

Abstracts

Evolving Learning Design: emerging issues and potential future approaches

Lisa Corley, Sheila MacNeill, Dai Griffiths
 JISC, The University of Bolton, United Kingdom

Presentation type: Presentation

This presentation will discuss emergent issues and developments in the field of learning design. Although the presentation will have a UK bias, it will encompass developments from a wider global perspective.

JISC CETIS supports the current JISC Design for Learning programme. This programme encompasses developments in learning design concerned with technical frameworks, tools, and pedagogy. Building and sustaining a community of practice is central to the support role CETIS is providing to the programme. This session will complement the overview provided by Glenaffric re 'Cultural and contextual challenges for practitioners from the JISC Design for Learning Programme' and will also discuss developments out with the JISC programme, namely European and Australian advancements in the learning design arena.

Increasingly specifications such as IMS Content Packaging and Learning Design do appear to be at odds with developments in social software; how can web 2.0 collaborative technologies be integrated into the realm of learning design? There is still a need for interoperability, but perhaps now we need to move to thinking about looser couplings between content, activities and infrastructure and not aim to do everything by following one complex specification. As it currently stands, IMS LD deals primarily with formal education systems. This session will explore the potential for a learning design approach to cover informal learning. IMS LD is essentially a file format and does not dictate how the software should be structured; the technology must be informed by the pedagogy - pedagogic planners are emerging as a new and exciting area of development and the presenters will also cover recent developments in this area.

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Learning Design and the Library of the Future

Kate Pearce

Swansea College, United Kingdom

Presentation type: Presentation

The AleD project, managed by Swansea College, is a part of the JISC's Design for Learning programme, and has been working on and delivering learning designs that target Learning Resource Centre induction and information literacy skills in the context of many of the college's social cross-cutting themes.

These themes include Black History Month, Holocaust Memorial Day and Mis Cyl Cymru (a month-long celebration of Welsh culture and language). All of the sessions have been developed in conjunction with the ILT and LRC teams and delivered by the LRC team using LAMS. These sessions have given students opportunities to discuss, with each other, many of the issues that surround these themes; such as racism, discrimination, genocide, difference, acceptance and celebration, and are issues which many of our foreign students have had first-hand experience.

One of the goals of the learning designs was to embed information literacy skills. All too often the embedding of these skills is ignored, and students leave college ill equipped for the progression onto higher education. The sessions have looked at basic and advanced searching techniques, as well as effective Online Public Access Catalogue (OPAC) use, and have introduced students to the concepts of wikis and blogs. We have also looked at the growing problem of plagiarism, and have attempted to educate students out of the plagiarism habit and help staff 'design out' plagiarism within their courses.

Libraries of today are starting to embrace technologies and use them to give the power back to the student; letting students make decisions about their own learning by making valued judgement about their work. This work will only expand and grow as libraries, more than ever, will continue to grow at the centre of students' learning and cease to be passive holders of information.

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Introducing LAMS: An overview for beginners

Leanne Cameron

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Presentation type: Presentation

This presentation will be a brief overview of the LAMS V2 software. The Learner, Author and Monitoring environments will be demonstrated so those unfamiliar with LAMS will gain some understanding of its capabilities. This is not intended to be a hands-on workshop but merely a session to help delegates who have not used LAMS get more from the following conference sessions. If it is a hands-on experience delegates require, then they are welcome to enrol in one of the workshops that are being offered on the Friday and Saturday following the conference.

Biographical notes

Leanne Cameron is currently on secondment with MELCOE (Macquarie University's E-Learning Centre of Excellence) to work on a pedagogical planner project. The planner is being designed to work with LAMS (Learning Activity Management System) software to help university lecturers and teachers develop effective learning designs.

Leanne was working with the Australian Centre for Educational Studies at Sydney's Macquarie University. Originally employed as a Lecturer in Education (ICT), she has since moved on to manage the Teacher Education Program's IT Centre where she maintains teaching responsibility for two courses looking at the integration of ICTs in educational settings.

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LAMS and the pedagogy of inquiry: themes from an evaluation project

Philippa Levy, Ola Aiyegboyo, Sabine Little and Ian Loasby
University of Sheffield, United Kingdom

Presentation type: Presentation

This presentation will review preliminary findings of a JISC-funded Design for Learning project that is exploring the use of LAMS (Learning Activity Management System) for creating, facilitating and sharing digital designs for inquiry-based learning in social sciences and arts disciplines in higher education. Inquiry-based learning is grounded in principles of student-led exploration, investigation and research, often in collaborative settings, and carried out with the guidance and support of academic and learning support staff. Adopting a primarily qualitative research approach, the project, DeSILA (Designing and Sharing Inquiry-based Learning Activities), is examining the experiences and perspectives of academic staff, students and educational developers as LAMS users. Methods include pre- and post-implementation interviews with academic staff, feedback from student users, and monitoring of educational development (and technical support) issues. There is a focus on investigating the 'fit' between the pedagogical model that underpins LAMS, and the purposes and values that academic staff bring to the design and facilitation of inquiry-based learning in different contexts; the impact of LAMS as a stimulus for innovation in design for learning; the student experience in terms of autonomous engagement in inquiry; and, issues of sharing and reuse in a community of practice context.

