Program and Abstracts

2011 International LAMS and Learning Design Conference:

Learning Design
for a Changing World

8th-9th December

Macquarie Graduate School of Management
Macquarie University,
Sydney, Australia

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Program and Abstracts of the
2011 International LAMS and Learning Design Conference:
Learning Design for a Changing World

Program editors

Leanne Cameron and James Dalziel

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Contents

Welcome

Welcome to all our delegates for the 6th International LAMS & Learning Design Conference held at the Macquarie Graduate School of Management, Sydney, Australia on December 8th & 9th, 2011.

We were again pleased at the response to the call for proposals and the special focus given to "Learning Design for a Changing World". The variety of papers and presentations in the program should provide an interesting conference for all delegates. As with our previous conferences, we hope to make slides and audio recordings available after the event to provide a record for those who could not join us in person at the time.

We are pleased to welcome Grainne Conole as a Keynote Speaker – Grainne has many years of experience with e-learning design and implementation, and will be sharing with us her recent work on Learning Design projects in the UK. This complements the work of our second Keynote Speakers, who are part of a team working on a mobile learning project at Cherrybrook Technology High School. Taken together, these two keynotes should provide a fascinating insight into new ways to use LAMS and Learning Design that foster active engagement with students in the teaching and learning process.

A special thank you once again to the Review Committee for giving their time to assess presentation proposals and to peer review submissions for the conference proceedings. We gratefully appreciate their time and very thoughtful comments. Special thanks to Leanne Cameron for leading the organisation of the conference from both academic and practical perspectives, to Renee Vance for her tireless logistical and practical support and to Macquarie University (on behalf of the LAMS Foundation) for support.

We hope you have an informative and enjoyable time at the conference, and look forward to interesting discussions and collaborations in the future!

Professor James Dalziel

on behalf of the Conference Organising Committee

Acknowledgements

Conference Organising Committee

The LAMS Conference Organising Committee would like to thank all the authors, presenters, reviewers, sponsors, technical support team and other conference helpers, for their time and efforts in ensuring the conference came to fruition.

Professor James Dalziel
Leanne Cameron

Renee Vance
Ernie Ghiglione

Review Committee

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The University of Nicosia, Cyprus

Matt Bower,
Macquarie University, Australia

Leanne Cameron,
Macquarie University, Australia

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Kay Carroll,
Australian Catholic University, Australia

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Conference Program

Time	Session
8.30	Registration Opens
9.00	Welcome and Official Opening
9.15 - 10.00	*Opening Keynote 1:* **Designing for social and participatory media:** Grainne Conole
10.00 – 10.35	*Opening Keynote 2:* **Student and teacher generated designs** Debbie Evans, with Staff and Students from Cherrybrook Technology HS
10.35	*Morning Tea — Reception Area*

	Breakout Room 1	*Breakout Room 2*	*Breakout Room 3*
11.00 - 11.25	**Using the Learning Designer to develop a conceptual framework for linking learning design tools and systems** Matt Bower	**Adopting learning design with LAMS: multi-dimensional, synchronous large-scale adoption of innovation** Emil Badilescu-Buga	**Student and teacher generated designs: Q&A** Debbie Evans, CTHS staff & students
11.30 - 11.55	**LAMS, Blended Learning and Paradigm Shift** Paul Gagnon	**Visualized Learning Design: The Challenges of transferring an innovation in the Cyprus educational system** Antri Avraamidou and Anastasia Economou	**LAMS as the next stage in the evolution of e-learning at SDHS** Daniel Rattigan

