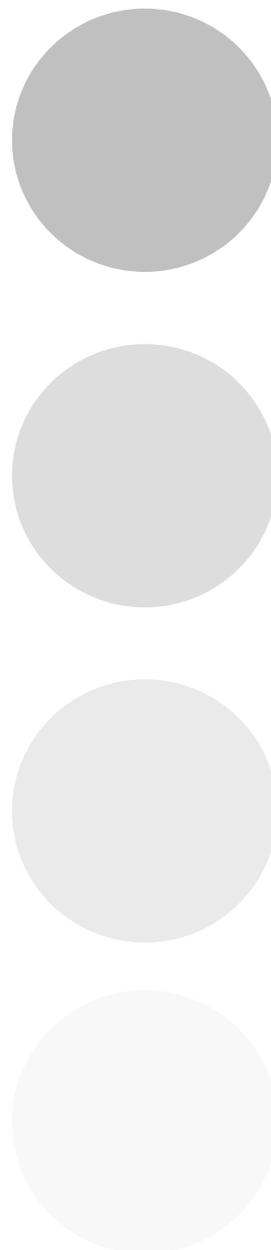




**BECTA research project:
Reflective Practice in
Continuing Professional
Development (CPD)
*Final report***

April 2009



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Becta Research Grants are intended for *self-contained* research grants in the area of technology for learning, and in support of the Harnessing Technology strategy. Becta awarded several research grants to a wide range of organisations and across sectors. The grant programme aims to:

- support high-quality research in support of the Harnessing Technology strategy.
- build knowledge and understanding against key research questions relating to the Harnessing Technology Strategy.
- support the technology for learning research field by promoting development of models, methods, tools, modes of thought.
- develop research capacity by supporting the work of those new to the field.

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1. Executive Summary

1.1 Overview of research project

1.1.1 The research project took place between April 2008 and March 2009 through a collaborative partnership between the National Institute for Adult Continuing Education (NIACE) and Huddersfield University Distributed Centre for Excellence in Teacher Training (HUDCETT). Its overall aim was to add to the knowledge base about existing e Learning-related continuing professional development (CPD)

1.1.2 The study focused on the frequency, level and ways in which two cohorts of practitioners within the further education and community based learning sectors engaged, on an on-going basis, with e Learning-related professional activities.

1.1.3 The research set out to explore the answers to three questions:

- How do practitioners keep up-to-date in the use of technologies in their teaching and learning practice?
- What catalysts, personal and institutional, motivate them to update their skills?
- Do practitioners perceive a difference in their teaching and learning strategies as a consequence of engaging in CPD activity?

1.1.4 The definition of continuing professional development applied to the research was based on the definition used by the Institute for Learning (IfL)¹.

1.1.5 Two cohorts were recruited to the project. One cohort was selected from individuals that had undertaken an extensive and well-supported e Learning intervention in the past, the E-Guide² training programme, whereas the second cohort had not shared any one form of systematic e Learning-related intervention. Both cohorts included part-time and sessional staff.

¹ IfL: <http://www.ifl.ac.uk/>

² The E-Guide training programme has been running since January 2004 and was originally designed to support adult and community learning staff in developing the use of e Learning across the curriculum. Eligibility for the programme was later widened to include staff from Offender Learning and Skills and from voluntary and community sector organisations.

1.1.6 27 participants were finally recruited and agreed to take part in the project; 13 formed part of the non E-Guide cohort, 14 formed part of the E-Guide cohort.

1.2 Findings

1.2.1 Participation and engagement in the project varied considerably between cohorts and between individuals. At the start of the project, both cohorts lost one participant each due to personal circumstances. The remaining non-respondents did not 'officially' drop out but chose not to participate.

1.2.2 7 members from the E-Guides cohort and 3 individuals from the non E-Guides group took part in all stages of the project from initial interview, through diary submission to final interview - a total of 37% of the total number of participants recruited at the start of the project.

1.2.3 Participants recorded a total of 132 separate CPD experiences in the self-reflective diaries (see Appendix 4). The activities fell into four main categories:

- Related to software
- Related to IT equipment or using technology
- Related to websites, social networking and broadcasting
- Related to CPD that made no reference to technology

1.2.4 28.03% of the total recorded activities directly related to learning about specific software, 21.96% related to digital equipment and using technologies, 18.2% to websites, social networking and broadcasting, and 31.81% to learning about topics where the role of technology was not explicitly mentioned.

1.2.5 The manner in which practitioners from both cohorts kept up-to-date ranged from structured, formal training courses and sessions to self-directed activities. It was also not always clear from the data whether the CPD activity was voluntarily undertaken or mandatory.

1.2.6 Of the total recorded activities, 113 included an indication of duration. An analysis of this data showed that a large percentage (84%) of CPD engagement involved short, sharp experiences lasting 7 hours or less. 68.1% involved experiences lasting 4 hours or less.

1.2.7 An analysis of the number of CPD activities recorded throughout the diary submission stage shows that the E-Guide cohort recorded more activity. However, this result must be tempered by the fact that there was a greater engagement in the project by the E-Guide cohort than the non E-Guide group.

1.2.8 Many respondents described their experiences in trying to learn about and use technologies in their teaching and learning practice. The data showed that participants were all at different starting points with regard to their prior experience of information and communications technology (ICT). This was reflected in an assortment of positive and negative comments about technology. Negative comments appeared related to:

- little or no confidence in using technology
- dissatisfaction with ICT training received
- a lack of time to practice what was learnt at a training session so that the training was forgotten and/or wasted.

1.2.9 The majority of negative comments about technology, over 90%, were from the non E-Guide cohort with the more positive attitudes to technology coming from the E-Guide cohort. This is not surprising given that members of the latter cohort had all undertaken, some time in the past, the E-Guide training course, which is aimed at helping individuals apply ICT to their practice. These individuals also had a specific role within their organisations and services to promote and support the use of technology with their peers therefore it was probable that they would have more confidence in using ICT.

1.2.10 An analysis of the data collected in the self-reflective diaries and in responses to initial and final interview questions demonstrated that practitioners engaged in CPD for a variety of reasons. In a number of cases, the motivation derived from a personal interest and was self-directed. At times, this interest was stimulated by peer recommendation or the practitioner's own past successes. In other cases, engagement in the CPD activity was institutionally driven, in particular where the CPD was concerned with understanding how to use newly acquired equipment or the organisation's learning platform. However, the two most recorded catalysts for undertaking CPD in both cohorts were to improve practice and benefit learners.

1.2.11 The initial interviews revealed that 13 participants (48%) had declared some prior experiences with reflective practice, although the nature of these experiences was not always clear. All 10 of the practitioners that were involved in the final interview stage had some form of previous experience in reflective practice. However, a large number of the diary entries did not make an explicit link between activity and personal benefits. The diary responses were more akin to 'a log' of CPD activities rather than a 'reflection on' CPD activity.

1.2.12 Possible reasons for the paucity of self-reflective feedback in the diaries might include lack of clarity in the guidance provided by the project, unfamiliarity with recording self-reflective responses to CPD, an unwillingness on behalf of the practitioners to share these more personal reflections with an audience or a combination of all these. A recommendation for future research in this area is that participants are provided with greater guidance and support in the type of self-reflection that would inform the research at the start of the project but before data collection begins. The support might include a trial period of diary submission during which researchers could provide individual, constructive feedback to practitioners on diary entries.

1.2.13 The research team found it a challenge to keep those participants that continued some involvement in the project motivated to submit their diaries on a regular basis. Participants were also well aware of the difficulties involved in keeping and submitting diaries on a regular basis.

1.2.14 A number of practitioners involved in the final interview process commented that they were conscious of the fact that diary entries would be read by an external audience and therefore selected which CPD activities would be recorded and which would be omitted. Consequently, the self-reflective diaries could only act as a signpost to the number, nature and types of CPD experiences undertaken during the lifetime of the project.

