Topic stream: B. Good practice

Submission type:

Submission title:
Behind the seams of the patchwork text strategy for PG Cert LTAP in HE

Abstract:
The PG Cert Learning Teaching and Assessment Practice provides an interesting example of a work based learning programme which supports a number of innovative features; a 60 credit module comprising 9 learning outcomes organised around 3 thematic areas, a flex model of curriculum design (Horn and Staker, 2011) which enables staff to choose their own route through the learning outcomes and assessment strategy involving the development of a series of learning contracts which direct the compilation of a patchwork assessment curated in Mahara.
The Patchwork Assessment (Scoggins and Winter, 1999) comprises nine critically reflective patches (one for each learning outcome) and a wrap-around reflection which ensures that the requirements of the HEA at Descriptor 2, and SEDA are met. Locating the patchwork assessment in Mahara enables collaboration and sharing as well as developing useful digital skills which may be deployed with our participants' own students.
In this workshop, we provide a theoretical rationale for this model of curriculum design (Staker) and we provide more detail and explain the value of the patchwork assessment strategy in the context of the PG Cert. We discuss the challenges of this personalised approach to assessment for students and for the programme team, and we invite discussion around the value of patchwork assessment and its applicability in other work-based learning contexts (Trevelyan and Wilson, 2012).

Horn, M and Staker, H. (2011) The rise of K-12 Blended Learning, Innosight Institute. (Available online at http://www.christenseninstitute.org/wp-content/uploads/2013/04/The-rise-of-K-12-blended-learning.pdf)
Scoggins, J & Winter, R (1999) The Patchwork Text: a coursework format for education as critical understanding, Teaching in Higher Education, Vol 4 (4), 485-499
Trevelyan, R and Wilson, A (2012) Using Patchwork Texts in Assessment: Clarifying and Categorising Choices in Their Use, Assessment & Evaluation in Higher Education, Vol 37(4), 487-498