Time	Breakout Room 1	Breakout Room 2	Breakout Room 3
12.00 - 12.25	**The impact of OER on teaching and learning in UK universities: implications for Learning Design** Liz Masterman	**Integration of external tools with GLUE! in LAMS: requirements, implementation and a case study** Carlos Alario	**Virtual history teaching in LAMS** Eva Dobozy
12.30		*Lunch — Reception Area*	
	Breakout Room 1	*Breakout Room 2*	*Breakout Room 3*
1.30 - 1.55	**LAMS-Moodle integration for increased clinical training capacity** Glenn Mason & Eileen Chau	**Introducing e-learning through LAMS: Lessons learnt from implementing in all disciplines** Spyros Papadakis	**An emerging learning design for student-generated 'iVideos'** Matthew Kearney
2.00 - 2.25	**Adoption of Learning Designs in Teacher Training and Medical Education: Templates versus Embedded Content** James Dalziel & Bronwen Dalziel		**Learning in LAMS: lessons from a student teacher exploring gene ethics** Carina Dennis
2.30 - 2.55	**Technology enhanced scaffolding in Language Teaching** Chris Campbell	**Digital Literacies: An Interactive Workshop** Simon Walker	**The final chapter: Implementing learning designs** Leanne Cameron
3.00 - 3.20	*Afternoon Tea — Reception Area*		**Virtual Presentation: Learning Design** Chris Alexander
3.20 - 4.00	*Closing Keynote 3:* **Connecting Learning Design with Curriculum Design** James Dalziel		
— 4.30	**Panel Session**		

Keynote Addresses

Designing for Social and Participatory Media

Gráinne Conole
University of Leicester

Social and participatory can provide new opportunities to support a range of pedagogies. They enable learners and teachers to communicate and collaborate in a range of ways. The talk will consider the affordances of new technologies and introduce a learning design methodology which guides teachers in creating new learning activities which make effective use of technologies. It will describe a number of visual tools we have developed and discuss ways in which teachers can share and discuss learning and teaching ideas.

Biographical Notes
Gráinne Conole is Professor of learning innovation and Director of the Beyond Distance Research Alliance at the University of Leicester. She was previously Professor of E-Learning in the Institute of Educational Technology at the Open University, UK. Her research interests include the use, integration and evaluation of Information and Communication Technologies and e-learning and the impact of technologies on organisational change. She heads up a new research strand of activity within IET: 'Learning in an Open World". Two of her current areas of interest are how learning design can help in creating more engaging learning activities and on Open Educational Resources research. Updates on current research and reflections on e-learning research generally can be found on her blog www.e4innovation.com.

She has extensive research, development and project management experience across the educational and technical domains; funding sources have included the EU, HEFCE, ESRC, JISC and commercial sponsors). She serves on and chairs a number of national and international advisory boards, steering groups, committees and international conference programmes. She has published and presented nearly 1000 conference proceedings, workshops and articles, including the use and evaluation of learning technologies and She was co-editor of the RoutledgeFalmer book 'Contemporary perspectives on

e-learning research' and currently has a contract with Springer for a book entitled: 'Designing for learning in an open world'.

Contact

Professor Gráinne Conole
Professor of learning innovation,
Director of the Beyond Distance Research Alliance
University of Leicester
Email: gcc7@leicester.ac.uk

Student and Teacher Generated Designs

Debbie Evans
Macquarie ICT Innovations Centre

Staff and Students
Cherrybrook Technology High School

In 2011 the Mobile Learning project team at Macquarie ICT Innovations Centre worked with year 11 Senior Science students (aged 16-17) from Cherrybrook Technology High School to design student-directed fieldwork activities for their peers, utilising mobile technology such as iPhones/iPads and software including LAMS, collaborative blogs and augmented reality using QR codes. Digital cameras, NOVA 5000 hand-held computers and student-issued notebooks were also used to collect and analyse biodiversity data in their local shared patch of bushland. These activities provided students with curriculum-centred learning opportunities that enabled authentic learning to occur outside the four walls of the classroom. The outcome was highly engaged students with a deep knowledge of their science curriculum as well as an action plan for future preservation and conservation of this patch by the end of the project. As a consolidation activity, these students took groups of year 5 students (aged 10-11) from the neighbouring primary school into their shared patch to guide them through these mobile learning activities.

The presentation will feature two of the year 11 students from Cherrybrook Technology High School and their Science teacher speaking about their experiences in designing LAMS lessons and guiding primary school students

through these lessons. Exciting future modifications to the project, such as linking LAMS to augmented reality will also be discussed.

Biographical notes

Deborah is currently Centre Director, Macquarie ICT Innovations Centre, Macquarie University. This facility is a collaborative agreement between Macquarie University and the NSW Department of Education. She has worked in NSW DEC for 31 years as a primary school classroom teacher, computer coordinator, Assistant Principal and now Centre Director. Her experience in the integration of information and communications technologies began in the mid 80s with the Computers in Schools program. In 2003 Deborah was introduced to the earliest version of LAMS and has worked with students and teachers ever since to design, implement and evaluate innovative ways of enhancing teaching and learning using dynamic and emerging technologies such as LAMS.