This presentation will focus in particular on the experiences of academic staff and educational developers/support staff in their use of this tool. Following a brief introduction to the project and some of the LAMS sequences generated through it, the presentation will highlight themes including: staff perceptions of LAMS in relation to their conceptions of learning and teaching in the inquiry context, and as compared with other on-line tools; the relationship between LAMS and more open-ended forms of inquiry-based learning in arts and social sciences disciplines; patterns and issues of sharing and reuse. The paper will also highlight what has been learned about the pedagogical (as distinct from technical) support needs associated with successful engagement with LAMS for inquiry-based learning.

Biographical notes

Dr Philippa Levy is Academic Director of CILASS, the Centre for Inquiry-based Learning in the Arts and Social Sciences, and Senior Lecturer in the Department of

Information Studies, at the University of Sheffield. She is currently leading a JISC-funded Design for Learning project, called DeSILA, which is evaluating LAMS for the purposes of inquiry-based learning. Ian Loasby is IT Manager in the School of Law at the University of Sheffield and Technical Support Officer for the DeSILA project.

Improving the adoption of learning designs in Australian universities: initial thoughts

Wanda Jackson

Presentation type: Presentation

Who is talking about learning designs? Do we hear it as often as we would like? It comes up at leading edge conferences by those promoting change in education, turns up in journals to demonstrate research advances, and is thrown around by educational designers as they grapple with the practicalities of moving individuals and institutions into the 21st century. While it should be something integral to the concerns of university teachers in an electronic age, it really isn't: or at least, not yet. Why is this, and what should we do about it?

Three Australian learning design resources which represent different approaches to disseminating and creating learning designs beyond a single institution are identified. The informational website resulting from the AUTC Learning Designs project. The Learning Activity Management System, software supporting teachers to plan and build activity sequences

Janison Learning Management system, an LMS (VLE) which incorporates a selection of learning design templates for inclusion in course sites

This paper initially evaluates these resources through the JISC identified "principles of effective interventions" (usability, contextualisation, professional learning, working within communities and learning design) then suggests an added principle of "communication" can help to highlight ways in which uptake could be increased.

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Collaborative learning in schools: A round-table discussion

Leanne Cameron

Macquarie University, Australia

Presentation type: Round-table discussion

This will be an open discussion about the nature and application of collaborative learning in school settings. A number of LAMS projects will be reviewed but this is an opportunity for delegates to share success stories and also the not-so-successful experiences.

Biographical notes

Leanne Cameron is currently on secondment with MELCOE (Macquarie University's E-Learning Centre of Excellence) to work on a pedagogical planner project. The planner is being designed to work with LAMS (Learning Activity Management System) software to help university lecturers and teachers develop effective learning designs.

Leanne has spent a number of years working as a teacher in both primary and secondary schools and as Technology Trainer for the Department of Education's Training & Development Directorate. Her current research revolves around the investigation of ways to improve learning by the effective integration of technology in education.

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Perspectives on Learning Design with LAMS 2.0 for University Lecturers

Gregorio Rodríguez Gómez (Coord.), María Soledad Ibarra Sáiz, Antonio García Morilla; Antonio Gámez Mellado

University of Cadiz, Spain

Presentation type: Presentation

In the University of Cadiz we have started to use ITC to facilitate the teaching-learning process. With this purpose in mind MOODLE has been used to design several courses, and students can study a wide variety of subjects and even some full degrees in a blended-learning mode.

This situation has led a group of university teachers to analyze the possibilities and the difficulties of the use of new technologies in the university teaching-learning process. During this academic year a group of lecturers from several campuses of the University of Cadiz have been evaluating the utility of LAMS 2.0 for blended learning. With this presentation we would like to outline the results of the evaluation of the UCA_LAMS Project. The aim of this project is to integrate, develop and promote the use of LAMS within the Learning Management System (MOODLE).

In The First International LAMS Conference, Cameron (2006) reported on the results of a study with a group of pre-service student teachers and in this presentation we would like to outline the utility of LAMS for learning design from the perspective of a university lecturer with at least ten years' experience in traditional classes and at least three years in blended-learning.

