection of my involvement in Collaborating with online assessment activities.

e-learning

FOLT

Critical reflection 2

Perhaps even more central to adult learning than elaborating established meaning schemes is the process of reflecting back on prior learning to determine whether what we have learned is justified under present circumstances". (Mezirow, 1990:5)

This critical reflection intends to focus on my experience of collaborating online, I propose to explore the role of assessment related online activities, identifying the skills required by both the tutor and online peers, whilst considering the key issues faced by ODL (Online distance Learning) designers of collaborative assessment activities. Through evidenced research I plan to provide alternative points of view, those for and against collaborative working online.

Collaborating online has been both enjoyable and frustrating, the discipline and presence required has been a challenge. Salmon (2006:123) refers to this as '*commitment on the part of the contributor....* My objectives were to contribute '*actively*' throughout the FOLT (Foundations of Online Learning and Teaching) module. Active learning '*requires us to make our own meaning.... developing conceptualisations of what we are learning*'. (Petty, G: 2009) Time management and appropriate presence was of concern, contributing to the personal stress endured, further exacerbated by the lack of presence from peers on the programme. Mathiasen and Rattleff, (2002) suggest "*silence on the part of participants seems much 'heavier' online than in face to face contexts*". I would agree that, without the f2f (face to face) social interaction, it has been difficult to fully understand and empathise with the personal and social circumstances of my online peers.

The most complex task undertaken within the FOLT module was the group Collaborative project; according to Duarte and Snyder (1999)... "*Collaborative activities can assist the process of student knowledge construction*". In addition, Conrad and Donaldson (2004) argue that collaborative activities involving students idea sharing and other forms of interactions, triggers a deeper processing of content. Palloff and Pratt (2005) have noted that teamwork in both residential and ODL promotes transformative learning, developing critical thinking skills and reflection. However many of the personal frustrations experienced on the programme have arisen whilst working on the collaborative project. Some of the issues faced were based on cultural differences and approaches taken by the group members. This was clearly identified by my tutor who responded promptly to my initial concerns with, "*It is obvious that at least you and xxxxx have very different approaches to learning and collaborating*". According to Morgan and O'Reilly (2002) *the eModerator is required to ensure clarity and accuracy of their communications*, (pg 67). Designing materials that are clear and meaningful will help to avoid misunderstandings and differing interpretations of the task and criteria set. Laurillard's (1997) Cited in Morgan etal (2002:64), concluded in her research that students adopted differing approaches to an assignment, based upon their perceptions of the task. Morgan (2002) also recommends that assignments be clearly written, unambiguous, with detailed and high quality marking criteria.

Camargo also added;

“One of the main objectives of this task has been achieved: you have faced the challenge of collaborating online and despite the hurdles along the way, the learning experience you have had has been and will be very useful”. (Jan 8, 2010)

Whilst accepting the challenging aspects of collaborating online, the guidance and support received from the tutor added to the intrinsic motivators to continue and achieve. Indications of poor participation, procrastination, and feelings of isolation are often cited findings in online learning (Brown, 2001; Fishman, 1999; Kulick & Kulick, 1991; Oliver, 1999; Wang & Newlin, 2000). Bonk and King (1998) however, identified that collaboration *“emphasizes active, generative learning, with curricula wherein teachers continue to perform a critical learning function as learning consultants and guides”* (p.35) The role of the tutor is imperative with their experience and skills being equally important in the knowledge construction and development (Salmon, G: 29) of any online learner. It is suggested that college students are the products of an educational system that has historically placed the responsibility for learning on the instructor (Jacob & Eleser, 1997). By comparison, the role of the facilitator in distance education is more of a moderator rather than an owner and deliverer of knowledge (Beaudin, 1999; Hiltz, 1994; Kearsley, 2008).

It is acknowledged that the tutor/eModerator requires a key set of skills to support, establish and maintaining an effective tutor learner relationships. Many similar skills are also required of the learners to fully engage with collaboration activities. Online presence from all parties is probably the most important. In reflection of my own presence online, I became conscious of being an overactive group member. These feelings experienced have nevertheless enhanced personal developments and an understanding of the pedagogies required for both teaching and learning online.

Some would argue against the benefits of collaborating and communicating online, Molton, S. states:

“...we can't properly know our students without establishing some kind of personal dialogue with them. And the best dialogues are conducted f2f.”

However current literature argues that despite physical distance between the teacher and students, interaction may be achieved, and even exceed that found in traditional classrooms (Barron, 1987; Hackman & Walker, 1990; Kazmer, 2003). Furthermore, behaviourism suggests that learning takes place as a result of responses to external stimuli. The response is activity or action that is generated by the stimulus (Scales, P. 2008:pg 59).

Ron Reuters study (2009) compares the learning successes of online and on-campus students. The study concluded that there was no difference in overall grade between course formats. Online students outperformed on-campus students in both the pre-assessment and post-assessments within the first and second term; both populations scored similarly for other assessments. Reuter identified that online students showed a 42% grade improvement, whilst on-campus students had only a 21% improvement. It is also suggested that students participating in ODL take a more reflective approach in learning and knowledge construction, this has been indicated by findings that online students spent more time preparing for the course and that they felt more connected to faculty. *“Writing demands more reflection than speaking”.* (Harasim, 1990; Rohfeld & Hiemstra, 1995). The asynchronous nature of the online courses enhances the thoughtful

process of communication. Although Downing and Chim (2004) argue that students who are more reflective in the online medium may actually be more introverted in the traditional classroom.

Personally I have tried to participate regularly online, I have found myself reflecting continually, probably more so than compared with previous experiences of f2f programmes. I would argue against being introverted in a traditional classroom environment, generally I am a confident learner, happy to contribute in any learning situation. Research suggests that introverted students do well in online learning environments (Pratt, 1996) Based on my own experience I would suggest that the personal character of the learner does not clearly relate to their success in ODL.

When considering the model of learning or approach taken, it appears through analysis of my own research during Unit 2 – Task 1, that the learning objectives and outcomes intended will affect the mode and choice of delivery. Not all learners are prepared or even have the necessary skills, learning preferences to adapt to ODL. There are motivators to consider both intrinsic and extrinsic, these affect the personal choice and model of delivery chosen, *“Teaching exerts its influence on [learning] achievement through students’ motivational processes, which can be controlled directly by the Student as well as by the teacher or other people and factors”* (Wittrock, 1986a, p. 306)

The FOLT module appears to have been designed with continuous methods of assessments; weekly tasks, activities, research, reading and reflection. More formal assessments, summative and graded assignments have also been undertaken. The peer assessment/evaluation process for the first Critical reflection paper drove the Initial reflective experiences. My allocated peer was unable to meet the deadline, this refers back to the commitment and discipline required of the learner, again my reflections were based on the frustrations experienced. This was further attributed to as my peer evaluator had taken it upon themselves to formally assess my piece of work, critically editing and inserting comments, not the supportive approach I had expected, this left me with feelings of dismay, and loss of confidence.

As cited in Morgan, O’Reilly (2002:pg 76) Garland (1993) suggests:

“Open and distance learners are usually their own harshest critics. High standards and high expectations of themselves, fear and failure and lack of confidence are commonly cited issues in studies of ODL and student discontinuance”.

Morgan and O’Reilly (2002) comments *“engaging feedback is a very important source of support and motivation for learners and one of the most demanding and sensitive tasks that teachers are required to perform”.* (Pg. 76)

When designing the assessment activities and criteria to be assessed, consideration should be given to the clarity and meaning of materials. It was evident that what seems clear to one can be ambiguous to others. Further consideration can be given to the support that may be required, how should this be designed? The Q and Q forums for each unit have been helpful, minimizing the confusion of criteria, and expected learning outcomes. Creating new question forums for each unit also enabled less misunderstanding, contributing to the personal development and progress made. The criteria and grading supplied within the pathway materials was particularly useful, with a carefully designed structure within the platform, this allowed easy access, links within

announcements also contributed to locating materials with ease. These are all factors that should be considered when designing collaborative assessment activities for ODL. The tutor/eModerator is required to develop the navigation skills of their learners, Salmon, G. (2006: pg 54) refers to these skills and qualities suggesting that the eModerator should be able to develop its learners. EModerators should “ *Know how to use special features of software using the software productively.*”

Unfortunately the feedback process has not been as positive, administration and infrastructure failed and feedback for previous tasks has not been formalised, this lead to reliance on the skills of the eModerator to further support, encourage and motivate the group. Some members have left the programme and I would question if this were related to the lack of formal feedback. Morgan and O'Reilly (2002:pg 54) support this notion, suggesting that,

“ Ideally students should have the benefit of feedback from one assignment before they commence another. Failure to ensure rapid turn-around time in marking and feedback is one of the most common complaints made by open and distance learners.”

As an active, responsible learner I requested informal feedback directly from the eModerator. The feedback given has contributed to my own development and encouraged my progression.

In conclusion critically reflecting on my personal experiences has promoted further development (Salmon. 2006: pg29), enhancing my understanding of working effectively whilst collaborating in a ODL environment. I have been able to apply the pedagogies observed, successfully developing and supporting others to construct knowledge through eModerating in my own VLE.

There are a wide range of considerations to observe, including the skills required of both the emoderator and elearner. These skills are not dissimilar to those required in the f2f setting, although ODL requires an awareness of the importance to observe the social skills and cultural differences of your learners and peers. Technology also has the ability to be unreliable and as with f2f delivery contingency plans are factors that can support both the tutor and the learner. These plans should be developed within the design phase of any ODL.

Collaborating online works well with commitment and discipline, further supported by the emoderator and the tools/resources available. Online learning has a future in education, with design technology and software advancements enabling further social interactivity. Duarte and Snyder suggest; “*Effective communications and collaboration over time and distance are influenced by what and how technologies are applied to match the quality of task performance.*”. Research suggests that the success of online courses depends on the appropriate intergration with emerging technologies, not just the mere adoption of new technologies, to foster transformative learning experiences. Carabajal, LaPointe, and Gunawardena (2003) proposed that there are three dimensions, which have to be taken into consideration when designing and facilitating virtual teaming activities, namely task, social, and technological components.

References/bibliography:

Barron, A. R. (1987). Are Bayes rules consistent in information? In T. M. Cover & B. Gopinath (Eds.), *Open problems in communication and computation* (pp. 85-91). New York: SpringerVerlag.

Beaudin, B. (1999). Keeping online asynchronous discussion on topic. *Journal of Asynchronous Learning Networks*, 3(2), 41-53.

Bonk, C.J., & King, K.S. (1998) *Electronic collaborators: Learner-centered technologies for literacy, apprenticeship, and discourse*. Mahwah, NJ: Lawrence Erlbaum.

Brown, R. E. (2001). The process of community building in distance learning courses. *Journal of Asynchronous Learning Networks* 5(2), 18-35.

Camargo, A. (2010) EBridge – MEd – messages – received (319777) accessed Jan 9, 2010

Carabajal, K., LaPointe, D., & Gunawardena, C.N. (2003). Group development in online learning communities. In M.G. Moore, & W. G. Anderson (Eds.), *Handbook of distance education* (pp.217-234). Mahwah, NJ: Lawrence Erlbaum

Cara Rabe-Hemp, Susan Woollen, Gail Sears Humiston. a comparative analysis of student engagement, learning, and satisfaction in lecture hall and online learning settings *Quarterly Review of Distance Education*. Greenwich: 2009. Vol. 10, Iss. 2; pg. 207, 15 pgs

Conrad, R. M., & Donaldson, J. A. (2004). *Engaging the online learner: Activities and resources for creative instruction*. San Francisco: Jossey-Bass.

Downing, K., & Chim, T. M. (2004). Reflectors as online extraverts? *Educational Studies*, 30(3), 265-76

Duarte, D., Snyder, N. T. (1999). *Mastering virtual teams: Strategies, tools and techniques that succeed*. San Francisco: Jossey-Bass.

Fishman, B. J. (1999). Characteristics of students related to computer-mediated communications activity. *Journal of Research on Computing in Education*, 32(1), 73-97.

Garland, M. (1993) Student Perceptions of the situation, institutional, dispositional and epistemological barriers to persistence, *distance Education*, 14(2), pp 181-98

Hackman, M. Z., & Walker, K. B. (1990). Instructional communication in the televised classroom: The effects of system design and teacher immediacy on student learning and satisfaction. *Communication Education*, 39, 196-206.

Harasim, L. M. (1990). Online education: An environment for collaboration and intellectual amplification. In L. M. Harasim (Ed.), *Online education: Perspectives on a new environment* (pp. 39-64). New York: Praeger.

Hiltz, S. R. (1994). *The virtual classroom: Learning without limits via computer networks*. Norwood, NJ: Ablex.

International JI, on E-Learning (2006) 5(4), 507-523

Jacob, S., & Eleser, C. (1997). Learner responsibility through "presence." *The College Student Journal*, 31(4), 460-466

Kazmer, M. M. (2003, September). Online learning and community embeddedness: How existing ties transform the growth of relationships between educational and community

settings. Paper presented at the Information, Communication, and Society/Oxford Internet Institute Symposium, Oxford, UK.

Kearsley, G. (1994-2008). Minimalism (J Carroll). Retrieved April 15, 2008, from the Theory into Practice Database Web site: <http://tip.psychology.org/>

Kulick, C. C. & Kulick, J. (1991). Effectiveness of computer-based instruction: An updated analysis. *Computers and Human Behaviour*, 7, 75-94.

Mathiasen, H and Rattleff, P (2002) The conditions of communication in computer mediated, net-disseminated educational settings, in *Learning in Virtual environments*, ed L Dirckinck-Holmfeld and B Fibiger, Samsfunds-litteratur, Frederiksberg

MEZIROU J and Associates (1990) *Fostering Critical Reflection in Adulthood* San Francisco: Jossey-Bass

Molton, S. (2010) Radical Rethink or Failure to Deliver as Promised? Unit 3 - Task 2 [Unit 3 - Assessment Online](#) / accessed 5th February 2010

Morgan, C. O'Reilly, M. (2002), *Assessing open and distance learners*, London, Kogan page ltd.

Oliver, R. (1999). Exploring strategies for online teaching and learning. *Distance Education*, 20(2), 240-254.

Palloff, R., & Pratt, K. (2003). *The virtual student: A profile and guide to working with online learners*. San Francisco: Jossey-Bass.

Petty, G. 'Active learning'. www.geoffpetty.com/activelearning.html accessed 10th December 2009

Pratt, K (1996). *The electronic personality*. Unpublished doctoral dissertation. Santa Barbara, CA: The Fielding Institute

Reuter, Ron. 2009. "Online Versus in the Classroom: Student Success Hands-On Lab Class." *American Journal of Distance Education* 23, no. 3: 151-162. Academic Search Elite, EBSCOhost (accessed October 21, 2009).

Rohfeld, R. W., & Hiemstra, R. (1995). Moderating discussions in the electronic classroom. In Z. L. Berge & M. P. Collins (Eds.), *Computer-mediated communication and the online classroom: Vol. HI, distance learning* (pp. 91-140). Cresskill, NJ: Hampton Press.

Salmon, G. (2006) *E-Moderating, The Key to Teaching & Learning Online*, Oxon: Routledge Falmer

Scales, P. (2008) *Teaching in the Lifelong Learning Sector*. Berkshire: Open University Press

Wang, A., & Newlin, M. (2000). Characteristics of students who enrol and succeed In Psychology Web-based classes. *Journal of Educational Psychology*, 92(1), 137-143.

Barbara Ward



I am Learning Resource Advisor – HE and responsible for providing support to staff and students on all HE and Professional courses delivered at UCY. This involves sourcing and purchase of relevant hard copy and electronic resources, ensuring that all reading list requirements are met and seeking out a variety of resources to make the delivery of courses as varied and stimulating as possible.

In addition, I provide user education to staff and students, in groups and on a one-to-one basis to ensure they are able to access and maximise their use of all types of resources available to them.

I am particularly interested in ensuring that students are well-prepared to complete the courses they undertake and believe pre-course preparation is key for non-traditional HE students.

Supporting students at Hestercombe

Case study – FdSc Garden History & Heritage Horticulture

Synopsis of Study

The following is a case study which identifies best practice in the provision of Learning Resource support to off site, part time learners. The scope of the case study is from course set up to the end of year one of study for the initial intake of learners, and provides details of the processes, procedures and experiences of staff and students alike. It is the intention to use the best practice identified within this report to inform future practice on the part of the Learning Centre, Yeovil College and University Centre Yeovil, in order to provide as outstanding a service as possible to learners.

Aims:

This project had three primary aims, which are outlined below:

- 1.To record and review the process for FdSc GH&HH students
- 2.To gather feedback from students and Course Manager
3. Establish the criteria for best practice in providing access to Learning Resource materials, and supporting distance learners. This includes setup and management of such provision in liaison with the Course Management team.

April 2009 saw the start of the FdSc Garden History & Heritage Horticulture course, the first course validated by our new HE partner, UWE, Bristol. The initial cohort of 24 students of mixed ages and educational experience drawn from a wide geographic area across the South West were to be taught at Hestercombe House near Taunton, course delivery being for a full day on Mondays.

Whilst the UCY is familiar with delivering blended learning on several programmes with students attending for intensive delivery every month or 6 weeks, this course was to present new challenges, there being no precedent for a course, delivered at an off-campus, non-educational location.

Initial issues highlighted prior to course start:

Experience of working with students on other Foundation Degree courses, gave an indication of the particular challenges we might encounter.

In order to provide a consistent and fair service to our new off site learners it was important to pre-empt the challenges which would be faced and to have solutions to these:

A summary of the challenges which the Learning Centre faced:

1. IT skills

age profile of group and type of students – we are aware that students at this level may have extensive vocational experience but are unfamiliar with the demands of

an academic programme, in terms of IT and study skills requirements (word processing assignments, assignment writing, accessing online materials, preparing presentations, referencing, academic writing); often they have not completed any academic study since school and may feel apprehensive about this.

Where skill levels are low or skills are rusty, it can be difficult for students to pick these up once the course has started; they are coping with the academic content as well as trying to acquire new skills which are fundamental to their ability to complete the course.

There is also a need to use a VLE- intuitive IT skills are vital to do this.

2. Location

Course delivery at Hestercombe meant there would be no real contact for students with UCY after the initial induction session and many students were too remote from UCY/Yeovil College to be able to make use of facilities even at weekends or in the evenings. Only a few live in the Yeovil area.

3. Access to resources

Access to books, practicalities of delivery and return of books, security issues, hard copies of journals, monitoring renewals, dealing with overdues

4. Information Literacy training

Delivery of study skills sessions in a non-traditional academic year and for a group which has a limited attendance, and are located away from the hub of the College.

5. Provision of resources in alternative format

Availability of e-books in this subject area is limited.

To address these challenges, the following steps were taken:

Solutions:

Curriculum Liaison

Contact made with the Course Manager early on to establish

- Course start date (particularly as not concurrent with academic year)
- Number of students
- Timetable
- When study skills and library induction could be delivered
- How the VLE could be used to support the students
- Logistical issues- getting books to the students at Hestercombe
- Monitoring renewals, in case this caused access issues for others

Liaison with Partner Institution

Contact made with Partnership Librarian at UWE to outline the potential issues we foresaw and advise him how we proposed dealing with these beforehand or as they arose. He was very willing to offer support if practical in terms of borrowings from UWE library and introducing students to the UWE library resources.

Planning

A half day induction was arranged at UCY for the second Monday of the course to incorporate:

- online registration with UWE,
- issue of ID cards,
- QuickScan (learning styles and additional learning needs screening),
- logging into the College network and Moodle (VLE),
- introduction to the Library service, use of the catalogue (searching, reserving, renewing items via Moodle),
- using Moodle – accessing the course page, use of the course discussion forum, e-books linked to relevant units
- use of Moodle as a communication channel strongly emphasised due to the true distance learning nature of the course
- students were asked to post a comment on the forum in response to the article posted on the site or just about their experience at UCY as feedback confirming they could all access Moodle externally

Support given during Induction

Clear guidance on the induction day from Learning Resource Adviser and assistant to ensure all ran smoothly.

- **IT Skills**

Students were asked to complete an IT skills audit (see Appendix A), self-assessing their competence in basic IT key skills, with the opportunity to attend a workshop or arrange a one-to-one session to address areas where they felt their skills were lacking.

It was emphasised IT support is available at any stage and on a one-to-one basis throughout the course.

- **Information Literacy**

Two staff supported the induction session due to the large number of students and ensured all were successfully logged onto the network and VLE and potential problems forestalled.

Clear instruction was given on external access to catalogue via Moodle to identify, reserve and renew items, emphasising books already overdue could not be renewed in this way, must phone or e-mail – handout given with these details highlighted.

- **Support to access and navigate the VLE**

Practical Actions

Access to Physical Resources

Course Manager would act as courier, taking books to the Monday session and collecting returns. Books would not be transferrable between students on a casual basis; they would need to phone or e-mail to request books to safeguard against losses.

Amendment to existing Learning centre systems

1. All library accounts were marked 'GHHH' to identify Hestercombe students, so library staff could pull off reserved items and leave in collection box for Course Manager to collect

on Friday afternoon and take on Monday. Any student reservations to be made by 11am on Friday to ensure books available in time.

2. Contingency plans to ensure reasonable access for all, including consideration of a 4 week loan period for reading list items for this course only and purchase of extra copies once usage had been assessed,

As far as possible, items on module reading lists were purchased as e-books.

Unfortunately, this accounted only for eleven titles, some texts were old and had to be sourced through out of print services.

It was advantageous that an inter-campus loan system is in place between main campus and UCY, and we were able to use this for guidance in setting up a system for Hestercombe.

Provision of Online Resources

e-books linked on appropriate course modules on Moodle (VLE)

Forum set up on VLE

Journal articles available to support and enhance course content

Liaison

Prior liaison and ongoing contact with UWE Partnership Librarian.

Issues arising:

IT issues

- As the year progressed, students seemed to have problems accessing Moodle and e-book links on the course page, despite the initial positive responses.

It is difficult to assess whether this was due to technical issues or students forgetting what they needed to do.

- Expiry of network/Moodle logins which occurs automatically at the end of July for courses following the traditional September- July pattern did cause problems, as this course runs from April-March. This had not been anticipated.

Steps have now been taken to re-enrol Garden History students immediately to avoid this inconvenience to students.

- For ease, network and Moodle log ins are usually the same for most students, but the unanticipated expiry led to confusion. Students contacted various departments for help, including IT Services, Course Manager and myself in an attempt to resolve. Unfortunately this generated further confusion and meant passwords were variously reset and there was no longer uniformity or consistency for all students on the course.

Attempts were made on various occasions to clarify who could and could not access Moodle, e-books, etc. Those who experienced difficulties seemed unwilling to make any use of the VLE so lecture notes were photocopied and distributed at each teaching session. This could have been resolved much more readily with a group who attended UCY on a regular basis.

Information Literacy issues

- It has not been possible to deliver as many sessions as I would have liked since students are based at Hestercombe House; bad weather in January precluded a visit to resolve issues surrounding access to the VLE and it was not possible to arrange a study skills half day during February reading week.

A second session was delivered at UCY at the beginning of June to introduce Harvard Referencing in preparation for the first formally assessed written assignment, but Foundation Degree students based at UCY have a programme of 3 or 4 sessions minimum of study skills with refresher sessions during the academic year. This has been difficult to accommodate as students have just one full day's teaching per week and it is difficult to give up teaching time.

- Students are also a little resentful of anything they perceive as poaching course delivery time.
- Students have not made much use of the resources purchased for the course, although inevitably on a course of this type, many are passionate about horticulture and so have bought their own copies of texts.

At the Course Review meeting in March 2010, the UWE Link Tutor emphasised that students need to make use of and reference more academic sources in their assignments, so use of the UWE electronic resources will be a significant issue in Year 2.

- Students forget this is an academic course and as such requires evidence of an appropriate level of critical thinking and study skills.

Feedback:

Initial induction

See Appendix B for student responses to the initial induction session at UCY.

Subsequent

Several students took the opportunity to improve their IT skills, one in particular was initially very anxious that poor skills would be a decisive in her success on the course. It has been hugely rewarding to witness her development as a learner and the growth in her self-confidence as she mastered the skills needed to complete assignments and give presentations.

She arranged one-to-one several IT sessions with me, covering use of Word, sending emails, adding attachments, inserting and manipulating pictures, referencing and Internet searching.

See her feedback at Appendix C.

Summary of Best Practice:

Preparation

- Good preparation before validation panel.
- Good preparation is important to give students a seamless experience and ensure they are not or do not feel disadvantaged. We must make it clear that the differences in the nature of this course are not a barrier to a positive experience.
 - Library staff checked that all students were enrolled on the College and Library catalogue system before the induction session
 - Each student was given a personalised log-in help sheet to enable them to proceed at their own pace, with help on hand
 - Continued contact with students via the VLE and e-mail to ensure they don't feel cast adrift once the initial period of being new students has passed
- Plan an initial on-site session to cover everything students will need to access and introduce the course-specific resources and ensure they are confident in using the VLE:
 - Provide supporting handouts detailing what they have seen and used and how to access at home.
 - Build in follow up visits and sessions as required to be delivered at Hestercombe House.

Communication

- Communication with tutor/Course Manager is essential from as early a stage as possible regarding module content and resource requirements
- Good rapport and communication with partner librarian (Ian Collins at UWE) as he was keen to meet the students and .
- Group should be able to communicate via the VLE between sessions, enabling them to bond, discuss issues, encourage one another and share ideas. This group has done that, posting photos of visits, links to useful resources and providing support to one another. Thus social networking and collaborative learning has been fostered in a way it wouldn't have been in other circumstances, which is particularly helpful since the group is geographically quite dispersed.

IT

- Encourage and emphasise use of the forums on the VLE, ensuring there is something relevant on there (eg a journal article) to access initially so they see it as a worthwhile tool, request they respond, confirming they are able to log in successfully externally and add posts. Continue to add articles, etc periodically to ensure students are accessing the VLE and enhance their learning experience.
- Provide options for students to return for one-to-one IT support and tuition and make them aware this is available all academic year, face-to-face and by e-mail if necessary. Sessions tailored to meet individual needs and availability – evenings, Saturday mornings, during reading week/holidays.

Although there are many positives, we know there are areas for improvement:

Information Literacy

- Difficulties in incorporating regular information skills sessions into the Scheme of Work.
- Persuading students that information skills sessions are an essential part of their learning experience.
- There is still some disparity in skill levels, some are ready for sessions on databases earlier than others; this is not essential in Year 1, and has been incorporated into the Year 2 induction day at UCY.