Contact

Debbie Evans
Centre Director, Macquarie ICT Innovations Centre
Macquarie University

Email: deborah.evans2@det.nsw.edu.au

Information on the ICTIC's latest project can be found online at: http://www.3dedrats.com

Connecting Learning Design with Curriculum Design

Professor James Dalziel
Macquarie University, Australia

Individual learning designs typically apply at the level of a single class or a week's worth of activities, or at a subtopic/module level within a larger course. In this context, curriculum design could describe the higher level design of whole courses or terms of work, including the teaching structures used (eg, lectures and tutorials in universities, class periods in schools), and broad learning objectives and assessments. Despite innovative work at the learning design level, there is much more work to be done on connecting curriculum design with learning design. This presentation will explore ways of enhancing this connection, particularly in terms of aligning curriculum goals with learning design activities, and finding ways to reduce time requirements for implementing curriculum approaches that make extensive use of learning designs.

Biographical notes
James is the Director of the Macquarie E-Learning Centre Of Excellence (MELCOE) in Sydney, Australia, and also a Director of the LAMS Foundation and LAMS international Pty Ltd. He is known nationally and internationally for his research into and development of innovations in e-learning, and technical standards. James 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 LAMS.

Contact
Professor James Dalziel
Macquarie E-Learning Centre Of Excellence (MELCOE)
Macquarie University, Australia
Email: james.dalziel@mq.edu.au

Abstracts

Integration of external tools with GLUE! in LAMS: requirements, implementation and a case study.

Carlos Alario-Hoyos, Miguel L. Bote-Lorenzo, Eduardo Gómez-Sánchez, David A. Velasco-Villanueva, Juan I. Asensio-Pérez, Guillermo Vega-Gorgojo and Adolfo Ruiz-Calleja
University of Valladolid, Spain

LAMS is a well-known learning platform that enables the design, enactment and realization of sequenced collaborative learning activities. However, LAMS lessons are limited by a small set of built-in tools. Few works have so far tried to add new tools to LAMS, mainly due to the high development effort required. GLUE! (Group Learning Uniform Environment) is an architecture that could overcome this limitation, since it enables the integration of multiple existing external tools in multiple existing learning platforms with a low development effort. This paper discusses the requirements and decisions taken in the design and development of a GLUE! adapter for LAMS. This adapter enables a seamless integration of third-party tools, supporting also the main LAMS distinctive features, namely: the monitoring of students' performance, the creation of learning pathways and the sharing of learning designs. Evidences of the appropriateness of the approach have been gathered by means of a case study that includes the design and enactment of a lesson that requires third-party tools. This lesson has already been tested by the authors and will be realized by real students during this semester.

Bio
Carlos Alario is currently a PhD student and a teaching assistant at the Department of Signal Theory, Communications and Telematics Engineering in the University of Valladolid, Spain. He received his MSc degree in telecommunications engineering from that University in 2007. His research interests include software applications and systems with special focus in Computer-Supported Collaborative Learning. He has been working in the last few years in the interoperability of third-party applications and learning platforms, including LAMS, in order to support the design, enactment and realization of collaborative learning situations.

Contact:
Carlos Alario
School of Telecommunication Engineering
University of Valladolid, Spain
Email: calahoy@gsic.uva.es

Learning Design: My Viewpoints on current trends

Chris Alexander
University of Nicosia, Cyprus

In this high-quality multimedia presentation, I will present some of my viewpoints on current trends in learning design. The presentation therefore commences with a look at two well-known definitions of learning design and then discusses Gráinne Conole's new book on learning design. After that, I describe some of the better-known pedagogic planners suggesting that we now should be moving to second-generation planners that are able to create high-quality runnable versions. There is also some discussion on the universal learning design trend to share/reuse good ideas. Next, a detailed explanation of the way I go about designing e-learning courses is described and an example of a full LAMS e-lecture on computer assisted language learning and a full LAMS e-course on research methods in Applied Linguistics and TESOL is provided. Finally, I draw attention to the need to think about what learning actually is and I also emphasise the importance of keeping up with technology. This presentation therefore may be of interest to those currently involved in, or new to, learning design. It may also be a useful reference point for TEL students.