To design our learning units we have used LAMS 2.0.I hosted in the University of Cadiz (<http://lamserver.uca.es/lams>) and we have used subjects related to statistics, language, history and research methods.

We have evaluated the following areas: lesson planning; previewing lessons; visual aspects and re-use of sequences.

Biographical notes:

Dr. Gregorio Rodríguez Gómez is associate professor of Educational Research Methods at the University of Cadiz and Head of the Department of Didactics. His current research is focused around e-learning and blended learning in higher education. He leads the EvalCOMIX Project (Competence Assessment and Blended Learning in Higher Education).

Dr. María Soledad Ibarra Sáiz is associate professor of Assessment in Education at the University of Cadiz and Head of the EVALFOR Research Group. Her research interests include adaptive educational assessment and learning oriented assessment in blended learning. She leads the EvalCAU international project (Learning-Oriented Assessment and Quality in Higher Education).

D. Antonio Gámez Mellado is associate professor of Statistics and Operational Research at the University of Cadiz and Head of the Department Section. His research interest is focused around e-learning and blended learning in higher education. He has more than ten years' experience as a teacher trainer of virtual teaching and e-learning in different institutions and universities.

Dr. Antonio García Morilla, full time lecturer in University of Cadiz, fields of teaching and research: translation studies and applied linguistics and language teaching. For the last two years he has implemented new technologies to achieve a new approach to these subjects, by using instruments like Moodle or internet based consultation.

D. Enrique Juan Gonzalez Conejero is technical support responsible for the Virtual Campus of Cadiz University from 5 years ago. Applications software engineering and project manager with 20 year of experience in several fields of informatics activity: Management, Real Time, and software project manager.

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The effects of computer self-efficacy, self-regulated learning strategy and LMS quality on learner's satisfaction

Jong-Ki Lee, Chae-Young Hwang

Kyungpook National University, South Korea

Presentation type: Refereed paper

According to the Sloan Consortium Report, distance education is the fastest growing sector of higher education. This study suggests a research model, based on an e-Learning success model; the relationship of the e-learner's self-regulated learning strategy, computer self-efficacy, and system quality perception of the e-Learning environment. This research model focuses on the learners' satisfaction and on self-regulated learning strategy. The former consists of learning activity management system, learning contents, and interaction that are provided by e-Learning system. And self-regulated learning strategy refers to the learner's computer self-efficacy and e-Learner's strategy.

As a result, not only LMS quality but also self-regulated learning strategy based on computer self-efficacy in e-Learning system is very important. We show the validity of the model empirically.

Biographical notes

Dr. Jong-Ki Lee is a Research Professor in school of business administration of the KyungPook National University, South Korea. He received his Ph.D. in Management Information System from the Daegu University in 2005. His research interests lie in learning management system, information quality, Moodle, and LAMS. His homepage address is <http://LMS4U.kr>.

Mr. Chae-Young Hwang is a graduate student in school of business of the KyungPook National University, South Korea. His research interests lie in e-business and ERP.

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Using LAMS to facilitate an effective program of ICT instruction

Leanne Cameron

Macquarie University, Australia

Presentation type: Refereed paper

This paper documents how LAMS facilitated the re-development of a course designed to provide ICT skills to our future classroom teachers. The course was transformed from a purely technical, skills-based design to a format offering students a solid grounding in effective pedagogical approaches and learning design. Whilst still providing some generic ICT training, the course emphasis has been shifted to enable students to understand the pedagogical, philosophical and ethical implications of integrating ICTs into school environments and, in some instances, society at large.

Students are also required to design their own e-learning activity in LAMS using the literature to justify their choice of technological tools. Throughout this process the students are encouraged to workshop their sequences with their peers, critically evaluate others' work and reflect on the success of their own. The primary aim of this course now is to create learning designers who are intelligent and adaptive users of technology.

Biographical notes

Leanne Cameron is currently on secondment with MELCOE (Macquarie University's E-Learning Centre of Excellence) to work on a pedagogical planner project. The planner is being designed to work with LAMS (Learning Activity Management System) software to help university lecturers and teachers develop effective learning designs.

Leanne was working with the Australian Centre for Educational Studies at Sydney's Macquarie University. Originally employed as a Lecturer in Education (ICT), she has since moved on to manage the Teacher Education Program's IT Centre where she maintains teaching responsibility for two courses looking at the integration of ICTs in educational settings.

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Integrating MOODLE-LAMS: Reflection and practice from a university point of view

Antonio Gámez Mellado (Coord.); Antonio García-Morilla; Enrique J. González Conejero; María Soledad Ibarra Sáiz; Gregorio Rodríguez Gómez.