IT

- In common with other Foundation Degrees, students are at different levels in terms of IT and academic skills; a pre-course package of skills or induction programme should ideally be delivered.
- College systems are not adapted to non-traditional course start and end dates, hence the expiry issues with Moodle and network log-ins.
- Students are easily put off; a minor technical issue initially can put them off using the VLE and its resources again for a while.
- Students are often reluctant to make contact to resolve these issues and disadvantage themselves by persevering without.

Overall, this course has provided us with much positive feedback and enhanced the service we are able to provide to our learners, as well as insight into the particular challenges faced by off site, part-time learners.

We are now preparing to welcome our second new intake of Garden History and Heritage Horticulture students.

Barbara Ward April 2010



IT skills for HE learners

Self assessment of IT skills

Please read each section to check that you know how to do each of the basic IT skills required to get started on your course.

If you answer 'No' to any of the skills **you** can arrange one-to-one help with the Learning Resource Advisor (HE) at a time to suit you and at any point during the academic year.

Once you have completed the basic skills the College strongly recommends you enrol on to CLAIT or ECDL to gain an IT qualification that will support your longer term studies.

The workshops are in place to help you obtain the basic level of skills that are necessary to complete your course successfully. You will also to be able to understand more fully the skills needed to access the essential learning resources the University provides.

		I can do this? Yes or No	Workshops available
Key skill 1	Logging on and navigating the computer <ul style="list-style-type: none"> • What the parts of a computer are called • How to use the mouse • The layout of the keyboard • Logging in and passwords • Opening up programmes • Opening and closing multiple windows • Moving between programmes 		
Key skill 2	Saving and retrieving work <ul style="list-style-type: none"> • Saving a document on to the college network • Saving work onto a memory stick • Retrieving work • Making folders to store work • Deleting work 		
Key skill 3	Formatting text <ul style="list-style-type: none"> • Typing in text • Inserting a line • Making a heading • Making text bold • Underlining text • Centring text • Deleting text • Using spell check 		
Key skill 4	Copying/Pasting & inserting <ul style="list-style-type: none"> • Highlighting text 		

	<ul style="list-style-type: none"> • Copying text • Pasting text • Inserting a picture • Manipulating pictures 		
Key skill 5	Margins and page layout <ul style="list-style-type: none"> • Changing the margins • Changing the page orientation • Changing the line spacing 		
Key skill 6	Bullets, page numbers <ul style="list-style-type: none"> • Adding bullet points • Adding page numbers using headers and footers tool 		
Key skill 7	Internet basics <ul style="list-style-type: none"> • What is the Internet? • Understand the terminology and words used • What is a search engine? • Doing a basic search and opening up information 		
Key skill 8	Advanced searching on the Internet (this will be covered in tutorial –but this session will give you a head start) <ul style="list-style-type: none"> • Different search engines available • Using the ‘advanced search’ option • Websites to avoid! • Basic referencing of websites 		
Key skill 9	Finding books using the library catalogue (this will be covered in tutorial –but this session will give you a head start) <ul style="list-style-type: none"> • Accessing the library catalogue from outside college • Choosing keywords • Advanced searching • What the information on library records means • Finding books in the library 		
Key skill 10	Introduction to PowerPoint <ul style="list-style-type: none"> • What is PowerPoint? • Adding slides • Changing the background • Inserting text • Inserting a picture • Inserting bullet points • Saving PowerPoint and PowerPoint shows 		

Appendix B –

FdSc Garden History & Heritage Horticulture – student feedback on initial induction

Hi Barbara and Emma - thanks for all your help today...and see you on the 1st June. Kind regards, Helen

Have logged in I think!
I find this very difficult after a long day

Thanks for your help today.

Thanks, Barbara!
I think I've cracked it!

At last I'm in!

Useful session on Moodle at UCY - Montacute memorable especially the wibbly wobbly hedge

Thank you Barbara/Emma for introducing us to Moodle and explaining the procedure to loan books etc all which will hopefully benefit our Foundation Degree.
I enjoyed the morning and look forward to 'getting started'.

Thanks Barbara I am finally logged in. I'm not quite sure how I got here. I will definitely need to get some computer skills help!

Hi Barbara. Thanks for your assistance yesterday and introduction to your Library and Moodle. I think it is a brilliant system and will be invaluable to us.

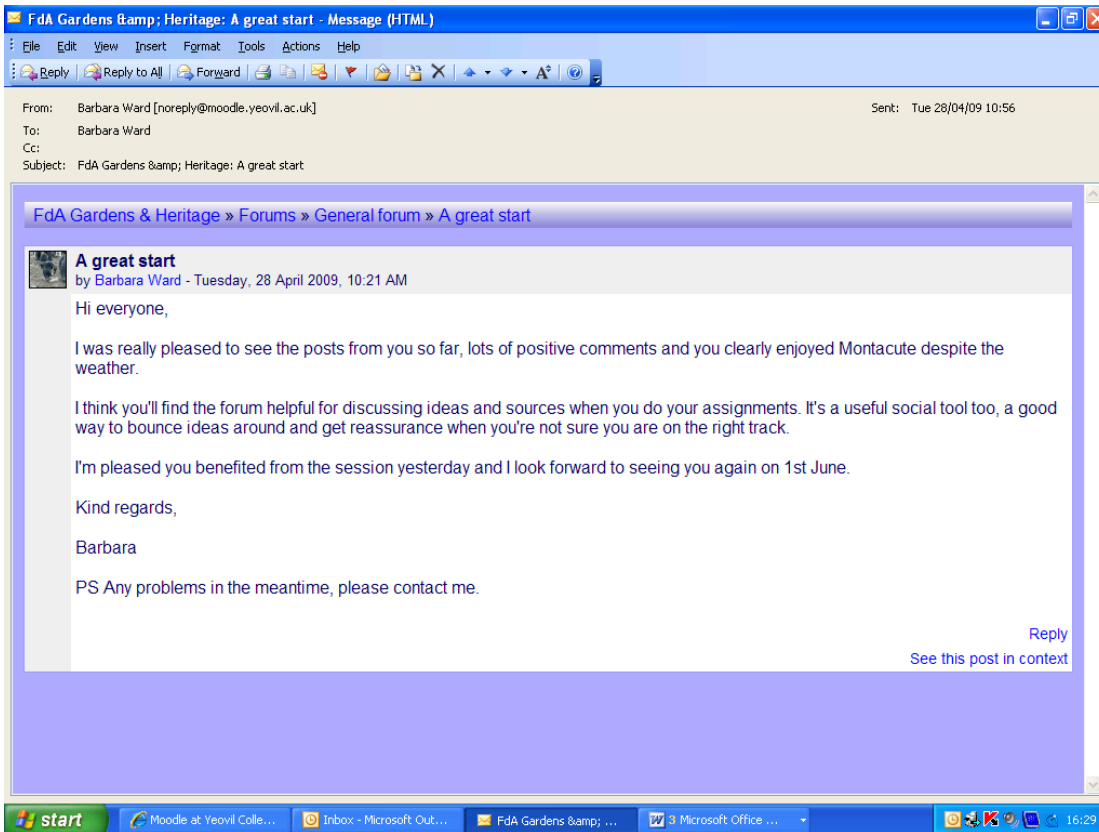
Hello Barbara
No electricity yesterday evening so am finally logging on! Thanks for introducing us to Moodle, I look forward to using the library services.

Thanks Barbara. I have only just got round to sitting down at the computer as I was out all day yesterday. But have managed to log on. Enjoyed the day on Monday.

Found moodle ok and the forum, just worked out how to post a message.

Thanks for monday

Cheers Barbara,
All seems to be functioning here darkest Tetbury,



Appendix C:

FdSc Garden History & Heritage Horticulture student feedback-

Hello Barbara

[Thank you so much for this evening](#) - I really enjoyed it - not scary at all!! You've opened up a whole new world of possibilities, I can't wait to practise. Will get in touch again when I'm ready for more info. or if I get stuck. I really appreciate your offer of on-going help. Now I come to think of it - how do you do attachments to **e-mail?!!**

Karl Rawstrone



Karl Rawstrone is Programme Leader of the FdA Creative Practices course and Pathway leader in Media Practice. I also teach design skills at HE and Media and design skills in Art & Design at FE level.

I have been teaching since 2000, before which I worked in television broadcast as an editor, director and producer.

I am currently studying MA Creative Media Practice with the Centre for Excellence in Media Practice at Bournemouth University.

There's no 'team' in 'me': A first-person action inquiry into collaborative media practice.

This action inquiry is being undertaken as the third unit of my MA in Creative Media Practice with the Centre for Excellence in Media Practice at Bournemouth University. It comes after a unit of reflective practice which identified some key areas for the development of my own media practice. The below is a draft report on the planning stage of the ongoing research.

Background and rationale

Action inquiry may begin with a problem, an opportunity or an aspiration. Coming to the first two shortly, it seems most useful to begin with an aspiration. Having had one career in television which developed away (fatally) from producing educational or socially valuable content – being a producer who wanted to teach - and a second in education which threatens to take me away from my production practice – a teacher who wants to produce - , could I finally create a situation whereby I can combine these two threads of my life and become a producer who teaches, or vice versa and teach in, about and through media?

The responsibilities of teaching, course management and fatherhood have had a detrimental effect on the development of my own practice over the last few years. This is undesirable given my dual vocations of education and media production. I came into teaching in 2000 after working in broadcast television for a decade. Finding that teaching Media Production with the sort of digital production facilities available to education institutions was very different to using broadcast facilities, I re-learned a wide range of digital production processes from video production and animation to web-based design and development. This allowed me not only to effectively deliver the courses I was teaching, but develop my own freelance media practice working from my own 'desktop studio.' While I have produced a good deal of educational media products for a range of government and charitable clients, the pace of change of media technologies had the effect, for a time, of drawing me in to a cycle of constantly 'catching-up' with software and hardware developments and had the undesired effect of making me appear to some as a 'technician' or service provider (at worst, 'web-designer'). In addition, many of the clients I have worked for have had strong expectations of content and style, limiting my ability to creatively explore methods of communication and education through media. Finally, given the pressures of teaching and fatherhood, I have tended to wait for projects to come in from existing contacts, rather than pro-actively engage with new potential clients, audiences or markets. This has, of course, had the effect of diminishing returns as may be demonstrated by my freelance income over the past three to four years and reduction in website hits.

My own continuing practice allowed me to successfully teach media production in the new digital environment over the last ten years, but it is becoming increasingly evident that technical skills alone are not sufficient for the current student to develop a successful role in the contemporary media landscape. Not only are software skills now easily learned through such resources as *YouTube* tutorials, formats change so rapidly that up-skilling is an ongoing process. Teaching how to learn new techniques is more useful than teaching the techniques themselves. What employers increasingly want are the so-called (but wrongly so in my opinion) 'soft-skills' of criticality, innovation, creativity and entrepreneurship. By developing my own practice as an independent producer, I may

better demonstrate and pass on to my students the skills required to develop original content.

The problem with problems

If the desired outcome of action inquiry is to improve the rationality, understanding and situation of one's practice (Carr, Kemmis 1986: 162), one must identify the nature of these properties in one's current practice. The first, *rationality*, is précised above; my teaching and practice are entwined, but I believe my practice needs to develop in order for my teaching to do so. The second, *understanding*, raises many questions, most significantly, who do I understand myself to be? Teacher, practitioner, web-designer, editor, film-maker or educator? And, how do I understand my field? Through teaching, study or practice? These areas raise ontological questions (what am I, what do I do?), and epistemological questions (what does it mean to learn, to teach?) which can be investigated through inquiry. The last, *situation*, is where, in traditional action inquiry, specific problems which may need to be changed are identified.

Film-making, or any form of media production, is a complex process. Traditionally it involves partnerships of specialists from a range of fields from subject-matter to production-crews to legal and business, requires expensive equipment, travel and lots of time. As I mentioned above, I have enough responsibilities to fill most days; I live in a relatively isolated rural location, far from any of the country's so-called 'media clusters'; while it might be said that I have specialist knowledge in my field, unless I want to make content about 'the media' I lack the specialist knowledge required to develop programming of sufficient academic rigour to be of a high transactional value to the audiences I seek.

So the key problems I identified are:

- 1) Creative/subject isolation.
- 2) Waiting for service-provider projects to come in from existing contacts rather than originating content.
- 3) Limited creative/critical exploration (although lots of technical development) largely due to conventional client expectations.
- 4) Limited potential audience (in-house for the client mostly.)

A commonly used tool in strategic planning is SWOT analysis, in which organisations identify *strengths* and *weaknesses* internally in their organisation and *opportunities* and *threats* external to their organisation. As found by Hill and Westbrook (1997), SWOT analysis can lead to long lists of un-prioritised and ambiguous descriptions and lack a logical link with an implementation phase. In my own case, simply looking at external factors gave rise to a very limited range of concrete opportunities, each of which carried their own problems of implementation (such as joining a regional media group in order to develop new contacts) and a very great many threats (the media, far from being in crisis, is awash with competition). Indeed, identifying problems in my practice at this early stage of the process was becoming depressing.

I looked into action research investigating the relationship of teaching and practice in the arts carried out by Bath Spa University (www.10by10.info) whose findings turned a single issue into a substantial list of identified problems and suggestions without actually implementing a solution (this is not to criticise the project, its findings are the result of an important and illuminating reconnaissance, but it did not improve my sense of helplessness). I trawled the Internet looking for people I could possibly work with remotely using online networks. I discovered that Prof. David Gauntlett of the University of

Westminster had set up a network of media professionals and academics in order to discuss the future of public service media (www.connectionfactory.org.uk) and was debating the need for academic research to be made more accessible through the media (but don't the BBC and a large number of documentary producers do this already?) I set up my own network, with the intention of putting media producers and subject specialists together to develop projects (www.ning.theoryforall.com). I watched a great many documentaries, swamping my head with competition and concerns about form, technology and distribution. In short, I sat back in Dorset and filled my head with problems, waiting for a solution to arrive. It didn't.

You don't grow apples by killing all the other trees

I came to the personal conclusion that focusing on problems makes even more problems evident. I started to refer to this as *the Problem Tree*. With this in mind, I translated this first stage of the action inquiry into an *Appreciative Inquiry* model as described by Cooperrider *et.al.* (2008). The model may be used to replace the traditional Action Inquiry model of Plan, Act, Describe and Review with the so-called 4-D model: Discover, where organisational strengths are identified through recollection of when things have gone well; Dream, where possible positive outcomes are imagined for the future; Design, where processes which might achieve the desired goals are put in place; and Deliver (or Destiny), which involves the implementation of the proposed design.

In common parlance, the appreciative model seeks to *accentuate the positive* and not bother, or even allow, thinking about the negative. After all, its promoters (eg. Hayes, 2009) suggest, why spend energy focusing on things that do not work?

In Appreciative Inquiry “the fundamental assumption is that “words create worlds”,” (2008: 40) meaning that the language used to frame the project and any communication between collaborators or contributors will set the framework not only for the possible direction the inquiry may take, but therefore the range of possible outcomes. The choice to take affirmative action (to act on positive history and opportunities) and the words chosen in order to do so will, at this early stage, define the outcome.

This approach had a significant effect upon my planning. Rather than worrying that I lived miles from anywhere of interest, that I was not in contact with anyone who might assist in programme production, that I was unsure what I actually wanted to make programmes about and that all my time was taken up by teaching, I was able to focus only on those aspects of previous projects which had gone particularly well and the opportunities around me.

I ‘found’ that I had all the production skills and technology that I needed to produce educative (I use the term to place it outside of the context of formal education) media in video and online and that my position as a teacher surrounded me with subject specialists outside of my own field, many of whom are conducting their own original research. I was surrounded by content and had the means to turn it into product.

Setting up communicative space

While the research itself is not collaborative inquiry per se, the project, having at its foundation the need for collaboration and contribution from a range of people with varying disciplines, commitments and goals, and, at its outcome, the desire to communicate to a potentially more diverse audience, provides an opportunity to investigate the application of

theories and generalised or pragmatic notions of communicative space and communicative action. The question raised is, can the film-production process be analogised in an action research framework?

Wicks and Reason (2009), drawing on Habermas and Rorty discuss the need for setting up appropriate communicative spaces for open argumentation which would allow group consensus. Quoting Kemmis, “The first step in action research turns out to be central: *the formation of a communicative space* which is embodied in networks of actual persons. (2001 in 2009: 244)

Absolutely I would need to create networks of actual persons: subject-matter experts, contributors, crewmembers and so on. The *group consensus* takes the form of not only the production process but the final outcome – *the film itself*.

They go on, quoting Morrow and Torres’ reflections on Habermas’ and Friere’s “notions of idealized consensus and dialogue as *empirical counterfactuals*,” explaining people’s desire to, “transcend the mutually destructive and tragic struggles of the... master-and-slave dialectic.” (2002 in 2009: 246) Indeed, I have no desire to impose my own authoritative (authoritarian/auteur) limitations upon the project as *director*, nor for idealised or conventional form to restrict the outcome (as with previous projects conducted for clients with strong conventional expectations.) Given that it is unlikely that I will have expert knowledge in the subject covered by the film, it is essential to ensure both open contribution and a successfully managed outcome.

The collaborative framework desired to make the most of a variety of skills could be looked at as conventional teamwork, but I also have an interest in the concept of *Collaborative Intelligence* (known among its promoters as CQ). While there is little academic research into the concept, it has been used as a model within organisational development by a number of organisations large and small¹. The main difference between conventional teamwork and collaborative intelligence may be described in similar terms to *participatory democracy* where each member of the group has equal rights to make a claim to knowledge for consideration by the group. Rather than a group of specialists each concerned only with their own area working together toward a consensus outcome, applying CQ models would allow each member of the group to contribute to any area of knowledge within the project.

While I may not be expert in the subject covered by the film, my contribution to the specialist knowledge as an ‘outsider’ may help to temper the film’s content toward greater audience understanding. Similarly, although I will be working with non-film-makers, their perceptions and ideas about how their subject is covered will be similarly valuable.

The project

Over a period of five weeks from late April to the end of May, I have the task of creating a mixed group of collaborators and contributors with the intention of producing an original short film on a given theme of academic interest.

I will be recording the different methods used to engage these contributors and the relative success of each.

¹ See <http://gettingcleverttogether.com/> and <http://www.co-intelligence.org/index.html> for introductions to the concepts of collaborative- and co-intelligence.

The project subject and structure will be developed by the group over a short period and a suitable method and timescale for the production of the film will be arranged.

The film should be completed, in at least rough form, by the end of May and screened to mixed audiences, including subject specialists, students, and those with broad but informal interest in the topic covered. In addition, subject to rights clearances, the film will be published online.

Qualitative data will be gathered through contributor and audience feedback in the form of interviews, questionnaires and unstructured comment collection.

The qualitative data will be used to measure levels of audience engagement and perceived educational value (transactional value.)

Quantitative data will be collected by collecting audience figures and demographic information.

While the primary target of this research is to investigate my own developing production practices, it may also offer some useful insights into the nature of the teacher/practitioner role and the possibilities of collaborative projects within the educational establishment.

Cooperrider, D.L., Whitney, D., Stavros, J. M.. 2008. *Appreciative Inquiry Handbook: For Leaders of Change*. Berrett-Koehler Publishers

Hayes, J. 2009. *Appreciative Inquiry*. Video: Online. [Available from: www.youtube.com] Accessed 25/03/2010.

Hill, T., Westbrook, R. 1997. *SWOT Analysis: It's Time for a Product Recall*. Long Range Planning 30, no. 1: 46-52. Business Source Complete, EBSCOhost (accessed May 3, 2010).

Wicks, P.G., Reason, P. 2009, *Initiating Action Research: Challenges and paradoxes of opening communicative space*. Action Research 7; 243. London: Sage

Melinda Watson



Melinda Watson is Programme Leader of the FdA and BSc Sustainable Graphics and Packaging programme. Specialist teaching skills include Visual Communication, Projects and Design for Sustainability.

I have been teaching since 1998, before which I worked for Rothwell Studios, Kelloggs and Galt Toys as a Graphics and Packaging designer. Subsequently I set up my own design company 'Chameleon Design' which has been operating for over 20 years. As Creative Director, I am still heavily involved with the day to day running of the company.

I have recently completed an MSc in Sustainable Development at Exeter University.

Embedding Sustainability into the curriculum

Introduction

While the role of design education is acknowledged as a significant contributor to sustainable development, graphics and packaging has not taken advantage of sustainable design as a key strategy. This scoping report reviews the current design paradigm and explores alternative design and learning strategies to determine their potential for enabling significant change toward a sustainable future and social justice.

The report concludes that design education must move quickly to respond to urgent environmental pressures. Design education must embrace its unique ability to facilitate change to initiate a wide-reaching social learning process.

Action research was used to promote the 'teacher as researcher'.

Contents:

Introduction

One: industry

Two: education

Three: design

Conclusion

> Recommendations

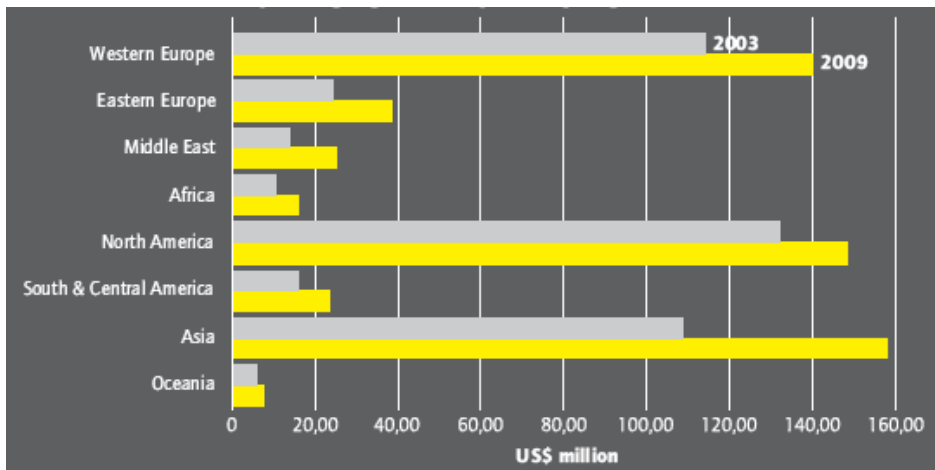
Appendices

References and notes

One: industry

*'Our biggest challenge in this new century is to take an idea that seems abstract – sustainable development – and turn it into a reality for all the world's people.'*ⁱ

Otherwise known as the *skin of commerce*; a 'tendency toward overpackaging is inextricably ingrained in our culture, psyche and economy'ⁱⁱ. The extraordinary worldwide growth rate of packaging, currently being promoted by all nations, plainly highlights the importance of directly tackling the problem. At present the 'global market for packaging is estimated at \$500 billion (Figure 1), with a growth rate of 4 percent per year'ⁱⁱⁱ.

Figure 1: World packaging consumption by region 2003-2009

Source: Pira International Ltd. The Future of Global Packaging

As an integral part of the life-cycle of a product^{iv}, packaging for food and drink, healthcare, cosmetics and other consumer products fulfills an invaluable function in a global economy. It contains, protects, preserves and transports products conveniently, safely and hygienically whilst communicating essential information. Nonetheless, amidst much continued media attention^v and consumer concern, ‘environmental issues directly challenge core strategy and production processes’^{vi} at every level. ‘The most serious external costs of packaging lie in the extraction of natural resources, energy consumption, and the emission of air and water pollution through the manufacturing process’^{vii}. The WPO recognize that a new model for packaging ‘requires that sustainable methods and materials be employed whenever possible’ and aims to globally promote the advancement of ‘skills and expertise through education’^{viii}. In accordance, the UK’s IOP that promotes excellence through school, student and industry ‘Starpack’ awards, also note that design innovations are needed to deliver sustainable change^{ix}. Alongside, a recent *Guidance on Sustainability* report by the UK’s EC concentrates on resource efficiency and risk management to minimise adverse impacts to people or the environment^x.

At the ‘Starpack’ Summit 2008, Dorothy MacKenzie, from the Dragon brand agency, commented that ‘it is time for packaging designers to stand up and be counted’. However, MacKenzie believes that designers currently lack the knowledge to initiate change, adding that it is essential that design training covers materials science in more depth to develop a greater understanding of the impact of different materials^{xi}. While the DEFRA *Waste Strategy for England 2007* recognises that ‘there is still a problem of excess packaging around many products’^{xii}, the UK waste policy has ‘tended, until very recently, to only address a product’s end of life’. Nevertheless:

'much of the environmental impact of a product, including this wastage of materials, will be determined at design stage. Design is thus a crucial lever. So greener design is not just about individual products, but whole systems of production and consumption.'^{xiii}

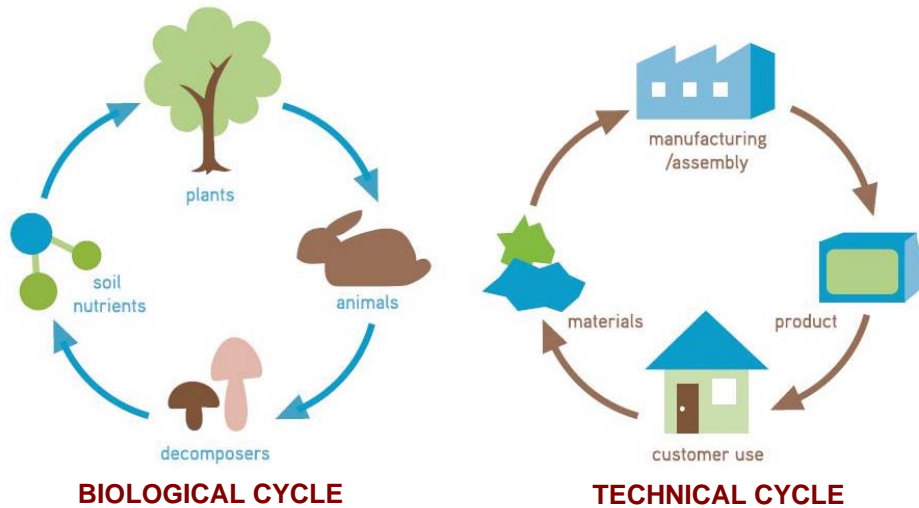
However, recent development in DEFRA's (2009) *Making the most of packaging: A strategy for a low-carbon economy* report 'gives considerable, and very welcome, emphasis to improving ecodesign of packaging' by suggesting that 'carbon be used as a metric'^{xiv}. The ACP advocate minimising the use of materials, energy and water throughout the product lifecycle^{xv}. 'Research on eco-efficiency has been successful, but has not improved the overall picture'^{xvi}; principally eco-efficiency has yet to be fully implemented. Nonetheless, as a first phase, it is an important step to help designers overcome an industrial system that 'makes the reality of materials – their sources, processing, by-products – invisible to consumers and designers alike'^{xvii}. However, we possess 'too little knowledge about industrial pollutants and their side effects on natural systems for "slowing-down" to be a healthy strategy in the long-term'^{xviii}; eco-efficiency presents 'little more than an illusion of change'^{xix}.

