

## Peter Ovens' Patchwork Text action research

is reported in two articles:

1. **Using the Patchwork text to develop a critical understanding of science** is published in the Special Issue of INNOVATIONS IN EDUCATION AND TEACHING INTERNATIONAL V 40 N 2 pp. 133-143, published by Taylor and Francis ISSN 1470-3297. This issue is titled; *The Patchwork Text: A radical reassessment of coursework assignments*. It is entirely about Patchwork Texts, with articles about its application in diverse contexts, including an international business degree, a module on *applied epistemology for community nurses*, teaching Greek tragedy, a science specialist module for primary school student teachers, restructuring a Masters dissertation module, and a Family therapy module in a Social Work degree. There are also two sample patchwork text assignments. Richard Winter has an article on Contextualising the approach, and authors of all the articles contribute to a concluding article about what we learned, with some general implications.
2. **A Patchwork text approach to assessment in teacher education** is published in *Teaching in higher Education*, V 8, N 4, pp. 545-562 published by Carfax. It reflects on the experience of introducing the approach through criticisms and resistances to initiatives, and raises questions about value positions and the climate for change in higher education.

### References to sources used in these two papers:

- Barnett, R (1990) The Idea of Higher Education. Buckingham, Open University Press.
- Barnett, R. (1997). Higher Education: a critical business. Buckingham, The Society for Research into Higher Education and the Open University Press.
- Davies, D. (1998) Scientific experience in G A K Edwards (Ed) *Experience and Education – towards an alternative national curriculum*. Pp. 46-62. London, Paul Chapman.
- Dearden, R. (1975). Autonomy as an educational ideal. Philosophers discuss education. S. Brown. London, Macmillan.
- DES (1998). Circular 4/98.
- Elliott, J (1991) Action research for educational change. Open University Press.
- Harrison, S. & Ovens, P. (2002). "The debate about SATs and the QCA standards report: a reply to Martin Hollins." Primary Science Review 71: 32.
- MacDonald, B. (1987). Keynote address. The Ides of March Conference, Cromer, Centre for Applied Research in Education.
- Marton, F. & Salijo, R. (1984). Approaches to learning. The experience of learning. in Marton, F et al *The Experience of learning*. . Edinburgh, Scottish Academic Press.
- Ovens, P (1999) Can teachers be developed?. British Journal of In-Service Education, 25 pp. 275-306.
- Ovens, P. (2000). Reflective teacher development in primary science. London, Falmer Press.
- Ovens, P. J. (2000). "Becoming scientific and becoming professional: towards moderating rationalism in the initial teacher education curriculum." The Curriculum Journal 11(2): 177-197.
- Rowland, S. (2000) The Enquiring University Teacher. Buckingham, The SRHE and Open University Press.
- Schön, D. (1983). The reflective practitioner. London, Temple Smith.
- Schwab, J. J. (1970). The Practical: a language for curriculum. Washington, National Education Association Publications.
- Winter, R. (1999). "Introduction to Scoggins, J. and Winter, R: The Patchwork Text: a coursework format for education as critical understanding." Teaching in Higher Education 4(4): 485-99.
- Winter, R., Buck, A & Sobiechowska, P. (1999) Professional experience and the Investigative Imagination: the ART of reflective writing. London Routledge.