University of Cadiz, Spain

Presentation type: Presentation

This presentation outlines results from UCA_LAMS Project. The aim of this project is to integrate, develop and promote the use of LAMS within the Learning Management System MOODLE. Specifically, we would like to introduce our conclusions about current practical possibilities of such an integration, so that the results can be used in the context of university courses organized under the LMS - MOODLE.

In this presentation we will try to answer some questions:

- What possibilities of integration has LAMS in a specific course designed under MOODLE?;
- What possibilities has LAMS to include tasks or activities designed under MOODLE?;
- Can learning objects be used if they have been designed under SCORM or IMS-LD?;
- Can LAMS be a useful tool for designing, managing and delivering online collaborative learning activities in higher education?

At present, with what we have called the UCA_LAMS Project, we are designing learning activities which will help us evaluate the capability of LAMS integrated with MOODLE, so that this resource can be used regularly in the Virtual Campus of Cádiz University. The learning activities are designed with different tools such as: Reload, eXelearning, Hot Potatoes, etc. Our intention is to integrate them into LAMS, so that, in a further step, they can hopefully be used with MOODLE. We will carry out a comparative study of the possibilities of each of the author tools which will allow us to design learning objects under SCORM or IMS-LD.

We think that the main advantages this process of integration with LAMS provides are the following:

It offers a very friendly interface, as well as facilitating the creation, running and sequence managing of learning activities, as well as sharing these sequences; In the

designing phase of the learning activities, the graphical display of the learning sequence provides a profound reflection on the learning process, both for the teacher and for the student, and it is an essential tool in the teaching-learning process as a whole.

Biographical notes:

D. Antonio Gámez Mellado is full time lecturer of Statistics and Operational Research at the University of Cadiz and Head of Department Section. His research interest is focused around e-learning and blended learning in higher education. He has got more than ten years of experience as a teacher trainer of virtual teaching and e-learning in different institutions and universities.

Dr. Antonio Garcia-Morilla, full time lecturer in Cadiz University, fields of teaching and research: translation studies and applied linguistics and language teaching. For the last two years he has implemented new technologies to achieve a new approach to these subjects, by using instruments like Moodle or internet based consultation.

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Dr. María Soledad Ibarra Sáiz is full time lecturer of Assessment in Education at the University of Cadiz and Head of EVALFOR Research Group. Her research interests include adaptive educational assessment and learning oriented assessment in blended learning. She is leading the EvalCAU international project (Learning-Oriented Assessment and Quality in Higher Education).

Dr. Gregorio Rodríguez Gómez is full time lecturer of Educational Research Methods at the University of Cadiz and Head of Department of Didactic. His current research is focused around e-learning and blended learning in higher education. He is leading EvalCOMIX Project (Competence Assessment and Blended Learning in Higher Education).

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Game Informed Learning in the Labyrinth: Approaches to activity modelling in healthcare education

Michael Begg, David Dewhurst

University of Edinburgh

Rachel Ellaway

Northern Ontario School of Medicine

Presentation type: Presentation

As the present healthcare climate generally favours shorter inpatient periods and compounds already limited opportunities for students to gain first hand experience of patient encounters, virtual patients are increasingly being adopted as a valid and effective alternative (Begg, Ellaway et al. 2006).

Labyrinth, developed by the University of Edinburgh's Learning Technology Section, is an authoring and delivery platform for branching narratives. By taking a game-informed approach to authoring (Begg, Dewhurst et al. 2005) teachers can create compelling and responsive environments in which to situate activities that place students in consequential critical decision making roles.

The authoring of branching cases that are narratively rich and open to individual navigation paths is not necessarily intuitive, and the use of visual information management tools, in particular Vue (<http://vue.uit.tufts.edu>), has proven invaluable in aiding the development of the kind of complex activity structures that Labyrinth supports.

The visual vocabulary of nodes and links – familiar to users of LAMS, Vue and other mapping tools – is increasingly framed within activity structures which are outcomes driven and support rich data interoperability. As these approaches become part of the mainstream they can embody both single activities and entire programmes of study.

This presentation will present an overview of the underlying theory and the practical issues faced - illustrated by the implementation and integration of Labyrinth with visual management tools. The underlying thesis of this presentation considers whether an emergent alignment of visually mapped learning design, activity modelling, and game-informed learning narratives within standards driven and interoperable communities may be indicative of the next generation of networked learning environments; activity driven, responsive to the individual, flexible, unified and centred upon the activity of learning itself.

Biographical notes:

Michael Begg is the acting eLearning Manager of the Learning Technology Section within the University of Edinburgh's College of Medicine and Veterinary Medicine. He has published and presented widely on issues and developments related to eLearning - with a particular focus on Game Informed Learning.