In order to move toward long-term sustainability and social justice, notions of change require closer scrutiny. Markedly, '*more of the same*' will not create the desired change^{xx}. Increasingly apparent, 'significant gaps between strategy and performance (...) require larger, more robust transformational changes'^{xxi}. Deep change will require 'new ways of thinking and behaving' that is 'major in scope, discontinuous with the past and generally irreversible'^{xxii}. To challenge and reframe present notions of waste, materials, systems, and present consumption a paradigm shift will necessitate 'not only an expansion of our perceptions...but also of our values'^{xxiii}, replacing the old game with a new one in which a risk must be taken^{xxiv}. A '*new definition of the same circumstances*'^{xxv} using creative minds and a shared vision is vital.

Capra's vision of an ecological framework and systems thinking are essential core concepts that entail a 'new way of seeing the world and a new way of thinking (. . .) in terms of relationships, connectedness, and context'^{xxvi}. Crossing disciplinary boundaries, eco-literacy 'will be the most important part of education at all levels'^{xxvii}. It will require creative thinking both upstream and downstream to 'help reconnect people to nature'^{xxviii}. Building on notions of cyclic, solar, safe, efficient and social^{xxix}, McDonough and Braungart's cradle-to-cradle closed loop vision^{xxx} reflects these principles by having the ability to 'bridge the current gap between human design and the ecologically sustainable

systems of nature^{xxxvi}. The SCP *Design Guidelines for Sustainable Packaging* provides a comprehensive cradle-to-cradle framework to lead the way. It distinguishes two main cycles (Figure 2) modelled on the elegance and effectiveness of natural cycles and ecosystems. Each cycle is composed of either biological or technical nutrients designed to ‘circulate safely and perpetually through cradle-to-cradle life cycles of manufacture, use, recovery and re-manufacture’^{xxxvii}.

Figure 2: Cradle-to-cradle cycle



Source: SPC (2006)

Incpen has made a commitment to adopt cradle-to-cradle thinking to ‘make a positive contribution to social, environmental and economic development’^{xxxviii}. At the *Sustainability in Packaging 2007* conference, Tom Wright, director of Sustainable Business Practices, emphasized the value of following the *Natural Step* model^{xxxix}. By ‘closing’ and ‘re-inforcing’ positive feedback loops core values may be put into action to provide leverage points where ‘emergent change at the micro-level [can] shift the macro-dynamics of a system towards more sustainable practices’^{xl}.

Other important models identified in the field of sustainability include: Biomimicry^{xli}, Natural Capitalism^{xlii}, Ecology of Commerce^{xliiii} and the Hannover Principles^{xliiii} (Appendix 2). Accordingly, amongst a wide-ranging body of *sustainability lingo*^{xli} (Appendix 3) ‘what students learn and what they are taught will be critical’^{xli}.

One: education

'we are educating young people for a world that has already ceased to exist'^{xlii}

At national level, the United Nations (DESD) 2005-2014 suggests sustainable development 'must be integrated into existing education frameworks, and not be treated as a separate subject matter'^{xliii}. Aligned to this, the HEFCE action plan for *Sustainable development in higher education 2008* agrees 'it is crucial that the sector contributes strongly to sustainable development'^{xliv} and recognises the 'danger of bolting what some might see as the latest fad onto courses'^{xlv}.

A report for the HEA offers an initial ESD teaching and curriculum framework:

- *educators as role models and learners*
- *experiential learning*
- *holistic thinking* and critical thinking skills^{xlvi}

However, if 'critical thinking and the challenging of precedents and standards must begin to prefigure the design process'^{xlvii}, it will be necessary 'to work together with experts from different disciplinary domains and societal stakeholders'^{xlviii}. Accordingly, 'it will be in these sharing networks that perspective transformation and a fuller understanding of a sustainable education practice could be fashioned'^{xlix}. The *Centre for Sustainable Futures* (University of Plymouth) has developed further approaches to consider¹, as have DEEDS (Appendix 4). Todd Jordan^{li}, from Hercules Paper, stressed 'collaboration between business and university should be enabled' and the Design Council considers 'stronger links between education and industry to raise standards' is 'crucial to design's long-term viability'^{lii}. Yet, paradoxically, only '54% of design businesses are willing to provide work experience for students'^{liii}.

Fortunately, the way that designers *already* work is particularly well suited to the emergent context of sustainable design^{liv}; design practice employs a 'well developed internal communication system that promotes information sharing and problem discussion and resolution'^{lv}. Many design learners tend to be good at:

- *analysing* things - but less good at thinking 'out of the box'
- *categorising* things - but less good at seeing the interrelated nature of reality
- *seeing detail* and dealing with parts - but less good at appreciating overall patterns in events

- *focusing in* on one factor or one goal - but less good at recognising and balancing multiple factors and goals^{lvi}

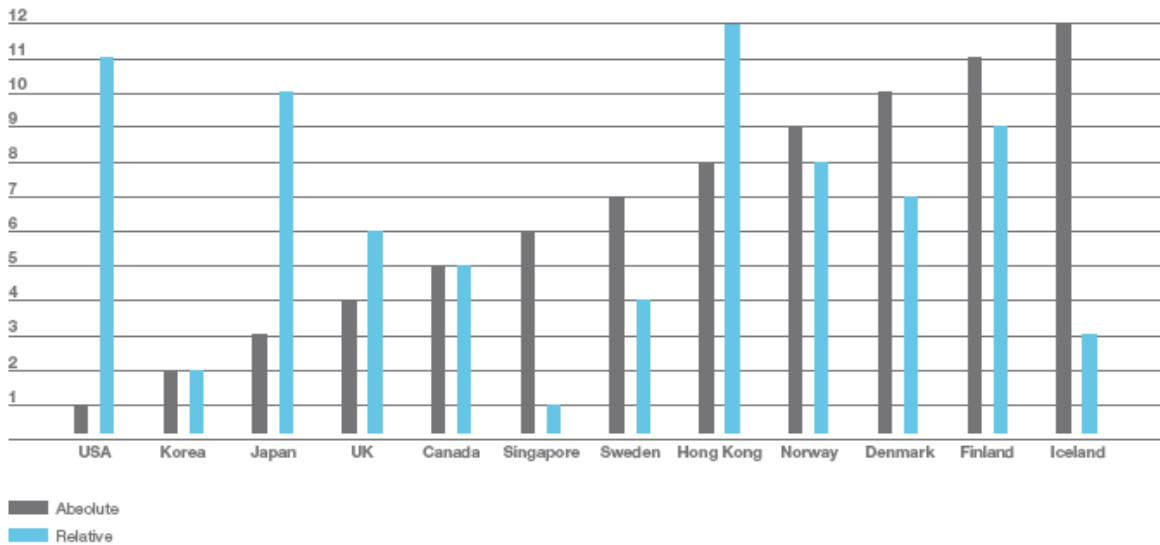
Admittedly, most design learners excel at thinking ‘out of the box’, but ‘change will not come by just thinking outside the box, but by throwing the box out the window and looking at the space it left behind’^{lvii}. Thinking outside a modernist paradigm will depend on ‘self-reflexivity, whereby dominant assumptions are brought to light for examination’^{lviii}. Such learning will ideally be:

‘reflexive, experiential, inquiring, experimental, participative, iterative, real-world and action-oriented, invoking ‘learning as change’ in the active pursuit of sustainability and in designing and developing sustainable systems – rather than merely ‘learning about change’ or ‘learning for change’^{lix}

Three: design

‘Given what we know today, if a designer does not act with sustainability in mind, she [he] acts by default against it’^{lix}

With an historic reputation for excellence, the UK is ‘recognised for its capabilities in design education and the use of design in industry’^{lxi}, and ranks fourth globally (Figure 3).

Figure 3: Global ranking of national design capabilities

Source: Moultrie and Livesey (2009)

The BDI predict the role design will play in sustainability will ‘continue to grow and generate income for the design sector’^{lxii}. In particular, branding and graphics and packaging remain among the top five of twenty-five design disciplines.

The problem is the current paradigm fosters fiercely competitive, consumption-driven, product-oriented market growth. Designers are ‘falling over each other to kiss corporate ass’^{lxiii}. Whilst ‘80% of the environmental impact of products is determined at the design stage’^{lxiv} only ‘one in 10,000 products is designed with the environment in mind’^{lxv}. A global system of design and production has distanced designers from the people, place and affects of their decisions^{lxvi}. Small design actions can have huge consequences^{lxvii}. Driven by marketing and branding priorities most designers are ‘specialists who have been trained to delight, persuade, pamper and mollify consumers’^{lxviii}, whilst forcing them to ‘waste stupendous quantities of matter and energy in their daily lives’^{lxix}. Continuously modified and updated mass-produced consumer goods are ‘promoted as ‘new’ and ‘leading edge’ based on two major features - aesthetics and technology’^{lxx}. However, designers have a ‘staggering sphere of influence’^{lxxi} and are in a position to re-shape both ‘whole production processes’^{lxxii} and consumption habits, by bridging the considerable ‘value-action gap’ between people’s values and everyday actions^{lxxiii}. ‘The ‘power of designers is catalytic’^{lxxiv}.

Rob Holdway, of Giraffe Innovation agrees designers should ‘challenge our own system of consumption’^{lxxv}, thus change will require ‘designers to rethink themselves, to rethink how they operate and reshape their position in society.’^{lxxvi} If the aim is to ‘design in a way that

promotes consumption models of long-term sustainability^{lxxvii}, our first task is to ‘re-create our mind-set’^{lxxviii}.

Conclusion

Of primary importance, designers must first be ‘willing to envision how products and their packages fit into broader economic, political, environmental, and social systems’ and ‘determine whether these economic systems move us toward ecological and social harmony or away from it.’^{lxxix} Secondly, we are going to have to ‘rethink our notions of material culture’ and sense of place, and ‘develop new understandings of product aesthetics’^{lxxx} and ephemerality.

‘We must see the problems, and we must think that in spite of everything, it is possible to solve these problems. We must find solutions.’^{lxxxii}

Historically, there has been a ‘poor response from design educationalists and higher education institutions to the sustainability agenda’^{lxxxii}. We should seize the opportunity to become part of the solution, as ‘an integral part of the debate rather than remain on the fringe or be subject to the whim of the political and commercial forces’^{lxxxiii}.

> Recommendations:

- Embed eco-literacy and systems thinking
- Develop materials awareness
- Foster transformative learning

Appendix one:

Abbreviations

ACP	The Advisory Committee on Packaging
BDI	British Design Innovation trade body for the design services sector
DEEDS	DEsign, EDucation & Sustainability project
DEFRA	Department for food and Rural Affairs
DESD	Decade of Education for Sustainable Development
EC	Engineering Council
ESD	Education for Sustainable Development
HE	Higher Education
HEA	Higher Education Academy
HEFCE	Higher Education Funding Council for England
Incpen	Industry Council for Packaging and the Environment
IOP	Institute of Packaging
IPCC	Intergovernmental Panel on Climate Change
SPC	Sustainable Packaging Coalition
UK	United Kingdom
WPO	World Packaging Organization

Appendix two:

Sustainability Models

Leaders in the field of sustainability and their visions for a sustainable future:

The Natural Step

- Substances from the Earth's crust must not systematically increase in the ecosphere.
- Substances produced by society (man-made materials) must not systematically increase in the ecosphere.
- The productivity and diversity of nature must not be systematically diminished.
- Therefore, in recognition of the first three conditions, there must be fair and efficient use of resources to meet human needs.

Biomimicry

- Whereby nature:
- Runs on sunlight.
- Uses only the energy it needs.
- Fits form to function.
- Recycles everything.

- Rewards cooperation.
- Banks on diversity.
- Demands local expertise.
- Curbs excesses from within.

Natural capitalism

- Radical resource productivity.
- Biomimicry
- Service and flow economy
- Investing in natural capital.

The Ecology of Commerce

- Obey the waste-equals-food principle and entirely eliminate waste from our industrial production.
- Change from an economy based on carbon to one based on hydrogen and sunshine.
- Create systems of feedback and accountability that support and strengthen restorative behaviour.

Cradle to cradle

- Waste equals food.
- Uses current solar income.
- Celebrates diversity.

Appendix three:

The Lingo of Sustainability

Base of the Pyramid
Biomimicry
Brownfield Redevelopment
Civic Entrepreneurship
Clean Technology
Closed Loops
Community Capitalism
Corporate Citizenship
Corporate Governance
Corporate Social Responsibility
Cradle to Cradle
Design for Environment (DfE)
Eco-Effectiveness
Eco-Efficiency
Environmental Management Systems (EMS)
Full Cost Accounting
Green design
Greening
Inclusive Capitalism
Industrial Ecology
ISO 14001
Leapfrog Technology
Lifecycle Assessment (LCA)
Lifecycle Management (LCM)

Pollution Prevention (P2)
Radical Transactiveness
Resource Productivity
Restorative Technology
Risk Management
Stakeholder management
Sustainable Development
Sustainable Technology
Systems thinking
Take-Back
Transparency
Triple Bottom Line
Voluntary Regulation
Waste Reduction

Appendix four:

The Centre for Sustainable Futures (University of Plymouth) ESD Principles

Learning and pedagogy

- critical thinking
- systemic thinking
- interdisciplinarity and transdisciplinarity
- experiential learning and real life issues
- reconnecting to sense of place
- empowerment of the learner
- teacher as mentor and facilitator
- multiple teaching styles
- dialogue
- space for emergence
- learning for action
- reflexivity
- action research
- campus as curriculum
- transformative learning
- collaborative learning and co-inquiry

Sustainability principles

- Human diversity – cultural, social, economic
- Quality of life
- Ecological limits and integrity
- Uncertainty and precaution
- The needs and rights of future generations
- Citizenship and stewardship
- Interdependence

Concepts and dimensions

- Carrying capacity
- Ecosystem health

- Ecological footprint
- Sustainable economies
- Sustainable consumption
- Ecological design
- Ethical trading and investment
- Environmental law
- Green transport
- Renewable energy
- Sustainable construction
- Natural resource and full cost accounting
- Adaptive management
- Eco efficiency
- Community regeneration
- Biodiversity
- Participative democracy
- Meeting needs locally
- Sustainable communities
- Social and natural capitals

Values

- Sufficiency (living lightly)
- Equity and justice (intragenerational and intergenerational)
- Social inclusion and meeting basic human needs
- Human rights
- Biocentric rights and intrinsic values
- Democracy and participation
- Resource conservation and efficiency
- Community
- Resilience and durability
- Biodiversity
- System health

DEEDS SCALES is a complementary design version based on:

- **S**kills
- **C**reating change agents
- **A**wareness – systemic and context
- **L**earning together
- **E**thical responsibilities
- **S**ynergy & co-creating

- 1 Kofi Annan in UNESCO (2005) UN Decade of Education for Sustainable Development 2005 –
2014: The DESD at a glance. Available at: <http://www.unesco.org/education/desd>
- 1 Imhoff, (2005) *Paper or Plastic: Searching for Solutions for an Overpackaged World*. San Francisco:
Sierra Club Books, p10.
- 1 Imhoff, *op. cit.*, en pages.
- 1 Eionet (2009) European Topic Centre on Sustainable Consumption and Production Packaging
waste. Available at: <http://scp.eionet.europa.eu/definitions/packaging>
- 1 McCarthy, M. and McSmith, A. (2007) 'Waste basket: Minister backs campaign to cut
packaging', *The Independent*, 23 January and
- 1 Hickman, M. (2007) 'National supermarkets criticised over failure to cut level of packaging',
The Independent, 23 October.
- 1 Hoffman, A. J. (2003) Linking Social Systems Analysis to the Industrial Ecology
Framework *Organization and Environment*, Vol. 16, No.1 pp66-86, p71.
- 1 Imhoff, *op.cit.*, p27.
- 1 WPO (2008) 'Position Paper - Sustainable Packaging'. Available at:
<http://www.worldpackaging.org>
- 1 Rachel Brookes IOP interview
<http://www.iom3.org/content/sustainable-development-group>
- 1 Engineering Council UK (2009) Guidance on sustainability for the Engineering Profession.
London: Engineering Council UK, p1.
Available at: <http://www.engc.org.uk/sustainability>
- 1 Price, G. (2008) 'Laying waste to bad design', *Packaging Professional Magazine*, 14 July.
London: IOM3
- 1 DEFRA (2007) *Waste Strategy for England 2007*, p61.
Available at: <http://www.defra.gov.uk/environment/waste/strategy/strategy07/pdf/waste-strategy-report-07-08.pdf> [4 Nov 2007]
- 1 Hill, J. (2008) Greener products Mapping the environmental policy drivers on products and
production processes. Green Alliance, p1.
Available at: <http://www.green-alliance.org.uk>
- 1 *Ibid*, p29.
- 1 ACP (2008) Packaging in Perspective, p8.
Available at: <http://www.packagingnews.co.uk/environment/news/858730/Packaging-Perspective---part-one/>
- 1 Manzini, E. (2008) 'New design knowlwdge', Introduction to the Conference *Changing the
Change*, p8. Available at: <http://www.sustainable-everyday.net/manzini>
- 1 Thorpe, A. (2007) *The Designer's Atlas of Sustainability*. Washington: Island Press, p141.
- 1 McDonough, W. and Braungart, M. (2002) *Cradle to Cradle Remaking the Way We Make
Things*, New York: North Point Press, p55.
- 1 *Ibid*, p26.
- 1 Watzlawick, P., Weakland, J. and Fisch, R. (1974) *Change: Principles of Problem Formation
and Problem Resolution*, London: Norton & Company Ltd, p32.
- 1 Dunphy, D., Griffiths, A. and Benn, S. (2003) *Organizational change for Corporate
Sustainability*. London: Routledge, p207.
- 1 *Ibid*, p236.
- 1 Capra, F. (1997) *The Web of Life: A new synthesis of mind and matter*, London:
Harper Collins, p9.
- 1 Watzlawick, Weakland and Fisch, *op.cit.*, p157.
- 1 *Ibid*, p109.
- 1 Capra, Fritjof (1999) *Ecoliteracy: The challenge for education in the next century*.
Schumacher Lectures, p5. Available at: <http://www.ecoliteracy.org/publications>.
- 1 Capra, F. (2000) The Challenge of Our Time, *Resurgence*. No. 203, pp18-20.
- 1 Orr, D. W. (2007) 'The Designer's Challenge', Commencement address to the School
of Design, Pennsylvania. Available at: <http://www.ecoliteracy.org/publications>
- 1 Datschewski, E. (2001) *The Total Beauty of Sustainable Products*. Switzerland: RotoVision,
p29.
- 1 McDonough and Braungart, *op.cit.*
- 1 Capra, *op.cit.*
- 1 Sustainable Packaging Coalition (SPC (2006) *Design Guidelines for Sustainable Packaging*.
Virginia: Green Blue Institute, p4.
Available at: <http://www.packagingdigest.com>
- 1 Incpen (2008) Packaging's Contribution to Sustainable Production, Distribution and
Consumption. Available at: <http://www.incpen.org>

- 1 Wright, T. (2007) 'Retailer perspective: Case study of Whole Foods Market'. *Sustainability in Packaging Conference 2007*. London: Hilton Olympia and interview.
- 1 *Ibid*, p307.
- 1 Benyus, J. (1997) *Biomimicry : Innovation Inspired by Nature*. New York: Morrow, p7.
- 1 Hawken, P., Lovins, A. B. and Lovins, L.H. (1999) *Natural Capitalism: Creating the Next Industrial Revolution*. Boston: Little Brown, p10-20.
- 1 Hawken, P. (1993) *The Ecology of Commerce: A Declaration of Sustainability*. New York: Harper Business, p209-210.
- 1 McDonough, W. (1992) *The Hannover principles: Design for Sustainability*. New York: William McDonough Architects.
- 1 Stuart, L. H. (2005) *Capitalism at the Crossroads: The Unlimited Business Opportunities in Solving the World's Most Difficult Problems*. Upper Saddle River, NJ: Wharton School Press, p59.
- 1 HEFCE (2009) Sustainable development in higher education: 2008 update to strategic statement and action plan, p13.
- 1 Porritt, J. (1996) 'Foreword' in J. Huckle and S. Sterling (eds), *Education for Sustainability*, 3rd edition. London: Earthscan Publications, pxi.
- 1 UNESCO (2007) The International Decade of Education for Sustainable Development (2005 - 2014) Framework for a DESD Communication Strategy in support of the UN Decade of Education for Sustainable Development, p8.
- 1 HEFCE, *op.cit*, p1.
- 1 *Ibid*, p13.
- 1 Dawe, G., Jucker, R. and Martin, S. (2005) *Sustainable Development in Higher Education: Current Practice and Future Developments, A Report for the Higher Education Academy, November 2005*. HEA, (my abbreviation).
- 1 Walker, S. (2006) *Sustainable by Design: Explorations in Theory and Practice*. London: Earthscan, p11.
- 1 Van Dam-Mieras, R. (2006) 'Learning for Sustainable Development: Is it Possible Within the Established Higher Education Structures?' in J. Holmberg and B. E. Samuelsson (eds) *Drivers and Barriers for Implementing Learning for Sustainable Development in Higher Education*. UNESCO, p15.
- 1 Blewitt, J. (2005) Education for Sustainable Development, Governmentality and 'Learning to Last', *Environmental Education Research*. Vol. 11, No. 2, p183.
- 1 Centre for Sustainable Futures website. Available at:
<http://csf.plymouth.ac.uk/?q=esd>
- 1 Todd Jordan (Packaging Manager) interview.
- 1 Design Council, (2005) The business of design: design industry research 2005, p3. Available at: <http://www.designcouncil.org.uk>
- 1 *Ibid*.p64.
- 1 Chapman, J. and Gant, N. (2007) '(In) conclusion' in J. Chapman and N. Gant (eds), *Designers, Visionaries + Other Stories: A collection of sustainable design essays*. London: Earthscan, p137.
- 1 Foster-Fishman, P.G. et al (2001) Building Collaborative Capacity in Community Coalitions: A Review and Integrative Framework. *American Journal of Community Psychology*, Vol. 29, No. 2, pp241-261, p255.
- 1 Sterling, S. (2005) 'Linking thinking, education and learning: an introduction', in S. Sterling, D. Irvine, P. Maiteny and J. Salter *Linking thinking: new perspectives on thinking and learning for sustainability*.
- 1 Jedlicka, W. (2009) *Packaging Sustainability, Tools, Systems, and Strategies for Innovative Packaging Design*. Hoboken, NJ: John Wiley & Sons, p8.
- 1 Sterling, S. (2009) 'Ecological Intelligence: Viewing the world relationally' in A. Stibe *The Handbook of Sustainability Literacy: Skills for a changing world*. Totnes: Green Books, p79.
- 1 *Ibid*, p82.
- 1 Thackara, J. (2006) *In the Bubble: Designing in a Complex World*. London: MIT Press, p18.
- 1 Moultrie, J. and Livesey, F. (2009) *International Design Scoreboard: Initial indicators of international design capabilities*. Cambridge: University of Cambridge Institute for Manufacturing. p23-24.
- 1 BDI (2008) The British Design Industry valuation survey 2007 to 2008. Available at: <http://www.britishdesigninnovation.org>
- 1 Barnbrook, J. in Kettles, N. (2008) 'Designing for Destruction', *The Ecologist*. Available at: http://www.theecologist.org/pages/archives_detail.asp?content_id=1920
- 1 Design Council (2002) *Annual Review 2002*. London: Design Council, p19.
- 1 Datschefski, *op cit*, p6.
- 1 Walker, *op. cit*, p167.
- 1 Thackara, J. (2006) *In the Bubble: Designing in a Complex World*. London: MIT Press, p7.

- ¹ Wood, J. (2007) 'Relative Abundance: Fuller's Discovery that the Glass Is Always Half Full' in J. Chapman and N. Gant (eds), *Designers, Visionaries + Other Stories: A collection of sustainable design essays*. London: Earthscan, p101.
- ¹ Thackara, J. (2007) 'Foreword' in J. Chapman and N. Gant (eds), *Designers, Visionaries + Other Stories: A collection of sustainable design essays*. London: Earthscan, pxvi.
- ¹ Walker, *op.cit*, p11.
- ¹ Bhamra, T. and Lofthouse, V. (2007) *Design for Sustainability: A Practical Approach*. Aldershot: Gower Publishing, p37.
- ¹ Thackara, (2006) *op.cit*, pp17-18.
- ¹ SDC and NCC (2006) *I Will if You Will: Towards sustainable consumption*, p5.
- ¹ Fuad-Luke, A. (2002) *Eco-Design Sourcebook*. London: Thames & Hudson, p15.
- ¹ Holdway interview
- ¹ Manzini, E. (2008) 'New design knowlwdge', Introduction to the Conference *Changing the Change*, p6. Available at: <http://www.sustainable-everyday.net/manzini>
- ¹ Chapman, J. and Gant, N. (2007) 'Introduction' in J. Chapman and N. Gant (eds), *Designers, Visionaries + Other Stories: A collection of sustainable design essays*. London: Earthscan, p7)
- ¹ Valerie Casey, Design Accord founder interview
- ¹ Imhoff, *op. cit*, p35.
- ¹ Walker, *op. cit*, p7.
- ¹ Manzini, *op.cit*, p4.
- ¹ Fuad-Luke, A. (2007) 'Re-defining the Purpose of (Sustainable) Design: Enter the Design Enablers, catalysts in Co-Design' in J. Chapman and N. Gant (eds), *Designers, Visionaries + Other Stories: A collection of sustainable design essays*. London: Earthscan, p26)
- ¹ Fuad-Luke (2002), *op. cit*, p8.

Matt Hann



I teach on a wide range of programmes within Physical Education both at Yeovil College and at the University Centre Yeovil. Having recently gained qualified teacher status I am always looking for new and exciting ways to improve learning. I am currently working towards a Masters in Education and offer this paper as having formed part of my research journey into the area of 'active engagement'. Actively engaging learners to the content of a lesson is essential in order to achieve the desired learning outcomes; however, the right level of challenge must be presented in order to facilitate understanding.

Active Engagement

The use of active engagement strategies by teachers provides the research focus. It is important to note that practical activities such as role play can help to gain the interest of the learners; however, the amount of mental effort or engagement remains questionable. Conversely, the use of well structured questioning that relates to the practical activity will produce mental engagement and understanding (Muijs and Reynolds, 2005).