1.2.15 When respondents were asked what impact e Learning-related CPD *might* have on their practice, the main responses were:

- Increased confidence with information and communications technology (ICT). Respondents mentioned that involvement in e Learning-related CPD session had increased confidence in their ability to apply ICT to their learning sessions.
- Ability to embed technology within teaching practice or changing current practice Some participants were able to see how what they had learnt during a CPD session might be applied to their teaching practice.
- Increased awareness of and access to resources to improve teaching practice Respondents stated that CPD activities often made them aware of helpful or useful websites, blogs and reference materials to enhance their teaching practice. They also mentioned that practical CPD session provided them with ideas for creating new teaching resources or amending current resources.
- Improved communication with learners Respondents mentioned that their CPD experiences had given them ideas for improving lines of communication both with their learners and with their colleagues. Practitioners became aware of the role of social networking sites or VLEs [learning platforms] to enhance communication between learners and their tutors and encourage learners to include peer networking to support their learning.
- Gaining new skills to pass on to learners or colleagues Participants stated that their CPD experiences increased their own skills which in turn they were able to pass on to their learners or cascade to colleagues.
- Improved subject knowledge Participants acknowledged that CPD had improved their subject knowledge. With this increased knowledge and understanding, they felt able to use technology more appropriately to deliver specific subject sessions.
- Reinforcement of skills already acquired Engaging in CPD sometimes resulted in the reinforcement of the skills practitioners already possessed.

- Understanding the learner experience, that is what it is like to be a learner
Respondents mentioned that undertaking CPD activities and, therefore, becoming a learner again, reminded them of what it's like to be a learner. They were able to empathise with their learners and see things from the learners' perspective.

2. Introduction

2.1 Policy context

This report was produced as a result of a joint bid from the National Institute for Adult Continuing Education (NIACE) and Huddersfield University Distributed Centre for Excellence in Teacher Training (HUDCETT) in response to a Becta research call in 2008/09. The Becta research grants programmed for 2008 – 2009 focused on the transformation of education through the following four themes:

1. Personalisation, learners and their context
2. Practitioner workforce development and training
3. Learning with new and emerging technologies and learner mobility, transition and institutional co-operation.
4. Safety, rights and opportunities

The main aim of the research, conducted by NIACE and HUDCETT on behalf of Becta, was intended to add to the knowledge base about existing e Learning related continuing professional development (CPD) and was conducted under Theme 2 of the Becta research programme. Theme 2 relates strongly to Lord Leitch's review of skills (*'Prosperity for all in the global economy – world class skills'*) and to the Department for Education and Skills (DfES) now DIUS (Department for Innovation, Universities and Skills) e-strategy policy (*'Harnessing Technology'*) which underlined the importance of ensuring that practitioners in the Further Education (FE) system have the skills and understanding to be confident and **e-competent** information and communications technology (ICT) users.

The Leitch review acknowledged that the future economic success of the UK is dependent on improving the skills and knowledge of individuals, particularly individuals in employment. Mention was made in the review of the technological developments that are constantly taking place across the globe and how they are altering the way individuals work. Consequently employers, particularly education and training providers and practitioners, need to be aware of the implications of the Leitch report for the future development of staff in order to make the most of the opportunities technology can offer.

The research was concerned solely with staff working within the further education and skills system, namely those working within colleges of further education and practitioners delivering learning to adults in community based environments. It was not the exploration of any direct transfer between CPD and practice but attempted to focus on the frequency, level and ways in which two cohorts of practitioners within the further education and community based learning sectors engaged, on an on-going basis, with e Learning-related professional activities.

One cohort was selected from individuals that had undertaken an extensive and well-supported e Learning intervention in the past, the E-Guides training programme, whereas the second cohort had not shared any one form of systematic e Learning-related intervention. In the past, CPD research carried out in the FE system had been based predominantly on data relating to full-time rather than part-time or sessional staff. The two cohorts in this study included part-time and sessional staff.

From September 2008 teachers, tutors and trainers in the FE system have been required by the Lifelong Learning UK (LLUK) Professional Standards Body to undertake and record at least 30 hours of Continued Professional Development (CPD) per annum; this stands pro-rata for part-time practitioners. The annual CPD record has to be maintained by a professional body such as the Institute for Learning (IfL). As a consequence, all teachers, tutors and trainers in the FE system now have to register with the IfL and record their CPD on an annual basis.

The project decided to apply a definition of continuing professional development based on that used by the Institute for Learning (IfL). This decision was taken because of a) the IfL's central role in recording of CPD of practitioners, b) its broad interpretation of CPD and c) its ethos in promoting a CPD model based on reflective practice.

The IfL states that:

'Continuing professional development means maintaining, improving and broadening relevant knowledge and skills in your [the practitioner] subject specialism and your teaching and training, so that it has a positive impact on practice and the learner experience.' <.....>

'CPD is the critical reflection on learning experiences and activities that improve practice, and demonstrate continuous development as a teacher or trainer.'

The Institute recognises all forms of professional development in its definition of CPD, including accredited or non-accredited, and structured or unstructured activities. The following are examples of activities that the IfL includes in its broad definition of CPD:

- Reading relevant journals or books
- Attending training courses, formal development sessions
- Mentoring, shadowing, peer review,
- Involvement in relevant visits
- Online learning including engagement in discussion forums and blogs
- Viewing and reviewing television programmes, video clips on the internet, or CD-ROMs/DVDs.

2.2 Research questions

The research set out to explore the answers to three research questions:

- How do practitioners keep up-to-date in the use of technologies in their teaching and learning practice?
- What catalysts, personal and institutional, motivate them to update their skills?
- Do practitioners perceive a difference in their teaching and learning strategies as a consequence of engaging in CPD activity?

The research team was also seeking to establish whether there was any evidence of increased e Learning-related professional updating practices amongst the E-Guide cohort as opposed to the group that had not shared any form of systematic intervention. The comparative approach taken by the research team enabled the team to draw out differences and similarities arising from the data between the two cohorts.

3. Methodology

The research commenced April 2008. It planned to complete a comparative study of two groups: practitioners that had undertaken an E-Guide training programme with a cohort of practitioners from further education colleges that had not, as a group, shared any single form of systematic e Learning intervention.

The project was divided into four distinct stages:

- A literature review
- An initial semi-structured interview with participants
- The submission of regular, monthly self-reflective diaries
- A final semi-structured interview with participants.

3.1 Literature review

At the start of the research, the team undertook a literature review. The literature was selected on the following basis:

- Any research published between 2006 to present (July 2008).
- Keywords: Reflective diary, Reflective practice, Reflection, tutors, teachers, professional development. The parameters were that the text should relate to the education or training of adults and to practice.
- Articles which dealt with the following: (a) how 'reflection' was defined, (b) how it was used in the project, (c) how participants/ learners were encouraged to keep learners up to date, (d) how the research addressed the reduction of attrition (nothing to be found here, particularly), (e) how the quality of output was monitored and sustained, and (f) the analytic framework being used.

The team discovered that research based on the above parameters had taken place predominantly within the higher education sector, with some literature relating to further education and work based learning practice. There was little to be found in the literature

which was directly relevant to the voluntary and community sector, within which a number of project participants worked. The literature was helpful in informing and validating the methodology.

The following outcomes were based on the findings of the literature review and informed the design of the project:

- The scope and nature of the reflective journal; privacy, method of submission.
- The guidance document for participants explaining the purpose of the diary keeping and providing some advice on how participants might reflect on their CPD experiences.
- The level of support offered to participants. Overwhelmingly, the literature spoke of the importance of support, both before reflective practice was undertaken and as reflections were conducted. This instigated the process of email reminders to practitioners to complete and submit their diaries, and the identification of points of contact with the research team for each cohort.
- The development of the code of ethics, which included an assurance that the content of the diaries would remain personal and which stated that project participation was totally voluntary and that participants could withdraw at any time.

Alongside the literature review, a recruitment strategy was planned. It was decided that in order to maintain some consistency in the points of contact with the participants, HUDCETT would be the point of contact for the non E-Guide cohort and NIACE for the E-Guide group. Each project partner was responsible for maintaining contact with their cohort, reminding participants about diary submissions, and for conducting the initial and final interviews with individuals in their group.