David Dewhurst (BSc, PhD) is Professor of e-learning and Director of the Learning Technology Section in the College of Medicine & Veterinary Medicine at The University of Edinburgh. He is an international figure in e-learning research in the bio/medical domain and has published widely in this area particularly the use of technology to support biomedical sciences teaching. He is also Principal Investigator on a number of e-learning grants and has supervised several PhDs in this area.

Rachel Ellaway is the Assistant Dean for Education Informatics at the Northern Ontario School of Medicine and was formerly the e-Learning Manager at the College of Medicine and Veterinary Medicine at the University of Edinburgh. She has worked extensively in the area of computer mediated education in healthcare subjects and is a regular contributor to the journal Medical Teacher with her column, eMedical Teacher. She is a leading contributor to standards and specifications development through the MedBiquitous Consortium and is involved in a number of international collaborative efforts.

All three authors were principal figures in the team recently awarded one of the prestigious Queen's Anniversary Prizes for HE and FE for their transformational use of technology to support medical and veterinary education.

An overview of LAMS trials in schools in Australia and New Zealand

James Dalziel

Macquarie University, Australia

Presentation type: Presentation

Over the past three years there have been a number of trials of LAMS in Australian and New Zealand schools, and while most trials have included some form of evaluation, not all of these evaluations are publicly available. This presentation gives an overview of these trials, and summarises the themes arising from the perspective of both teachers and students. These themes included positive and negative experiences during the trials, unique benefits arising from the LAMS approach, and recommendations for adoption and wider deployment.

Biographical notes:

James is the Director of the Macquarie University E-Learning Centre of Excellence (MELCOE) in Sydney, Australia, and also a Director of the LAMS Foundation and LAMS international Pty Ltd. James is known nationally and internationally for his research into and development of innovations in e-learning, and technical standards. He has directed and contributed significantly to e-learning projects such as the Meta-Access Management System project (MAMS), The Collaborative Online Learning and Information Services project (COLIS), and the Learning Activity Management System (LAMS) project.

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Developing languages, tools and methodologies for Learning Design: The MAGISTER project.

Christian Martel

Pentila Corporation, France

Christine Ferraris, Laurence Vignollet

Université de Savoie, France

Presentation type: Presentation

We propose to make a presentation of the MAGISTER project, which has been set up at the beginning of 2007. The project is carried out by a consortium gathering four French laboratories and two small and medium enterprises (SME). The talk will be given by the leader of the project, Christian Martel, scientific director of the PENTILA SME. In particular, he will present the very first developed prototypes. He will also explain the similarities and differences with Lams.

The MAGISTER project aims at creating an Integrated Development Environment (IDE) dedicated both to the design of learning scenarios and the carrying out of technology-enhanced learning situations. This extensible environment will gather a set of software components enabling the management of the following processes: design, operationalisation of the produced designs in existing LMS and reusability of learning scenarios. It will also include methodologies to guide the design process. In short, it will be a CASE (Computer Assisted Software Engineering) tool dedicated to e-learning.

The MAGISTER's ambition is to enable teachers, instructional designers or pedagogical engineers in e-learning companies, to commonly and easily use LD languages in their daily practices. In particular, it has to propose design tools and design patterns that can be handled easily by end-users. To reach this objective, the project has to cover the complete lifecycle of the engineering of Virtual Learning Environments (VLE). Indeed, we consider that a new VLE is built dynamically and (quite) automatically each time a scenario is designed and operationalised.

MAGISTER will assess the developed IDE, the related services and the associated methodologies, through the design of a specific VLE intended for vocational training, in particular in banks. The project will bring actual solutions to the difficult issue of the scenario-trails coupling, aiming at regulation of the activity by the teachers themselves.

This coupling will be taken into account throughout the complete VLE development lifecycle, in particular at the very beginning of the design phase. Biographical notes

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When worlds collide - learning activity management for avatars

Andy Powell

Eduserv Foundation

Presentation type: Presentation

Second Life is a 3-D virtual world that is attracting a significant amount of attention at the moment, both in the mainstream media and in the specific context of its use in education. This presentation will provide an overview of Second Life, with particular reference to its strengths and weaknesses as a tool for elearning, and will consider the relationship between Second Life activities, real life activities and more traditional VLE-based elearning activities. It will suggest that by integrating LAMS with Second Life (known as SLAMS) we will be able to seamlessly manage workflows across that broad range of activities.

