

Open Research Online

The Open University's repository of research publications and other research outputs

PIVOT Stage 3: Generating Learning Aims for Practice

Other

How to cite:

Cooper, Barry and Pickering, Maggie (2009). PIVOT Stage 3: Generating Learning Aims for Practice. The Open University, Milton Keynes, UK.

For guidance on citations see [FAQs](#).

© 2009 The Authors

Version: Version of Record

Link(s) to article on publisher's website:

<http://www.open.ac.uk/pbpl/activities/details/detail.php?itemId=4832deec92f3e>

Copyright and Moral Rights for the articles on this site are retained by the individual authors and/or other copyright owners. For more information on Open Research Online's data [policy](#) on reuse of materials please consult the policies page.

oro.open.ac.uk



PIVOT Stage 3: Generating Learning Aims for Practice

This activity can be viewed in action. See the  video clip 'PIVOT Stage 3' in the related resources section of the website. You will also find a filled in example in this section: PIVOT Learning Aims Scale – completed sample.

Purpose

This activity enables you to generate your own learning aims to work with in your practice setting. These aims will be based on the constructs that you previously identified in the earlier stages of PIVOT. Therefore they will be unique and (most) meaningful only to you. The intention of this activity is to make the constructs more concrete in terms of your own development. You will be prioritising and scaling up to three constructs to develop personal goals and learning objectives and you will be identifying significant steps in reaching these.

When

You need to have undertaken the previous two PIVOT activities before commencing this. There is an emphasis on learning in practice within this exercise and it has been designed particularly with a placement or practice learning opportunity in mind. However, it can be used at the beginning of any learning or training and is also recommended near the start of post-qualifying studies. It is appropriate for any situation where there will be an individual focus on professional growth, development and learning (for example, a new supervision relationship).

Where

As with previous PIVOT exercises this is a learner-centred activity that involves dialogue between two people. It is suitable as a workshop exercise between peers and it is a good learning activity between student and tutor. This can establish or facilitate a 'learning' relationship between tutor and student and it is a particular opportunity for dialogue about placement and work-based learning.

Facilities and equipment

- Instruction sheets.
- Four Learning Aims Scale Sheets (one spare). Please note that there are three pages to each Scale Sheet. A pdf containing the Scale Sheet is available from the documents section of the website.
- Quiet space for two people/pairs to think and discuss.
- Pens and spare paper or notebook for any extra reflective thoughts or jottings.
- Previously completed Personal Construct Grid.
- Previously completed Values Ladder Sheets.
- A sample Learning Aims Scale, which you may wish to have in front of you.

Time required

We recommend that you spend ten minutes either the day before or just prior to this activity familiarising yourself with your Personal Construct Grid and your Values Ladder Sheets. You will be choosing three constructs from anywhere on them.

Once you have read the instructions and selected your constructs you need to allow twenty minutes for each construct to be transformed into a learning aim. Therefore if you are generating three learning aims you need to allow one hour.

Activity



Remember you can view this activity in action between two people. Allow around fifteen minutes. See 'PIVOT Stage 3' in the related resources section of the website.

To begin you will need to have in front of you:

- Your Personal Construct Grid from the first PIVOT activity.
- Your three Values Ladder Sheets from PIVOT Stage 2.
- Four Learning Aims Scale Sheets (one spare). This has been provided as a pdf for you to print out (see the documents section of the website).
- The Learning Aims Scale – completed sample (see related resources) if you wish to refer to it.
- Pens and spare paper.

In this activity you will be prioritising and scaling up to three constructs to develop personal goals and learning objectives. You will also be identifying practical and realistic steps in reaching these. For this activity it doesn't matter what stage or where on the Personal Construct Grid or the Values Ladder Sheets your chosen constructs come from. The only, but essential, criterion is that the constructs you choose are significant in that you want to learn more or progress in some way through further learning and development in your practice.

- 1 Read through all the instructions first, including the instructions on the Learning Aims Scale Sheet, with whoever is facilitating.
- 2 From anywhere on your Personal Construct Grid or Values Ladder Sheets try and select up to three constructs that you think it would be helpful for you to work on more to develop in your practice.
- 3 Choose the first and most important construct that you want to make more concrete in terms of your learning. Start the activity according to the guidance on the Learning Aims Scale Sheet. You need to position your construct on a 0–10 scale, with 0 being a statement about what is least desired and 10 being what is most desired in your learning.
- 4 There is a sentence on the Learning Aims Scale that reads 'If the wording doesn't exactly represent 10/10 on a scale then feel free to change it'. This applies to either end of the scale. When you are transferring your construct with its two labels on to the 0-10 scale it is important that the wording is what is most meaningful for you to work with. If you need to 'tweak' it in some way then do. See below or on the completed sample scale for an example of this.

This example is taken from the sample Learning Aims Scale

You will see that the student wanted to develop the construct:

‘Doesn’t think through the child’s position’ _____ ‘Understands the child’s position’

To place this on the 0–10 scale the student changed the wording to suit her own learning and development to:

‘Pays no attention to child’s views or position’ _____ ‘To understand the child’s position as much as I can’
0 _____ 10

However, the student could have left the construct exactly as it was previously expressed and placed both ends straight on to the scale.

- 5** Now you need to work through the four questions on the Learning Aims Scale Sheets. It helps to clarify the questions if the facilitator reads them aloud to you. Questions 3 and 4 will take a while to think about so allow yourself time. They ask you to be concrete and to describe in detail – see the box below.

A note about Questions 3 and 4

Question 3 on the Learning Aims Scale Sheets asks you to ‘describe in detail’. Do be as detailed as you can. The more detail you can describe, the more you will clarify for yourself where you would like to be with this particular aspect of your learning and the more concrete it will become.

Question 4 on the Scale Sheet asks you to break down your aim into more specific steps. Again, the more detailed and specific you can be the more concrete, personally realistic and achievable these steps become.

- 6** Develop as many learning aims as you feel is helpful. Up to three have been suggested for this activity but you may not have time to complete these. You may find that you want to continue the activity on your own or it may be that you just want to focus on one or two in depth within your practice. Please use this activity in a way that suits your development needs best.



How can you best use these learning aims?

Can you incorporate them relevantly into any of your academic studies?

Are you able to discuss them with a placement supervisor, tutor or mentor within your placement or practice situation?

Can they form part of a learning or reflective portfolio for you to refer to throughout your professional development?