During the course of the project, NIACE and HUDCETT collaborated in the development of the following research tools and supporting documentation:

- a) Invitation letter.
- b) Code of ethics.
- c) Consent Form.

- d) Initial interview schedule (semi-structured).
- e) Reflective diary template and guidance.
- f) Final interview schedule (semi-structured).

The literature showed that researchers differed in the degree to which they wanted to control the nature of the information recorded. After some debate between NIACE and HUDCETT, it was decided that no further direct human guidance would accompany the written guidance unless participants asked for help. This decision was taken to try and minimise the influences on participants by researchers on their choice of CPD to record and reflect upon.

Both HUDCETT and NIACE sent out an email or letter of invitation with research project details to prospective participants at the start of the project. The project intended to recruit 15 participants for each cohort and had considered recruiting a representative sample in terms of gender and ethnic origin. However, since time was tight, it was decided that a 'convenience sample' would have to suffice.

Table 3.1: E-Guide Cohort - date of completion of E-Guide Training

Participant Code	Date of completion
N1	11 April 2009
N2	2 April 2008
N3	7 July 2005
N4	19 November 2004
N5	16 March 2005
N6	11 April 2008
N7	8 November 2007
N8	1 April 2006
N9	14 February 2007
N10	5 November 2007
N11	10 November 2004
N12	5 December 2006
N13	11 January 2008
N14	11 March 2005

Individuals that formed part of the E-Guide cohort were selected from 2000 individuals that had undertaken the E-Guide training programme during the four years prior to the

start of the project (Table 3.1). The NIACE recruitment resulted in 14 participants agreeing to take part as members of the E-Guide cohort.

Individuals in the second cohort were selected both as a result of an e-mail being sent to HUDCETT contacts in the institutions that formed part of the HUDCETT consortium and promotion of the project at three major HUDCETT professional development and training meetings. This process resulted in a total of 13 participants agreeing to take part as members of the non E-Guide cohort (Table 3.2).

At the start of the project, both cohorts lost one participant each due to personal circumstances and the non E-Guide cohort also had another individual that never responded to researchers from the outset.

The remaining non-respondents across both cohorts did not officially drop out. However, they consistently proved difficult to contact and did not submit diary reflections despite expressing an initial commitment to the project and good intentions. One non E-Guide respondent explained “This was one that just got away”, suggesting that participation in the project was obstructed by other priorities and professional demands.

Table 3.2: Total number of project participants

Cohort	No. of participants
Non E-Guide cohort (HUDCETT)	13
E-Guide cohort (NIACE)	14
Total	27

3.2 Initial semi-structured interviews

In June and July 2008, both NIACE and HUDCETT conducted initial semi-structured telephone interviews (see Appendix 1) with participants in the project to provide a baseline set of reference data. All the interviews were audio recorded by the researchers and were transcribed by NIACE. Data from the initial interview transcriptions was then coded using NVivo software and resulted in the participant profiles outlined in Table 3.3 and Table 3.4.

Table 3.3: Participant profiles – Non E-Guide cohort

KEY	
Gold	Did not participate
Blue	Engaged in both interviews and diaries.
Purple	Engaged in final interview and diaries - no initial interview so no participant profile
Pink	Engaged in both interviews but no diaries
Green	Engaged in initial interview only
Yellow	Engaged in both initial interview and diaries

Participant Code Non E-Guide Cohort	Subject	Teaching Hours pw	Teaching Years	Prior experience of reflective practice	Prior experience of e Learning
H1	Did not participate				
H2	Did not participate				
H3	Media	30	2	No	Yes
H4	Did not participate				
H5	Not known	Not known	Not known	Not known	Not known
H6	Food Manufacturing	15	1	No	Yes
H7	Key Skills	22-24	10	Yes	Yes
H8	History and PGCE	20	13	None	Yes
H9	Teacher Training	6	4	Yes	Yes
H10	Did not participate				
H11	ICT	23	17	Yes	Yes
H12	Teacher Education	22	4	Yes	Yes
H13	Project Management/staff development	Ad hoc hours	23	Yes	Yes

The participant profile showed that a wide range of subject and curriculum areas were represented within the project. Teaching experience spanned from 1 year up to 23 years. The only 5 full time practitioners involved in the project formed part of the E-Guide cohort, with no full time practitioners in the non E-Guide cohort. Where practitioners did not teach full time, teaching hours ranged from 6 to 30 hours a week.

Table 3.4: Participant profiles – E-Guide cohort

KEY	
Gold	Did not participate
Blue	Engaged in both interviews and diaries.
Purple	Engaged in final interview and diaries - no initial interview so no participant profile
Pink	Engaged in both interviews but no diaries
Green	Engaged in initial interview only
Yellow	Engaged in both initial interview and diaries

Participant Code E-Guide Cohort	Subject	Teaching Hours pw	Teaching Years	Prior experience of reflective practice	Prior experience of e Learning
N1	Arts and crafts	10	4	None	Yes
N2	ESOL	2 classes per week	5	Yes	Yes
N3	Skills for Life	Full time	Not known??	Yes	Yes
N4	Business Communication	4-6	15	No	Yes
N5	Numeracy & PETALS	Full time	10	Yes	Yes
N6	IT Outreach	Hours vary	7	yes	Yes
N7	Citizens Advice National Certificate	Hours vary	5	Yes	No
N8	Literacy and Creative Writing	Full time	9	Yes	Yes
N9	Did not participate				
N10	Presentation skills, gardening, catering	Not known	6	No	Yes
N11	Tutor training	Hours vary	8	Yes	Yes
N12	Key Skills	Full time	9	No	Yes
N13	Hair and Beauty	Full time	6	Yes	Yes
N14	Not known	Not known	Not known	Not known	Not known

3.3 Self-reflective diaries

It was decided that the research approach would include encouraging practitioners to produce and update a self-reflective diary. In policy terms, the use of reflective diaries as one method of data collection aligned closely with the mandatory requirements from the Lifelong Learning UK (LLUK) Professional Standards Body that from September 2008, teachers, tutors and trainers in the FE system undertake and record at least 30 hours of Continued Professional Development (CPD) per annum; this stands pro-rata for part-time practitioners. The annual CPD record has to be maintained by a professional body such as the Institute for Learning (IfL). The IfL's ethos is to promote a CPD model based on reflective practice.

The decision to use self-reflective logs was also based on the research evidence on the effectiveness of well-supported reflective practice. Research appears to show that effective practice is related to inquiry, reflection, and continuous professional development (Harris 1998). Davis (2006) states that *productive* reflection will not be achieved solely through the provision of the opportunity for reflection; reflection should be stimulated if it is expected to be productive.

Epp (2008) reviewed literature on the use of reflective journals (1992-2006) in undergraduate clinical education. The purpose was to ascertain the usefulness of reflective journals as a tool to promote reflection in practice. Epp found that the quality of journals improved as time went on and as trust grew between the researcher and the participant and concluded that reflective journal writing was a skill that needed to be learned. Chirema (2007) describes reflection as 'turning experience into learning' (p.192). The reflection in this case is characterised as when an individual returns to, recalls or replays events and may result in new or changed behaviours.

The digitally based reflective journal asked participants to record and reflect on all e Learning related practice, whether discreet or embedded. Individuals were asked to try and make *explicit* from any CPD activities undertaken the linkages between educational theory, their personal developmental experiences and the application of these in practice. In other words, the diary should describe the process by which they turned 'experience into learning'.

The reflective diaries were supplemented by initial and final semi-structured telephone interviews with both cohorts. The initial interview took place before the reflective diary activity, and provided a baseline set of reference data. The final interview took place after the reflective activity had been completed.

Reflective diary submissions commenced 9th July 2008. The final journals were submitted in January 2009. All participants were provided with a reflective journal template (see Appendix 2) and with guidance for completing the journal. The template was designed to reflect Kolb's learning cycle (1984) and to help individuals to structure their thoughts. The guidance document did explain that the project was researching experiences of CPD related to the use of technology, whether it was explicit or embedded within wider CPD exercises. There was no formal word-count, so practitioners could write as much or as little as they deemed appropriate.

