

2007 European LAMS Conference

# LAMS Design for diversity leadership, followership and awareness

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*Using Learning Design for strategic change in education*

# Research Origins

London South Bank University Student Profile

Freirian theatre, Focus groups, Research

Sustainable blended diversity learning through discourse

Using Learning Design for strategic change in education

The difficult conversation as a hub

e-Reification of pedagogy for diversity

Professional Doctorate of Education (Diversity, Equality and sustainability)

# Pedagogy of Diversity

Pedagogy as driver for e-learning provision

Diversity as an inclusive lens for viewing a complex world

Dimensions of difference - observable and not

Leadership and Followership

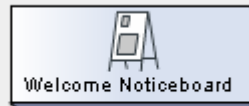
Dialogue and Reflection

Hierarchies

# Why LAMS for e-Reification? I



Inclusivity open source,  
accessible, 'Play again', neuro-  
diversity, merging 'the norm'  
and 'the other'



Learners		Add new learner
User	Roles	
argon: Argon 1	learner	<input type="button" value="Update"/>
carbon: Carbon 1	learner	<input type="button" value="Update"/>
gold: Gold 1	learner	<input type="button" value="Update"/>
iron: Iron 1	learner	<input type="button" value="Update"/>
krypton: Krypton 1	learner	<input type="button" value="Update"/>
mercury: Mercury 1	learner	<input type="button" value="Update"/>
		<input type="button" value="Update"/>

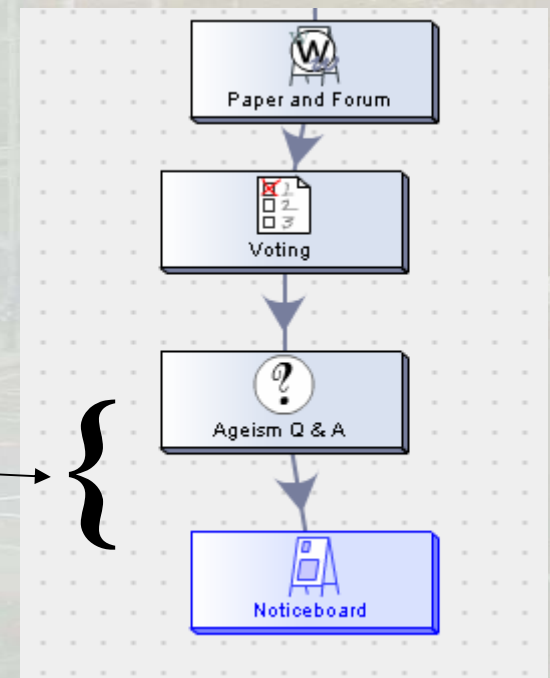
# Why LAMS for e-Reification? II



Leadership and Followership  
intervention, reflexivity,  
reflection, differentiated  
accounts


Options  Show learner's name with answer  
 Define Question in Monitor

Grouping



# Why LAMS for e-Reification? III

Dialogue and Reflection  
private, semi-public, 'public'  
Immediate, deferred



**Notebook**

Title

Did not like the language and tone of the article. Diversity police do not help sustainability of diversity

**Journal**

Journal

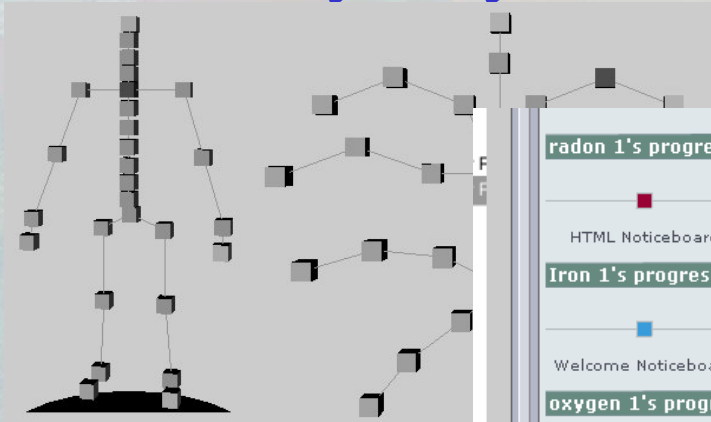
Make notes here

**Message Board**

- Any comments on the quiz? Surprises, mis...** Teacher 11:46:13 PM on 28-Jun-2007
- The quiz's were mainly awareness raising...** Argon 1 08:48:30 AM on 29-Jun-2007
  - Same here!** Zinc 1 09:01:26 AM on 29-Jun-2007
- Quizzes were interesting. There is value...** Krypton 1 09:01:17 AM on 29-Jun-2007
- The quizzes were eye opening. My knowle...** oxygen 1 12:39:09 PM on 29-Jun-2007