Bio
Dr Chris Alexander is the Language Lab Coordinator and LAMS Trainer/Administrator at The University of Nicosia. He is an Assistant Professor in Applied Linguistics and TESOL (Teaching English to Speakers of Other Languages). His Doctorate in Applied Linguistics and TESOL is from Bristol University. He has researched how to develop effective Internet pedagogies for TESOL (Teaching English to Speakers of Other Languages) and is currently researching LAMS use in TESOL. He is a member of the Editorial Board for a number of international CALL (Computer Assisted Language Learning) and TESOL journals and has many paperback and online publications.

Contact

Dr Christopher Alexander
Assistant Professor in Applied Linguistics and TESOL
The University of Nicosia, Cyprus
Email: alexander.c@unic.ac.cy
http://www.mychrisalexander.com/

Visualized Learning Design

The Challenges of an innovation transfer for the design, development and implementation of technology – enhanced lessons in the Cyprus e ducational system

Antri Avraamidou and Anastasia Economou
Cyprus Pedagogical Institute, Cyprus

The adoption of a new Learning Design methodology, especially when it is related to Information and Communication Technology (ICT), by teachers in Cyprus is a challenge. This paper describes and evaluates the process of transferring such a Learning Design innovation as developed by UK's Open University to elementary and secondary education teachers in the context of Cyprus , its impact on their practice as well as barriers obstructing the transfer. Lastly suggestions for future implementation are given in the conclusion's part.

Contact

Anastasia Economou
Cyprus Pedagogical Institute, Cyprus
Email: anasta@cyearn.pi.ac.cy

Antri Avraamidou
Cyprus Pedagogical Institute, Cyprus
Email: antriav@cyearn.pi.ac.cy

Adopting learning design with LAMS: multi-dimensional, synchronous large-scale adoption of innovation

Emil Badilescu-Buga
Macquarie University, Sydney, Australia

Learning Activity Management System (LAMS) has been trialled and used by users from many countries around the globe, but despite the positive attitude towards its potential benefits to pedagogical processes its adoption in practice has been uneven, reflecting how difficult it is to makea new technology based concept an integral part of the education system. In order to investigate and determine the elements that block the adoption of learning design tools in general, the study will review research papersthat have been published in recent years on this subject, especially LAMS. The study will discuss patterns of critical aspects related to adoption of learning design tools and derive an inquiry framework that can be used infollow-upstudieswhich will aim to collect relevant empirical data from practitioners toidentify key progress measuresof the adoptionprocess. These measures may be used later to devise strategies that will see increased adoption of online learning design tools such as LAMS in school systems and higher education institutions.

Bio
Emil is a PhD student at Macquarie University, in Sydney, Australia. His area of research is focused on diffusion and adoption of innovation in education. Emil has worked for over six years at NSW Department of Education and Communities, Australia working on the implementation of several large scale initiatives aimed at adoption of technology in the school education system. Emil has also worked with many Australian Universities and K-12 educational organisations on exploring collaboration opportunities for the establishment of national research programs.

Contact
> Emil Badilescu-Buga
> Macquarie E-Learning Centre of Excellence,
> Macquarie University, Sydney
> Email: emil.badilescu-buga@mq.edu.au

Using the Learning Designer to develop a conceptual framework for linking learning design tools and systems

Matt Bower
Macquarie University, Australia

Brock Craft, Diana Laurillard
London Knowledge Lab, Institute of Education, London, UK

Liz Masterman
University of Oxford, UK

This paper outlines a pedagogical rationale for a new range of analytic features within learning design systems such as LAMS and Moodle, based on the Learning Designer tool. The new tool could bring new elements into contemporary learning design systems, such as the pedagogical approach, type of thinking engaged, and the optimal allocation of learner and teacher time. The opportunity to express learning designs in these terms would encourage teacher-designers to focus on the pedagogically pertinent aspects of their learning designs and increase the level of analytic support available to them. The approach proposes a common conceptual framework for learning design, complementing the common technical specification pioneered by IMS LD, and would enable a different type of interoperability between learning design systems.