The cohorts were offered a number of different ways of submitting the reflective diaries in order to minimise the barriers to completion. Project areas were set up in the Institute for Learning's (IfL) online REfLECT tool and on the NIACE Moodle³ learning platform, and the diary template was also designed as a Microsoft Office Word document that could be submitted directly to researchers. After negotiation with HUDCETT, it was agreed that only the Moodle and Microsoft Word options would be offered to HUDCETT participants, in order to keep to a minimum the potential barriers to engagement in the project.

It was agreed with participants that they would submit their diaries by the 9th of each month over the course of the project. Reminders to participants to complete their diaries were sent out by NIACE and HUDCETT one week prior to submission; with a further electronic mail reminder sent to non-submitters one week post the submission date.

The agreement to divide the cohorts between the two project partners did lead to some confusion during the first few months of the project with regard to submissions. NIACE believed that HUDCETT was monitoring their own submissions whilst HUDCETT believed NIACE was responsible for monitoring and feeding back to researchers on all submissions by both cohorts. As soon as the issue was identified, it was resolved.

³ NIACE Moodle: <http://moodle.niace.org.uk/>

Most diary submissions were made by email. However, one respondent submitted each diary via the REfLECT tool and another submitted one diary only via the NIACE Moodle. The main reason given for submitting diaries by email was that it was a quick and easy process, as lack of time to engage with the diary work was always a factor. All those respondents that decided to use email to submit their diaries stated that they did not experience any technical difficulties.

In both cohorts, where positive, informal lines of communication did develop between respondents and researchers, the communications from researchers regularly focussed on expressing appreciation for meeting the submission target date and for continuing to support the project.

Most respondents said that they had either looked at or tried the IfL REfLECT website, but found it to be quite complicated and had decided it would be too time-consuming to learn to use for the purposes of this project.

“I find it [*the REfLECT tool*] very confusing to use. So that’s why I chose the email, I’m still persevering with REfLECT but it’s not easy, I don’t think it is anyway, I find it very fragmented and it’s just not easy for me.”

“I think it [*the REfLECT tool*] was sort of still in the development stage, I think I went in to have a look at it and I thought oh crikey, I realise I was going to spend a bit of a time getting my head round it and I really didn’t have time to spare if I wanted to meet the deadline.”

A number of participants did return to the IfL REfLECT tool at the end of the project, and had a more positive response to it.

“The only issue that I ever really have is time. However Reflect makes it very easy to process CPD.”

“I found that the IFL Reflect tool is really helpful. I was able to record thoughts, meetings, activities, etc which all helped to achieve the

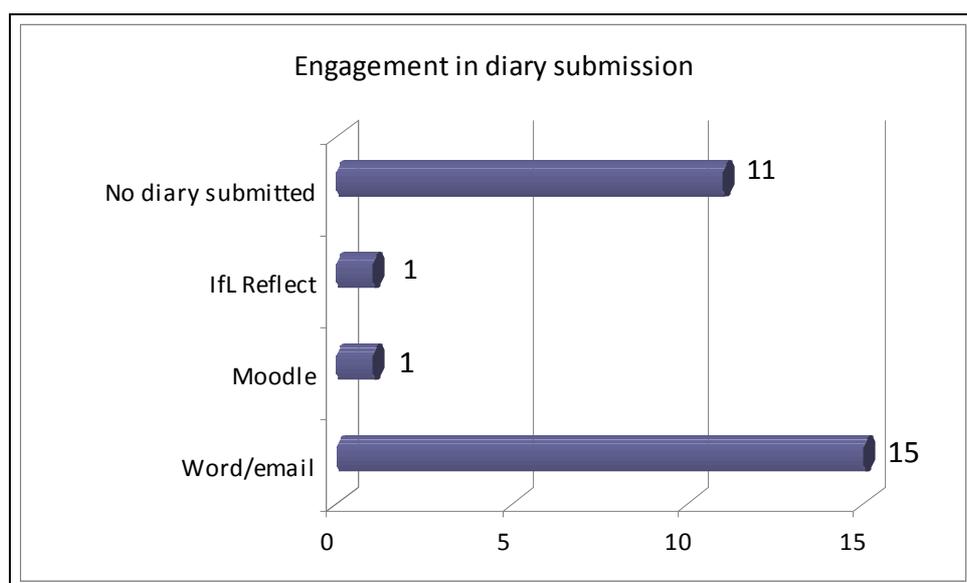
necessary”

Diary responses received tended to use the template headings provided by the project team but varied considerably in length, content, and frequency of submission. A particular issue facing the team was that the majority of the diary data consisted of descriptions of CPD activity. Whilst this information was useful, the absence of reflective feedback on how the activity had affected the practitioner in terms of their understanding, skills, knowledge and in particular practice proved a barrier in addressing the research questions. Many of the diary responses were more akin to ‘a log’ of CPD activities rather than a ‘reflection on’ CPD activity.

Possible reasons for the lack of self-reflective feedback in the diaries might include lack of clarity in the guidance provided by the project, unfamiliarity with recording self-reflective responses to CPD, an unwillingness on behalf of the practitioners to share these more personal reflections with an audience or a combination of all these.

Fortunately, the final semi-structured interviews did provide some data regarding the drivers for engaging in CPD activities. The final interviews did not, however, enable the research team to relate motive to individual CPD experiences.

Figure 3.1: Engagement in diary submission



One practitioner submitted their self-reflective diaries via NIACE's Moodle platform and via the Microsoft Word template, and one used the Institute for Learning's REfLECT tool. The preference of the vast majority of practitioners (55.5%) was to submit diaries using the Microsoft Word template and emailing them directly to the researchers (Figure 3.1).

The qualitative analysis of data from the interviews and the self-reflective diaries was conducted through a process of 'open coding'. The software NVivo was used to assist analysis. An audit trail (Appendix 5) was maintained alongside the coding process to enable other individuals to follow the iterative coding process.

3.4. Final semi-structured interviews

The final semi-structured interviews (see Appendix 3) were conducted to enable practitioners engaged in the research to comment on the project and project processes. Participants were asked about the diary submission processes, including their views on the IfL's REfLECT tool, whether they recorded all e Learning-related CPD activities during the project period and if not, why they omitted certain experiences, their thoughts on the role of reflective practice in CPD, their approach to recording their reflections, what further support would have assisted them in engaging with the project and finally, the barriers to engagement.

As the self-reflective diaries did not always make links between the CPD undertaken and the personal benefits to the individual, the research team ensured that a question about motivation would be included in the final semi-structured interview. These final interviews did provide some data regarding the drivers for engaging in CPD activities. They did not, however, enable the research team to relate motive to individual, specific CPD experiences.

A number of practitioners commented that they were fully aware that diary entries would be read by an external audience and therefore made a judgement about which CPD activities would be recorded and which would be omitted.

"I was selective because I just thought what would be useful and what

would not be useful, there are a lot of things I have learnt myself and a lot of things that the college offers but not everything is always useful”

“You were interested in using technology and things for the purposes of what you were doing I was doing an awful lot of CPD but I was trying to dig out the bits that were relevant to what you wanted.”

Consequently, the self-reflective diaries could only act as a signpost to the number and nature of CPD experiences that were undertaken during the project timeline.

3.5 Participation in the project

Tables 3.5 and 3.6 outline the participatory rates in interviews and diary submissions for each individual across both cohorts.