Before proceeding it is useful to define what is meant by active engagement through questioning in classroom settings. Wragg and Brown (2001) define the strategies as 'instructional cues or stimuli that convey to learners the content elements to be learned and directions for what they are to do and how they are to do it'. It is therefore suggested that engagement strategies act as signposts for a sequence of questions relating to the topic being taught.

Teachers ask hundreds of questions every week, some requiring single word answers, others involving much more complex thought and understanding (Muijs and Reynolds, 2005). In fact whole lessons can be built around thought-provoking questions that encourage learners to recall vital information or understand a new idea (Magennis and Farrell, 2005). Thus, suggesting that teachers can use questions to achieve the desired learning outcomes of a lesson.

However, research evidence points to inadequate teacher training in developing questioning strategies and that some trainees receive no training at all (Muijs and Reynolds, 2005). This is rather surprising since Black et al. (2004) suggest that asking the right questions can greatly facilitate learning with an appropriate level of challenge.

The lack of quality training, as suggested by Muijs and Reynolds (2005), perhaps explains a common finding within the Ofsted (2009) report that teachers fail to check learning effectively and that learners are challenged insufficiently; henceforth, the need for teachers to develop strategies to engage all learners within a lesson.

With the above in mind it is not surprising that UK researchers are giving more attention to how teachers teach as an area of study than ever before (Muijs and Reynolds, 2005). For this research domain, the researchers that are of particular interest are those that have focused on teacher's use of questioning strategies to create active engagement. The aim is to explore the findings to help create an in-depth understanding of strategies that engage learners to questions posed.

Classroom questioning is an extensively researched topic due to its central importance in teaching and learning (DfES, 2004). The high incidence of questioning as an active engagement strategy, and its consequent potential for influencing learning, have led many investigators to examine relationships between questioning methods and learner achievement (Muijs and Reynolds, 2005). In fact many researchers suggest teachers that plan their questions so that they are closely linked to the objectives of the lesson raise learner achievement (Wragg and Brown, 2001).

However, it is important to recognise that it doesn't matter how good and well structured teachers questions are if their learners do not respond. Research indicates that this problem is more likely to be the case when learners are not use to highly interactive teaching (Magennis and Farrell, 2005); when learners are shy (Muijs and Reynolds, 2005); and when learners are uninterested or unengaged in the lesson (Kolitch and Dean, 1999).

The research into active engagement strategies identifies a number of methods which are helpful in encouraging learner response. Examples include the use of teacher prompts to enhance confidence (Muijs and Reynolds, 2005); providing adequate time for the learner to answer in, commonly referred to as 'wait time' (Wragg and Brown, 2001); using a 'no-hands' approach to answering questions (DfES, 2004); and ensuring that learners' feel comfortable to answer within the classroom climate (Black et al., 2004). All four strategies identified being the most widely recognised strategies used by teachers (DfES, 2004).

Interestingly, Muijs and Reynolds (2005) identify 'prompting' to be of prime importance within physical education (PE) lessons. There are three types of prompts that teachers can use for this purpose; these being gestural, physical and verbal. Gestural prompts are used very frequently in PE lessons, allowing the teacher to model the behaviour of learners before they actually make a mistake; such as holding an item of sports equipment in the correct position before performing a particular technique. Muijs and Reynolds (2005) report that physical prompts are more common in PE lessons than any other subject; the physical nature allowing a teacher to guide a learner through the action. For example, a teacher that corrects a learner's arm action for throwing technique. Research suggests that teachers should use the least intrusive prompt to begin with in order to stop the learner becoming over dependent on the teachers guidance (Muijs and Reynolds, 2005). Verbal prompts can act as reminders, for example prior to executing a particular skill, and according to Muijs and Reynolds (2005) are least intrusive followed by gestural and then physical.

The second strategy is the use of 'wait-time'. Importantly teachers must ensure that they allow learners enough time to think through their answers without experiencing embarrassing silences. Muijs and Reynolds (2005) note that the wait-time provided should depend on the type of question asked. Wragg and Brown (2001) suggest that if the question is lower level (e.g. requiring the learner to identify) three seconds or slightly longer is the optimal wait time. However, for higher-level questions (e.g. requiring the learner to analyse) a longer wait time, possibly up to fifteen seconds, is required (Wragg and Brown, 2001). Muijs and Reynolds (2005) note that waiting much longer than fifteen seconds can lead to other learners becoming restless.

The third strategy is the use of a 'no-hands' approach to answering questions. The main advantage being that all learners are likely to be asked for a response, making the questioning process more inclusive (Muijs and Reynolds, 2005). DfES (2004) emphasise the importance for teachers to have a backup plan (e.g. prompt) for when a learner is unsure or incorrect; if there is no backup plan the teacher is at risk of un-engaging that learner from a lesson.

The final strategy to be considered is the creation of a classroom environment that learners feel safe to answer in which is very important for learners if they are going to build the confidence to speculate and take risks (Black et al., 2004). An example of good practice includes the use of A4 whiteboards for learners' to write their answers to the questions posed (DfES, 2004). Here, once learners have all written their answer, they hold it up so that the teacher can see, as a result avoiding making learners feel less vulnerable (Magennis and Farrell, 2005). Research evidence also points to the role of the teacher taking learners answers seriously in giving appropriate responses and also that wrong answers are not ridiculed by the teacher or class (Wragg and Brown, 2001).

To summarise, the research review has focused on the relationship between teachers' active engagement strategies and encouraging learner participation. The main findings

were to ensure prompts are provided to give learners confidence to try an answer (Muijs and Reynolds, 2005); to ensure 'wait time' is provided before an answer is required (Wragg and Brown, 2001); to use a 'no-hands' approach to answering, where the teacher chooses the respondent rather than have them volunteer (Black et al. 2004); and to ensure that there is a classroom climate in which learners feel safe and know they will not be criticised or ridiculed if they give a wrong answer (DfES, 2004).

In conclusion, it is clear that there is already a large body of literature into active engagement; however, gaps exist in the form of application of techniques to specific subjects. The present enquiry will fit into ongoing action research that focuses on the use of active engagement strategies. The outcomes anticipated are an improvement in teaching repertoire and an extension of the current literature on the use of strategies to engage and challenge learners.

References

Black, P., Harrison, C., Lee, C., Marshall, B., and William, D. (2004) Working inside the black box: Assessment for learning in the classroom. London: Phi Delta Kappan.

DfES. (2004) Active engagement techniques. London: Cambridge University Press.

Kolitch, E., and Dean, A.V. (1999) Learner ratings of instruction in the USA: Hidden assumptions and missing conceptions about 'good' teaching. *Studies in Higher Education*, **24** (1), 27-42.

Magennis, S., and Farrell, A. (2005) Teaching and learning activities: Expanding the repertoire to support learner learning, *Teacher and Teacher Education*, **23** (8).

Muijs, D., and Reynolds, D. (2005) Effective teaching: Evidence and practice. 2nd ed., London: SAGE publications.

Ofsted (2009) Inspection report: Yeovil College, 3 - 7 November 2008. Somerset: Ofsted.

Wragg, E.C., and Brown, G. (2001) Questioning. London: Routledge.

Jill Mohiki



I am Jill Mohiki, I helped set up the programme for learning support assistants now in its fifth year. My background in education started in 1974 when I qualified to teach at primary/middle school level. Throughout my career I have used and applied a creative approach to teaching and learning.

With the many changes in education and schools struggling with what is often perceived as an overloaded, prescribed curriculum, I wanted to explore creativity in the educative process, seeking out through a case study approach what I knew from my own experience to be inherently possible. The dissertation for the final part of my Masters Degree in Education enabled me to deliver my teaching from a more credible standpoint.

Weaving the Threads of Creativity

I have worked in educational settings since 1974 when I qualified as a teacher specialising in the Primary years. I currently work in Higher Education as the manager and teacher of the Foundation Degree for Supporting learning and an assessor for the HLTA status. Both of these areas of work require me to remain up to date with current educational pedagogy and practice.

I started my career at a time when there was a move away from the more rigid and traditional teaching methods of the post war years towards a more relaxed 'child-centred' philosophy, translating into a largely creative, topic based curriculum. Classroom organisation and teaching methodology had in many schools been influenced by the publication of 'The Plowden Report' in 1967, which had argued strongly for:

“ Active and individualised learning... as well as learning through first hand experience of the natural, social and constructed world beyond the classroom.”

(Wilson 2005 p. 8)

Although Plowden encouraged a more creative approach to the curriculum, with a strong emphasis on self-directed learning and play, particularly in the early and primary years of education, this child-centred approach was not popular with everyone. Falling standards were blamed on the lack of attention paid by teachers to the 'basics' with the lack of a coherent framework as well as the progressive methods inspired by the Plowden report.

The concern for a raising of standards culminated in the introduction of a National Curriculum in 1989, emanating from the Education Reform Act of 1988. The National Curriculum formed a significant part of what was taught, with primary schools being encouraged to look for any other provision they chose to make, to form a whole curriculum. Teachers largely welcomed the national framework for the consistency it encouraged within and between schools.

However, along with the curriculum, came prescribed programmes of study, levels of attainment for pupils, regular testing with league tables of results and Ofsted inspections. The 1988 Act had drawn on proposals contained in the document 'Better Schools' (1985) which had set out a list of the purposes of education in schools, one of which was for a broad and balanced curriculum. Some of the objectives underpinning the National Curriculum are contained in the report, ' All Our Futures: Creativity, Culture and Education.' (NACCCE 1999)

Although much has changed since the 1960's, post Plowden, in the way learning is organised, what pupils want from their school experience is fundamentally the same now as it was then.

Attempts have been made by the Government to respond to calls for changes to the curriculum and address perceived weaknesses in methodology, with the most recent review of the primary curriculum led by Sir Jim Rose. The interim report published on 31st October 2008 (p.19) was of the opinion that:

“Regardless of the freedom teachers actually have to exercise professional judgement about how they teach, many believe that the Government, the QCA, Ofsted and the National Strategies, or a combination of all four, effectively restrict that freedom. In other words, it is the total demand on the school that is at issue rather than the National Curriculum alone.” (Rose 2008 p.19)

The Cambridge Primary Review published in 2009, having gathered extensive views since 2006 concerning the Primary curriculum, documents submissions to support this, an example being:

“Since the introduction of the National Curriculum in England, central policy in education has restricted learning by focusing too much on prescribed knowledge and the assessment of this.” (p.31)

It also received submissions that argued:

“Teachers and children’s opportunities for creative activities had been undermined by curriculum prescription and high stakes assessment...the standards drive had turned children off school learning and that ‘fun’ ‘challenge’ and ‘excitement’ should be injected into the curriculum to ward off disengagement.”
(Alexander and Flutter 2009 p.21)

Despite claims of perceived overload and over-prescription, it is my belief that some schools have maintained a creative approach to teaching and learning.

My research study has been encouraged by ‘The Independent Review of the Primary Curriculum: Interim Report’ (2008) and the ‘Cambridge Primary Review’ (2009) together with the growing debate surrounding what many see as a return to a more creative and varied approach to the primary school curriculum, as one submission in the Review (2009) states:

“We are now coming almost full circle with Every Child Matters and personalised learning at the centre of the debate and with government telling us that creativity should be at the heart of the curriculum.”
(Alexander and Flutter 2009 p.31)

As many schools have struggled with what is often perceived as an overloaded, prescribed curriculum the response of some has been to attempt a more creative approach to promote both excellence and enjoyment of learning. The aim of my study has been to explore creativity in the educative process through a review of current literature and by evaluating the outcomes of a qualitative collective case study. When considering creative pedagogy and making recommendations for schools that wish to develop their practice, practitioners will raise questions related to the ‘what’ ‘how’ and ‘why’ of creativity. My study attempted to provide answers to those questions.

The literature review unpicked creativity and creative learning in primary school practice and established clear links to a flexible and creative whole school approach to teaching and learning. Two schools were used as case studies using questionnaires followed up with interviews and observational visits. On the surface the schools appeared to be different but a closer look revealed many shared commonalities of creative practice. Perhaps the most interesting aspect to emerge was the link that schools wishing to develop their practice would need to make, between the leadership of creative pedagogy

and the management of change. Excellence and enjoyment are very much part of creative pedagogy but it became evident that it requires visionary leaders who are bold enough to encourage and support others to do things differently to enable it to become embedded in the ethos of the school. This had not been evident at the outset, although much of the literature reviewed encouraged the raising of the priority of creative education through the sharing of good practice and enterprising leadership, the process of change was often alluded to but not made explicit.

Mike Paddick



I am Mike Paddick, course manager for History, and specialising in the early and late-modern periods. I am also an Advanced Practitioner. My first attempt at a Ph.D ended in financial penury after three years in 1982, and I have been enthusiastically trying to resurrect it since then. I did at least achieve an M.A..

Last year I was able to do some fascinating research on Slavery and Somerset. This time I will focus on the more professional and pedagogical aspects of my role. I am currently undertaking training as an Advanced Learning Coach with a view to changing the way staff development at Yeovil College is perceived. My research concentrates on producing institutional change and on how ALCs can encourage and support staff to review and reflect upon their teaching practice.

Achieving Institutional and Personal Change: A Case Study

Background

Five Advanced Practitioners were appointed in 2006 following a rather mediocre inspection of the college during which OFSTED noted too much uninspiring teaching. The brief was to help lead a focus on more effective teaching and learning and the APs under the guidance of the Head of Teaching and Learning (HTL) have, over the past 3 ½ years:

- a) Worked with staff receiving grades 3 and 4 in observations in a mentoring role
- b) Joined the cross-college observation scheme as observers
- c) Worked with specifically allocated departments
- d) Mentored all new staff during their first year
- e) Helped lead college staff training

It has become apparent that, whilst the work of the APs has been appreciated by the Senior Leadership Team (SLT) and we have achieved measurable success in both eradicating grade 4 observations and improving the profile as a whole, the 'deficit model' is severely limited and there is a clear need to move forward in a different direction.

The emphasis on improving teaching and learning across the college needs nothing less than a change of culture; even a paradigm shift. Less emphasis should be placed on cost and more on the problem of 'silo mentalities' across the college. We need to encourage all staff to reflect upon and share good practice.

Models of Change

Considering theories of institutional change before any attempt at implementation is a necessity. If this change should be driven by staff rather than management then Kotter's work on the process (Kotter 1996) provides a useful approach. This model emphasises creating, rather than managing change and that this should be driven through a staged process. The stages of establishing a sense of urgency and creating a vision have been initially undertaken by creating a guiding coalition including the AP team and SLT. However given that change programmes fail through

'inwardly focussed cultures, paralyzing bureaucracy, parochial politics, a low level of trust, lack of teamwork, arrogant attitudes, a lack of leadership in middle management and the general human fear of the unknown.....'

then the agents of this change need to be all of the staff. The role of the AP team is to encourage, support and enable. If the process is to succeed through the next stages of communication, empowerment, planning, consolidation and institutionalisation then it will need to be a whole-staff one and not a 'top-down' model.

This criticism has been levelled at Kotter, and there is some concern that this is business-orientated and cannot be applied to educational institutions. Further might some of the stages be concurrent rather than sequential? Further consideration needs to be given to how staff might respond to change and in this case it will be appropriate to consider Scott and Jaffe's description of the psychological adaptation to change (Scott and Jaffe 1995).

Developed originally from studies of bereavement it demonstrates, with some predictive power, that responses to change are part of a necessary and therapeutic process. The 'transition curve' is U-shaped and describes response over a period through 4 main stages:

- **Denial** – characterised by shock, withdrawal and indifference – a **visible** stage
- **Resistance** - characterised by apathy, anger, blame and frustration – an **invisible** stage
- **Exploration** – characterised by confusion, letting go of the past, imagining the future and an acceptance of reality – an **invisible** stage
- **Commitment** – characterised by energy, application, enthusiasm, co-operation and responsibility – a **visible** stage

Supporting staff through each stage is paramount. During **denial** ('I've been doing this for 20 years and no-one has complained') the response is to constantly inform. During **resistance** (I have enough to cope with without this!) the response is to actively listen. During **exploration** (How do you think this will affect...?) the response is to encourage and facilitate. Finally, during **commitment** the response is to recognise and to encourage ownership.

The Action Research

The preparatory work in contextual theory undertaken, what does all this mean? What will actually happen?

What we want to achieve is a culture of reflection amongst all lecturing staff; a commitment to consider, achieve and share good practice in teaching and learning. One way we can achieve this is through peer mentoring and coaching and a re-evaluation of the CPD programme. More than a decade ago, Bruce Joyce and Beverley Showers studied over 200 in-service education programmes and found that, without peer observation and coaching there was little impact on practice (Joyce and Showers 1995). If we wish to develop a culture of reflection, then we need to encourage and develop a programme of peer mentoring and coaching.

Therefore, over the next three months, a number of learning coaches will be appointed – it is envisaged that there will be at least one per Faculty – and be trained through the Subject Learning Coach (SLC) programme delivered through the Learning and Skills Improvement Service (LSIS). Some APs will deliver the training having themselves been trained by LSIS as Advanced Learning Coaches.

The SLCs will then work in each Faculty, encouraging and supporting staff to engage in reflective practice. Effective and high impact strategies will involve a number of

methodologies – note here the work of French and Ravens (1959) who identified a range of strategies including empowerment, interpersonal awareness, bargaining and logical persuasion.

The SLCs will consider a number of ways in which individuals learn and respond. The coaching process will be essentially one-one and in order to be effective both coaches and coachees should consider the theoretical nature of learning. In the 1950's, Bloom identified a number of levels of learning requiring different kind of thought process; questioning is used to encourage learners to improve their ability to learn at deeper levels (Bloom 1956). More recently, Daniel Goleman in his work on emotional intelligence described effective coaches as showing emotional self-awareness, self-confidence and self-control when building relationships (Goleman 2001).

Learning Coaches will be encouraged to use the GROW model (Whitmore 2003) as a tool for coaching. This can be used as a method of self-reflection (the so-called 'silent GROW') and as means to aid the coachee to think both reflectively and effectively. Cognisance must also be taken of the work of Laura Whitworth and others on powerful questions and deeper understanding (Whitworth *et al* 1998). Some examples of how the process might unfold:

Goal – What would you like to achieve?
When would you like to achieve this by?

Reality – What is the current position?
What stops you from moving on?

Options – What could you do now?
What else?

Will - What will you do?
What will be the first step?

All this is, of course, not an end in itself. The impact of the coaching programme on teaching and learning will need to be meaningfully assessed if such a radical change of direction in staff development is to be justified and if Yeovil College is to convince OFSTED of its commitment to change. If this is means to an end we envisage that new Learning Coaches will be appointed annually so that as broad a range of staff as possible are exposed to the process and coaching becomes part of the institutional structure

The Pilot Study

Learning Coaches will undertake the training through five 'stages'; some will be face-face training but much will be independent e-learning. A dedicated VLE site has already been created.

What is needed, however, is measured impact on teaching and learning. The AP team has given much thought to this in terms of how this impact can be measured both quantitatively and qualitatively in a relatively short period of time. We have decided to focus the measuring over the next months on one Faculty so that the AP team and Learning Coaches can determine the effect of the programme on the learners' experience. There are a number of ways that this can be done:

1. Through student satisfaction surveys.
2. Through final results – although this will be, finally, a long-term measure
3. Through a specifically designed questionnaire (see below)
4. Through LSIS designed evaluation feedback.

Within the faculty, APs and Learning coaches will work with members of staff – volunteers – who want to improve the teaching and learning experience. They will be coached throughout the period and encouraged to think about their teaching, to employ a range of different techniques and above all to take risks in delivery. It is this risk-taking that we want to become part of all the teaching and learning culture.

We expect to see changes in experience by mid-Autumn and to see Learning Coaches engaged with staff in all Faculties by then.

Student survey – Quality Improvement

Lecturer –

Course -

Grading –

1=strongly agree

4= strongly disagree

<p>1. Which of the following methods does your lecturer use? (Please circle those used)</p>	<p>Lecture</p> <p>Video</p> <p>Copying from the board</p> <p>Demonstrations</p> <p>Power Points</p>	<p>Role play</p> <p>Group discussions</p> <p>Individual work</p> <p>Practical work</p> <p>Games</p> <p>Quizzes</p> <p>Debates</p> <p>Mind maps</p> <p>Problem solving</p> <p>Student presentations</p>
--	--	--

2. I am encouraged to actively participate	1	2	3	4
3. Learning materials are of a good quality and help my learning	1	2	3	4
4. The work has made me think more carefully about the subject	1	2	3	4
5. I am encouraged to take responsibility for my own learning –e.g. independent research;use of moodle;self-assessment	1	2	3	4

Please write as fully as possible to complete the following:

<i>Which learning style do you find most valuable and why:-</i>	<i>Have there been any improvements in your test scores and why:-</i>
<i>Are you more confident in this subject 'generally' and if so why:-</i>	<i>Do you feel more capable of making links between areas of this subject and why:-</i>

The Professional Project

The participating APs will need to produce a Professional Project by the end of the autumn term. This needs to;

- relate to an organisational context
- Involve action research
- relate specifically to the improvement of teaching and learning
- link to the whole organisation approach to quality improvement

Conclusions

This is not simply a piece of action research enabling the APs to complete their allotted CPD for the year and achieve a professional qualification. It is not simply a means of career development for Learning Coaches.

This is about changing a culture of training, teaching and learning both personally and institutionally. It is about changing behaviours. Without a whole organisation approach where everyone in the organisation supports an agreed course of action, shares a sense

of purpose and the principles required it will just become another initiative enforced upon an already hard-pressed workforce.

Any organisation is 'organic'; highly interrelated and interdependent (Mullins 1993). Any whole organisation approach to staff development means that individual development that is skills, rather than knowledge based, should be closely defined within the context of how the whole Faculty/College needs to develop – for this college, certainly, in relation to inspection results. Changes might be, should be, incremental but should certainly be driven by the staff themselves in a desire to improve the nature and quality of their work.

No-one should be under any illusions about this process being difficult in transition and fundamental in effect. We want the staff to buy into it as enthusiastically as the SLT have. If reflecting upon, improving and sharing practice means a different experience for our learners, isn't that why we are all here?

Bibliography

Bloom, B.S. (ed. 1957) *Taxonomy of Educational Objectives: The Classification of Educational Goals*. Susan Fauer, New York

Boyatzis, R. (2002) *Unleashing the Power of Self-Directed Learning*. In Sims, R. (ed) *Changing the Way We Manage Change*. New York, Quorum Books

French and Raven (1959) Bases of Social Power. *Journal of Applied Psychology* 1989 (74)

Goleman, D (1998) *Working with Emotional Intelligence*. London, Bloomsbury

Joyce, B. and Showers, B. (1996) The Evolution of Peer Coaching. *Educational Leadership* 53(6)

Kotter, J.P. (1996) *Leading Change* . Harvard, Boston

Scott, C.D. and Jaffe, D.T.(1995). *Managing Change at Work*: Canadian Research Institute for Social Policy

Whitmore, J. (3rd edn.2002) *Coaching for Performance: Growing People, Performance and Purpose*. Nicholas Brealey, London

Whitworth, L. et.al (2nd. edn..2007). *Co-active Coaching: New Skills for Coaching People Toward Success in Work and Life* . Davies – Black, Calif.

Diana Pilcher



I originally qualified in social sciences at the University of London. During the first part of my career I worked as a researcher in both education and health. I then decided to return to my earlier career choice which had been fine art. Dance and music have been lifelong activities and these emerged as important elements as this second career developed. I therefore chose to explore the shared and unshared elements, of dance and drawing as a subject for research. I am currently registered as a part time research student at Dartington (now part of the University College Falmouth). I am a practising artist in printmaking, painting, photography and video. I am currently working with a choreographer on geological formations of parts of Dartmoor.

Dance and Geology: a paper on bodies and rocks

Introduction

In the recently published collection of Essays on Drawing Practice and Research, 'Writing and Drawing' edited by Steve Garner (Director of the international Drawing Research Network and Senior Lecturer at the Open University), Garner questions the feasibility of research on drawing as best represented in the form of a PhD written thesis.

In 2008 I embarked upon a creative partnership with the dance artist, Rachel Sweeney. In the summer of 2009 I participated in an artists residency/workshop on Dartmoor which was co-ordinated and run by Sweeney. This 15 minute video shows some of the work that came out of these four days.

In this paper I wish to present the thesis that drawing as an act involves an indivisible quality in the execution of both movement and thought that is paralleled in dance.

Surface Tensions (a 15 minute film, August, 2009)

What has dance and geology got to do with our understanding of drawing?

In a paper entitled "New Beginnings and Monstrous Births: Notes Towards An Appreciation of Ideational Drawing", Terry Rosenberg looks at our understanding of ideational drawing, most readily associated with designers rather than with fine artists. His conceptual framework presents a common understanding of the relationship between thinking and drawing. I have selected extracts from 3 of the papers included in Garner's book in order to question our categorization of drawing as a predominantly conceptual process. I wish to also look at the possibility of referencing the drawn qualities to be found in dance, thereby demonstrating the indeterminate way in which drawing should be understood as a purely cognitive process, in which thought and visual processing is assumed to take precedence.

"Ideational drawing is a process and always in-process; thinking-in-action and action-as-thinking. It is a distinct drawing type; as an act it is raw thinking and as artefact is something that is instrumental in the thinking process. In ideational drawing, physical and mental processes are linked isomorphically and crimped together. The process of drawing is at one and the same time mental and Physical." (pg. 109, Garner).

The drawing as an act uses all elements within the sensory system that are available and yet in defining drawing we emphasize the hand and the eye (brain).

"Heidegger...proposes that thinking is something we must learn. He develops the idea that thinking is a handicraft and then

Proceeds to write about the importance of the activities of the hand in thinking: 'Apes, too, have organs – paws, claws and fangs – different by an abyss of essence. Only a being who can speak, that is, think, can have hands and can handily achieve works of handicraft'.....'The craft of the hand is richer than we commonly imagine. The hand does not only grasp and catch, or push and pull. The hand reaches and extends, receives and welcomes – and not just things: the hand extends itself, and receives its own welcome in the hands of others. The hand holds. The hand carries. The hand designs and signs, presumably Because man is a sign.....Every motion of the hand in every One of its works carries itself through the element of thinking.'

(M. Heidegger – (1999) What Calls for Thinking, in Basic writings, ed., Krell, D.F., London: Routledge, pp. 369-391), quoted by Terry Rosenberg in Garner)

This places language and thought, two interdependent acquired facilities at the heart of the drawer/maker. Thought, according to this viewpoint, is a reflexive process that governs and is evidenced by drawing.