# Why LAMS for e-Reification? IV

Hierarchies levelling of and hiding through  
anonymity, transparency



LAMS user  
creation spreadsheet

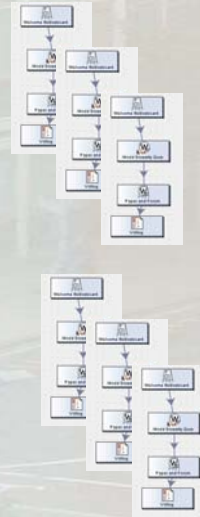
radon 1's progress		Participant		15	
Iron 1's progress		Number	Diversity Profile		
HTML Noticeboard	Forum	2	1 SA-EB	Platinum	
Welcome Noticeboard	HTML Noti	4	2 -EB	Sulphur	mischievous
oxygen 1's progress			3 EG-EBL	gold	
Welcome Noticeboard	HTML Noti		4 -B	iron	
			5 G-E	carbon	
Argon 1's progress			6 -B	xenon	because it was greek
Welcome Noticeboard	HTML Noti		7 -B	krypton	
			8 -DE	mercury	virgos are mercurial
Welcome Noticeboard	HTML Noti		9 D-B	radon	
Zinc 1's progress			10 E-d	Argon	
Welcome Noticeboard	HTML Noti		11 -B	Oxygen	
			12	Silver	
Welcome Noticeboard	HTML Noti		13 E-dEBL	Facilinum	
Krypton 1's progress			14	Zinc	
			15	neon	

# LAMS within LSBU (for sustainable diversity)



Sustenance of diversity value system

Discourse,  
ideas,  
experience



Anonymous

Visible ID

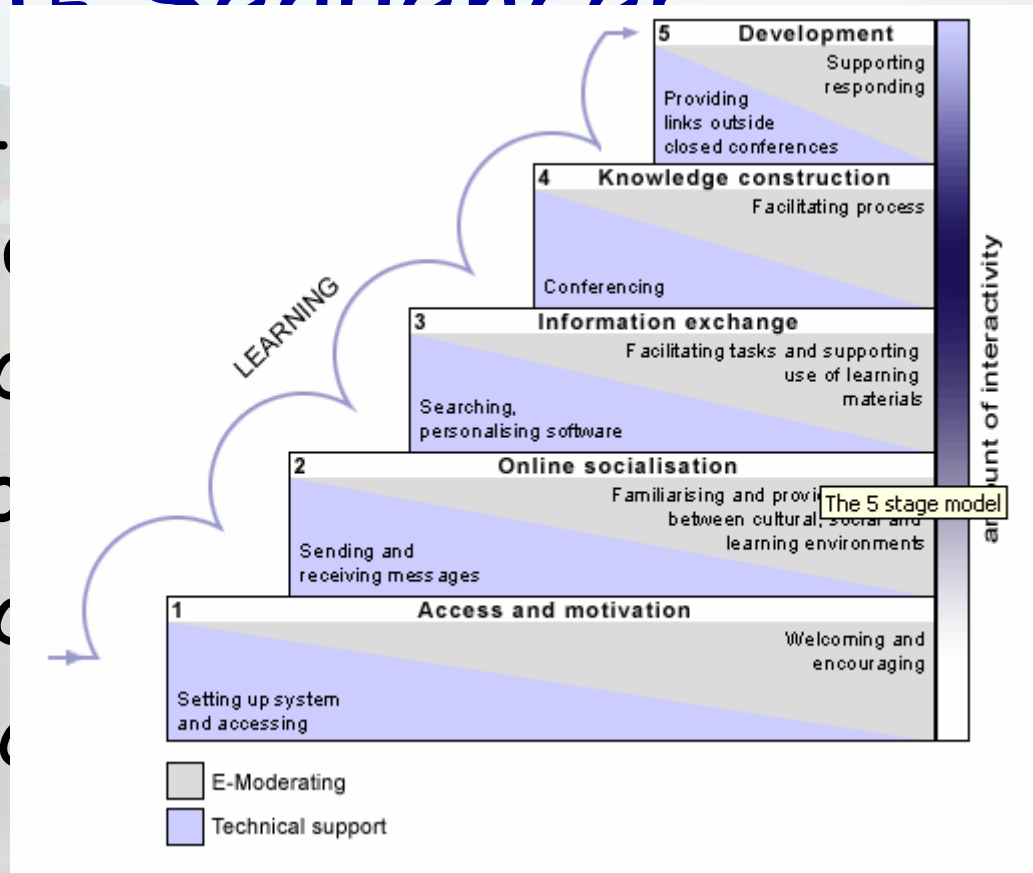


F2F



# Pilot+2 Sequences

Pilot of a Pilot -  
formative evaluation  
Blended sandwich  
Anonymous access  
Monitoring - success  
Focus on logistical  
mechanisms



a  
eq

Bottom loaded on Salmon's learning model

# LAMS Generated Content

http://dynamic.lsbu.ac.uk:8080 - Forum - Microsoft Internet Explorer

Message Board [HELP]