Biographical notes:

Andy is Head of Development at the Eduserv Foundation where he is responsible for specifying and delivering the Foundation's programme of internal research and helping to oversee external grant making activities. His primary areas of interest include: metadata, repositories and resource discovery; access and identity management; service architectures and Web 2.0; elearning, eportfolios and the use of 3-D virtual worlds such as Second Life in education. Andy was the principle technical architect of

the JISC Information Environment. He has been active in the Dublin Core Metadata Initiative for a number of years. He is a member of the DC Advisory Board and was previously a member of the DC Usage Board and chair of the DC Architecture Working Group. Andy jointly authored the DCMI Abstract Model and several other Dublin Core technical specifications. More recently he jointly authored the DC Eprints Application Profile for the JISC. He was also a member of the Open Archives Initiative technical committee. Andy was previously an Assistant Director at UKOLN, University of Bath and before that he worked for the University of Bath Computing Services (BUCS).

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Using LAMS in schools – an Australian perspective

Karen May

NSW Department of Education and Training, Australia

Debbie Evans

Macquarie University, Australia

Presentation type: Presentation

Please note: *This is a pre-recorded presentation.*

How do we engage our students and provide opportunities for K-6 students to progress from school entry level to invention? This presentation will focus on the celebration of success of LAMS as a tool for engaging young students and investigate the possibilities for pedagogical change and curriculum differentiation by incorporating podcasting and learning objects into LAMS sequences. Ideas for practical ways to use LAMS with younger learners will also be shared.

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The Open University Learning Design Project

Gràinne Conole, Martin Weller

The Open University, United Kingdom

Presentation type: Refereed paper

At the Open University a cross-institutional Learning Design project has been established. The aim of the project is to develop a tool that represents good practice and scaffolds the design process. This paper sets out the initial work in the project, which has focused on an adaptation of the Compendium tool and the gathering of internal case studies. Initial workshops with the tool have been positive and the project is now entering its second phase.

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LAMS Design for Diversity leadership, followership and awareness

Paul Carden

London South Bank University, United Kingdom

Presentation type: Refereed paper

Key concepts in diversity management are leadership and followership. Both are necessary for inclusivity, through diversity management, to be achieved in a community of practice. Educators are potential leaders because of the followership they can offer to their learners and other staff in that they can model relations in society and can increase the diversity of people in leadership by showing how leadership in a diverse society is enacted. This paper will consider some key areas of difference within a learning community and examine how LAMS can be used to promote sustainable diversity – aspire to inclusivity, challenge social constructs, facilitate difficult conversations, sequester sensitive reflections and cater for different learning styles. The principles of diversity management will be explored in terms of individual and collaborative action. Templates of activities and reflexive actions will be developed from the literature. Some of the cognitive processes of diversity management and patterns will be analysed and a set of mappings to LAMS sequences

and elements proposed to bring together the principles of e-reification of diversity leadership, followership and awareness.

Biographical notes

Paul Carden studied Computer Engineering at the University of Limerick and gained MSc in Information Systems at London South Bank University as well as CLTHE and PGCHE, Lecturing in Mobile Commerce, Computer Networking and Software Engineering at South Bank University in the faculty of Business, Computing and Information Systems. He is leading the Moodle evaluation project and studying for a doctorate in Education with research on using IT for sustainable diversity management. He is e-learning champion for faculty and a member of the team leading university's diversity theatre training initiative - 'Making a difference'.

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The changing role of the teacher: A round-table discussion

Simon Walker

University of Greenwich, United Kingdom

Presentation type: Round-table discussion

There is a perception by teachers that, with the emergence of web 2.0, learners are learning differently to the ways they currently use to deliver their curricula. The deployment of integrated learning and planning systems, such as VLEs, Learning Design and pedagogical planner tools, mean that traditionally taught courses are under pressure to embed technology, leading to a process of course redesign and, ultimately the potential for the transformation of the learning culture. This round table will report on the experiences of some teachers who are adopting learning systems for use with their learners, discuss some of the potential benefits and risks with the aim of developing a better understanding of the implications for learners, teachers, and their organisations.

Biographical notes

Simon Walker is Principal Lecturer in the School of Education and Training at the University of Greenwich. He is Co-Programme Leader of the Certificate in e-Learning, Teaching and Training and Deputy Director of the eLISA and eLIDA CAMEL projects. He is a National Teaching Fellow.

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Phoebe: The role of a pedagogic planning tool in promoting effective Design for Learning

Liz Masterman

University of Oxford, United Kingdom

Marion Manton

University of Oxford, United Kingdom

Presentation type: Presentation

Design for Learning offers an alternative perspective both to Learning Design and practices traditionally referred to as course and lesson planning. It has the same focus on activity-centered learning, activity sequences and shareability as Learning Design, but additionally embraces the design of sequences of learning activities that involve the use of any technology, regardless of whether that technology is compliant with the IMS Learning Design specification. Set against “traditional” planning, the term encapsulates the dynamic tension between design as a rational and systematic process, and design as a creative activity (cf. Winograd, 1996; Beetham and Sharpe, 2007).