In another paper in the same anthology on drawing, Diana Petheridge, Professor of Drawing at the University of Lincoln, states that no precise definition of drawing is possible as drawing has '*an immanence, always pointing to somewhere else – to a chain of serial development, another condition, another state, even when, as a gestural flourish it appears to have said everything in the most economical manner*'. (op cit, p 37)

Angela Eames ('Embedded Drawing', pp. 125-139) identifies the more holistic quality found in the drawing process:

"Touch, sight, hearing, taste and smell – our five senses, all attended to when drawing but perhaps touch is the overriding sensibility which thinkers/makers/artists employ..... We are aware empathetic to distance, space and place, near and far, compression and stretch. We are aware of condition, transparency opacity, ethereal and solid, clarity and blur, light and dark – and all the in-between states of being. The properties are as endless as matter itself.'

In dance we may experience all of these elements in varying degrees through our bodies. In drawing our senses experience and respond to a highly selected set of features but nevertheless we are engaging part of this more holistic experience into our process however, dormant certain elements maybe.

Background:

Inscribing Dance/BEDROCK is an interdisciplinary project that combines the visual, spatial and kinaesthetic qualities in dance with the geology and changing geomorphology of Dartmoor using filmed choreography and drawing. We aim to create a visual dialogue around live movement and granite formations to expose the transformative process of erosion, through both weathering and human intervention, such as mining and habitation.

Research Precepts:

Time and space are perceived as inseparable and interdependent aspects of human experience according to the phenomenologist, Merleau Ponty. Bailey perpetuates this as a dynamic that endures throughout the experience of the drawer's attempts to convey his/her subject:

*"The implicit symmetry between space and time is like the illustration comprising figure and ground. Even when we focus on one aspect, the presence of the other is still implied." (G.H. Bailey, *ibid.*, p. 199)*

Movement is the embodiment of this interconnectedness between time and space. The basis of Bailey's investigation of the phenomenological approach to drawing is movement as the significant factor, linking time and space in the relationship between the artist, his/her subject and its depiction. "It was Kant who suggested that movement in the object is first movement in the subject. Thus, what we sense as movement 'out there' in the world of objects, is first pre-figured in us." (Bailey, 1982).

Bibliography

- **Bailey, G.H. (1982)**, *Drawing and the Drawing Activity: A Phenomenological Investigation*, PhD thesis, University of London Institute of Education, (available on film without illustrations from the British Library).
- **Garner, S., Editor (2008)**, *Writing on Drawing, Essays on Drawing Practice and Research*. Pub. By Intellect Books, Bristol.
- **Newman, A.** (selected by), **de Zegher, C.** (curated by), **(2003)**, *The Stage of Drawing : Gesture and Act*, Tate Publishing and the Drawing Center, New York.

Katherine Limmer



I am a full-time lecturer at Yeovil College where I teach Film and Literature units on the English and History BA course focussing on issues around adaptation.

In 2001 I gained an MA with distinction in The History of Cinema and Popular Culture from Exeter University. I successfully applied for an Exeter University bursary and am currently in the final year of my PhD. My research is in the area of Star Study generally and my focus is on the star enactments of Charlton Heston.

Gesture and Star Enactments

This presentation poses two questions about the usefulness of the category of gesture for studies of film stars and film performance.

What is meant by gesture in studies of film performance?

And what can an investigation into gestures reveal about star enactments?

In order to illustrate these questions examples from the performances of Charlton Heston in Epic films will be used to investigate both the usefulness of gesture as an analytical category and the various ways in which its significance can be traced.

Baron and Carnicke in *Reframing Screen Performance* identify both what the concept of gesture has been seen to refer when applied in studies of performance, and what it may reveal in such studies, through their application of a distinction between 'gesture signs' and 'gesture expressions'

“The Prague school’s distinction between “gesture-signs” (conventional gestures such as handshakes) and “gesture-expressions” (individual uses of those expressions) leads to terms and concepts for analysing the way a particular detail of performance sustains, amplifies, or contradicts the thought or feeling usually conveyed by such social expressions.”

Baron and Carnicke (2008) *Reframing Screen Performance* 89-90

Clearly it’s the category of ‘gesture – expressions’ with its focus on the ‘particular detail’ of a gesture’s performance that is most commonly used in investigations into the relationship between gestures and the generation of meaning in film performances. Baron and Carnicke also argue that such expressive gestures can be seen to suggest meaning even when encountered as fragments.

“Even as fragments taken out of the narrative, an ostensive sign performed in dramatic art can carry dense connotations. The surrounding cinematic (...) elements do not infuse the gestures with meaning. Instead, they *help to delimit the possible meanings conveyed by evocative ostensive signs.*”

Baron and Carnicke *ibid.* 96-97.

This can be seen to justify the practise of isolating and commenting on gestures as separable unit of meaning production within a film.

The further significance of gestures for the investigation of a specific star’s enactments is suggested by James Naremore’s argument that the naturalistic/ realistic performance styles adopted in Hollywood since the coming of sound, put a “greater emphasis on the idiolect of the performer.” He uses the term ‘idiolect’ to describe those gestures which rely on a star performer’s “personal habit rather than a standardised expressive vocabulary.”

The remainder of this presentation therefore will consist of an application of the assumptions behind these ideas about gestures and idiolect. Discovering what a close look at a star’s use of gestures may reveal both about performance and star enactment. My investigation into the gestures used by Heston in his performance of Epic hero roles led to the identification of a series of repeatedly called upon gestures. One sub-set can be seen to consist of gestures indicative of a character’s repression of strongly felt emotion. These include visibly swallowing before speaking, clenching the fists, biting the lip and bringing a hand to the mouth. All these gestures can be seen to convey a similar idea; that the character Heston is portraying has to physically repress those parts of his body that want to express his passionate emotions. Sometimes these gestures appear to actively repress the angry or bitter words the character wants to say, in order to replace them with more placatory language, as when Heston/ Ben Hur pleads with Messala to free his family, or Heston/ El Cid pleads with the King’s champion to apologise for insulting his father. At

other times these gestures can be seen to convey the character's desire to prevent a cry of pain or anguish escaping. These gestures can thus be seen to represent a tension between control and abandonment which is a broader feature of the epic hero's characterisation.

Another sub-set of gestures can be seen as more assertive as the characters' repressed passions are sometimes given release through violent gestures. These gestures, however, are not aimed directly against the characters who have inspired them, but at inanimate objects around them. In another confrontation with Messala, for example, we see Heston/Ben Hur thump his signet ring forcefully into a wax tablet that he then throws violently onto the table, or as Moses, in his most famous angry gesture Heston hurls the stone tablets, with the commandments on, at the idolatrous golden calf. Although these gestures can be seen to highlight the relative impotence that epic heroes often have in the narrative arcs of this genre, Heston can be seen to use more a positively assertive Heston gesture, when his character points at another character in an accusatory manner. This is an inherently dramatic gesture on screen and one that draws attention to itself. And the character Heston points at in this way is invariably put at a disadvantage by it. When as El Cid he points at King Alfonso and demands he swears an oath on the bible, for example, Alfonso is unable to refuse the authoritative gesture. And as Moses he challenges the power of the pharaoh when he points threateningly at Rameses in The Ten Commandments, demanding he lets his people go. This pointing gesture also has the effect of lengthening Heston's already tall body on the screen, and other arm movements of his achieve a similar effect. In the actions of javelin throwing in Ben Hur, or holding out his staff in The Ten Commandments his arms are repeatedly stretched out.

There are also typical postures that Heston adopts which manage to emphasise both the dominance of his physical presence but also convey the restrictions and sufferings of his characters. Perhaps the most interesting of these is when Heston's character strains forwards, towards another character who he is having to plead with. When Moses is brought chained and guarded before the pharaoh in The Ten Commandments, for example, he has to strain forward against these restrictions in attempts to raise his hands to plead with him. In Ben Hur he is similarly restrained by Roman soldiers when he confronts Messala over the arrest of his mother and sister, and has to strain forward to beg Messala to free them. This gesture suggests the constrained power which has already been identified as one of the key features of his epic heroes. The visual effect of this movement however is to re-emphasise his power in that Heston's body fills the screen horizontally as well as vertically.

This emphasis on the specificities of the star's body is also achieved by Heston's combined use of certain gestures, in particular the way he leans on and along props and scenery to suggest moments of reflection and thought. The combination of movement and gesture also often allows him to bring his hand and fingers to his mouth in a recognisable gesture of self-absorption. When, as El Cid, he is left alone while his new bride (whom he has married despite knowing she plotted to have him killed) prepares for their wedding night, his hands play with the wine jug, then trail along the back of a chair where his arm remains and he finally rests his chin on his hand looking upstairs.

Short as it is such an overview reveals how a focus on gestures can reveal both how specific gestures suggest meanings and how Naremore's idea of a star's idiolect appears to be justified. In the example of Charlton Heston the gestures evident in his performances can be explicitly linked to the expression of key features of characterisation, such as the tension between control and emotion in the role of the Epic Hero. The focus on one star also suggests how some gestures may be the result of the star's physical presence, as a

number of these gestures also work to emphasise Heston's dominating height and build. Certain of the gestures identified can also be seen to create and draw on features of the star image, in Heston's case this would include traits such as righteousness, authority and anger.

These conclusions however have not been drawn from a study of gestures in isolation and the ways in which genre and star image contribute to the development of the star's gestural idiolect has been acknowledged in Philip's Drake's description of the development of the star's idiolect. He suggests that, "Individual stars become associated with a repertoire of performance signs," and

"The recurrence and specific deployment of these bodily signs gives them a higher degree of gestural investment because their meaning is partly intertextual."

Philip Drake (2006) "Reconceptualising Screen Performance" *Journal of Film and Video* 58 1-2 Spring/Summer 87, 88.

This seems a more nuanced understanding than Naremore's suggestion that a star's gestural idiolect is purely the result of 'personal habit'. This is particularly relevant as Naremore's example of one of James Stewart's gestures; "whenever he wants to register anguish...he will raise a trembling hand to his open mouth sometimes biting on the flesh." may not be as idiosyncratic as Naremore suggests. This is a gesture I noticed in my analysis of Heston's roles too which suggests some synchronic awareness is necessary to ensure an understanding of the vocabulary of gestures in use at any one time. Before confident conclusions about a star's gestural idiolect can be drawn historical overviews of performance style due to period, production context and genre will also be necessary.

Alden Roberts



I am Alden Roberts, Fine Artist currently specializing in two dimensional visual practice. I am a lecturer on the Foundation Degree Creative practices (Fine Art) validated by the University of the West of England and the Foundation Degree in Contemporary Fine Art validated by Bournemouth University.

I am an active professional artist, showing in London and Bristol galleries using painting/drawing and photography as my medium. I currently write for 'The Artist' magazine (TAPC publishing company). I am completing my MA through the University of South Africa (UNISA) and enjoy the international connections. This university provides worldwide education, the northern and southern hemisphere included. I am interested in self-directed exhibiting and promotion using technology to communicate fine art and film. My MA research includes investigation of the notion of 'Cogito' and issues of selfhood within our contemporary culture including Paul Ricoeur's 'will to act' and subsequently Slavoj Zizek's stance within the role of making and exhibiting creative art.

'Cogito' and Equivalency in Contemporary Visual Art

Paul Ricoeur's Understanding of the Cogito and Definition of Primacy.

This paper discusses aesthetic equivalence of self, identifying links within Paul Ricoeur's theory of 'the will to act' which in turn compromises primacy.

In effect we as artists are communicators and our visual language should have areas of equivalence to confirm notion and intention, passing these on to the viewer. Diversity and deviation can effect and obscure all operating levels of language and reduces communicative adequacy. Artists today are influenced by this as they draw on entrenched methods of making which are uncompromising in their origin and visual path. Ricoeur describes this as a 'Paradox of equivalence without adequacy'. The role of action taken by artists relating to process tends to involve complex socio/formal traditions and within our present cultural development, virtual and 'managed' process dominates and in my view dilutes the adequacy of primacy within the role of Art communication.

Ricoeur writes about identity, primacy and the role of action. He observes a present pre-signified tradition of making and that this exists. We have a semantic accumulative a priori methodology with infinite interpretive possibilities. However time and action are areas which show a different type of communication and this research exposes areas within visual methodology which lies within Ricoeur's notion of the *cogito*. This in turn, (when determined as part of my research) may lead to an equality in method which recognizes transcendence and subsequent communicative equivalents. Therefore my research addresses these issues as part of a larger discussion which incorporates corporate methodologies within the Visual Arts.

Art is primarily a communicative vehicle which relies on many issues to ensure this communication between the work and the viewer.

In relation to the artwork:

Some loss of communicative value lies within the work and methods used in its conception, how it is exhibited, where it is exhibited and the credibility of the artist which may be very much part of a centrality which influences the viewer before the work has been seen.

In relation to the viewer:

Expectations are sometimes a precondition of visual understanding and historical *a priori* influences reiterate individual cognitive nuances as to how the work communicates to the viewer. The viewer is also influenced by in situ relationships of the exhibition space in which they find themselves including others who are also viewing the work or peripheral commercial interest.

This paper concentrates on the issues which lie in the methodologies of conception that influence most areas of cognitive understanding of intention which in relation to the viewer influences communicative values.

The area of Visual Art is extensive and communicative intentions and expectations vary. Intention of plurality and gaming relates to our present postmodern world of fracture which is intrinsic to not only our making methodologies but also to our living environment. My focus is focus on these methodologies in relation to intention and how an artist can relate in this postmodern environment and find expressive equivalents which communicate selfhood.

For this we can turn to Ricoeur and his notion of the *cogito*, its history and its potential value if Ricoeur's notions of establishing direct communication is taken into consideration. *Cogito* is a concept which relates to each one of us within the context of socio philosophical existence theory postulated by Rene Descartes(1596-1650) and previous Platonic theory.

Cogito is now accepted as a shortened expression of Latin: '*Cogito ergo sum*', French: '*Je pense donc je suis*': and English: 'I think, therefore I am'.

Descartes, a French Philosopher questions the reality of external perception in relation to being, that its existence is in fact possible because if one is thinking that one can be sure of being. Hence '*Cogito ergo sum*' is a preclusion of certainty. Ricoeur and Descartes saw weaknesses in this model in that knowledge is not certain and perceptions vary as knowledge can be either objective or subjective, and *proving* subjects exposed inherent flaws in this model. Ricoeur wanted to reformulate this model to establish selfhood within the notion of being and strengthen this Cartesian model. Weakness also pointed out by Kierkegaard as problematic and significantly so were that the subject has a notion specificity about it and that it is actually non specific, quoting: (Pellauer: 9). 'what makes me me and you you and not someone else'

Within the context of making art one may wonder why resolving one's own notions of being is important? Much of this has to do with this consciousness of being in relation with one's own body and the role of action which is necessary within the role of creative making.

Ricoeur proposes that the nature of the self is more an agent than a knower and has an identity which can be responsible for his or her actions. Action brings about a unity between the lived body and the 'I' which includes transcendence. This again relates to

freedom and action which defines the notions of 'being in the world' without turning this into a subject–object model as described by Kierkegaard².

Ricoeur accepts that the cogito model of reflexive self-knowledge has value. He also exposes this notion as understanding of the world within the reflexive tradition the cogito theory of Descartes. It is weakened because in Ricoeur's view he explains that 'we never have direct or immediate knowledge of ourselves'(Pellauer:12).

Ricoeur sees our existence as one of fragility in relation to our own understanding of being as one of consciousness as a series of 'heres'. Developing a consciousness of seeing ourselves from others points of view helps to transgress the finitude of life. In relation to creative making this holds time and place as a stamp of being, it becomes part of a 'being' discourse. This is relevant in the context of dealing with fragility and finitude, reaffirming self within the context of finitude and consciousness in relation to existence.

Ricoeur's three notions of action define a preconditional premise, these are;

Long chains of action

In relation to being and action, a register of being is the narration of our lives which we carry as a long chain of actions. Ricoeur calls this a composite model of practice which is named as such.³It is also seen as a linear action.

Subordinate action

Practice can be also seen as secondary, ordered and non-linear described as a *nesting relation* of subordinate action relating to an economy where a single gesture can denote a first action for a more total context of larger practice.

Obligatory action

Finally Ricoeur's last example of action is that which follows signification that *rules* constitute destinations of actions and can be obligatory and these rules denote conduct ethics and moral signification according to the need of keeping ones promises and subsequent status.

So to recap Chains of Actions denote life's narrative, Subordinate Actions denote small pins holding a large wheel together i.e. social systems which drive economies and 'Rule' based obligatory ethical actions are subsequently status based and influenced by this and ones own understanding of morality etc.

² Keirkegaard argued that the subject is not and can never be an object, for the subject –object model divides the two into separate categories at the same time as it then relates to consciousness especially the consciousness of knowing (Pellauer:8)

³ G. Von Wright: *Explanation and Understanding?* E Anscombe: *Intention*. Ricoeur associates practice with long action chains and how this intermingling of finality, causation, intentionality and systematic connections are composite practice. This aligns with *profession* and shows secondary alignment which includes co ordination and mastering. Ricoeur (1997:153.)

If we are as creative people are agents of action and in so doing bring about a unity between body and the indeterminate 'I' of cogito then how the action is instigated may make a difference in communicative equivalency and the viewers' perceptions which have been influenced by method. In relation to this, these forms of actions determine outcomes and in the area of creative art it seems there are these action contracts which exist before any steps are made in the context of image making or presenting.

Becoming more specific: pre-negotiation in Ricoeur's view would lead to an 'arid and sterile circularity'

Negotiating the body and the cogito in relation to necessary action Ricoeur identifies Action, Freedom and Fallibilities. Each of these areas in turn have three preconditions which influence our process and influence process:

The first is *action*.

To participate in our living world we need to participate actively in our incarnation (Simms:13) and this concedes that the body and mind needs to cooperate to constitute and action whether creative or destructive. Ricoeur feels therefore the cogito is not enough and that the will to act can restore 'the original Concorde of vague consciousness with its body and the world.'(1966:8)

The three phases of the will to act: decision, moving and subsequent consent may mean that a creative act and restoration of body to consciousness may be tempered by sustaining one of these phases so that its area is disproportionate to the other. Is there a possibility that focussing on decisions restrains the will to act and reduces a primacy of cogito and action?

The second is *Freedom*

Ricoeur identifies with the notion of freedom, that because we have a body and are in the world we are tempered by surrounding necessities. Free will to act can become oppositional because we can choose for and against necessities. Thought/ choice drives can override freedoms and spontaneity, Ricoeur identifies three modes of freedom: freedom of choice movement and consent. These are very similar to the previous conditions however they are, in relation to freedom, coupled with a body and the world necessity and therefore vulnerable to change. In relation to this presentation is free will vulnerable to choice within the premise of artmaking?

The third is recognition of our *Fallibilities*.

If the cogito and the body/will to act is restorative as a process taking necessity into account then Ricoeur's working hypothesis in *Fallible Man* highlights a fragility that a non measurable non-coincidence with oneself can result in fallibility.

Those fallibilities lie in the three areas of self: imagination, character and feeling (1965:a:4). Again could it be that disproportion in the creative act in one/first area of the sequences of triads (whether in the will to act or in freedom or fallibility) that distances the restorative possibilities of restoring the cogito with the body and notion of being in the world? If because of necessity either personal or culturally driven an artist defers disproportionate emphasis on the first of each of Ricoeur's triads (decision, choice and imagination) the consequences are I feel, loss of expressive freedom and identity and placing creativity in a torporific state of fracture and loss of primacy, selfhood and 'being in the world'. Emphasis on complexity, multiple paths could be more balanced reducing the split between transcendence and socio/political gratuity. Lack of transcendency can result in an inability to communicate. Finally I quote Adele Wiseman's 'The Sacrifice': My brain doesn't know what to do with the feelings in my body so it makes a story out of them. If you can call it a story'

This dubious understanding of ones own narrative and its chains of action can imply that within our own context of being, that we have a frustrated understanding of our *cogito* and 'being in the world' which is a denial of expressive language and therefore selfhood which is tempered by a postmodern reductionism through an irony of multiples and fracture. In conclusion this results in a complicit negotiated contract with fractured communication which ignores essential new visual metaphors.

Bibliography

Ricoeur, P. 1989 *The conflict of interpretations. Essays in hermeneutics* London: Continuum

Ricoeur, P. 1992 *Oneself as another*. London: University of Chicago Press.

Ricoeur, P. 1991 *From text to action*. London: Continuum.

Zizek, S. 2009 *The parallax view*. Cambridge: MITPress.

Grizans, M. A. *Arresting subjects*, foreign significations in Canadian fiction studies in Canadian literature. Definition of madness and significations of displacement unconscious and conscious motivations and social constraints. 21.6.05.

Endnotes:

Paul Ricoeur (1913-2005) recognized as one of the most distinguished French philosophers of our time. An anthropologist, he wrote on existential phenomenology later discovering more about human reality. He combined phenomenological description with hermeneutic interpretation as a route understanding man and his actions.

Soren Aabye Kierkegaard 1813-1855. Danish precursor to continental philosophy, existentialism (agnostic atheistic, Christian). Reference to: Postmodernism, Post-Structuralism, existential psychology, absurdism, neo orthodoxy with influential reference to aesthetics, ethics, psychology and philosophy of religion.

*(Alden Roberts copyright 123reg permission to copy this document in any form must be requested.)

Maureen Wincott



Maureen Wincott is a lecturer for both Yeovil College and Bournemouth University teaching on Degree programmes and the Chartered Inst of Marketing qualifications. Her area of teaching is Marketing and she is a Chartered Marketer as well as holding a Masters in Marketing from Plymouth University and the PG Diploma in Marketing from the Chartered Inst of Marketing. She has a particular interest in green and ethical issues and their impact on the Marketing function and has worked with small to medium size companies on these issues. She is married with two young daughters and in any spare time

she does get she enjoys local history and serving as Regional Board member of the Chartered Institute of Marketing.

Blended Learning: Is it the answer to education's sustainability issues?

**How do you sustainably grow in times of economic crises?
A case study of the innovative use of blended learning in the FE sector**

Scope of the report

This research continues the work of previous papers written by the author on the issues of the impact of green and sustainability issues on business models. The research is now focusing in the Further Education sector and looks at possible solutions for continual growth in turbulent times

Introduction

In April 2009 the author presented a paper entitled can sustainability survive the recession (Wincott, 2009). This paper discovered how the twin collunariums of economic crises and the impact of green and ethical issues, far from negating one another as some commentators suggested, was in fact having the reverse effect of heightening the need to focus on sustainability issues. As Matthew Taylor, Chief Executive of the RSA was quoted 'The crises of capitalism will have a bigger impact on emissions that the action groups ever will (Taylor, 2009, cited in Design Week). Organisations now regardless of their ethical stance would need to look at cutting waste and other sustainability issues in order to survive.

A year on and we are now in election fever, however irrespective of the rhetoric of the major parties one message is consistent in that we will be in a period of tough economic realities for the foreseeable future. Even when we clear the fog of depression the very real issues of sustainability will still be there with diminishing resources, climate change, wastage problems and the like.

These issues unlike some will effect all types of organisations from the SME to the global conglomerate, but will equally effect the public sector in particular education who face the almost impossible task of 'How do you sustainably grow in times of economic crises'

Findings

In the author's first paper presented to the HE conference in 2008, the findings highlighted the importance of innovation to overcome the issues of sustainability. Innovation is described as the 'introduction of new ideas' in the Penguin English Dictionary (2004). A more appropriate description is offered by Tidd and Bessant in Managing Innovation (2009) who see it as the ability to see connections, to spot opportunities and to take advantage of them or in other terms the ability of thinking outside of the box.

There are many organisations that may see reflection in the announcement made by the Red Queen in Alice through the looking glass when she said 'A slow sort of country' said the Red Queen 'now here, you see, it takes all the running you can do to keep in the same place. If you want to get somewhere else, you must run at least twice as fast as that' (Lewis Carroll, Alice through the looking Glass cited in Managing Innovation 2009)

In contrast to the Red Queen's view innovation can sometimes offer a smarter, more efficient way of getting from A to B than simply doing the same old thing

As with Pandora's Box amongst the doom and gloom there is one glimmer of hope – new technologies which when coupled with a culture of innovation can help organisations grow sustainable business

Educational establishments such as Yeovil College are at the fore front of the impact of the economic turmoil, but they are also facing issues of sustainability. How can a college continue to grow with less funding with limited resources such as car parking, buildings, growing competition etc. Maybe we should unlike the Red Queen start innovating and rethinking about how we grow into the future.

Our opportunities lie in responding to a changing customer base, our students or potential students are consumers who are increasingly used to products, and serviced tailored to their requirements. They live in a 24/7 environment and look to have choice in everything. They are increasingly described as prosumers wanting a role and choice in their end product (Tapscott and Williams, 2008). Our potential student is as likely to be a 57 year old dentist wishing to complete a business course as they are an 18 year old looking to do A levels. Their needs are different, the product different. So how do we cater for these wide variations whilst managing our costs and resources? Well unlike the Red Queen the answer is not in running faster it's in innovation and technology and our Pandora's Box gift is 'Blended Learning'.

What is blended learning?

It is described by The Department for Education and Training (DET), "learning which combines online and face to face approaches." (DET, 2003). However, Proctor's definition offers a more in depth view when he describes it as 'Blended learning is the effective combination of different modes of delivery, models of teaching and styles of learning (2003)

At its best it is the customisation of learning to the individual student. It is not a cheap easy way of saving money. It is not simply putting material on line in the hope that students will find it. Blended learning requires a complete rethinking of the learning process it should allow for participation through forums, one to one support plus face to face delivery. In many ways blended learning because of its customisation ability, has become a powerful relationship building tool – used properly the student will have an advanced interaction with the lecturer/facilitator, however this in turn can actually mean that a 24/7 response culture forms, and a very much individualist approach has to be taken which can be time consuming

Blended learning is not static, its links with new technologies means that new initiatives, and trends such as mobile technology are opening up new opportunities

Blended learning is also changing basic ideas we have held dear, such as the availability of information (Leadbeater, 2009). Many leading universities are now advocating putting their information out for free with open access in the true spirit of Web 2.0 (the social web), so if access to information becomes free what is the role of the institution? well that then comes in the form of the facilitation, in the support it can offer the student, and the environment that it can offer.

This means that blended learning is not just putting our course notes on a virtual learning environment like Moodle.. It is about using the social networking tools such as Twitter, Facebook, it is about offering engaging forums, it is about individual/tailorised responses.