Bio and Contacts

Matt Bower | After beginning professional life as an actuary, Matt soon decided that his true passion was education. After returning to Macquarie to complete a diploma of education, he taught high school Mathematics for several years in Sydney, Alice Springs, and the UK. With an interest in applying IT to educational contexts, Matt then completed a Bachelor of Science in Computing and a Masters degree in Education (online education) and soon after joined Macquarie University's Postgraduate Professional Development Programs to develop and teach in their new online Graduate Diploma of IT program. His PhD thesis titled "Designing for Interactive and Collaborative Learning in a Web-Conferencing Environment" provided him with the background for his current position as Senior Lecturer in ICT for the School of Education at Macquarie University.

Matt Bower
Lecturer Information and Communication Technology
School of Education Macquarie University Australia 2109
Email: matt.bower@aces.mq.edu.au

Liz Masterman | Liz Masterman is a senior researcher with the Learning Technologies Group at Oxford University Computing Services, and has an interest in sociocultural approaches to the design and evaluation of learning technologies. Her main field of research is learning design, and she has been a co-investigator in the ESRC/EPSRC-funded Learning Design Support Environment project, part of the TLRP-TEL programme. Liz was also the lead researcher on a recent investigation into the impact of Open Educational Resources in UK universities, funded by the Joint Information Systems Committee.

Dr Liz Masterman
Oxford University, UK
Email: liz.masterman@oucs.ox.ac.uk

The final chapter: Implementing learning designs

Leanne Cameron
Australian Catholic University, Sydney, Australia

This ALTC-sponsored project demonstrated that generic learning designs can serve as pedagogical frameworks to support academic staff in creating new learning experiences. It explored the issues to emerge from the implementation of learning designs and identified barriers to their widespread adoption and ways of overcoming them. These findings underpinned the development of learning design templates which address these adoption challenges in their design and streamlines the planning process. The templates can be used by academic staff to tailor exemplary examples to meet the individual lecturer's, and/or course co-ordinator's, particular requirements, whilst providing them with the underlying pedagogical principals involved in the learning design.

Bio
Leanne Cameron is currently Lecturer in Educational Studies with the School of Education (NSW) located in Sydney. Her current research investigates ways to improve learning by the effective integration of technology in education. Prior to her arrival at ACU, she worked with

MELCOE (Macquarie University's E-Learning Centre Of Excellence) in Sydney, where she managed a number of research projects that focussed on helping new university lecturers and teachers develop effective learning designs using LAMS (Learning Activity Management System). Leanne also 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.

Contact
Leanne Cameron
Australian Catholic University
Email: Leanne.Cameron@acu.edu.au

LAMS-Moodle integration for increased clinical training capacity

Eileen Chau and Glenn Mason
University of Western Sydney, Sydney, Australia

The University of Western Sydney (UWS) School of Medicine provides medical students with an intensive introduction to the social and cultural contexts of health care and illness prevention through community immersion. The Medicine-in-Context (MiC) program complements traditional hospital placements with community-based attachments. Third year medical students are placed in community organisations and general practices (GPs) where, under supervision, they will experience first-hand some of the many services that contribute to the health and well-being of people living in the greater western Sydney region. Community and GP supervisors of students are pivotal to the effectiveness of student learning. With funding under the Increased Clinical Training Capacity (ICTC) Program of the Department of Health and Ageing, the School of Medicine is able to develop e-Learning resources to support pedagogical skills development that will assist supervisors to integrate MiC learning outcomes with the strengths and opportunities available in different organisations, thus increasing the number of trained trainers and new training opportunities for medical students in community settings. This presentation demonstrates how the integration of LAMS into Moodle results in a responsive and flexible train-the-trainer program to meet the diverse professional development needs with activities that facilitate experience-sharing and reflection-in-action essential for adult learning.

Bio

Eileen Chau | Eileen is educational designer for the UWS ICTC project funded by the Department of Health and Ageing. She has MA degrees in e-Learning and TESOL from the University of Technology, Sydney (UTS). Her current role is Senior Education Officer in Training & Education Support, TAFE NSW. She has extensive experience in adult education and training including lecturer in e-Learning Design at UTS, project officer in Professional Learning Directorate, senior learning design officer at the Centre for Learning Innovation, teacher and curriculum officer in NSW Adult Migrant English Service.