Funded by the JISC Design for Learning programme, the Phoebe Pedagogic Planner project is building an online reference and planning tool to help teachers in post-compulsory education create effective learning designs that make appropriate use of technology. It offers users both flexible and guided paths through the planning process while providing advice on alternative teaching approaches, ideas for enhancing learning activities with technology and examples of innovative lesson plans.

Phase 1 of the project built a proof-of-concept solution which evaluators considered to be an excellent resource to guide people about the process of design for learning. They also made valuable suggestions for improving its usability as a tool for creating actual learning designs. Phase 2 of the project is addressing these issues, as well as furthering our understanding of what a pedagogic planning tool should be through discussions with similar projects. This presentation will outline the driving forces

behind the project; situate it within the overall context of Learning Design/Design for Learning; review achievements so far; demonstrate the current prototype; and report on the progress of work in Phase 2.

Reference:

Beetham, H., & Sharpe, R. (2007). Introduction. In H. Beetham & R. Sharpe (Eds.), *Rethinking Pedagogy for a Digital Age: Designing and delivering e-learning* (pp. 1–10). London: Routledge.

Winograd, T. (Ed.) (1996). *Bringing Design to Software*. New York, NY: ACM Press.

Biographical notes

Marion Manton is Senior Manager: Learning Design and co-manager of TALL. As well as the day to day running of TALL she is responsible for the ensuring that all TALL programmes are best practice examples of learning online for their audience. In her role Marion works closely with course teams to specify the learning they want to achieve with their programme and to identify the best uses of technology to do this. She also maintains currency with the latest research in eLearning, to ensure that TALL is aware of and exploits the best current knowledge of what works in terms of effective eLearning. Two programmes that Marion worked on the learning design for (MSc Public Policy and Management, University of York and MA War in the Modern World, Kings College, London) have been runners up in HEFCEs eTutor of the year competition.

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Using LAMS with ESOL students at Barnet College

Lorna Burns

Barnet College, United Kingdom

Presentation type: Presentation

Learning design is one of the current trends in education. Beetham and Sharpe (2007:8) suggest that 'engaging activities' should be at the centre of the learning design process and associated with appropriate learning outcomes. This kind of activity based learning and teaching has been the approach adopted by many Further

Education ESOL (English for Speakers of Other Languages) teachers in a face to face environment and recently they have been encouraged to integrate ICT into their lessons both by Government Policy and by OFSTED (The Office for Standards in Education) and ALI (Adult Learning Inspectorate) who are responsible for inspecting colleges.

This natural fit of learning design with ESOL encouraged me to take part in the eLIDA CAMEL (e-learning Independent Design Activities for Collaborative Approaches to the Management of e-learning) Project. This is a national project employing LAMS/ Moodle integration to support design activities as part of the JISC Design for Learning Strand 1. My main role in the project was to create and trial learning designs using LAMS with a group of ESOL learners. I also acted as a mentor to colleagues and oversaw their designs before they trialed them with groups of ESOL students.

This presentation will report on work in progress and specifically the creation of the design and its use from the point of view of the practitioner, showing how effective it was as a learning and teaching tool in a blended environment. The results of learner questionnaires and interviews will be shared and conclusions drawn on how LAMS might be used with ESOL learners in the future.

Reference:

Beetham, H and Sharpe, R (Ed.) (2007) Rethinking Pedagogy for a Digital Age: Designing and delivering e-learning, New York, Routledge

Biographical notes

Lorna works for Barnet College in North West London as an ESOL Lecturer. She is a course tutor and organises the enrichment programme for full-time ESOL students. She is also one of the coordinators for the Full time ESOL Programme with special responsibility for IT. Her role includes supporting tutors delivering CALL (Computer Aided Language Learning). She is particularly interested in eLearning and is currently undertaking an MA in Education (eLearning) with the University of Greenwich. She has been involved with the JISC eLisa project and is now engaged with the eLIDA CAMEL project.

The agency of the learner in the LAMS classroom

Russell Francis

University of Oxford University, United Kingdom

Presentation type: Presentation

The paper reports on critical issues that emerged from a multiple case study of LAMS lessons in a British comprehensive school. In spring 2005 teachers were introduced to an early version of LAMS at the school and started to explore the new possibilities for supporting student learning across the school curriculum. The observations took place during the week when LAMS 'went live' and includes data collected from 5 observations of LAMS mediated lessons in action. Teachers envisaged how the tool could be used to tackle a myriad of pedagogical challenges. However, observations and focus groups with students revealed unforeseen issues.