Table 3.5: Participatory rates in project – Non E-Guide cohort

KEY	
Gold	Did not participate - no participant profile available
Blue	Both interviews and diaries.
Purple	Final interview and diaries - no participant profile available
Pink	Both interviews but no diaries
Green	Initial interview only
Yellow	Initial interview and diary

NON E-GUIDE COHORT - HUDCETT			
Participant Code No.	Initial Interview	Final Interview	Diaries
H1	No	No	No
H2	No	No	No
H3	Yes	Yes	Yes - 2
H4	No	No	No
H5	No	Yes	Yes - 5
H6	Yes	No	Yes - 4

H7	Yes	No	No
H8	Yes	No	No
H9	Yes	No	No
H10	No	No	No
H11	Yes	Yes	Yes - 4
H12	Yes	Yes	Yes - 5
H13	Yes	Yes	No

Table 3.6: Participatory rates in project – E-Guide cohort

KEY	
Gold	Did not participate - no participant profile available
Blue	Both interviews and diaries.
Purple	Final interview and diaries - no participant profile available
Pink	Both interviews but no diaries
Green	Initial interview only
Yellow	Initial interview and diary

E-GUIDE COHORT - NIACE			
Participant Code No.	Initial Interview	Final Interview	Diaries
N1	Yes	No	Yes - 3
N2	Yes	No	No
N3	Yes	Yes	Yes - 8
N4	Yes	Yes	Yes - 6
N5	Yes	No	Yes - 5
N6	Yes	Yes	Yes - 22
N7	Yes	Yes	Yes - 8
N8	Yes	No	No
N9	No	No	No
N10	Yes	Yes	Yes - 8

N11	Yes	No	Yes - 1
N12	Yes	Yes	Yes - 11
N13	Yes	Yes	Yes - 7
N14	No	Yes	Yes - 17

Participation in the initial and final interviews varied considerably. Some practitioners completed the initial interview but were not available for the final interview. Others did not take part in the first interview, but did volunteer to be interviewed at the end of the project. In total, 10 participants took part in all aspects of research, 3 from the HUDCETT non E-Guide cohort and 7 from the NIACE E-Guide group. The total participatory numbers in the project are shown in Table 3.7.

Table 3.7: Engagement in project

N = No. of participants	HUDCETT	NIACE	TOTAL
Did not participate	4	1	5
Initial Interview Only	3	2	5
Initial Interview & Diaries	1	3	4
Final Interview & Diaries	1	1	2
Two Interviews	1	0	1
Two Interviews and Diaries	3	7	10

4. Findings

4.1 Keeping up-to-date in the use of technologies

Respondents appear to have participated in a range of CPD-related activities since this project began in April 2008. Activities reported to the research team included:

- Finding out about the use of IT for Family Learning
- Exploring social networking websites
- Developing resources for delivering Moodle learning platform training
- Learning to use an Ipad to record feedback sessions
- Watching online resources downloaded from *Teachers' TV*
- Investigating software technologies for gaming devices.

Participants recorded a total of 132 separate CPD experiences in the self-reflective diaries (see Appendix 4). The activities fell into four main categories:

- Related to software
- Related to IT equipment or using technology
- Related to websites, social networking and broadcasting
- Related to CPD that made no reference to technology

28.03% of the total recorded activities directly related to learning about specific software, 21.96% related to digital equipment and technologies, 18.2% to websites, social networking and broadcasting, and 31.81% to learning about topics where the role of technology was not explicitly mentioned (Table 3.8).

Table 3.8: Number and Types of CPD activity recorded by cohort

Type of CPD activity N=No. of CPD activities	Number of activities recorded	
	Non E-Guide cohort	E-Guide cohort
Related to software	14	23
Related to IT equipment or using technology	3	26
Related to websites, social networking and broadcasting	9	15
Related to CPD with no reference to technology	12	30
Total	38	94

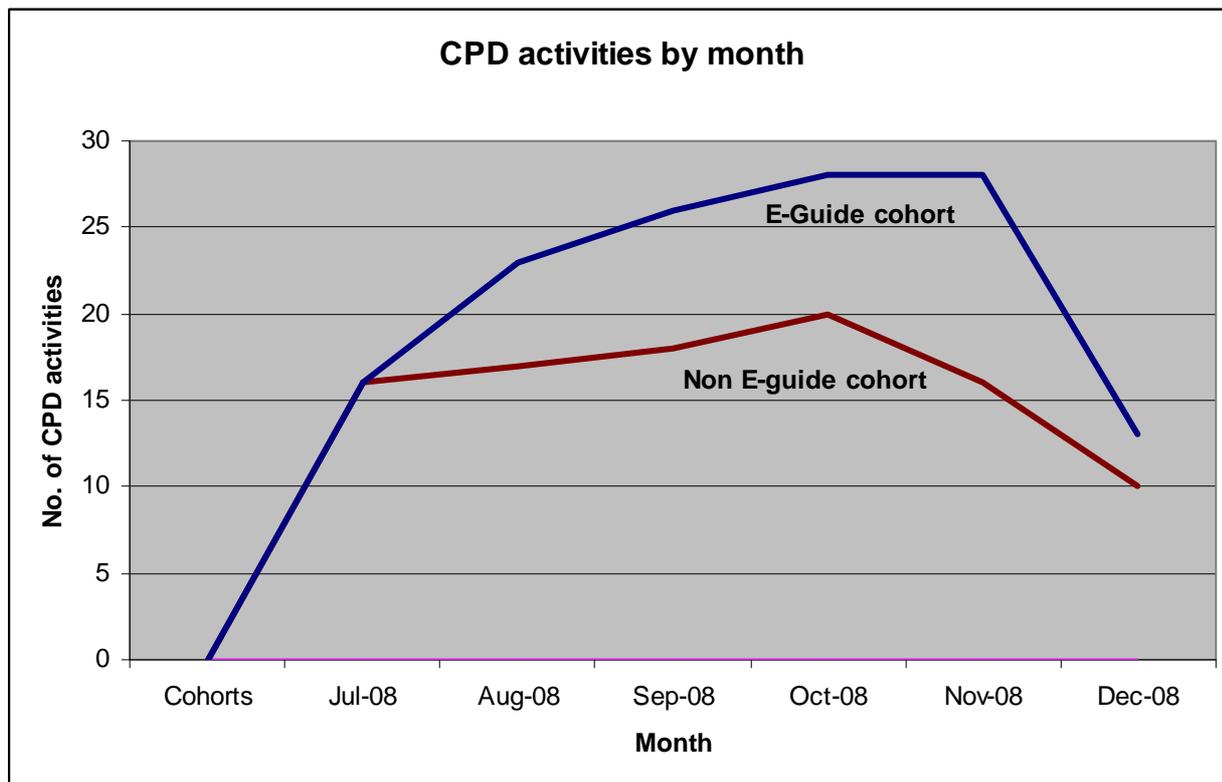
A number of practitioners involved in the final interview process commented that they were fully aware that diary entries would be read by an external audience and therefore selected which CPD activities would be recorded and which would be omitted. Consequently, the self-reflective diaries can only act as a signpost to the nature and types of CPD experiences undertaken during the lifetime of the project.

The manner in which practitioners from both cohorts kept up-to-date ranged from structured, formal training courses and sessions to self-directed activities. Since participants did not always comment on the nature of the CPD experience, it was not possible to analyse with any accuracy where the activities could be placed along this spectrum. It was also not always clear from the data whether the CPD activity was voluntarily undertaken or mandatory.

Of the total recorded activities, 113 included an indication of duration. An analysis of this data showed that a large percentage (84%) of CPD engagement involved short, sharp experiences lasting 7 hours or less. 68.1% involved experiences lasting 4 hours or less.

An analysis of the number of CPD activities recorded throughout the diary submission stage shows that the E-Guide cohort recorded more activity (Figure 4.1). However, this result must be tempered by the fact that there was a greater engagement in the project by the E-Guide cohort than the non E-Guide group and that many E-Guides continue to deliver training during the summer months.

Figure 4.1: Number of CPD activities recorded in diaries per month



Many respondents described their experiences in trying to learn about and use technologies in their teaching and learning practice. The data showed that participants were all at different starting points with regard to their prior experience of information and communications technology (ICT). This was reflected in an assortment of positive and negative comments about technology. Negative comments appeared related to:

- little or no confidence in using technology

“The technology frightens me and for good reasons. 1. It tends not to work. 2. It is beyond my comprehension. 3. It seems counter-productive 4. I haven't been trained.”