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Zinc 1 : 09:01:26 AM on 29-Jun-2007  
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Diversity Reflection

While teaching young children, one session was due to be delivered about families. The children came from different backgrounds and had varying family models including communes. To be sensitive to the children's feelings, the lesson focussed on the 'the people who look after us' rather than 'families' and the roles 'functions' of the people/family. The 'functions' were the same but were carried out by different people/roles within the group. Prior knowledge of the children's family groups was necessary for this lesson to run successfully.

I also considered diversity while selecting books for reading to the class. At the time, many of the books published were around white middle class children which did not reflect the population of the class. I tried to find books/stories from different religions, classes, race and cultures to better reflect the children's own cultures. Also celebrating the major religious and cultural festivals, not just the Christian festivals, of the children in the school, including Diwali; Chinese New Year; Hanukkah and

the abolishing of slavery (+ which

Reply

Reply

Reply

Reply

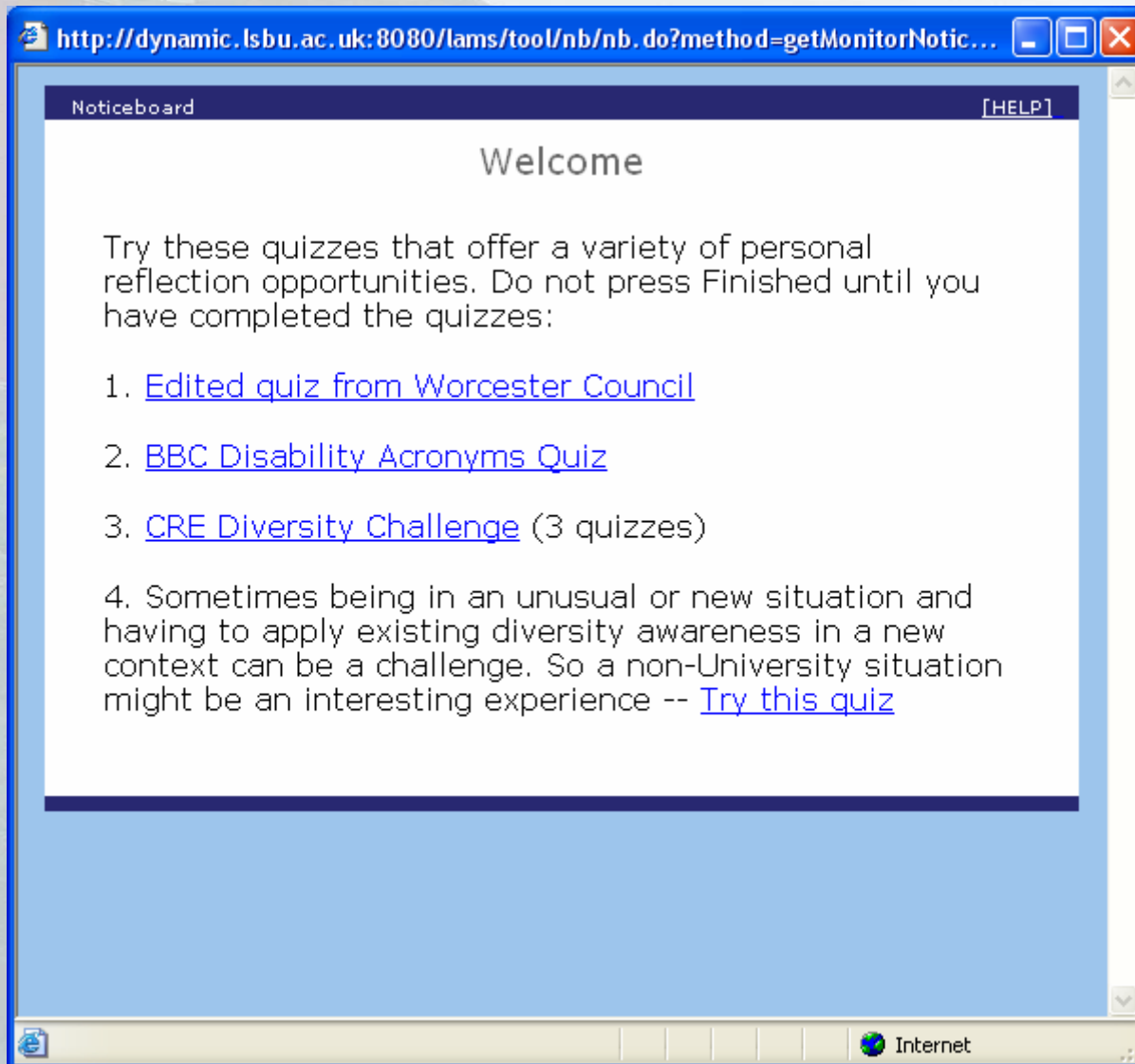
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# LAMS - External Contexts



