SOFTWARE

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

STRUCTURES OF MEANING

ALTERNATIVE FORMS FOR NEGOTIATING MEANING

STRUCTURES OF MEANING

Comprising:-   **INPUT ITEMS, TALK-ABOUT ITEMS, SORT AND RELATE, STRUCTURE, DISPLAY STRUCTURE. REVISE STRUCTURE, TALK BACK THROUGH STRUCTURE, ENCOUNTERS.**

This list of apparent, 'components' of **'Structures of Meaning'** is provided for general explanatory purposes only. the programs and routines for performing any particular **'Structures of Meaning'** 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

Structures of Meaning is based on completely different set of assumptions to the repertory grid programs. This technique has been used in a wide variety of situations to allow naive users to reflect upon their pattern of thoughts about a subject. This enables them to converse systematically about a topic which they previously found difficult or impossible to discuss.

DESCRIPTION

The Structure of Meaning technique is based on the assumption that meaning can be expressed as a pattern of relationships between items of experience. this the program starts be eliciting short descriptions of items of experience which be displayed upon a screen. Systematic comparisons of each item with every other item indentifies the complete pattern of relationships. This is used to produce a patterning of the items on the screen. The user can interact with this pattern to change and refine their understanding by adding or deleting items until they feel that the displayed pattern of meaning adequately reflects their understanding of the topic.

Talkback through this structure can be used as a basis for self-assessment exercises and for beginning a learning-to-learn conversation. When two or more people have filed structures of meaning on the same topic they can collaborate in a joint interaction using the video-display. this interaction can be regulated to produce the compromise, 'Give Over, Take Over' or creative encounter experience.

THE OUTLINE DESIGN

Input Items

Allows the users to type in brief descriptions of each item of
experience, edit any item and check completed list.

Talk-about items

If users cannot recall or construct any more items unaided, they are
offered the opportunity to go through a series of awareness guiding
routines to help them explore their experience more fully.

Sort and Relate

Encourages users into interactive sorting of their items, identifies
stable groupings and talks users through to their final groupings.

Structure

Allows use of the games paddles or a joystick to move items around
the screen until a personally satisfying pattern is produced. This
is then filed.

Display Structures

Allows users to inspect their Structures of Meaning on the screen, a
printer or on an intelligent X,Y Plotter.

Revise Structures

Allows users to add, delete and/or to re-position them on the
screen.

Talk-back through a Structure of Meaning

This sequence begins a Learning Conversation with users, from a
basis in their Structures of Meaning.

Encounters

Users two Structures of Meaning on the same topic to encourage two
users to explore and create a shared understanding of it.

STRUCTURES OF MEANING

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                    ┌──────────┐
                    │  INPUT   │◄───────────────────────┐
                    │  ITEMS   │                         │
            ┌───────└──────────┘                         │
            │            │                               │
            │            ▼                               │
            │       ┌──────────┐                         │
   ─────────┼──────►│  SORT &  │                         │
            │       │  RELATE  │──────────┐              │
            │       └──────────┘          │              │
            │            │                ▼              │
            │            │          ┌───────────┐        │
            │            ▼          │ STRUCTURE │        │
            │       ┌──────────┐◄───└───────────┘        │
            │       │ DISPLAY  │◄──────────────────────┘
            │       │STRUCTURE │◄──────────┐
            │       └──────────┘           │
            │            │                 │
   ─────────┼────┐       ▼                 │
            │    │  ┌──────────┐           │
            └───►│  │  REVISE  │───────────┘
                 └─►│STRUCTURE │
                    └──────────┘
                         │
            ┌────────────┴────────────┐
            ▼                         ▼
   ┌─────────────────┐      ┌─────────────────┐
   │ SELF ASSESS     │      │ GIVE OVER       │
   │ AND             │      │ TAKE OVER       │
   │ LEARN TO LEARN  │      │ WITH ANOTHER    │
   └─────────────────┘      └─────────────────┘
            │                         │
            ▼                         ▼
   ┌─────────────────┐      ┌─────────────────┐
   │     THE         │      │     THE         │
   │  COMPROMISE     │      │  CREATIVE       │
   │                 │      │  ENCOUNTER      │
   └─────────────────┘      └─────────────────┘
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