“Well, I won’t be using I-phones because I have mechanics’ fingers and, even if I had the normal slim version, still can’t fathom the things.”

The limitations are often people’s pre-conceptions on the fact of oh my god I’m going to blow up the internet if I do the wrong thing.”

- dissatisfaction with ICT training received

“The session was delivered too quickly.”

“As a result of the lack of log ons and the issues with computer settings the session did not run as smoothly as I would have liked.”

- a lack of time to practice what was learnt at a training session so that the training was forgotten and/or wasted

“This is rather a difficult one since the formal ICT-related activities I have engaged with seemed somewhat fruitless. For example, I have attended IWB [Interactive Whiteboard] training three times but, since I didn’t have access to an IWB at the time, have never used it and, therefore, forgotten how to do it. My teaching room now has an IWB although I have no idea how it works, training in its use has ceased and I’m not sure of who to approach to show me since very few colleagues use them either. Maybe they also forgot.”

“Soon after the session I went off to my Summer holidays. After

returning, I tried to use Moodle and to my cost forgot how to do the basic things which I learnt only a month ago.”

The majority of negative comments about technology, over 90%, were from the non E-Guide cohort with the more positive attitudes to technology coming from the E-Guide cohort. This is not surprising given that members of the latter cohort had all undertaken, some time in the past, the E-Guide training course, which is aimed at helping individuals apply ICT to their practice. These individuals also had a specific role within their organisations and services to promote and support the use of technology with their peers. It was probable that they would have more confidence in using ICT and have a more positive attitude to it.

“It has taken time for me to understand the software but I am getting there.” (E-Guide participant)

“I am really enjoying using Bb [Blackboard learning platform] even though it does take up a lot of time.” (E-Guide participant)

“Following the training I have been researching various YouTube and VideoJug video clips on interactive whiteboards which demonstrate good practice.” (E-Guide participant)

4.2 The catalysts that motivate practitioners to update their skills

An analysis of the data collected in the self-reflective diaries and in responses to the final interview questions demonstrated that practitioners engaged in CPD for a variety of reasons. In a number of cases, the motivation derived from a personal interest and was self-directed. At times, the interest was stimulated by peer recommendation or the practitioner’s own past successes.

“The more I undertake CPD, the more I find there is to learn”

“The use of Facebook was suggested in June 08 by one member of the group as a way to increase social interaction within the volunteer/learner group”.

“Even the slightest growth in this area has been, for me, a motivation to develop further, more competently with less fear that something will go wrong”

In other cases, engagement in the CPD activity was institutionally driven, in particular where the CPD was concerned with understanding how to use newly acquired equipment or the organisation’s learning platform.

“Because of the recent purchases of interactive whiteboards”

“I mentioned the new all-singing all-dancing software that enables (requires) staff reliance on embracing the multi-faceted benefits of ICT systems which link MIS, registers, exams and rooming etc”

“We have just upgraded our Blackboard [learning platform] system and I want to get to know the new features within it...so that I can use them and also give extensive training to other members of staff”

However, the two most recorded catalysts for undertaking CPD in both cohorts were to improve practice and benefit learners.

Improve practice

“This is why it is important to participate in CPD and sometimes on similar themes as you add to your knowledge base gradually and

develop and improve practice”

“I’m a teacher, and if I’m a teacher, that means I should be learning. I should be a learner first and a teacher second”

“Anything to do with teaching you’ve got to be on top of the lot of it really”

“I was only trying to be prepared ahead of the next student intake and to have first-hand experience of what they would need to be doing”

Benefit learners

“Most of the students I teach are sixteen to eighteen on BTEC courses and they all sort of live in Facebook and email and messaging and I think it’s something that we’ve got to think about, how we can integrate some of that in our teaching to make it relevant for how these young people are living their lives now”

“I dread using anything ICT-related in class in case it goes wrong...so I have a reluctance (understandably, I feel) yet my learners deserve better and the onus is on me to move on in a meaningful way”

“I want to use as many teaching methods as possible and give the learners chance to use different tools and gain various experiences of new technologies”

“Need to update skills in order to assist my learners”

4.3 Perceptions of a difference in teaching and learning strategies as a consequence of engaging in CPD activity

The initial interviews revealed that 13 participants (48%) had declared some prior experiences with reflective practice, although the nature of these experiences was not always clear. All 10 of the practitioners that were involved in the final interview stage had some form of previous experience in reflective practice.

It was hoped that the information in the self-reflective diaries could be used to a) identify patterns of Continuing Professional Development (CPD) behaviour, and b) provide an insight into how practitioners interpret these professional development situations and apply them to their teaching and learning practice. The majority of the diary entries did not make an explicit link between activity and personal benefits. Although evidence from the final interviews helped partially to address this omission in that participants were asked to make a judgement on how any e Learning-related CPD *might* impact on their practice, the lack of diary evidence did result in the research team being unable to make a direct link between a specific CPD activity and the benefits to the individual.

Respondents were asked what impact e Learning-related CPD *might* have on their practice, and the following responses were provided:

- Increased confidence with information and communications technology (ICT). Respondents mentioned that involvement in e Learning-related CPD session had increased confidence in their ability to apply ICT to their learning sessions.

“Reflecting on previous cpd activities has definitely triggered a change to my current practice.”

“As a result not only am I able to make my presentations more interactive but also as all my learners are teachers/tutors themselves,

some will take the technique I used for their own presentations.”

“Developing these resources is increasing my knowledge and understanding which, in turn is giving me more confidence to teach this subject.”

- Ability to embed technology within teaching practice or changing current practice
Some participants were able to see how what they had learnt during a CPD session might be applied to their teaching practice.

“As a result of this course I have made some amendments to the original scheme of work and hope in the near future to upload this course to the Moodle [learning platform] for others to use.”

“Having attended the course I will be able to open the documents and feel comfortable to manipulate them to gain the information necessary to do my job.”

“The success of this session has certainly encouraged me to be more ‘electronic’ in my teaching role and to use such resources wherever possible and without the same level of fright and reluctance”

- Increased awareness of and access to resources to improve teaching practice
Respondents stated that CPD activities often made them aware of helpful or useful websites, blogs and reference materials to enhance their teaching practice. They also mentioned that practical CPD session provided them with ideas for creating new teaching resources or amending current resources.

“Links to a couple of websites were given which I will be uploading to the VLE [learning platform] under Cookery. I will forward a link to this page

of the VLE to the tutor in the hope that she will use it with her learners in future.”

“I plan to review the information and resources presented to date and maybe alter the format of some and reproduce them or remove some from circulation.”

- Improved communication with learners

Respondents mentioned that their CPD experiences had given them ideas for improving lines of communication both with their learners and with their colleagues. Practitioners became aware of the role of social networking sites or VLEs [learning platforms] to enhance communication between learners and their tutors and encourage learners to include peer networking to support their learning.

“I’ve also recently signed up to the microblogging service, and some of these bloggers are also Twitter users. This opens up a ‘back-channel’ to allow further communication and gives users quick access to their network to share ideas and importantly ask for help and ideas.”

“I will exploit email as a central channel of communication with learners”

“I have changed my attitude to web-based free accounts.”

- Gaining new skills to pass on to learners or colleagues

Participants stated that their CPD experiences increased their own skills which in turn they were able to pass on to their learners or cascade to colleagues.

“I’ve just already genned up two tutors on some of the software that I

looked at yesterday so I've passed it on already."

"I learnt how to use a new piece of learning technology and was able to pass this onto my learners."

- Improved subject knowledge

Participants acknowledged that CPD had improved their subject knowledge. With this increased knowledge and understanding, they felt able to use technology more appropriately to deliver specific subject sessions.

"Developing the course on Blackboard is helping with both my specialist subject area and my e Learning role."

"Attending this course has definitely improved my subject knowledge. I feel more confident to use the spreadsheets sent to me and not have to keep phoning others to either talk me through it or ask them to send it again in different version."

- Reinforcement of skills already acquired

Engaging in CPD sometimes resulted in the reinforcement of the skills practitioners already had.

