

SOFTWARE

THE DEVELOPMENT OF SELF-ORGANISED LEARNERS:
THE C.S.H.L LEARNING TECHNOLOGY
AND METHODOLOGY FOR
REFLECTING ON BEHAVIOUR & EXPERIENCE

PERCEIVE & EVALUATE



PERCEIVE AND EVALUATE

Comprising:- **GRID-FORM, TRIAD, READ GRID, VERBAL LABELS (E),
VERBAL LABELS (C), RATINGS; INPUT CATEGORIES:
SORT CONSTRUCTS, FOCUS, SERRATE RELATE; RELATED TYPES GRID,
DISPLAY, MAPPINGS: SINGLE TYPE GRID, DISPLAY**

This list of apparent 'components' of 'PERCEIVE AND EVALUATE' is provided for general explanatory purposes only. The programs and routines for performing any particular 'PERCEIVE AND EVALUATE' function on any specific computer-peripheral configuration will not map exactly onto this explanatory structure. See notes on 'computer program compatibility' and on the 'trial-run' service for more details.

BACKGROUND

The PERCEIVE AND EVALUATE techniques offers a new facility to grid users. This is the opportunity to explore different levels and types of construing in relation to the purpose and topic. the original repertory grid in PERCEIVE, for example, uses elements which are physical objects present during the elicitation conversation. Much work on perceptual construing with for example, art students, industrial inspectors and interviewers has shown that *Perceptual??* Grids contain constructs which vary in both specificity and type. Typically as the grid conversation process it is possible to identify:-

Sensory Constructs which are expressed in visual, auditory, tactile, etc.. terms

Descriptive Constructs which are expressed in terms of some public though often specialist language which has a shared and agreed set of referents for the people concerned e.g. 'on ear', 'a loud voice', a metal inclusion, a crack, etc...

Inferential Constructs

1. Inferring some previous causes or events which are no longer present but are assumed or:-
2. Anticipating some future events which are equally not present but are inferred from the current evidence.

Evaluative Constructs These imply some comment or value judgement.

The PERCEIVE AND EVALUATE routine allows the user to illicit a composite grid, to sort the constructs into different categories, to elaborate any or each of the category grids until that category of construing is fully explored and then to compare and recombine the category grids one with another to make the users much more aware of their processes of perception and evaluation.

DESCRIPTION

The PERCEIVE AND EVALUATE routines may be incorporated into the PEGASUS and/or REFLECT procedures and may themselves use any of the interactive TRI-GRID, FOCUS routines. They offers users the opportunity to choose one of the sets of categories offered by the program or to define a category system for their own.

They then input their grid. the program takes them through a conversation in which they assign their constructs into the categories. They are then given the opportunity to add, combine, delete or re-define the constructs within each category in turn and to assign or re-assign the elements as is necessary to complete each category grid. These may be subjected to any of the procedures available for highlighting and conversing about the pattern of meaning hidden within each raw category grid.

Category grids are then compared one with another to reveal how the meaning in one category maps onto the meaning of another. Finally the grids are recombined and the composite grid is analysed to reveal the total layers of meaning as these relate one to another.

THE OUTLINE DESIGN

Inputting the Grid

the original Grid may result from a previous PEGASUS conversation or it may have been filed using the 'READGRID' facility.

Defining the Categories

the perceptual categories discussed in the background and various other category systems relating to academic assessment, emotional connotations of construing, staff appraisal, teaching/learning satisfactions, social skills etc., are available to enable the user (or system manager) to familiarise themselves with this methodology. However, it is anticipated that the users (system managers) will soon wish to edit these to tailor them to their own purposes and to add additional sets of categories of their own. An editing and category definition facilities is available for this purpose.

Categorising the Constructs

Each construct in the grid is offered for assignment to one or more category. when poles of one construct seem to belong in different categories the construct may be assigned to both categories and possibly defined at a later stage in the conversation.

Revising, Adding, Deleting & Editing Constructs

Once the constructs have been assigned to categories it is often immediately obvious that the user representation of certain types of their construing is either incomplete or distorted. This is in itself interesting and the procedure summarises the stores this 'original state' for later commentary. The user is then offered the opportunity to edit the constructs in each category with interactive commentary to encourage the most complete description of personal construing.

Developing each Category Grid

The set of constructs in the category are used with the element set to develop the category grid. Elements and Constructs may be added, deleted, edited or revised until the assigning of the elements to the constructs is felt to fully represent that category of construing. A check is kept on the elements introduced and a final run-through ensues that every elements occurring in each grid.

Reflecting on Separate Category Grids

The program offers the routines available (in Interactive TRI-GRID, FOCUS and in REFLECT) to encourage the user to fully explore the pattern of meaning in each grid.

Comparing Category Grids

A Variant on the Interactive Pairs routines is used to enable the user to fully appreciate the implication of how one category grid maps onto another.

Combining Category Grids

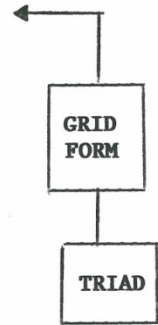
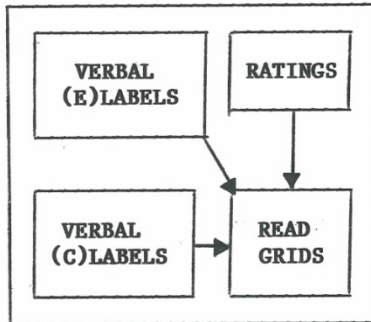
the grids are then re-combined and users can recruit the available procedures (interactive TRI-GRID, FOCUS and REFLECT) to explore the full implications of their construing of the topic.

The Final Print-Out

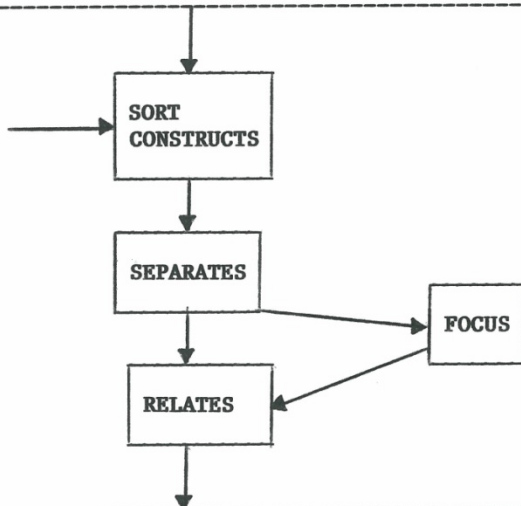
the printer facilities are available for producing a step-by-step record of the Perceive and Evaluate Conversation.

PERCEIVE AND EVALUATE

INPUT
CATEGORIES



FILES



FILES