It is about responding when and how the student wants/requires. It is also about the production of podcasts and videos, possibly posted wider than our own VLE to youtube, i-store and of course face to face contact too. However face to face contact may be at times more convenient to students such as evenings and weekends with workshops of slightly longer hours to accommodate those who perhaps travel from further a field. This however will allow though for the maximisation of the use of the buildings etc

The author has been running successful Chartered Inst of Marketing courses through blended learning for a number years now along with her colleagues Brian Doidge and Mike Redwood. The numbers have remained healthy whilst other courses at nearby universities/colleges have closed. Why? Because we have responded to the needs of the customer/students with a series of Saturday workshops together with blended learning mediums including VLE, one to ones, tutorials, and students can even follow CIM@Yeovil College on Twitter where useful commentary is posted weekly and sometimes daily. The result – healthy numbers, exceptional pass rates, happy students and no complains about car parking space – all done without pressure on additional resources with students coming from as far a field from Torquay, Salisbury, Bournemouth and Bristol.

Thus the benefits of blended learning are: the ability to respond to students needs, ability to reach a wider geographic audience, and the ability to alleviate pressure on resources – in other words growing the business sustainably

Conclusion

Innovative use of new technologies offers fantastic opportunities to sustainability grow any business and for education the use of blended learning will offer such an opportunity. However it is imperative that the true culture of innovation is used and that we do not use technology just to run faster in the old ways, otherwise we will be disappointed in the results.

Blended learning requires a fresh approach, a carefully thought through plan taking into consideration who the target audience is. It is not a quick fix; it is a different way of doing things and potentially can offer better quality and larger audiences, and a platform to keep the college at the forefront for the future.

It will require thorough training, and time so that specialisms can be developed. It will also need a degree of change and with it bravery but let us be more like the Blue in Blue Sky Thinking than the Red of the Red Queen

Bibliography

DET, (2003) *Blended Learning*, NSW Department of Education and Training

Dowdy Clare, *Green Dream*. Design Week, 2009, Centaur Communications, London

Leaderbeater C (2009) *We Think Mass Innovation not Mass Production 2nd edition*, Profile Books, London

Penguin (2004) *Penguin English Dictionary*, London

Procter, C., (2003) Blended Learning in Practice, In *Inaugural Education in a Changing Environment conference* University of Salford, Salford

Tapscott D & Williams A (2008) *Wikinomics*, Penguin, London

Tidd J & Bessant J (2009) *Managing Innovation 4th edition*, Wiley, Chichester

Wincott M (2008) *The Impact of Green and Ethical Issues on Marketing* (2009), HE Conference, UCY, Yeovil, Somerset

Wincott M (2009) *Can Sustainability Survive the Recession?* HE Conference, UCY, Yeovil, Somerset

David Weale



David Weale is a lecturer at the UCY and Yeovil College for some years, at present teaching on the foundation and honours degree programmes in business in subjects as diverse as statistics, the internet, personal development and research methods.

He has written several books on practical computing topics which have been published in the UK and internationally by Letts, DPP and Babani.

Previously he carried out a funded Action Research project in the use of technology in teaching.

His interests include reading (at present 19th century literature), movies, music and walking and the use of the Internet.

He is married with 3 children (a teacher, a professional footballer and one is a Pentathlete training for the 2012 Olympics).

Social Networking and Education with particular emphasis on HE and FE

Contents

Introduction.....	106
A world of connections.....	107
The players.....	107
Benefits.....	109
Some issues.....	110
Specifically using Facebook.....	111
Uses of social networking programs in education.....	111
Conclusion.....	112
Bibliography.....	113
Appendix one.....	115

Introduction

This paper began as an introduction to the use of social networking in education, however after carrying out the research; more fundamental questions arose concerning the delivery of education.

It is necessary to ask whether we are at a pivotal point with technology beginning to dictate the way we deliver the curriculum, it is arguable that this is the ‘beginning of the end’ of traditional classroom led delivery and at the start of the ‘end of the beginning’ of the use of technology.

There are several drivers suggesting arrival at this pivotal point:

- Current research has shown that the use of traditional lecture one-to-many style is not effective (Bligh 1998)
- Our students (especially in schools but also at F.E. and H.E. level) are becoming less and less involved in their education (Mann 2009) and while most teachers include multimedia and try to involve their students, it is still difficult to involve the current generation of students who have grown up in a very different social and technological environment to their teachers (BBC 2002).
- Students respond well to the use of technology they are familiar and comfortable with and (which is) more involving than the traditional classroom experience, (Grant 2010)

Money has always been an issue and (especially after the recession) there is a need to get maximum education return. This may mean revisiting the delivery methods used, not just by tinkering but by a totally clean-sheet approach looking at what students of today need and will respond to.

To radically change curriculum delivery is a challenge and as with all bureaucracies may meet resistance from vested interests and sheer inertia. What is already evident is that the use of technology and blended learning does not immediately save money (initially it may

cost more in development) and will need a fresh approach to the register, use of classrooms and attendance at classes as well as how contact hours are calculated.

Finally, experience shows that no new initiative works unless wholeheartedly supported by senior managers and support is put in place for staff.

A world of connections

This paper will concentrate on the main platforms being used for social networking and investigate their use and application to education and their global use in connecting people together in various ways.

Dr. Shailey Minocha (2009) suggests:

The term 'social software' covers a range of software tools which allow users to interact and share data with other users, primarily via the web. Blogs, wikis, social networking websites, such as Facebook and Flickr, and social bookmarking sites, such as Delicious, are examples of some of the tools that are being used to share and collaborate in educational, social, and business contexts. The key aspect of a social software tool is that it involves wider participation in the creation of information which is shared.

Shailey Minochi's research found that:

Our investigations have shown that social software tools support a variety of ways of learning: sharing of resources (e.g. bookmarks, photographs), collaborative learning, problem-based and inquiry-based learning, reflective learning, and peer-to-peer learning. Students gain transferable skills of team working, online collaboration, negotiation, and communication, individual and group reflection, and managing digital identities. Although these tools enhance a student's sense of community, sharing and collaboration brings in additional responsibility and workload, which some students find inflexible and rather 'forced'. The study found that students have concerns about privacy and the public nature of the tools for their academic activities.

The educator's role is changing from being a provider of information to a facilitator or moderator, which raises training needs, workload issues, and adjusting to a 'new' way of teaching. On the other hand, the institution's VLE may not provide tools with as rich functionality as is available in the tools which are in the public domain.

The players

Facebook

6 years old and the second most popular internet site after Google (Giles 2010) with 350 million users (a population only slightly smaller than China or India), there are 3.5 million items shared every week and 70% of the users are outside the USA.

Originating at Harvard in 2004, this has become global very rapidly; Rachel Reuben states that by 2008 420+ (USA) educational institutions had created their own Facebook presence. The advantage of this is that people viewing the profile can become 'fans' and this shows on their own personal page for their friends to see –creating a viral marketing

effect, Facebook also offers universities the ability to communicate through direct or targeted messages (filtered by age etc.).

MySpace

Concentrating on music and entertainment, this has been superseded by Facebook although it does allow more customization of profiles (even to the changing of appearance, gender etc.)

YouTube

Essentially a repository of video clips – the point of this is that they are uploaded by the users not by the site itself. They can be generated by the user or can be taken from existing video (YouTube have had issues with copyright and have had to withdraw certain videos).

Universities have found this useful in order to distribute to a wide audience (at nil or low cost compared to the use of burning cd/dvd's).

Flickr

An online photo site where users upload their photographs organized in sets or collections which can be made available globally or to restricted groups.

Universities have found this a useful way to distribute photographs of students, staff, the campus etc. An advantage of YouTube (over Flickr) is the use of videos as opposed to still images.

Delicious

A social media bookmarking site (with a high educational content), users save links to web pages that they want to remember and/or share with specified people or groups (similar to favourites or bookmarks on an Internet browser) but located on the Internet and thus accessible globally.

Most social bookmarking sites allow browsing based on most popular, recently added, or category based e.g. shopping, politics, news, sports, etc. Rather than using a search engine it may be more effective to use a social bookmarking site, choose a category (or tag) and find the most popular websites.

LinkedIn

For career professionals (and invitation only)

Twitter

Users send out 'tweets' up to 140 character messages to strangers and friends alike (Facebook being more akin to a conversation) (The Economist a 2010).

Twitter is the best known example of what is termed Microblogging, the definition of which according to PCMag Encyclopedia (2010) is

A blog that contains brief entries about the daily activities of an individual or company, created to keep friends, colleagues and customers' up-to-date, small images may be included as well as brief audio and video clips.

In an article 'Microblogging: makes the case for social networking in education' (Ning 2010) states that as the blogs can be sent to a restricted group, this satisfies safety issues and makes them possible in an educational context.

Microblogging can be used in conjunction with or as an alternative to a VLE (Moodle) to enhance teaching and learning and to improve the communication, collaboration and sharing of knowledge between teacher and student and student to student (both are 24/7 and location independent). The article suggests that for the student to be able to communicate with the teacher privately prevents any possibility of peer pressure and assist the process of differentiated tuition.

Benefits

The UK had the second highest amount of time spent on social networking sites per user, second only to Australian users (Nielsen 2009 cited Giles 2010) and the time spent is growing rapidly (in 2009 it was 3 times that in 2007 (Giles 2010)). The demographics of users shows all age groups and social groupings are represented (appendix one).

The advantages and indeed point (of these) are that there are superb tools for social communication (Giles 2010), by adding or updating a personal page on Facebook or by 'tweeting' users communicate with others about their lives or interests (these can be a closed group of friends or extend to the whole world). In addition to text, users can send videos, pictures and other content quickly and easily.

Businesses are using these tools to communicate with their customers and offer special deals - a Korean company in Los Angeles has 52,000 followers and tweets every day telling customers where their travelling vans are located (The Economist b 2010)

These sites have also become channels for newsfeeds, Twitter is used to publicise real-time updates on world events (e.g. the Mumbai terrorist attacks) as well as more mundane information concerning the lifestyle of its users whether high profile celebrities or not.

The City University Web Team (2009) suggest that social networking sites can be used in two ways, to strengthen a brand and to build relationships and share information (both useful in the educational context).

A survey of their students discovered the students welcomed the idea of the university having a presence on social networking sites as they could provide feedback, course updates, careers information and allow them to network with other students, promote student activities and achievements (obviously Moodle or any VLE can provide some although not all of these but suffers from a lack of exposure to the general population, as well as prospective students).

Research carried out by Federica Oradini (2009) discovered that students were generally happier to use social networks such as Facebook rather than the VLE and made limited use of the VLE in comparison.

Panckhurst (2008) suggests that 'specific focused tasks' were necessary to make this work, giving autonomy to students and using lecturers as facilitators (rather than lecturers) – an idea that has parallels with blended learning (which itself can use social networking as a vehicle for educational delivery).

Solis (2008) suggests that 'social media is redefining how we relate to each other as humans and how we as humans relate to the organisations that serve us. It is about dialogue – two way discussions bringing people together to discover and share information.

Lever (2008 cited Reuben 2008) is quoted as saying that 'social media means new opportunities to create and communicate with people that care'

Reuben (2008) carried out a survey globally concerning the use by HE institutions of social media and the results are interesting, by 2008, 54% had a Facebook profile, just over 50% used YouTube with less use of the other sites (this will have changed in the last 2 years). What was particularly interesting was that the pages on these sites were maintained by individuals from the marketing/PR offices not by academics.

Armstrong and Franklin (2008) suggested some material benefits of the use of social networking for educational purposes, including the following:

Provides an opportunity to tap into student motivations

- *Students enjoy and find it fun.*
- *Better student engagement and performance*
- *Young people are used to using these environments and adapt quickly to their use.*

Improves student learning

- *Transferable skills development for students. ("...- increasingly the skills you need to use in the technologies are needed in the work place". "Introduces students to new applications".)*
- *Sharing their work and thinking in a communal space has given students examples of other's learning and so helped them improve their own learning.*
- *Creates more active learners.*

Meets current pedagogic goals

- *Creates opportunity for collaborative work, and sharing knowledge with each other and developing new knowledge.*
- *Offers opportunities beyond text and linear based learning. ("Basically, things you couldn't do in other ways, or being able to blend face to face and online interaction in a way that deepens learning. It can be more fun to teach too.")*
- *Provides the ability to monitor, track learning and see processes during the course.*

Changes the nature of learning boundaries

- *Creates a shared learning community between students ("Wikis - students collaborate on a document).*

Provides new functionality for supporting students

- *Work can be viewed and assessed on-line.*
- *Support services such as the Library can be offered more flexibly ("Allows us to offer alternative means by which students obtain information to support their course work. They may not be able to attend, or have forgotten what they learnt in library information skills workshops, but they can view video demonstrations and podcasts to reinforce learning.")*

Some issues

There are still some concerns over privacy issues, of information held on these sites being used commercially and of the time that can be wasted by users - time spent 'networking' during working hours (The Economist a 2010).

There is concern that the new digital communication media are impacting on traditional methods of communication to the extent that they have a material impact on the outcome of politics, Twitter and Facebook were used effectively in the on-line campaign to elect Barack Obama (Giles 2010) and in an article published in Campaign in March 2010,

Russell Davies suggests that the use of YouTube, Facebook and Mumsnet, Twitter and Blogs will have a (major) influence on the outcome of the UK elections.

Shailey Minochi's research concluded that there was a need for support (help desk and learning technologists) to support both staff and students in the use of these new technologies **for educational purposes**. Unless this is available the using social networking in the classroom is likely to be limited.

It was found that it is (inevitably) time consuming to learn new technologies and then apply them, from personal experience this author would agree with these sentiments and also suggest that while using these technologies to reduce classroom contact hours may be possible **this will not reduce the teachers' workload**.

Other issues may include intellectual ownership of the materials, peer review etc.

Specifically using Facebook

Educators Using Facebook (2009) in a presentation titled 'Drive Belonging and Engagement in the Classroom' argue that using Facebook increased the sense of belonging, built bonds between students and increased the bond between the teacher and the students.

The presentation suggested created specific and limited profiles for the teacher and class separate from their normal profiles and adding their class as friends, the main uses suggested were sharing photographs as a way of increasing a sense of belonging, blogging anecdotes of what happened in class, publishing class notes that can be commented on by the students and sharing videos.

It was suggested that students (and staff in the author's experience) fail to read emails and wait to see what has been posted on their (Facebook) wall or posted privately to them on their Facebook account.

Uses of social networking programs in education

In their paper Web 2.0 for Content for Learning and Teaching in Higher Education (2007), Tom Franklin and Mark von Harmelen, suggested educational uses of the software which are summarised below:

Blogs

A group of bloggers using their individual blogs can build up a corpus of interrelated knowledge via posts and comments. This might be a group of learners in a class, encouraged and facilitated by a teacher, or a group of relatively dedicated life-long learners.

Teachers can use a blog for course announcements, news and feedback to students.

Wikis

Wikis can be used for the creation of annotated reading lists by one or more teachers (social bookmarking is an alternative method for doing this).

Wikis can be used in class projects, and are particularly suited to the incremental accretion of knowledge by a group, or production of collaboratively edited material, including material documenting group projects.

Social bookmarking

Groups of users with a common interest can team together to use the same bookmarking service to bookmark items of common interest. If they have individual bookmarking accounts, they all need to use the same tag to identify their resources.

Podcasts can be used to provide introductory material before lectures, or, more commonly, to record lectures and allow students to listen to the lectures again, either because they were unable to attend, or to reinforce their learning. Podcasts can be used to make lectures redundant while still supplying (possibly didactic) presentations of learning material by lecturers.

Podcasts can be used to supply audio tutorial material.

Distribution and sharing of educational media and resources. For example, an art history class could have access to a set of art works via a photo sharing system.

Flickr allows for annotations to be associated with different areas of an image and for comments to be made on the image as a whole, thereby facilitating teacher explanations, class discussion, and collaborative comment. It could be used for the example above.

Instructional videos and seminar records can be hosted on video sharing systems. Google Video allows for longer higher quality videos than YouTube, and contains a specific genre of educational videos.

Social networking and social presence systems

LinkedIn acts, at a professional level, as a model of educational use in the way in which it can be used to disseminate questions across the community for users seeking particular information.

There are a wide variety of educational experiments being carried out in Second Life. These vary from the mundane with a virtual world gloss to more adventurous experiments that take advantage of the virtual reality facilities (e.g. construction of ancient environments for exploration by students).

Syndication and notification technologies

In a group project where a wiki is being developed collaboratively RSS feeds can be used to keep all members of the group up to date with changes as they can be automatically notified of changes as they are made.

Conclusion

The author began this research in order to discover whether social networking has a place within education and was converted, and will be using the tools next year.

It is clear that social networking can be a valuable addition to educational delivery especially as it involves the students more than some traditional methods and also builds transferrable skills both for staff and students.

At present use (of social networking tools) is not centrally organized but falls to individual visionaries within institutions (although there are increasing numbers of websites devoted to supporting them).

The author would argue that the evidence suggests that indeed we are:

At the **beginning of the end** for traditional education and at the **end of the beginning** of the use of technology to deliver an educational product that is meaningful and effective.

Where this develops depends upon the vision and support of both individual academics but importantly the support of senior management who are prepared to revisit the way in which education is delivered.

“The one real object of education is to leave a man in the condition of continually asking questions.” - Bishop Creighton

“I never teach my pupils; I only attempt to provide the conditions in which they can learn.” - Albert Einstein

Bibliography

- Armstrong, J. & Franklin, T. 2008 *A review of current and developing international practice in the use of social networking (Web 2.0) in higher education* Franklin Consulting
- BBC 2002 *Many students 'often bored' at school* Available from: <http://news.bbc.co.uk/1/hi/education/2372013.stm> [accessed 10/04/10]
- Bligh, D. 1998 *What's the Use of Lectures?* Intellect Books; 5th Revised edition (May 1998)
- City University Web Team 2009 *Social networking in higher education* Available from: <http://www.city.ac.uk/web/blog/2009/08/05/social-networking-in-higher-education/> [accessed 13/04/10]
- Davies, R. 2010 *Will social media decide the General Election?* Campaign 5/3/2010
- Educators Using Facebook 2009 *Drive belonging and engagement in the classroom* Available from: <http://org.elon.edu/CATL/conference/documents/FacebookEducation.pdf> [accessed 09/04/10]
- Franklin, T. & Harmelen, M. Von *Web 2.0 for Content for Learning and Teaching in Higher Education (2007)* Franklin Consulting and Mark Van Harmelen
- Giles, M. 2010 *A world of connections* The economist 13/1/2010
Available from http://www.economist.com/specialreports/displaystory.cfm?story_id=15351002 [accessed 16/04/10]
- Grant, L. 2010 *Developing the home-school relationship using digital technologies* Futurelab
Available from <http://www.futurelab.org.uk/resources/publications-reports-articles/handbooks/Handbook1659> [accessed 16/04/10]
- Mann, S. 2009 *Why do 60% of students find their lectures boring?* The Guardian, Tuesday 12 May 2009
- Minocha, S. 2009 *A Study on the Effective Use of Social Software by Further and Higher Education in the UK to Support Student Learning and Engagement* JISC
- Ning 2010 *Microblogging: making the case for social networking in education* Available from: <http://www.boxoftricks.net/?p=549> [accessed 12/04/10]
- Oradini, F. 2009 *The use of networking by students and staff in higher education* University of Westminster
- Panckhurst, R.; Marsh, D. 2008 *Communities of practice, Using the Open Web as a collaborative Learning Platform* iLearn Forum, France
- PCMag Encyclopedia 2010 Available from: http://www.pcmag.com/encyclopedia_term/0,2542,t=microblog&i=58

- [092.00.asp](#)
[accessed 15/04/10]
State University of New York
Available from:
<http://doteduguru.com/id423-social-media-uses-higher-education-marketing-communication.html>
- Solis, B. 2008 *The essential guide to social media*
[accessed 15/04/10]
Free ebook available from
<http://www.briansolis.com/2008/06/essential-guide-to-social-media-free/>
- The Economist a 2010 *Twitter's Transmitters*
[accessed 11/04/10]
The Economist online
Available from:
http://www.economist.com/specialreports/displaystory.cfm?story_id=15350950
- The Economist b 2010 *A peach of an opportunity*
[accessed 12/04/10]
the Economist online
Available from:
http://www.economist.com/specialreports/displaystory.cfm?story_id=15350940 [accessed 12/04/10]

Appendix one

Social Network Specific Data

Facebook Users

2.6 million users identified in Rapleaf

63% female, 36% male

17% <18 yrs, 52% 18-25 yrs, 21% 26-35 yrs, 5% 36-45 yrs, 5% >45 yrs

2.9 major social networking sites used on average

62% are on MySpace, 5% are on LinkedIn

MySpace Users

11.3 million users identified in Rapleaf

63% female, 36% male

20% <18 yrs, 40% 18-25 yrs, 27% 26-35 yrs, 7% 36-45 yrs, 6% >45 yrs

2.4 major social networking sites used on average

15% are on Facebook, 2% are on LinkedIn

LinkedIn Users

0.8 million users identified in Rapleaf

38% female, 61% male

2% <18 yrs, 9% 18-25 yrs, 49% 26-35 yrs, 24% 36-45 yrs, 16% >45 yrs

3.2 major social networking sites used on average

16% are on Facebook, 25% are on MySpace

These figures derive from the USA and are from 2008.

<http://social-media-optimization.com/2008/05/social-network-user-demographics/>

John Horsey



My name is John Horsey, and as well as a Curriculum Quality Manager I am a lecturer in horticulture at Yeovil College.

Whilst teaching a wide range of horticultural programmes I have become increasingly interested in Garden History and Heritage, especially as many of our courses are now offered at Heritage Sites such as East Lambrook Manor Gardens and Hestercombe Gardens near Taunton.

Over the last few years I have been working, with colleagues and industrial representatives, on a Foundation degree in Garden History and Heritage Horticulture. Heritage is assuming an very important role within the leisure industry and the identification and development of appropriate sites is an essential part of this process.

As part of my own development to present this course I started a Master's Degree in Garden History at Bristol University of which I am now in my final year. One of my specialist areas has included research on Lancelot 'Capability' Brown and this presentation is based on that work.

Lancelot 'Capability' Brown (1716-1783), A Reappraisal of his work

" Brown designed English gardens from the 1750s until his death in 1783. His designs usually replaced detailed parterres, avenues, canals or walks of the formal gardens with gentle, pastoral, parkland designs, and serpentine lakes. These ideas were strongly criticised as "felling many trees and destroying the landscape". This work will look at the life and work of Lancelot Brown and show how many trees he did plant and show that his work was very detailed and extremely successful especially when consideration is made of the limited tree species available to him.

The History of Lancelot Brown.

Lancelot Brown was born in 1716 in the Northumberland Hamlet of Kirkharle, a small village of about 30 households and 200 people. He was the son of William Browne (the name originally ended in an 'e'), and was given a good general education at nearby Cambo school where he stayed until he was 16, ensuring a good education although he came from a humble background. In 1732 he left school and worked at first as a gardener for Sir William Lorraine, a local landowner, then in 1739 for Sir Charles Browne at Kiddington Hall near Woodstock in Oxfordshire, where he met Lord Cobham. At the age of 24 he was working in probably England's greatest and most famous garden at Stowe, where he would have worked with William Kent. In 1751 he set up his own practice and started his first commission at Croome, in Worcestershire, for Lord Coventry. His achievements have been well described in several comprehensive books,⁴ and when he died in 1783 his list of works comprised 211 commissions as well as being Royal Gardener to King George III.

Lancelot Brown's Basic Design.

Although Lancelot Brown's gardens adapted to the individual site they usually worked to a standard formula, generally incorporating a tree and shrub belt on the park exterior with the approaching carriageway passing through it. This would offer exciting glimpses of the house, and the open parkland sweeping up to it which was clumped with semi natural tree plantings, specimen trees, waterways and a serpentine lake. This fairly standard formula was adopted by his trainees and imitators such as Adam Mickle, William Emes, Francis Richardson, Nathaniel Richmond and Richard Woods.⁵ An example of his work is described by Stroud in relation to Longleat for Viscount Weymouth:

Away went the parterres, to be replaced with lawn, while the canal was re-cast into a chain of lakes and the rigid alleys were broken into groups of trees,....a curving drive wound its way to the house in place of the previous straight approach,....in the distant parkland he planned the plantations of beech, oak, and chestnut.⁶

The Criticisms.

Sir William Chambers was considered an able architect and His Majesty's Comptroller General and Treasurer of the Royal Academy. He also lost the commission at Claremont to Lancelot Brown. In 1772 he published *A Dissertation on Oriental Gardening* which criticised Brown's work describing him with comments such as:

want of judgement and poverty of imagination by sweeping away thousands of venerable plants in a humour for devastation to make room for a little grass and a few American weeds.⁷

⁴ Hinde, Thomas. *Capability Brown, The Story of a Master Gardener*, (Hutchinson, London, 1986).

Stroud, Dorothy. *Capability Brown*, (Faber & Faber, London, 1975).

⁵ Mowl, Timothy. *Gentlemen & Players*, (Sutton, Stroud, 2000). p 149.

⁶ Stroud, Dorothy. *Capability Brown*, (Faber & Faber, London, 1975). p 84.

⁷ Chambers, William. *Dissertation on Oriental Gardening*, (London, 1772, 1972 Edition, John Harris).

Whilst there were obviously personal reasons involved, such as envy and jealousy these comments were taken seriously at the time although probably more so by others than by Brown himself. But even today comments such as ‘sweeping everything away’ are commonly applied to Brown.

Dyrham Park

There can be little doubt that Lancelot Brown was establishing a fashion of the time, but some landowners were already looking at alternatives to the formal garden for other considerations such as the cost of upkeep of such elaborate layouts. A classic example is at Dyrham Park near Bath, where in the 1690s William Blathwayt chose the royal gardener, George London to design a Dutch style garden to complement his house. This was a very complex and expensive garden as Dyrham is not flat and much soil had to be levelled to create terraces, parterres and canals, but they did use the natural contours to create a cascade of 225 steps. The maintenance of such a garden would have been substantial and unfortunately when William Blathwayt died in 1717 it became obvious that his descendants did not share his enthusiasm for the garden, in fact one visitor in 1779 commented that the water gardens:

which were made at a great expense, are much neglected and going to decay.⁸

By 1791 they had been ‘reconciled to modern taste’- that is removed. However there is no mention of Mr. Brown or his imitators.⁹ So many people were removing these gardens mainly from a maintenance aspect.

The Details of his Designs.