"I think it will reinforce what I have already learned and enable me to pass this on."

"It has given me an opportunity to refresh my skills and thoughts."

- Understanding the learner experience, that is what it is like to be a learner
Respondents mentioned that undertaking CPD activities and, therefore, becoming a learner again, reminded them of what it's like to be a learner. They were able to empathise with their learners and see things from the learners' perspective.

“Firstly and most importantly, and I never fail to experience this whenever I attend an ICT CPD event, I am reminded of the helplessness of the learner. Therefore, it was a good reiteration of one of the fundamentals of teaching practice.”

“It was useful making sure that I understood Blackboard [learning platform] from the learners perspective and also knowing what they needed to learn.”

4.4 Other findings

Participation and engagement in the project varied considerably between cohorts and between individuals. At the start of the project, both cohorts lost one participant each due to personal circumstances. The remaining non-respondents did not officially drop out but proved difficult to contact.

Alaszewski (2006) comments that the discipline and effort required to keep a regular record means that ‘diary keeping in contemporary societies remains a minority habit’. Certainly, the research team found it a challenge to keep those participants that continued some involvement in the project motivated to submit their diaries on a regular basis. Participants were also well aware of the difficulties involved in keeping and submitting diaries on a regular basis.

“You need somebody with a cattle prod to keep you going and doing it on your own can be a little bit insular and not very productive I find.”

“I’ve just finished doing my PGCE, which obviously, I’ve been doing a lot of that sort of thing, but obviously now I’ve finished doing that, that impetus is probably going to go so this [the project] will sort of give me a jolt to get going and start recording some stuff for IfL as well.”

“I admit at times it was sort of dropping off the bottom of my list.”

“You’re reflecting but you haven’t always got time to write it down and that was the hardest part I found of the research having the time to actually fill the table in.”

Respondents stated that the main barrier to reflection was lack of time, followed by pressures of workload and changing priorities. Despite these difficulties, 7 members from the E-Guides cohort and 3 individuals from the non E-Guides group took part in all stages of the project from initial interview, through diary submission to final interview - a total of 37% of the total number of participants recruited at the start of the project. It is the intention of the research team to share the findings of the research with all participants once this report is made public.

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APPENDICES

Appendix 1: Initial Interview Questionnaire

The initial semi-structured interview with participants is intended to generate a profile of participant background and experience. Participants will also be asked to complete a NIACE *equality and diversity monitoring form*. The following themes will be covered in the interview:

Name:

Subject(s) taught:

Date/phase E-guide training undertaken:

Date/ time interviewed (+duration):

Location: (telephone)

1.0 Reasons for choosing to participate in the research:

1.1 *What specifically motivated you to participate in the research?*

1.2 *Do you feel that keeping a reflective diary will impact upon your practice?*

2.0 Prior experiences of the use of reflective practice:

2.2 *Have you ever used tools to enhance reflective practice before now?*

2.3 *If so, what tools have you used/ When/where?*

2.4 *If not, are there any reasons why not?*

3.0 Current job(s)/role(s):

3.1 *On average, how many hours do you teach per week?*

3.2 *How long have you been teaching/training?*

4.0 Prior experiences of e Learning (*meaning the use of technology as the vehicle for learning*):

4.1 *Please describe your prior experiences of e learning. Have you ever undertaken a formal IT or e Learning course? If so, please identify it.*

4.2 *What was your last e Learning related experience?*

- 4.3 *Generally, how do you feel about the use of technology as the vehicle for learning; what are the benefits/ limitations?*
- 4.4 *To what extent does your personal use of technology impact upon your professional practice?*

5.0 Experiences of CPD:

The IfL define CPD as “maintaining, improving and broadening relevant knowledge and skills in your subject specialism and your teaching so that it has a positive impact on practice and learner experience.”⁴

- 5.1 *How often do you undertake CPD?*
- 5.2 *What kinds of CPD have you undertaken in the past?*
- 5.3 *What was the last CPD exercise you undertook? When was this?*

6.0 Using the reflective diary - Intended approach:

- 6.1 *How often do you intend to complete the reflective diary/ when will you make time for this?*
- 6.2 *Do you think there will be professional advantages in completing the reflective diary, and if so, what do you think they will be?*
- 6.3 *Do you anticipate any barriers to being able to regularly complete your reflective diary?*

7.0 Finally, are there any further comments you would like to make, or points that you would like to raise, in relation to the research?

Many thanks for your participation

⁴ Institute for Learning (2007) *Guidelines for your Continued Professional Development (CPD)*: 4. At [http://www.ifl.ac.uk/services/docs/582/J1553%20IfL%20CPD%20Guidelines%20leaflet%20v7%20\(2\).pdf](http://www.ifl.ac.uk/services/docs/582/J1553%20IfL%20CPD%20Guidelines%20leaflet%20v7%20(2).pdf) (accessed 23.05.08)

Appendix 2: Reflective Diary Template

Please complete the following template as you build your reflection. You can choose to reflect as often as seems appropriate to you. We would ask, however, that you make clear your name and the date on each entry, so that your personal events/experiences can be chronologically ordered. Please remember that we are interested in all technology-related CPD.

Name:

Date of diary entry:

1.0 1.0 Please describe the learning intervention/ event/ activity.

Also consider: (a) when did it occur? (b) how long did it last (if appropriate)? Please give any details as evidence, such as conference title/date, or website url, etc.

Activity undertaken/ description:

Date of activity:

Duration:

Evidence:

2.0 2.0 Why have you chosen to describe this particular intervention/ event/ activity in relation to your CPD?

For example (a) was it particularly interesting and if so, why (b) did you immediately see its relevance to your practice, (c) has it helped you to understand something related to your practice, (d) has it altered your practice in relation to your teaching?

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3.0 What aspects of this learning do you feel will be most useful to your teaching practice?

4.0 What do you plan to do differently as a result of the intervention/ event/ activity?

<p>As teaching practitioners, we <i>frequently</i> undertake CPD (formal and informal) <i>activities</i>. However, changes/alterations to our practice tend to occur following a period of longer-term reflection and review.</p> <p>5.0 Please consider, and provide examples, of where <u>reflecting on previous</u> CPD interventions has triggered a change in your <u>current practice</u>. Has this been in a way that you expected?</p> <p><u>For example</u>; has there been an alteration in (a) your subject-specific knowledge, (b) your teaching strategies, practices or approaches, (c) your assessment practice, (d) other (please state) or (e) multiples of the above (please state).</p>

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Appendix 3 – Final Interview Questionnaire

The final semi-structured interview with participants is intended to obtain your views on your involvement in the project from the processes undertaken through to your thoughts on reflective practice. The following themes will be covered in the interview:

Name:

Subject(s) taught:

Date/phase E-guide training undertaken:

Date/ time interviewed (+duration):

Location: (telephone)

1.0 Did you submit diaries for all the e Learning-related continuing professional development (CPD) activities you undertook during the period September 2008 – January 2009? If no, please explain your reasons for not submitting entries.

2.0 How did you find the process for submitting diaries? Please tell us if you experienced any technical difficulties.

3.0 Would any changes to the submission process have enabled you to submit more entries?

4.0 Please describe the approach you took to reflecting on your CPD activity and recording your reflections. What helped you?

5.0 What barriers, if any, did you encounter in reflecting on your CPD activity?

6.0 Thinking about all the e Learning related CPD activity you have undertaken since last summer, what have been the benefits?