Glenn Mason | Glenn is the e-Learning manager at the School of Medicine, UWS. He has an MA in e-Learning from the University of Technology, Sydney and an MSc in Cognitive Science and Natural Language Processing from the University of Essex (UK). For his PhD at the School of Medicine he is investigating the area of online patient education. He has wide and varied experience in technology and online learning and has recently been part of a joint Macquarie University and UWS ALTC project investigating learning design in the teaching and learning of the basic sciences for medical undergraduates.

Contact

Glenn Mason
E-learning manager
School of Medicine
University of Western Sydney
T: +61 2 4620 3680
Email: g.mason@uws.edu.au

Adoption of Learning Designs in Teacher Training and Medical Education: Templates versus Embedded Content

James Dalziel
Macquarie University, Sydney, Australia

Bronwen Dalziel
University of Western Sydney, Sydney, Australia

One of the ongoing challenges in the field of Learning Design is how to most effectively support educators in the development of innovative e-

learning through the adoption and adaptation of learning design templates. This paper reflects on experiences from two recent higher education projects in teacher training and medical education, and considers the advantages and disadvantages of templates as compared to learning designs with embedded discipline content.

Bio and Contacts

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 of 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 project (LAMS).

Professor James Dalziel
Macquarie E-Learning Centre Of Excellence (MELCOE)
Macquarie University, Sydney, Australia
Email: james.dalziel@mq.edu.au

Dr Bronwen Dalziel works as a Senior Lecturer in the Medical Education Unit. She is the Year 2 Coordinator of the MBBS degree (as of 2011), and also coordinates the Scientific Streams for Years 3 to 5 (eLearning). Her current research focus is in Learning Design, particularly creating reusable templates for the development of content for online modules.

Bronwen has a PhD (Science) from the University of Sydney, with research looking at genetic based differences in energy metabolism of obese people. Although Bronwen has moved out of a lab-based environment, she still has a firm interest in public education about obesity, childhood obesity and insulin resistance.

Bronwen Dalziel
Senior Lecturer, Medical Education
University of Western Sydney, Australia
Email: B.Dalziel@uws.edu.au

Learning in LAMS: lessons from a student teacher exploring gene ethics

Carina Dennis
University of Technology, Sydney, Australia

Due to its complex and microscopic nature, genetics is a difficult subject for many learners to conceptually grasp. Graphics, animation and video material can be extremely helpful to their understanding. A wealth of educational online content about genetics has been created over the past decade in the wake of the human genome being sequenced. However, these digital resources are distributed across disparate sites and it requires a high level of content and pedagogical knowledge to orchestrate the progression and choice of material available to the learner, as well as technical expertise to bundle the resources in a meaningful and accessible format. A contextualised learning sequence, called 'Gene Medicine', has been designed in LAMS by the author, a student teacher who has a doctorate in human genetics, and who has undertaken a career change to teach science to secondary students. This paper reflects an ongoing professional learning experience as the author integrates her high-content expertise and developing pedagogical knowledge within the LAMS digital environment.

Bio

Carina Dennis is studying for a Bachelor of Teaching in Secondary Education at the University of Technology Sydney. Dr Dennis completed a doctorate in Genetics at the University of Oxford in 1996, after obtaining her undergraduate science Honours degree at the University of Queensland. Dr Dennis worked as an editor for the science journals Nature and Nature Genetics, based in London, New York and Washington DC (1977-2002). She edited the landmark publication of the human genome and also co-authored the books entitled 'The Human Genome' (2001) and '50 years of DNA' (2003). Dr Dennis contributed to the establishment of an inaugural research mentoring award in 2006. Since returning to Australia in 2002 Dr Dennis has worked as the Australasia News Correspondent to Nature and has been a judge for the Australian Museum's Eureka awards.

Contact

Carina Dennis PhD
Tel: +61 2 94048266
Email: cdennis31@gmail.com

Virtual history teaching in LAMS

Eva Dobozy
Edith Cowan University, Perth, Australia

This paper explores the need for greater clarity of Learning Design (LD) conceptualisation. Building on Cameron's (2010) work, a three-tiered LD architecture is introduced, prior to the illustration of its application. In particular, the papersets forth a conceptual framework for the need to implementation of technology-enhance learning (TEL) and learning design in History. The conceptualisation and organisation of the virtual history fieldtrip module in LAMS illustrates the foundations, scope and ambitions of the learning design project, which is underpinned by an educational psychology framework and firmly linked to the goals of the new Australian curriculum.