The screenshot shows a web browser window with the address bar containing the URL: <http://dynamic.lsbu.ac.uk:8080/lams/tool/nb/nb.do?method=getMonitorNotic...>. The page title is "Noticeboard" and there is a "[HELP]" link in the top right corner. The main content of the page is a "Welcome" message followed by a paragraph of text and a list of four items. The list items are: 1. [Edited quiz from Worcester Council](#), 2. [BBC Disability Acronyms Quiz](#), 3. [CRE Diversity Challenge](#) (3 quizzes), and 4. Sometimes being in an unusual or new situation and having to apply existing diversity awareness in a new context can be a challenge. So a non-University situation might be an interesting experience -- [Try this quiz](#). The browser's status bar at the bottom shows "Internet".

Noticeboard [HELP]

## Welcome

Try these quizzes that offer a variety of personal reflection opportunities. Do not press Finished until you have completed the quizzes:

1. [Edited quiz from Worcester Council](#)
2. [BBC Disability Acronyms Quiz](#)
3. [CRE Diversity Challenge](#) (3 quizzes)
4. Sometimes being in an unusual or new situation and having to apply existing diversity awareness in a new context can be a challenge. So a non-University situation might be an interesting experience -- [Try this quiz](#)

Internet

# F2F - Face to Face I

## Difficult Conversations Menu

### Difficult Conversation Transcripts

**Diner A:** This is a problem because it is about disclosure and South Bank has a policy of people with any form of disability you know if they thought they have it or do have it ... do not have to disclose it but if there's something that can be done at Caxton house that could help them ... say they've got dyslexia or something ... they can fifty minutes extra for reading or a different colour lens on the computer that could help them, you can point the person, adult or student you can point them towards disclosure.

**Diner B:** But the student has n't asked for help?!

**Diner A:** No it's a difficult one, because no you're right they haven't asked for help ... but you see personally I'd say they could gain from having a bit of help but if it effects their independence if you like and their whole persona its very difficult...

European country has said to him "That gay men should not be made manager's as they are a too light-weight!" How do you deal with the problem?

---

Your dept has won a prize of some money to be spent on staff as they choose. The manager is delighted and books the group into a comedy club and chooses a pub to go to afterwards. Can you see any problems with this and how would you deal with

# F2F - Face to Face II



‘Giving the community members a chance to watch TV together. People with Different class and financial position or background can socialise in an outdoor gathering’

Choose a photo as a metaphor for diversity

# F2F - Face to Face III



Change management Task

‘Prejudice can be challenged in class, how can this mechanism be transferred to the office/help desk/workshop? Write down your suggestion’

# F2F - Face to Face IV



## Diversity Reflections

### Reflections of participants of Diverstiy Awareness Course

Reflection	User	Time
The excellence of variety	Yellow	16:51:29
The excellence of variety	Yellow	2007-06-29 16:51:32
Finding the routes	Yellow	2007-06-29 16:51:54
Similar but...different	Yellow	2007-06-29 16:52:22
Complexity, simplicity & putting up with	Yellow	2007-06-29 16:53:19
Overlap	Yellow	2007-06-29 16:53:39
huge area to cover.	zinc	2007-06-29 16:55:38
We can claim to be the same and can also be different at the same time. Which do we use: if, when, where, what ... to decide whether we are	Argon	2007-06-29 17:03:41
I think that diversity enriches life - how boring it would be if we were all the same!	Silver	2007-06-29 17:07:20

# F2F - Face to Face V



‘Humans are the only animals who blush ... or need to’ – Mark Twain



# F2F - Face to Face VI



**Food for the body to complement the food for thought**