Brown's works often entailed considerable engineering operations, such as land drainage, soil movement, the adjustment of contours, creating hills, road building, digging of Ha-has, raising the level of rivers, creating cascades and damming streams to create lakes. On the soft landscaping side he sowed hundreds of acres of grass, planted thousands of trees, creating shelter belts or curtains, clumps or stands on hills, vistas, green walks and drives. At Bowood Park he planted 1,200 Hawthorne, costing £50, which demonstrated his understanding of the need to create nurse crops to protect young trees, and at Fisherwick in Staffordshire he planted 100,000 trees most of which were Oaks. This gained the owner, Lord Donegal a medal for his plantations. He utilised old stands of trees if possible and good examples of this were shown at Ampthill, Castle Ashby, Kirtlington, Petworth and Houghton. Kitchen, fruit and flower gardens were discreetly hidden usually behind walls. One of the considerable skills he illustrated was the use of trees, especially conifers for the management of shooting game birds which was at this time gaining in popularity due to lighter guns.¹⁰ Sometimes the lower branches were cleared to give access and a view or sometimes left feathered to the ground creating a screen, this would give good cover for game birds which as with most wildlife like the woodland edge where light, and food and cover are close together.¹¹ Dogs running in the cover could then flush birds, especially pheasant out in front of the guns ready in the walkways. During Brown's time at Stowe, Beech *Fagus*, Elm *Ulmus*, Scots Pine *Pinus sylvatica*, Cedars *Cedrus* as well as the newly introduced Swamp Cypress *Taxodium distichum* and Honey Locust *Robinia pseudoacacia* were planted.¹²

At Stowe, Lancelot Brown was thinning the woodlands which were now twenty years old. One of the problems of designing with trees is the time taken for the tree to mature, even John Evelyn back in his discourse on trees in 1664 had lamented this fact and had devised

⁸ National Trust. *Dyrham Park*, (Guidebook, National Trust Enterprises Ltd. Swindon, 2006). p 25.

⁹ Ibid.

¹⁰ Mowl, Timothy. *Gentlemen & Players*, (Sutton, Stroud, 2000). p 154.

¹¹ Whately, Thomas. *Observations on Modern Gardening in Stowe Landscape Gardens*, (National Trust, 1997). pp. 45-6.

¹² Loudon, J.C. *Arboretum et Fruticetum Britannicum*, (1835), Vol.I p 70.

ways of moving large trees but these involved the use of crane and pulley, the cutting of roots a year before the operation and a lot of manpower.

Lancelot Brown devised his own way of dealing with the problem; he made a tree moving machine, which was basically a long post with a cradle on two high wheels. The tree was often severely lopped or even pollarded before the machine was pushed as close as possible and the tree lashed to it. As the soil was dug away the machine levered the roots out of the soil until they gave and the tree was then wheeled to its new position, it was:

no very gentle treatment of the roots.¹³

The annular rings of the trunk of a large diseased oak recently felled in Croome Park, showed that it had been severely checked twice in its life.¹⁴ The initial check at about 8 years would fit with lifting from a propagation bed, but the other check was at about 30 years into its life, which would fit in with moving at a partly mature stage. The growth of annular rings in a cut trunk show as wide rings in a good growth year and very tight rings in a year when there is little if any growth, as would happen after transplanting.

Croome Park.

One of his first and most important commissions was at Croome Park in Worcestershire, where he worked on and off from 1751 to his death in 1783. The Earl of Coventry had inherited the park at an early age and developed a passion for plants, becoming a very discerning plantsman, importing many new species, in fact he was the first to grow the Pride of India Tree *Koelreuteria paniculata*, a personal import in 1763. Correspondence with the Archivist at Croome Park has enabled the author to look at these very extensive lists which name hundreds of imported plant species.

The design at Croome Park shows the tripartite division common to many estates, the open park with mature tree plantings, the pleasure ground with shrubberies and the flower areas.¹⁵ Although Lord Coventry was responsible for the flower area the park and shrubberies were designed by Brown.¹⁶ He used trees and shrubs in the ornamental shrubberies, where meandering walks took the observer through plantations which were layered with smaller shrubs at the front, lifting to taller shrubs at the back and building to trees. Most of the woody shrub plants and trees mentioned on the list would have been useful in these planting situations. The open parkland would have been planted as previously described, and this situation would have been more suitable for the more mature trees.

Petworth.

Another of his early works was at Petworth in Sussex which he started in 1751 and where he designed a pleasure garden as well as the great park. There is a well published record of the tree species he used as well as a much rarer list of the shrubs and flowers he utilised.¹⁷

The Petworth Archives show a 1753 bill from the nurseryman John Williamson for 29 species of plants. Although the list includes many trees it also includes shrubs such Sweet Briony, Honeysuckle, Altheas, Spirea, Oriental "Collutea", "Cockgryeas" (Smoke Bushes?), Butchers Broom, Rosa Mundi, Trumpet Flowers, Roses, Jasmin, Sweet Briars and "Maidens blush". The tree species listed include Double Thorn, Virginian "Schumachs", Tamarisks, "Laburnhams" and Lilacs. These are all small trees or even large shrubs, but

¹³ Evelyn, John. *Sylva or A Discourse of Forest-trees and the Propagation of Timber in his Majesties Dominions*, (London, 1664 and 1679).

¹⁴ Beardshaw, C. *Secret Gardens* (BBC 2005).

¹⁵ Laird, Mark. *The Flowering of the Landscape Garden. English Pleasure Grounds 1720-1800*, (University of Pennsylvania Press, Philadelphia, 1999). p 12.

¹⁶ Croome Park Archives, National Trust. Croome Park.

¹⁷ Fleming, Laurence and Gore, Alan. *The English Garden*, (Spring, London, 1979). p 123.

all of which would have been excellent plants for his shrubbery walks as at Croome Park. The 1988 survey of Petworth describes how Capability Brown's shrub plantings have been transformed into a woodland garden.¹⁸

Tree Plantings.

Lancelot Brown planted many trees, maybe as many as one million during his lifetime. One of his main skills was to be able to foresee the design potential of the trees when established. Due to their long period of maturity the results of his work were most appreciated by following generations. He used trees most effectively in the shrubberies already mentioned, as shelter belts, clumps of semi natural plantings, forestry blocks and individuals. They were planted to create vistas and sightlines throughout the parks, and to utilise space effectively, but to get the required effect they would have been planted in a complex and precise plan, and his skill was to make this look as natural as possible. One of his best known commissions was at Blenheim Palace where after disposing of the parterre he dammed the River Glyme to create two lakes and put Vanbrugh's bridge in proportion with the landscape, creating one of the most wonderful landscape views in England. Recent investigations by Moggridge at Blenheim have confirmed his tree plantings were based on complex geometrical patterns linking with sight lines from a variety of viewpoints scattered around the walks of the park.¹⁹

The Tree Species.

Brown was very aware of the capabilities and limitations of the tree species available to him. The native shrubs he used included Hawthorn *Crataegus*, Blackthorn *Prunus*, *Viburnum* and Bird Cherry *Prunus* which with smaller trees such as Birch *Betula*, Rowan *Sorbus*, Hornbeam *Carpinus* and Field Maple *Acer*, he utilised as infill in shrubberies or as protective nurse trees, for larger plantings.

All the native deciduous trees were well established and the list of species he used included; Oak *Quercus*, Beech *Fagus*, Elm *Ulmus*, Lime *Tilia*, and Ash *Fraxinus*. He used these especially for visual impact, they had a beauty and grace of their own and other introductions such as the Tulip tree *Liriodendron*, Planes *Platanus* and the Chestnuts *Castanea* and *Aesculus* were also very useful. This provided a range of interesting flowers, bark, foliage, scent or form which made them invaluable in landscape design. Their only drawback however was that they were all deciduous and although many would say their form or bark was best shown in the winter, they still left the winter landscape looking bare and empty. Today walking through native woodland in the winter shows the Yew, *Taxus* and Holly, *Ilex* as the only two evergreen trees and the Holly is really a large shrub. So it was not surprising that as evergreen trees were introduced such as the Northern White Cedar (*Thuja occidentalis*) in 1563, the Evergreen Oak (*Quercus ilex*) in 1580 and the Cedar of Lebanon (*Cedrus libani*) in 1638, they were in great demand for all year interest in landscape design.

The Scots Pine *Pinus sylvestris*, an original native of Scotland once grew naturally throughout the British Isles but was lost due to the human activities of felling, burning and overgrazing. In the 18th Century it was being reintroduced as a garden tree and was being widely planted.²⁰ Brown made extensive use of the Scots Pine at Kirklington Park in Oxfordshire for Sir John Dashwood in 1753 and many of these original plantings still survive. He used them for many of his other commissions where these mature open specimens still grace many a landscape garden.

¹⁸ Jordan, Harriet. *Petworth Survey*, (National Trust, 1988).

¹⁹ Moggridge, Hal. *Blenheim: Landscape for a Palace*, (Gloucester, 1987). pp 90-114.

²⁰ Hillier Nurseries. *The Hillier Manual of Trees & Shrubs*, (David & Charles, Newton Abbot, 2002). p 463

Lancelot Brown was working at a time when many more new species were coming in and although he was not directly involved in plant collection he was always looking for new reliable varieties, which created a demand that the plant hunters were keen to meet, and which in turn encouraged the further introductions of conifers and other trees, by the Bartrams at this time and later by David Douglas in the nineteenth century.

The Stone or Umbrella Pine *Pinus pinea*, had been introduced from Europe in 1548, this would have been in response to those seen in Italy and Iberia whilst on *Grand Tours*, but unfortunately they did not thrive in the English climate. Neither did the Aleppo Pine *Pinus haplensis*, however *Pinus strobus* was very successful and it gained the common name of the Weymouth Pine as Lancelot Brown used it so much for the work of Lord Weymouth at his extensive commission at Longleat. The plant had been introduced in 1705 and by now had been much propagated and was readily available, as was the Maritime Pine, *Pinus pinaster*, which had been introduced in 1596, but this species only did well in milder parts of the country.²¹

He was probably initially restricted to 3 species of Pine; *Pinus sylvestris*, *Pinus strobus* and *Pinus pinaster*. Later in his career he may have had access to further introductions such as the American Scrub Pine *Pinus virginiana*, the Northern Pitch Pine *Pinus rigida*, and the Short Leafed Pine *Pinus echinata*. Today's designers can utilise over 50 species and many more cultivars.

Regarding the Firs he would have had the Silver Fir, *Abies alba* which had come from Europe in 1603 and the Balsam Fir, *Abies balsamea* which was introduced from North America in 1696, around 40 species are grown here today.

The Spruces were represented by the Norway Spruce or Christmas Tree *Picea abies*, brought in from Scandinavia in the fourteenth century. The White Spruce *Picea alba* and the Black Spruce *Picea nigra syn mariana* were introduced in 1700 and would still have been rarities. There are now over 30 species of Spruce available.

He could also have used the two species of Thuja, the Northern White Cedar *Thuja occidentalis* had come from America in 1536 and the Chinese Arbor-vitae *Thuja orientalis* had been introduced in 1690. But whilst being attractive fragrant evergreen plants they only made large shrub like trees without the grace and form of the Cedars, Pines, Spruces and Firs. The European Larch, *Larix decidua* had come from Europe in 1620, and the North American Swamp Cypress, *Taxodium distichum* was introduced in 1640, by John Tradescant the younger. Whilst the former has lovely cones and amazing coloured spring shoots, and the latter wonderful golden autumn foliage they are both deciduous.

The Lebanon Cedar is probably the most magnificent of all the conifers and Lancelot Brown used many as they added grace and maturity to any landscape, as well as giving special emphasis to features in the garden or the house itself, good use was made of them particularly at Petworth, Ashburnham, Audley End, Charlecote and at Claremont where they still enhance the house. The Lebanon Cedar had been in the country since its introduction by Dr Edward Pococke, a scholar of Arabic at Oxford University in 1638, but after a very harsh winter in 1740 most were lost. Pococke had been presented with the rectory at Childney by Christ Church College in 1642 where he grew one of his original seed introductions which survived that winter and is still producing seed today.²²

Lancelot Brown spent a lot of his life on the road travelling between commissions throughout the country, despite suffered from ill health for long periods especially asthma. He kept travelling until the end in 1783 when he died from a heart attack at his daughter's house in London.

²¹ Hyams, Edward. *Capability Brown & Humphry Repton*, (Scribners, New York, 1971). p 30.

²² Gifford, Jane. *The Celtic Wisdom of Trees*, (Godsfield, New Alresford, 2000). p 128.

Lancelot Brown was a very successful businessman, his horticultural skills were complemented by his social ones as he was comfortable in the highest levels of society, complementing the gentry on their estates, quoting its great 'capabilities'. He persuaded them to pay large sums for his extensive works, which were costly especially at a time when England was often at war and even suffered an invading Scottish army in 1745. He showed great business skills charging for advice but ensuring he had to be called back for further consultation and another fee. His transformation of the art of gardening in the eighteenth century gave the term *le jardin anglais* to the world. His ideas were copied by imitators in England and by the American land owners encouraged by Thomas Jefferson who had seen Brown's work at Blenheim and Stowe. He left about £35,000 on his death as well as his estate in Fenstanton.

Penelope Hobhouse considers that:

'It could be said that Lancelot Brown by enclosing parks with his perimeter woods turned them into private sanctums for the landowners, which have become the city dweller's green breathing space and indirectly gave us the public park'.²³

The wonderful impressions created by designs such as at Blenheim, Stowe and Croome Park are increased by his detailed use of plants in the landscape especially when the limited range of species available to him at that time is consider

²³ Hobhouse, Penelope. *The Story of Gardening*, (Dorling Kindersley, London, 2002). p 205.

Norman Woollard



I am Norman Woollard, a lecturer in History for the BA English/History. I teach on all three levels, delivering courses on Victorian Britain, the Russian Revolution, the history of Crime and Punishment and in the 1st year an introductory unit 'What is History'

My main research interests are in 20th century Anglo-Soviet relations and European Revolutionary Traditions since the French Revolution. I have recently revived my uncompleted doctoral research as a result of the release of new documents from the former Soviet archives.

This year I have been Personal Tutor for all three years of the BA and I elected to undertake some action research on the implementation and evaluation of our revised tutorial programme.

HE Tutorial

Towards a model for Personal Tutoring in HE

“I’ll try to encourage the student because if you give someone the answer they are not going to have ownership of that answer. Sometimes you have to and say, ‘This is what I’d do’ but from discussion we find that the students will find out for themselves. They’ll talk to you and they discover their answers. Obviously sometimes you have to guide them or push them in certain directions or if they’re missing the point you have to definitely say. You do give them clear strategies. Being an art teacher I would never give them my answer because every creative result is different.” (Personal tutor, HE college, quoted in Bullock and Wilkeley 2004)

When embarking on this project I anticipated following a process of ‘action research’ using experience and data gathered from personal tutorials with our BA English/History students to evaluate our current system and performance against models of good practice and/or expectations of us by eg. HEFC or QAA. While this remains the overall aim of the project, this paper will initially concentrate on a survey of some of the extensive research into the role of Personal Tutoring specifically to support Personal Development Planning (PDP). I will then attempt to draw some initial conclusions about current practice on our BA programme and explore ideas about the possibility creating a ‘model’ for all HE provision at UCY.

Some Initial Thoughts

The ideology of education seems to change with each generation. Before the 1970s, education was centred round the skills of teachers in imparting a body of information. Formal and relying on didactic methods, teachers were seen as the fount of all knowledge (Edwards and Mercer 1987). The ‘transmission’ or ‘traditional’ approach was supreme. For the next 20 years a more progressive, student-centred approach was preached and practised. Students were expected to be in control of their own learning and to be motivated by the curiosity to learn. In the UK, concerns with the inconsistencies of this latter approach have resulted, in recent years, in an externally controlled system of education with a prescribed curriculum and high accountability. Today, a more equitable balance between teacher-led and learner-led strategies, leading to consistently high standards of quality, is sought. Teaching involves helping students to achieve successful learning outcomes. However, students need to identify their own path through a particular learning task. This is a constructive process, but the size, shape and direction of each step is personal for each individual (Entwistle and Smith 2002). Helping students find their optimal way is the challenge for teachers, lecturers and trainers. Increasingly, educators have been drawn towards a more personalized approach to student support and learning. Hence, in colleges, tutor time and resources have been allocated to providing a personal tutorial entitlement for students that includes one-to one discussions.....in a relaxed environment, in order to guide, support and manage individual learning. (Bullock and Wikeley 1999; Davies 2001;).

Why do we need personal tutors?

Tutors have featured throughout the history of education. Many of the early public schools were founded on a house system with groups of pupils allocated to the charge of a ‘housemaster’ or tutor for the non-academic aspects of their schooling. A similar pattern

developed in higher education, although the Oxford and Cambridge universities' tutorial model is more closely related to progressing academic work. Up to the 1970s, the tutoring role was, in reality, often limited to administrative contact, and was largely concerned with passing on information, registering attendance and monitoring. The recognition, during the 1970s (in the wake of the 1963 Newsom Report, the raising of the school leaving age and the establishment of comprehensive education), that teachers should have a care for the personal and social development of their individual students in general, resulted in an expanded role for form tutors. This comprised extended daily tutorial time plus, in some cases, an additional period earmarked for the pastoral care curriculum. This programme of study normally addressed social skills, behaviour management, health education, careers, subject guidance and the like. Despite this emphasis and resource, the pastoral role was often regarded as a remedial safety net and given less priority than academic teaching. It has been argued that this resulted in the separation of the student as person from the student as learner. (Bullock and Wikeley 2004).

The emergence of critical research into pastoral provision in the 1980s began the argument for the centrality of personal development in the long term achievement of young people: 'the central purpose of institutionalized pastoral care must be to support the process of learning in schools' (Lang and Marland 1985: 31). Writers such as Lang and Marland believed that the nurturing of affective skills such as social and emotional maturity was as vital to success in later life as the academic achievement in discrete subject areas that was measured by tests and examinations. The role of all teachers, it was stressed, should include helping their students to understand themselves and to support their progress in all aspects of academic, social and emotional development. These arguments influenced a variety of educational developments set up during the 1980s and 1990s by different funding bodies and agencies. Significantly, these initiatives introduced the strategy of one-to-one discussions between students and a tutor. Foremost among them was the Records of Achievement initiative, which was successful in promoting individual reflection on, and recording of, personal achievements. Around the same time, individual career plans, designed by the Careers Service, introduced students to the skills of action planning and making informed decisions, while the Technical and Vocational Education Initiative and the Flexible Learning Project emphasized the benefits of individual planning and autonomous learning. All these initiatives stressed the need for students to take control of their own learning, and highlighted the benefits of systems of individual guidance or personal tutorials as effective catalysts in this process. Reports from Sir Ron Dearing on qualifications for 16– 19-year-olds (1996) and careers education and guidance in the curriculum (1995) also emphasized the need for continued investigation into the processes and products that help students plan their learning. In the latter half of the 1990s, the target setting that was fundamental to the government's drive to raise standards in education complemented these approaches.

From such roots, personal tutoring was developed and adapted to the needs of different institutions. More recently, the use of personal planning activities has been recommended to further and higher education (Dearing 1997; Quality Assurance Agency 2001 and 2009) as enabling students to understand what and how they are learning and to review, plan and take responsibility for their own learning. Increasingly, the approach has been embraced by employers in the public sector (e.g. the British Army and the National Health Service) and private industry (e.g. the Rover Group, Motorola and the Nationwide Building Society) as a vehicle for individual development and enhancement. The Investors in People standard (2001), also advocated this approach.

From these beginnings, educators and policymakers began to recognize the benefits of personal tutoring in promoting students' self-awareness, understanding and confidence in

their own learning, and in the development of their planning and communication skills. They acted accordingly, and individual tutoring has been incorporated by colleges as a strategy to help raise standards.

- Some examples, Martinez (2001) found that, from 80 self-selected 'improving' colleges, over half (58 per cent) had worked on tutoring issues as part of their improvement policy. Indeed, improving the tutorial system was the most widely reported strategy by the participants, and one officially 'improving college' for over five years, cited the decision to introduce a new tutorial system as an important reason for their ability to sustain their achievements.

- Similarly Davies (2001), comparing colleges in similar areas and with students from similar backgrounds, claimed that tutorials were a very important feature of the institutions which 'make a difference': There was widespread recognition of the central contribution that tutorial systems could make to improving and sustaining student **retention and achievement**. Tutors were seen as a vital personal link with individual students, able to keep a regular check on their academic progress and personal circumstances, and to help ensure that any problems were confronted and dealt with should they arise.

Personal Learning Plans

Launched in 1995 in Cambridgeshire 'Personal Learning Planning' (PLP) was introduced to schools by the local careers guidance company and has informed the development of the Progress File which is now available nationally, and replaced the National Records of Achievement throughout England and Wales by July 2004. A stated aim of this project was to embed good understanding, and habits of, learning which would support students in the latter years of secondary school and into further or higher education and beyond.

The specific objectives of PLP were to:

- motivate and increase self-confidence by involving students in planning their own learning and personal development;
- ensure that students regularly reviewed progress and set learning and other targets with tutors;
- and develop communication, negotiation and planning skills in students

Tutors, students and educational relationships

Research has indicated that a one-to-one conversation between a student and a personal tutor is successful in that both students and tutors value the discussion, feel that they develop a better relationship and learn about each other.

Tutors, teachers and educational managers agree that there is potential benefit for:

- the students – through clarifying their own strengths and weaknesses and in making future plans;
- the tutors – through improved knowledge and understanding of their students;
- and the institution – through identifying success and pre-empting problems.

Much of the current context for Tutorial interaction will be in support of the processes of PDP and there is a much fuller statement of the advantages to Students, Staff, Institutions and Employers of the reactions in an extract from the QAA document on PDP in the appendix to this paper.

Institutional issues

If a learning innovation like personal tutoring is to be really successful in terms of improved learning, it is not enough to regard the process merely as an informal chat with ad hoc follow up. It is therefore important that this innovation, like all innovations, should be considered within the context of the institution.

Timetabling

What can we do with our current capacity and resources? Releasing time for one to one tutorials is potentially very expensive within current constraints on deployment. A question that must be asked is whether any time released for individual or group tutorials can be justified by measurements of increased student performance (and or retention). This issue will be further pursued in the 'evaluation' section

Quality of Tutoring

Most research projects have reached broad agreement about the nature of the role and the characteristics that distinguish a 'good' tutor. Both students and teachers identified characteristics of good tutors as:

- empathy with students
- understanding of students' needs and circumstances
- and fairness and decisiveness.

The personal characteristics, background knowledge and experience and preferences of the individual tutor have also been recognized but that personal tutoring required skills and qualities that were not found in every member of staff and that it was better for students to receive tutor support from individuals who were more naturally inclined to the interpersonal approaches fundamental in supporting students' learning and well-being.

Sharing values and practice.

Some key issues:

- To what extent should there be consistency of tutorial purpose and provision across all our HE provision/UCY (UCY+Yeovil College)?
- What criteria should there be for identifying staff as personal tutors?
- How can tutorials be organized most effectively and efficiently?
- What are the professional development implications of personal tutoring?
- What should be the mechanisms for monitoring and evaluating tutorial provision?

Researchers have come across Institutions with clear internal differences in the content and style of tutorial activities (Bullock and Fertig 2003).

In Colleges (as here at UCY?) with diverse faculties and departments, delivering a range of qualifications and with flexible attendance patterns, different systems often evolve for tutorial provision. Thus while most tutors may deliver a mixture of whole-group sessions

and one to-one interviews, the balance between one-to-one and whole-group activities is largely determined by the perceived needs of the students or from the tutor's own observations. It is also fashioned by the tutor's personal views on the aims and objectives of the tutorial programme. As tutors show disparate understanding of the aims, nature and structure of the tutorial programme, this leads to inconsistency of provision. Students experienced a range of formats for their timetabled tutorial slots, which ranged from no structured or organized activities with one-to-one sessions, arranged if and when necessary, to clearly structured activities related to assessed subject work and one-to-one tutorials by rotation with additional one-to-one slots if required.

Problems from this diversity were identified as:

- perceptions that the personal tutorial system was not regarded by staff as an integral aspect of the educational experience
- dissatisfaction that some tutors were entrusted with regular slots for tutorial work but were using this time inappropriately;
- and concern that students were not receiving what was seen as an 'entitlement' to personal tutor support.

While the balance between a consistent approach to student entitlement and staff autonomy needs to be resolved in the best interests of an institution, most researchers claim it is important that a shared view of the nature and purpose of the role of the tutor is developed at the outset of tutorial provision (Martinez 2001; Green 2002.).

One of the key plans for the next stage of this research is to survey both Tutor and Student perceptions of practice here at UCY to identify if there is benefit in both sharing experiences from our current practices and perhaps creating a more uniform model of activity.

Continuing Professional Development

The benefits of organized staff development seminars and workshops to raise the profile of personal tutoring have been consistently stressed by those with an interest in this form of support and guidance:

It has been argued is a need for dedicated induction and professional development in all forms of tutoring for lecturers. In one research project (Bullock and Fertig 2003) it was found that almost two thirds of staff with responsibilities as tutors had no previous experience of personal tutoring and that only 42 per cent of respondents had any professional development related to their role as a personal tutor. There is, clearly, a need to draw on strategies such as mentoring for new personal tutors, modelling of positive personal tutoring, and sharing of techniques for small-group and one-to-one discussions.

Student Induction

Induction into the purposes and processes of personal tutoring may be required for some students. Induction to the tutorial system may include the following:

- An introduction to the personal tutor and the group. This can include a sharing of backgrounds, logistical arrangements and information on how to access the tutor and other members of staff.
- Discussion on prior experiences and expectations of the personal tutor system. This can lead to a shared understanding of the aims and purposes of the system and one-to-one tutorials.

- Requirements and ideas for effective individual record keeping. This often is the least welcome aspect of the system. It is important that students understand the need for clear records and that student preferences in creating these are heard.
 - Ice-breaking activities.
 - Considerations of strategies for effective learning. This could include sharing personal skills for learning, an introduction to the concepts of different learning styles and some reflection on the personal implications of these.
 - Explanation of criteria for assessment and discussion of what these mean in real terms.
- **Effective Individual Tutorials**

Research conducted on what should be included resulted in the following suggestions:

- preliminary time for the student to reflect on and evaluate their current learning
- some negotiation of the purpose of the tutorial with the student
- a celebration of what the student has achieved and an identification of challenges that need to be confronted
- a recognition of key and transferable skills and a discussion of how the student might use these in a different situation
- a personal review to prioritize actions and set targets
- additional time to capture a record of the one-to-one session
- and an agreement for a firm date when the student will evaluate their intended actions and targets, reflect and make sense of the learning process.

One to One or Group Tutorials?

Are some things better discussed in groups? Group meetings are good for making friends and providing a social base. An effective tutorial programme might comprise a mixture of combined groups addressing common interest issues led by an internal or external speaker, whole groups working with their tutor to develop a sense of community and general learning skills; groups to share common issues, model good learning practice and extend peer support; and one-to-one sessions to discuss individual learning approaches, strengths and weaknesses and to set out a future learning plan.