7.0 How important do you think the role of reflection is in CPD? Please explain.

8.0 What would support practitioners to engage more in reflective practice?

9.0 What are your views on the Institute for Learning's reflective tool?

10.0 Is there anything else you would like to tell us about e Learning-related CPD?

Many thanks for your participation

Appendix 4 - Type of CPD activities recorded

Non E-Guide group

<p>Related to software</p> <p>N=14</p>	<ul style="list-style-type: none"> • Moodle Training • Teaching session - spreadsheets • Initial Reflection, Introduction to electronic registers and own file management exploration • Accessing VLE [learning platform] • Sorting electronic documents • Problems with electronic folders • Problems with electronic folders • Problems with electronic folders • Exploring 21 PowerPoint game shows, tried NVIVO trial software (one session) • Adobe Audition - new version • Audition Program • Using drag and drop in PowerPoint • Adding narration to PowerPoint slide show • Microsoft Excel 2007 course
<p>Related to IT equipment or using technology</p> <p>N=3</p>	<ul style="list-style-type: none"> • Using digital recorders • Use of Creative Teaching DVD • Interactive Whiteboard
<p>Related to websites, social networking and broadcasting</p> <p>N=9</p>	<ul style="list-style-type: none"> • Registration with FE Alliance website • Session with PGCE trainees on Associate On-line • Associate On-line Site • Visiting Consortium websites • Twitter site • Twitter • Online staff development quiz • Development of online communities using wikis • Using Word 2007 Referencing Tool
<p>CPD with no reference to technology</p> <p>N=12</p>	<ul style="list-style-type: none"> • Subject Learning Coach programme • Updating student records • Functional skills bridging session • Annual Appraisal • Introduction to ITT course • Second session of ITT course • Third session of ITT course • Induction day for Ed D programme • Team CPD day • IAG Meeting for Food Manufacturing Assessors • ENTO D Level 2 • I V Award Induction Program

E-Guide group

<p>Related to software N=23</p>	<ul style="list-style-type: none"> • Photoshop • Microsoft Publisher • Investigating software technologies used for gaming devices • Attending Online Presentation in Instant Presenter • E Guide Plus workshop • Developing resources for delivering Moodle training • Delivering Moodle Training [learning platform] • Developing Moodle [learning platform] and preparing to open course • Moodle [learning platform] training session • Using books on Moodle • Blackboard [learning platform] training with college staff • Blackboard [learning platform] training with college staff - session 2 • Developing resources for Blackboard [learning platform] • Developing resources for Blackboard [learning platform] • JISC workshop on VLEs [learning platform] and Intellectual Property • Delivering training session on using VLE [learning platform] • Preparing PowerPoint Step Up • ITQ Word 2007 Level 1 • In house training course - data and Excel based • Photostory 3 - session 1 • Photostory 3 - session 2 • Photostory 3 - session 5 • E-portfolios
<p>Related to IT equipment or using technology N=26</p>	<ul style="list-style-type: none"> • Futurelab workshop - how can new technologies support learning in families • Blackboard [learning platform] training session for staff • Delivering Blackboard training [learning platform] session for students • Using voting pods • Connecting games devices • Connecting devices and game play • Delivering training in Interactive Whiteboards • Training E-Guides on Using New Equipment in Classrooms • Preparing and delivering Interactive Whiteboard training • Delivering training to MFL tutors on e Learning • Experimenting with Quizdom Voting Sticks • Use of i-pod to record feedback session • Teachers TV • IT for family learning - session 1 • IT for family learning – session 2 • IT for family learning – session 3 • IT for family learning – session 4 • Data Recovery course • CAMEL training event • E-Guide briefing session and training day • ITQ Level 1 Admin

	<ul style="list-style-type: none"> • ITQ Admin • Cascade E-Guide training • NIACE CAMEL workshop • Self study – smarttech [interactive whiteboard] • ITQ replacing CLAIT
<p>Related to websites, social networking and broadcasting</p> <p>N=15</p>	<ul style="list-style-type: none"> • Numeracy Brush Up Online • Creating a Wiki and using it for learners • Visiting the Subject Learning Coach website • Making use of a website - www.learningset.org.uk • Online CPD activity on reflection v evaluation • Learning about Facebook • Google mail • Facebook and Flickr • Explore websites for training materials • Creating a website • Reflect [IfL website] Training Session • Use of reflect [IfL] site • Using Facebook • TechDis Online Seminar - HE Update • Preparing to deliver Reflect [IfL website] Training
<p>CPD with no reference to technology</p> <p>N=30</p>	<ul style="list-style-type: none"> • Dad's Cookbook • Induction training for students • Questionnaire research • Mentoring training • Reading - learning and teaching theories • Researching and developing learning materials for PTLLS • CIEH Level 2 Award in Food Safety in Catering • Training on Supported Learning Courses • Delivering training to tutors • Salsa classes • Attended meeting of the SEQUIN group on learner involvement strategy • Observed training session on using Signalong [Sign-supporting system based on British Sign Language] • Quality meeting for CMs at MALS • Getting on with Maths - Awareness Raising Event • Functional Skills for Adults event • Research Project • DTTLs - Numeracy • Assessment procedures for DTTLs • Communicating list of contacts to others • Action Plan 2008 - 2009 • Mentoring Meeting • Staff Training Day • Mentoring • Community Meeting • Less Paper Committee • Meeting with mentee • Progress report on Teaching Squares • Course Attendance - Case reporting • Teaching Square Meeting

	<ul style="list-style-type: none">• Continued work on action research project
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Appendix 5 – Coding framework audit trail

Activity/Meetings	Coding Frameworks	Initial Decisions/Reasons for changes
<p>NIACE Research Officer and Research Assistant initial meeting to discuss initial coding framework. Data had been entered into NVivo software.</p>	<p>CPD Activity</p> <ul style="list-style-type: none"> • Types of CPD • Motivations • Experiences • Frequency <p>Impact of CPD</p> <ul style="list-style-type: none"> • Personal benefit • Impact on learners • Other Impacts • Diary 	<p>These codes were initially decided upon because it was felt that they would draw out data to answer the project’s three research questions. The Research Officer and Research Assistant in the team then tested the codes by taking a sample of 4 interviews and 2 diaries from the data.</p>
<p>NIACE Research Officer and Research Assistant compare the sample coding and discuss any amendments to be made to the coding framework.</p>	<p>CPD Activity</p> <ul style="list-style-type: none"> • Types of CPD • Motivations • Experience • Frequency • Prior experience <p>Impact of CPD</p> <ul style="list-style-type: none"> • Personal benefit • Impact on learners • Other impacts <p>Research</p> <ul style="list-style-type: none"> • Diaries • Interviews • Reasons for non-submission • Reasons for Participation • Previous e Learning experience 	<p>After comparing the sample coding based on the original coding framework, it was felt that a tighter focus was required. The coding did not reflect the data that had been collected about the participants strongly enough. The team wanted to cross-reference previous experience of reflection and e Learning with data arising from the self-reflective diaries. A second sample of the coding framework was undertaken.</p>
<p>NIACE Research Officer and Research Assistant review the revised sample coding.</p>	<p>Background</p> <ul style="list-style-type: none"> • Reasons for participating in the research • What hoping to gain from taking part • Prior experience of reflective practice • Prior experience of e Learning • Attitude to e Learning • Diary – intended approach and potential problems 	<p>The team compared the second sample of data and decided that another code needed to be added that drew out information specifically about the participants. The team wanted to explore prior experience of reflective practice, prior experience with e Learning, and problems/barriers associated with completing their diaries. The ‘Impact of CPD’ was amended to just ‘Impact’ and included in ‘CPD Before and During Project’ which now covered the ‘impact of CPD on their current/future practice’ and ‘impact on learners/colleagues/themselves’.</p>

	<p>CPD Before and During Project</p> <ul style="list-style-type: none"> • Activities • Motivations • Experiences • Frequency • Impact 	
<p>Coding Framework sent to HUDCETT partner for secondary coding.</p>		<p>The coding framework, along with the sample of diaries and interviews, were sent to a member of the project team at HUDCETT for secondary coding. The result was the very similar to samples already undertaken by NIACE team members. No amendments were made to the coding framework.</p>
<p>Agreed to add a further overarching category which covered information from the final interview with participants.</p>	<p>End of Project</p> <ul style="list-style-type: none"> • Approach to reflection • Barriers and Issues • Benefits of participating in the project • Engagement in reflective practice • Institute for Learning (IfL) Reflect Tool • Wider Benefits 	<p>Once the final interviews with participants were completed, it was decided that we needed to draw out further information from this additional data set. The team added further codes under a new 'End of Project' category.</p>