The discussion focuses on the shifting locus of agency for regulating and managing learning. As teachers delegated responsibility for guidance to a pre-designed LAMS sequence students started to negotiate personalised learning paths guided, as if by an invisible guiding hand, by the pedagogical expertise of the teacher now designed into the LAMS sequence. Nevertheless, students reacted to the level of scaffolding provided by the sequence in diverse ways. The learners' level of commitment to teacher defined learning objectives was identified as a critical factor that has implications for motivation, engagement, classroom management, inclusion and student learning. The findings have broad implications for the design and delivery of LAMS sequences in classroom settings.

Models for learning: promises and pitfalls of generic learning designs

Helen Beetham

JISC

Presentation type: Presentation

Finding the tools and pedagogies for the next generation of e-learners:

Who controls the curriculum? Student and teacher generated designs

'Design' is a term around which the scholarship of teaching is being rethought, and to some extent reclaimed. Like pedagogy, design encompasses both a systematic approach with rules based on evidence and a set of contextualized practices that respond to circumstances. The use of digital technologies in learning has brought to the fore the design processes of planning, representing, modelling and evaluation.

But the term 'design' also refigures what it means to be a learner. All too often it is assumed that learners will be the end users of designs (materials, activities, systems) provided for them by more knowing others. In fact, many learners are already practised designers of their own information environments and social spaces. What do these skilled designers make of the learning designs they are offered? What learning would they (or do they?) design for themselves? What will the learner of the future look like?

This session will offer a number of provocations on the theme of the future learner, based on the outcomes of recent JISC-funded work into the learner experience of e-learning, mobile and wireless technologies and innovations, and with reference to current projects in the Design for Learning programme.

What can we learn from efforts to create generic learning design patterns?

The Models for Learning (Mod4L) project recently reviewed a range of different representations of generic learning designs, which included input from practitioners engaged in using such representations. The project identified key criteria for evaluating the usefulness of such representations, and also analysed what features of the learning and teaching situation should be represented for effective sharing and re-use by practitioners. LAMS sequences, case studies, matrices and patterns, concept maps, flow diagrams and controlled vocabularies were all evaluated. The report examines issues and problems in generic representation, and concludes by indicating productive areas of future development for pedagogic planning and for the sharing and adaptation of designs.

This session looks at some of the report's conclusions and invites participants to consider the promises – and pitfalls – of developing generic patterns in learning design.

Contact

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The MOODLE / LAMS integration

Ernie Ghiglione

MELCOE, Macquarie University, Australia

Presentation type: Presentation

In this session Ernie will demonstrate how LAMS has been integrated within Moodle as an activity within a course. The LAMS and Moodle integration not only achieves a seamless single sign-on integration; additionally, teachers have the advantage of using their conventional Moodle tools with the LAMS sequencing activity engine, getting the best of both systems. In this presentation Ernie will demonstrate LAMS working within the Moodle environment, with a special emphasis on how to get the best of both systems in everyday teaching.

Biographical notes

Ernie is the LAMS project manager. Ernie has been involved in various open source projects in e-learning before. He has developed parts of the .LRN Learning Management System, specially the Learning Object Repository, content delivery platform, one of its assessment engines, the IMS Content Packaging, IMS Metadata and SCORM implementation. Prior to managing e-learning projects, Ernie led large enterprise software development in the US, the Netherlands and India for five years. He holds an MSc BSc Management Information Systems (magna cum laude) from New York University and a Master of Software Engineering from the University of Sydney.

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RAMS Overview: An update on the research workflow tool

James Dalziel

Macquarie University, Australia

Presentation type: Presentation

“RAMS” (the Research Activity Management System) is the eResearch version of LAMS. RAMS applies the concept of collaborative activity sequencing to eResearch contexts such as facilitating research team meetings, managing collaborative research workflows and team-based research assessment processes (eg, peer review, RAE/RQF). RAMS is built on the LAMS V2 core architecture, but is extending it with new core functions (such as Live Edit) as well as new tool features appropriate to eResearch requirements. This presentation will provide an overview of RAMS development, as well as discussion of challenges arising from new eResearch requirements.

Biographical notes:

James is the Director of the Macquarie University E-Learning Centre of Excellence (MELCOE) in Sydney, Australia, and also a Director of the LAMS Foundation and LAMS international Pty Ltd. James is known nationally and internationally for his research into and development of innovations in e-learning, and technical standards. He has directed and contributed significantly to e-learning projects such as the Meta-Access Management System project (MAMS), The Collaborative Online Learning and Information Services project (COLIS), and the Learning Activity Management System (LAMS) project.

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