Bio
Eva has worked in Swiss and Australian schools and higher education institutions. Her special interests include problem-based learning with ICT, student learning engagement and the development and testing of interactive blended learning tasks. Eva has been part of several ICT-related projects testing the feasibility of interactive lecture podcasting and online academic learning support. More recently, she has been studying barriers to effective utilisation of flexible and technology-mediated learning provisions. She is widely published and her latest coauthored book: Educational Psychology (forthcoming) includes references to cutting edge research and features contemporary and multimedia-enhanced lesson ideas for the K-12 classroom. Eva was awarded the Early Career Award from the Western Australian Institute for Educational Research in recognition of her ability to generate new knowledge about the impact of democratic, learner-centric pedagogical practices on students' learning experiences.

Contact
Eva Dobozy
Edith Cowan University, Perth, Australia
Email: eva.dobozy@gmail.com

Student and Teacher Generated Designs: Q&A Session

Debbie Evans
Macquarie ICT Innovations Centre, Sydney, Australia

Staff and Students
Cherrybrook Technology High School, Sydney, Australia

This question and answer session will feature a number of the Mobile Learning project team from the Macquarie ICT Innovations Centre, students and teachers from the schools involved in the project. They will be available to answer questions about their experiences in designing LAMS lessons and guiding primary school students through these lessons. In 2011 t worked with year 11 Senior Science students (aged 16-17) from Cherrybrook Technology High School to design student-directed fieldwork activities for their peers, utilising mobile technology such as iPhones/iPads and software including LAMS, collaborative blogs and augmented reality using QR codes. Digital cameras, NOVA 5000 hand-held computers and student-issued notebooks were also used to collect and analyse biodiversity data in their local shared patch of bushland. These activities provided students with curriculum-centred learning opportunities that enabled authentic learning to occur outside the four walls of the classroom. The outcome was highly engaged students with a deep knowledge of their science curriculum as well as an action plan for future preservation and conservation of this patch by the end of the project. As a consolidation activity, these students took groups of year 5 students (aged 10-11) from the neighbouring primary school into their shared patch to guide them through these mobile learning activities.

Bio
Deborah is currently Centre Director, Macquarie ICT Innovations Centre, Macquarie University. This facility is a collaborative agreement between Macquarie University and the NSW Department of Education. She has worked in NSW DEC for 31 years as a primary school classroom teacher, computer coordinator, Assistant Principal and now Centre Director. Her experience in the integration of information and communications technologies began in the mid 80s with the Computers in Schools program. In 2003 Deborah was introduced to the earliest version of LAMS and has worked with students and teachers ever since to design, implement and evaluate innovative ways of enhancing teaching and learning using dynamic and emerging technologies such as LAMS.

Contact
>Debbie Evans
>Centre Director Macquarie ICT Innovations Centre
>Building C5B Macquarie University,
>Balaclava Rd, North Ryde, NSW 2109
>Email: deborah.evans2@det.nsw.edu.au
>Website: http://www.3dedrats.com

LAMS, Blended Learning and Paradigm Shift

Paul Gagnon
Nanyang Technological University, Singapore

To highlight the challenges, opportunities and prognostications consonant with this disruption, broad references will be drawn from this author's experiences in the adoption and rollout of LAMS over the past five years at two different institutions of higher learning. In particular, three applications will be profiled: First, LAMS as the design and instructional anchor to a collaboration between the then Centre for Educational Development and the College of Engineering at NTU in the development and piloting of several fully online Distance Education(DE) courses for a Master of Science degree; Second, LAMS as the designated key interactive technology at Duke-NUS Graduate Medical School where it was used to facilitate the development, delivery and support of a Blended Learning Team Based pedagogy to rollout their newly established graduate research PhD programme; and Third, the development of a new medical school eLearning ecosystem with LAMS playing an integral part in the both the design and tracking of the student learning experience.

