

FELLOWSHIP RESEARCH 2008/09 STAFF INTERVIEW

Preparation

Send pro forma: will be basis of discussion of learning outcomes relating to PT
Aim is to explore nature of these to rest of programme

Interview schedule

1 Thanks for participation

2 Objective of research is to compare how different subject areas perceive the value of the placement experience, as revealed through their expressed learning outcomes with a view to identifying strategies for enhancing the curriculum for all, including those who opt out of PT.

3 Aim of interview relates to work on learning outcomes (LO) conducted by TLRP¹, especially the following points from their June 2007 report:

“5 What is the relationship of .. lists of outcomes to (a) the curriculum as experienced by teacher and student and (b) the student attainments that are measured?”

“9 how can the complexities of progression in learning be expressed and operationalised so that they can help shape practice in both pedagogy and assessment?”

Latter is described by Eraut as “learning trajectories”

Want to explore what some e.g. Knight 2007, call “wicked competences”

I shall be discussing them against Eraut’s Learning Factors (challenge of task, personal agency – motivation etc, feedback and support), and Context Factors (allocation and structure of work, relationships at work, participants and their expectations).

To this end, I shall be interviewing students to compare their perceptions of their experience with those of staff.

4 Planning the LO of the placement:

- Who finds the placement?
- Who approves its suitability?
- Who determines the work plan for the year?
- To what extent does the student have control of this?
- What communication is there between the VT and the employer/supervisor?
- Who assesses what? How? How are they prepared for their role?
- What feedback to student and how?

¹ Teaching and Learning Research Programme, ESRC Cambridge

5 Curriculum map:

- (i) go down list and verify that each LO is correct
- (ii) complete pro forma for levels 1-3 as each LO is discussed
 - is the LO assessed at each level or does it stand alone in level P?
 - if assessed, what significance on scale 1-5 (1 = very little)?
 - how and by whom is it assessed?
 - feedback mechanisms
- (iii) add any LOs from other levels that not included in level P. Why not?

6 Perception of impact of placement on individual student:

- is he/she different? If yes, how?
- has Level 3 been adapted to account for this?
- any evidence in degree results of impact of PT?
- have you ideas of how Level 3 curriculum could be adapted to utilise PT experience for those who have not been on placement?

7 Anything else you would like to add?

8 Thanks for participation and arrangements for use of data.

JW
August 2008