Bibliography

- Bullock, KM and Fertig, M (2003) Partners in learning or Monitors for attendance? *Research in Post Compulsory Education*, 8,(2)
- Bullock, KM and Wilkeley, FJ (2004) *Whose Learning?* Open University Press
- Davies, P (2001) *Closing the Achievement Gap: Colleges Making a Difference.* London, LSDA
- Dearing, R (1995) *Careers Education and Guidance.* Schools Curriculum and Assessment Authority
- Dearing, R (1996) review of Qualifications for 16-19 year olds. *Department for Education and Employment*
- Dearing, R The National Committee of Enquiry into Higher Education. *Department for Education and Employment*
- Edwards, D and Mercer, N (1987) *Common Knowledge the Development of Understanding in the Classroom.* London, Methuen

- Entwistle, N and Smith, C (2002) Personal Understanding. *British journal of Educational Psychology*, 72, 321-342
- Green, M (2002) Improving One-to-one Tutorials. *Learning and Skills Development Agency*
- Lang, P and Marland, M (1985) New directions in Pastoral Care. *Oxford, Blackwell*
- Martinez, P (2001) Improving Student Retention and Achievement. *Learning and Skills and Development Agency*
- QAA (2001) Guidance for developing Progress files
- QAA (2009) Personal Development Planning

Appendix – Extract from QAA, Personal Development Planning 2009

The benefits of PDP

PDP results in enhanced self-awareness of strengths and weaknesses and directions for change. The process helps learners understand the value added through learning that is above and beyond attainment in the subjects they have studied. Crucially, it relates to their development as a whole person, but also has benefits for others with whom the learner interacts.

PDP helps learners:

- plan, integrate and take responsibility for their personal, career and academic development, identifying learning opportunities within their own academic programmes and extra-curricular activities
- recognise, value and evidence their learning and development both inside and outside the curriculum
- be more aware of how they are learning and what different teaching and learning strategies are trying to achieve gathering evidence of learning experiences and achievement identifying new learning need and creating development plans reviewing progress towards the achievement of goals set reflecting on learning experiences and achievement
- be more effective in monitoring and reviewing their own progress and using their own records and evidence of learning to demonstrate to others what they know and can do
- evaluate and recognise their own strengths and weaknesses and identify ways in which perceived weaknesses might be improved and strengths enhanced
- develop their identity in relation to their academic, professional and personal progression
- develop a vocabulary to communicate their development and achievement
- be better prepared for seeking, continuing or changing employment or self-employment
- and be more able to articulate the skills and knowledge they have gained to others
- be better prepared for the demands of continuing progression and career development in professional and academic careers.

PDP helps academic staff

- by helping students to be more independent/autonomous learners
- by providing a framework for discussion about individual learner progress
- by providing a mechanism, where appropriate, for relating the curriculum to the world beyond HE
- by improving the quality of interaction for tutors and learners, where it is linked to personal tutoring systems

- by making more effective use of off-campus opportunities for learning, such as work placements or study abroad
- by creating a mechanism through which career-related skills and capabilities can be recorded and, where appropriate, assessed
- by improving their understanding of the development of individual learners and their ability to provide more meaningful employment references on their behalf.

PDP helps institutions, departments and support service staff:

- facilitate more effective monitoring of learner progress
- have more effective academic support and guidance systems for all learners
- enhance their capacity to demonstrate the quality of support they are giving to learners in external review processes
- support initiatives to enhance student retention and attainment
- by providing an opportunity for cross-institutional communication and discussion.

PDP helps employers and professional, statutory and regulatory bodies:

- by providing a framework for the development of appropriate professional and work-based skills and competencies, including the ability of prospective employees to identify their unique abilities
- by enabling prospective employees to articulate and evidence their competencies and demonstrate verifiable proficiency
- by developing the ability of their graduate employees to continually reflect, review, and plan specific actions in relation to required learning and development.

Karen Foster



A little about me.....

I work at Yeovil College as the Head of Learning Centres. My role involves not only managing the learning centres, but also taking a lead on the development of e-learning within the college.

I am very interested in all aspects of the use of technology for learning. This has included being asked to speak at various regional events on subjects from e-safety to e-books and e-portfolios.

I have also participated in a two year funded research project assessing learner confidence in using transferable IT skills to intuitively research online databases.

Most recently Emma Ransley and I have been asked to contribute to a new national publication on the use of e-books in further and higher education, which has led to us to look critically at our own provision and the reasons why e-books may add value to traditional library resources.

E – Books at Yeovil College

The reason for this study has been three fold.

Firstly Emma Ransley (Deputy Learning Centre manager) and Karen Foster (Head of Learning Centres) were asked to present the Yeovil College experience of e-books at a regional libraries event organised by JISC RSC last year.

Secondly in February this year we were asked to produce a chapter for a new publication, which would be based on the FE/HE and public libraries experiences of e-books. The publication will represent Yeovil College and City of Bristol College as cases studies for FE and HE in FE.

Finally JISC recently published the 'National e-books observatory project key finding and recommendations' (JiSC, November 2009) and Yeovil College have recently been involved in the e-books for FE project also sponsored by JISC.

This short paper only covers the strategic reasons why a college would consider purchasing e-books. The final chapter of the book will incorporate this element along side the embedding e-books into the curriculum, the integral use of a VLE to support teaching and learning, collection management of e-books, staff workflow and learner perceptions of e-books.

Strategic decision for the purchase of e-books

It is well documented that further education learners prefer to use technology to enhance their learning experience. In 2009 JISC produced a document 'In their own words', which highlighted case studies of how students interact with Internet technology and touches on how learning resource departments need to develop their practice to capture learners attention.

A college must therefore consider that if learners prefer to have 'quick and easy' (JISC, 2009) reference points that they should embrace e-books. However, as it appears that convenience of accessing information is a key objective to the learner, then learning resource staff must ensure e-books are made easily accessible and at a readership level that is suitable for their course of academic study.



Case study: Yeovil College

The college has made a focused effort on developing e-learning within the curriculum across the whole organisation, which is recognised in the current strategic statement:

Reference: *Yeovil college strategic plan 2009-10.*

Point 4. Client, learner and stakeholder focused admin and support. To ensure that clients, learners and stakeholders have access to high quality human, physical and virtual resources to ensure the achievement of objectives 1 – 3 above through:

- d) Client and learner focused physical and virtual resources and infrastructure
 - di) College intranet provides a single source of corporate information /policies /procedures /communications
 - dii) Continued development of Moodle as sole source of curriculum information / planning /communication

The statement demonstrates the need to continual develop the college virtual learning environment as the sole source of curriculum information and communication for learners. This statement has provided the learning centre management team with a framework to develop its own strategic learning resources strategy, which in turn hinges critical functions

on the virtual learning environment as a gateway to curriculum based resources and facilities, including e-books and e-subscriptions.

Developing the e-curriculum

In 2005 the Department for education and skills produced 'Harnessing technology', as document to highlight where technology can enhance the education sector.

The documents highlights the increased development of '*digital library resources*', the '*quality and innovation of resources*' and the '*digital content industries*' and advocates the expectation of use of these resources in schools and colleges.

In essence it is an expectation that colleges embrace all types of digital technology and ensure all learners have the opportunity to access e-resources as part of their educational experience, so that they learners can '*increasingly direct and manage aspects of their own learning*' (Becta, 2005).

The Becta strategy has now been reviewed and revised, leading to a new *Harnessing Technology: Next Generation Learning 2008-14* (Becta, 2008) documents and the *Harnessing technology review 2009: The role of technology in further education and skills* (Becta, 2010). The essence of the need to use technology in education remains, although some issues have been identified with the transition of young learners from a school setting, where they use technology less frequently than to a further education setting where technology is central to their independent studies.

The Google generation report (Gunter, 2009) also identifies the segregation in the student population between those who can use technology (Google generation) as they have been bought up in a era of the Internet, and all those who are born before this date (1994) and called either generation Y (born between 1978-1993) and generation X (born prior to 1978).

The strategic case for e-books clearly backed up and supported by the Harnessing Technology documents, as they allow learners to make choices about when and where they study, which is not tied to library opening times or numbers of resources you can borrow.

However, it is important to take on board the recent studies, by Becta and Gunter, and ensure a user education programme that meets the needs of both younger and older users accordingly.

Different learners, different approach

The accessibility of resources is imperative to learners who are use to finding information at the touch of a computer. It is clear that e-books can offer this level of immediate interaction desired by learners in further education.

E-books also offer learners more opportunity to enhance the text to suit disabilities and accessibilities requirements. They offer the ability to mark key text and save areas of text for future reference.

However, the LRC must consider that e-books are not a 'fit all' solution. Many students comment on the inability to read large amount of text from screen and the constant desire to print from the internet emphasis this phenomena. There is also a feeling that have a physical book in front of learners indicates they are working and offers a sense of comfort in a library setting.

A large sector of further education students are going to be off campus users. Those on work based learning programmes or distance learning. It is absolutely essential to provide relevant resources that are fully accessible for their mode of study.

Student finances are always a cause to consider different options and some students cannot afford to buy core text books to support their studies, the availability of 'free' access to the e-book copy provided by your institution could resolve this issue.

Space considerations

As with most further education college, Yeovil College as the constant pressure of demand on space and ensuring that space is effectively used for the purpose of learning.

In 'The guidance for further education colleges on the management of floor space' (LSC, May 2007) indicates that colleges should provide a learning resource centre space that is around 10% of the overall teaching space (teaching space is around 50% of total floor space). However, more increasingly learning resource centres are a hub of college learning activity with demand for more and more computers and flexible working spaces, incorporating movable IT equipment, presentation facilities and furniture; meaning the 5% of space is quickly engulfed in technology to enhance the learner experience from real learning, into social learning and on to virtual learning. The increase demand and flexibility of LRCs puts increased pressure on precious book and journal space, the backbone of the traditional library setting.

The JISC publication 'Designing space for effective learning' (2006, p. 22-23) clearly shows the multifunctional approach to the modern educational learning centre, but more importantly highlights the key need to develop areas where virtual learning can happen as part of normal academic activity.

The implementation of e-books into the collection of resources offered at FE level provides an ideal opportunity to reduce a physical collection of text and therefore free up the valuable space in order to meet the needs and demands on the changing learning centre environment. The integration of e-books can be to supplement current text, for example where traditionally four copies of an edition is purchased in hard copy this could be reduced to two copies, one for loan and one for reference and then the book made available in e-book format. This automatically cuts the required space by half.

At the extreme, a collection could be significantly reduced if the majority of books are purchased in electronic format. If space was at an absolute premium the e-book route is an ideal solution to provide relevant resources, in a compact library, without compromising the collection or academic material available to learners.

Financial considerations

The role of the learning resource manager is to ensure an adequate spread of monetary resources to accommodate the variety of preferred learning styles amongst the student population

At face value, the cost of e-books can appear expensive in comparison to their hard copy counterparts and a careful cost analysis should be incurred before purchasing any new resources for a collection. The decision to spend, what is likely to be an already tight budget, on e-books should not be rushed into. The reasons for purchasing should always be assessed and the risks taken into account; this is the basis of sound financial management.

E-books, like any resource should form part of the overall collection management within the LRC. In most cases the cost of an e-book will be more than purchasing an individual physical copy. It should be noted that in most cases the e-book that is purchased is bought with a certain amount of download licences, for example accessed or downloaded 500 times. This does mean that once the limit of downloads has been reached, very cleverly, the e-book will cease to work.

On first impression the enhanced cost of an e-book can be discouraging and one might question why the e-book would cost more, as there is no print charge and relatively little distribution charge. However it is necessary to take into account that one e-book can be accessed by a multitude of users at one time, thus greatly outweighing the higher cost of purchasing more physical copies of a text book to put on the shelves.

Conversely though, as the e-books have limited licences there could be an issue of the licence quickly expiring for very heavily used text. Where as, a physical text book can last far more than '500' uses. If a text is very heavily used in a college then perhaps a mixture of long loan and short loan text with a supplementary e-book copy, would be a suitable option and ultimately work out more cost effective.

It must be considered though, that in further education, exam syllabuses and course structure regularly changes. For books that are directly course related, investing in physical copies that only last one or two years and then have to be disposed of may not be best value for money, whereas buy and e-book and topping up the licences as and when required could be more cost beneficial.

- Lost books

One of the obvious cost benefits of e-books is that they really can not get lost! Any learning resource manager will know that missing items and, particularly in further education 'overdues' items, can be a costly expense to the annual library budget.

- Multiple site campuses

In some further education providers the campus is split over multiple sites and there would be a cost involved in transporting books from one campus to another at the request of the end user. The final implications are not just postage or fuel, but the staff time to find and take off the shelves at one campus and administer arrival at the second campus. The e-book format does away with this transport issue and would significantly reduce costs, particularly in staff time.

Equally multiple site campuses often struggle with the idea of splitting stock and deciding which items fit best with the specific curriculum being taught on each site. In some cases it is common practice to purchase a copy of each site, whereas having an e-book version allows cost effective savings in respect of valuable space for one or both sites.

- Cost of staffing an e-collection

A staff cost analysis would have to be made to form part of a strategic decision to purchase e-books. E-books still need to be purchased, added to the catalogue, withdrawn when they are out of date or under used. Although undoubtedly these costs would be lower than a physical copy.

Conclusion

In summary this small sample from the whole chapter captures some of the decisions learning resource staff have to consider with looking to purchase an e-book collection. Once the decision has been made to purchase a collection the next stage is assessing how the promotion and use of the collection is managed to ensure maximum value for money from the new resource investment.

References:

Abdullah, N. and Gibbs, F. (2009 check) 'Students' attitudes towards e-books in Scottish Higher Education Institute', *The electronic library* [online], 58 (1) 17-27
Accessed 16th April 2010

Armstrong, C. and Lonsdale, R. (2003) 'The e-book mapping exercise', *The electronic library* [online]
Accessed 16th April 2010

Appleton, L. (2005) 'Using electronic textbooks: promoting, placing and embedding', *The electronic library* [online], 23 (1) 54-63.
Accessed 16th April 2010

Bennett, L (2005) 'e-books in the academic libraries', *The electronic library* [online], 23 (1)
Accessed 16th April 2010

Briddon, J. et al (2009) "'e-books are good if there are no copies left": a survey of e-book usage at UWE library services', *Library and Information Research* [online], 33 (104)
Accessed: 16th April 2010

Gunter, B. et al (2009) *The Google Generation: Are ICT innovations changing information-seeking behaviour?* Oxford. Chandos publishing.

Herther, N. (2005) 'The e-book industry today: a bumpy road becomes an evolutionary path to market maturity', *The electronic library* [online], 23 (1) 45-53
Available at:
Accessed: 16th April 2010

Joint Information Systems Committee (2009) *In their own words*
<http://www.jisc.ac.uk/intheirownwords>
Accessed 26th January 2010

Joint Information Systems Committee (2009) *National e-book observatory project*
<http://www.jiscebooksproject.org/>
Accessed 14th April 2010

Joint Information Systems Committee (2009) *E-books for Fe project*
<http://fe.jiscebooksproject.org/>
Accessed 15th April 2010

Learning and Skills Council, (2007). *Guidance for colleges on the management of floor space*
http://readingroom.lsc.gov.uk/lsc/National/Floorspace_Guidance_-_02_05_07_doc_v2_2_.pdf
Accessed 26th January 2010.

Yeovil College Strategic Plan 2009-10 (2009)
Available via Yeovil college Intranet only
Accessed 14th April 2010

Joint Information Systems Committee (2006). *Designing spaces for effective learning*.
<http://www.bisinfonet.ac.uk/infokits/learning-space-design/dsel>
Accessed 12th March 2010

Joint Information Systems Committee (2009). *Libraries of the future: a vision for the academic library and information services of the future*.
<http://www.jisc.ac.uk/news/stories/2010/01/lotf.aspx>
Accessed 12th March 2010

i Kofi Annan in UNESCO (2005) UN Decade of Education for Sustainable Development 2005 – 2014: The DESD at a glance. Available at: <http://www.unesco.org/education/desd>

ii Imhoff, (2005) *Paper or Plastic: Searching for Solutions for an Overpackaged World*. San Francisco: Sierra Club Books, p10.

iii Imhoff, *op. cit.*, en pages.

iv Eionet (2009) European Topic Centre on Sustainable Consumption and Production Packaging waste. Available at: <http://scp.eionet.europa.eu/definitions/packaging>

- v McCarthy, M. and McSmith, A. (2007) 'Waste basket: Minister backs campaign to cut packaging', *The Independent*, 23 January and
 Hickman, M. (2007) 'National supermarkets criticised over failure to cut level of packaging', *The Independent*, 23 October.
- vi Hoffman, A. J. (2003) Linking Social Systems Analysis to the Industrial Ecology Framework *Organization and Environment*, Vol. 16, No.1 pp66-86, p71.
- vii Imhoff, *op.cit*, p27.
- viii WPO (2008) 'Position Paper - Sustainable Packaging'. Available at: <http://www.worldpackaging.org>
- ix Rachel Brookes IOP interview
<http://www.iom3.org/content/sustainable-development-group>
- x Engineering Council UK (2009) Guidance on sustainability for the Engineering Profession. London: Engineering Council UK, p1.
 Available at: <http://www.engc.org.uk/sustainability>
- xi Price, G. (2008) 'Laying waste to bad design', *Packaging Professional Magazine*, 14 July. London: IOM3
- xii DEFRA (2007) *Waste Strategy for England 2007*, p61.
 Available at: <http://www.defra.gov.uk/environment/waste/strategy/strategy07/pdf/waste-strategy-report-07-08.pdf> [4 Nov 2007]
- xiii Hill, J. (2008) Greener products Mapping the environmental policy drivers on products and production processes. Green Alliance, p1.
 Available at: <http://www.green-alliance.org.uk>
- xiv *Ibid*, p29.
- xv ACP (2008) Packaging in Perspective, p8.
 Available at: <http://www.packagingnews.co.uk/environment/news/858730/Packaging-Perspective---part-one/>
- xvi Manzini, E. (2008) 'New design knowlwdge', Introduction to the Conference *Changing the Change*, p8. Available at: <http://www.sustainable-everyday.net/manzini>
- xvii Thorpe, A. (2007) *The Designer's Atlas of Sustainability*. Washington: Island Press, p141.
- xviii McDonough, W. and Braungart, M. (2002) *Cradle to Cradle Remaking the Way We Make Things*, New York: North Point Press, p55.
- xix *Ibid*, p26.
- xx Watzlawick, P., Weakland, J. and Fisch, R. (1974) *Change: Principles of Problem Formation and Problem Resolution*, London: Norton & Company Ltd, p32.
- xxi Dunphy, D., Griffiths, A. and Benn, S. (2003) *Organizational change for Corporate Sustainability*. London: Routledge, p207.
- xxii *Ibid*, p236.
- xxiii Capra, F. (1997) *The Web of Life: A new synthesis of mind and matter*, London: Harper Collins, p9.
- xxiv Watzlawick, Weakland and Fisch, *op.cit*, p157.
- xxv *Ibid*, p109.
- xxvi Capra, Fritjof (1999) *Ecoliteracy: The challenge for education in the next century*. Schumacher Lectures, p5. Available at: <http://www.ecoliteracy.org/publications>.
- xxvii Capra, F. (2000) The Challenge of Our Time, *Resurgence*. No. 203, pp18-20.
- xxviii Orr, D. W. (2007) 'The Designer's Challenge', Commencement address to the School of Design, Pennsylvania. Available at: <http://www.ecoliteracy.org/publications>
- xxix Datschefski, E. (2001) *The Total Beauty of Sustainable Products*. Switzerland: RotoVision, p29.
- xxx McDonough and Braungart, *op.cit*.
- xxxi Capra, *op.cit*.
- xxxii Sustainable Packaging Coalition (SPC (2006) *Design Guidelines for Sustainable Packaging*. Virginia: Green Blue Institute, p4.
 Available at: <http://www.packagingdigest.com>
- xxxiii Incpen (2008) Packaging's Contribution to Sustainable Production, Distribution and Consumption. Available at: <http://www.incpen.org>
- xxxiv Wright, T. (2007) 'Retailer perspective: Case study of Whole Foods Market'. *Sustainability in Packaging Conference 2007*. London: Hilton Olympia and interview.
- xxxv *Ibid*, p307.
- xxxvi Benyus, J. (1997) *Biomimicry : Innovation Inspired by Nature*. New York: Morrow, p7.
- xxxvii Hawken, P., Lovins, A. B. and Lovins, L.H. (1999) *Natural Capitalism: Creating the Next Industrial Revolution*. Boston: Little Brown, p10-20.

- xxxviii Hawken, P. (1993) *The Ecology of Commerce: A Declaration of Sustainability*. New York: Harper Business, p209-210.
- xxxix McDonough, W. (1992) *The Hannover principles: Design for Sustainability*. New York: William McDonough Architects.
- xl Stuart, L. H. (2005) *Capitalism at the Crossroads: The Unlimited Business Opportunities in Solving the Worlds's Most Difficult Problems*. Upper Saddle River, NJ: Wharton School Press, p59.
- xli HEFCE (2009) Sustainable development in higher education: 2008 update to strategic statement and action plan, p13.
- xlii Porritt, J. (1996) 'Foreword' in J. Huckle and S. Sterling (eds), *Education for Sustainability*, 3rd edition. London: Earthscan Publications, pxi.
- xliii UNESCO (2007) The International Decade of Education for Sustainable Development (2005 - 2014) Framework for a DESD Communication Strategy in support of the UN Decade of Education for Sustainable Development, p8.
- xliv HEFCE, *op.cit*, p1.
- xlvi Dawe, G., Jucker, R. and Martin, S. (2005) *Sustainable Development in Higher Education: Current Practice and Future Developments, A Report for the Higher Education Academy, November 2005*. HEA, (my abbreviation).
- xlvii Walker, S. (2006) *Sustainable by Design: Explorations in Theory and Practice*. London: Earthscan, p11.
- xlviii Van Dam-Mieras, R. (2006) 'Learning for Sustainable Development: Is it Possible Within the Established Higher Education Structures?' in J. Holmberg and B. E. Samuelsson (eds) *Drivers and Barriers for Implementing Learning for Sustainable Development in Higher Education*. UNESCO, p15.
- xliv Blewitt, J. (2005) Education for Sustainable Development, Governmentality and 'Learning to Last', *Environmental Education Research*. Vol. 11, No. 2, p183.
- l Centre for Sustainable Futures website. Available at: <http://csf.plymouth.ac.uk/?q=esd>
- li Todd Jordan (Packaging Manager) interview.
- lii Design Council, (2005) The business of design: design industry research 2005, p3. Available at: <http://www.designcouncil.org.uk>
- liii *Ibid*.p64.
- liiv Chapman, J. and Gant, N. (2007) '(In) conclusion' in J. Chapman and N. Gant (eds), *Designers, Visionaries + Other Stories: A collection of sustainable design essays*. London: Earthscan, p137.
- lv Foster-Fishman, P.G. et al (2001) Building Collaborative Capacity in Community Coalitions: A Review and Integrative Framework. *American Journal of Community Psychology*, Vol. 29, No. 2, pp241-261, p255.
- lvi Sterling, S. (2005) 'Linking thinking, education and learning: an introduction', in S. Sterling, D. Irvine, P. Maiteny and J. Salter *Linking thinking: new perspectives on thinking and learning for sustainability*.
- lvii Jedlicka, W. (2009) *Packaging Sustainability, Tools, Systems, and Strategies for Innovative Packaging Design*. Hoboken, NJ: John Wiley & Sons, p8.
- lviii Sterling, S. (2009) 'Ecological Intelligence: Viewing the world relationally' in A. Stibe *The Handbook of Sustainability Literacy: Skills for a changing world*. Totnes: Green Books, p79.
- lix *Ibid*, p82.
- lx Thackara, J. (2006) *In the Bubble: Designing in a Complex World*. London: MIT Press, p18.
- lxi Moultrie, J. and Livesey, F. (2009) *International Design Scoreboard: Initial indicators of international design capabilities*. Cambridge: University of Cambridge Institute for Manufacturing. p23-24.
- lxii BDI (2008) The British Design Industry valuation survey 2007 to 2008. Available at: <http://www.britishdesigninnovation.org>
- lxiii Barnbrook, J. in Kettles, N. (2008) 'Designing for Destruction', *The Ecologist*. Available at: http://www.theecologist.org/pages/archives_detail.asp?content_id=1920
- lxiv Design Council (2002) *Annual Review 2002*. London: Design Council, p19.
- lxv Datschefski, *op cit*, p6.
- lxvi Walker, *op. cit*, p167.
- lxvii Thackara, J. (2006) *In the Bubble: Designing in a Complex World*. London: MIT Press, p7.
- lxviii Wood, J. (2007) 'Relative Abundance: Fuller's Discovery that the Glass Is Always Half Full' in J. Chapman and N. Gant (eds), *Designers, Visionaries + Other Stories: A collection of sustainable design essays*. London: Earthscan, p101.
- lxix Thackara, J. (2007) 'Foreword' in J. Chapman and N. Gant (eds), *Designers, Visionaries*

- + *Other Stories: A collection of sustainable design essays*. London: Earthscan, pxvi.
- lxx Walker, *op.cit*, p11.
- lxxi Bhamra, T. and Lofthouse, V. (2007) *Design for Sustainability: A Practical Approach*. Aldershot: Gower Publishing, p37.
- lxxii Thackara, (2006) *op.cit*, pp17-18.
- lxxiii SDC and NCC (2006) *I Will if You Will: Towards sustainable consumption*, p5.
- lxxiv Fuad-Luke, A. (2002) *Eco-Design Sourcebook*. London: Thames & Hudson, p15.
- lxxv Holdway interview
- lxxvi Manzini, E. (2008) 'New design knowlwdge', Introduction to the Conference *Changing the Change*, p6. Available at: <http://www.sustainable-everyday.net/manzini>
- lxxvii Chapman, J. and Gant, N. (2007) 'Introduction' in J. Chapman and N. Gant (eds), *Designers, Visionaries + Other Stories: A collection of sustainable design essays*. London: Earthscan, p7)
- lxxviii Valerie Casey, Design Accord founder interview
- lxxix Imhoff, *op. cit*, p35.
- lxxx Walker, *op. cit*, p7.
- lxxxi Manzini, *op.cit*, p4.
- lxxxii Fuad-Luke, A. (2007) 'Re-defining the Purpose of (Sustainable) Design: Enter the Design Enablers, catalysts in Co-Design' in J. Chapman and N. Gant (eds), *Designers, Visionaries + Other Stories: A collection of sustainable design essays*. London: Earthscan, p26)
- lxxxiii Fuad-Luke (2002), *op. cit*, p8.