Bio
Paul is the Director of E-Learning and IT Services at the newly established Lee Kong Chian School of Medicine, a joint medical school by Imperial College London and Nanyang Technological University, Singapore. He is responsible for the development and delivery of the eLearning Strategy to guide the Blended Learning pedagogy being emphasized within the medical school. His research interests include how to successfully morph existing effective F2F pedagogical practices to online learning environments, the role of online pedagogical agents, and the relevance of the latest research in Cognitive Psychology and Cognitive Neuroscience to advance online teaching and learning. He has led teams in pioneering (i) effective online

course development and delivery, (ii) the use of Content Management Delivery Systems, (iii) mobile learning applications, and (iv) the use of synchronous Virtual Classroom technology.

Contact

Paul Gagnon
Lee Kong Chian School of Medicine
Nanyang Technological University.
Singapore 637331
Email: pgagnon@ntu.edu.sg

An emerging learning design for student-generated 'iVideos'

Matthew Kearney, Glynis Jones
University of Technology, Sydney, Australia

Lynn Roberts
Institute of Education, University of London, UK

This paper describes an emerging learning design for a popular genre of learner-generated video projects: *Ideas Videos* or *iVideos*. These advocacy-style videos are short, two-minute, digital videos designed "to evoke powerful experiences about educative ideas" (Wong, Mishra, Koehler & Siebenthal, 2007, p1). We draw on a recent study in teacher education to present a structured description of a pedagogical approach to iVideo filmmaking. A visual learning design representation (Agostinho, Harper, Oliver, Hedberg & Wills, 2008) and a LAMS-based generic learning design template (Cameron, 2008) form part of this description.

Bio

Matthew Kearney | Matthew is a member of UTS: Education's Centre for Research in Learning & Change. His main research interests are in the area of technology-mediated learning in K-12 and teacher education contexts. He has been a team leader or co-researcher in funded e-Learning research and development projects in collaboration with industry, government and professional organizations and has been involved in several projects focusing on the development and use of learning designs.

Glynis Jones | Glynis currently works as an ICT Pedagogy Officer at UTS as a result of the work she has done in schools over many years. Her recent publications include Teachers Take on Technology: seven years on (2008) a

review of teachers' use of technology in schools of the Broken Bay diocese and Learning in a technology rich learning environment (2009) which reviewed the 1:1 laptop program of a high school. Other areas of research include the use of agile learning spaces, blended and online learning, the use of handheld technologies and the potential and impact of these on the learning process.

Lynn Roberts | Lynn is a Lecturer in Education at the Institute of Education, University of London. She is interested in the use of new media technology in learning and teaching. She was involved in the coordination and evaluation of the national ICT Test Bed project in an infants' school in East London between 2003 and 2006. Findings from this project were present at the international CARN (Collaborative Action Research Network) conferences in Malaga (2004); Utrecht (2005) and Nottingham (2006).

Contact

Matthew Kearney
University of Technology, Sydney, Australia
Email: Matthew.Kearney@uts.edu.au

Technology enhanced scaffolding in Language Teaching: Using LessonLAMS for Korean as a foreign language

Jung-Sook (Sue) Lim, Chris Campbell and Simone Smala
University of Queensland, St Lucia, Australia

The aim of this proposed and work in progress project is to provide a language learning design principle using the Learning Activity Management System (LAMS) as a platform in authentic classroom situations. The research project will use an experimental LessonLAMS sequence and is designed using a 'Dynamic Scaffolding Technique'within the learner's zone of proximal development (ZPD) (Vygotsky& Cole, 1978). The learning design of the LessonLAMS sequence will be incorporated in classroom instruction. The research focus is on different forms of technology-enhanced learning tasks, which can be designed and implemented in foreign language classroom instruction. Participants are South East Queensland secondary students who are learning Korean as a foreign language as an elective subject. Data will be collected on learning behaviour using student tracking data which is available in each LessonLAMS sequence. Students will also

complete focus group interviews and questionnaires to illuminate their learning experiences as part of the study.

Bio and Contacts

Chris Campbell | Dr Campbell completed her doctorate at the University of Wollongong and investigated "The role of the Internet in the primary classroom". She began her academic career at La Trobe University where she gained both faculty and university wide grants as well as an ARC grant titled "Pedagogical approaches that influence students' learning and capacity for self regulation". Dr Campbell's research interests also include learning design, virtual worlds research including Second Life and iPods in secondary schools. She has also completed work on self regulation and ICT in the classroom. Dr Campbell is currently working on the Teaching Teachers for the Future (TTF) project which is a $7.8 million grant involving every teacher education institution in Australia.

> Dr Chris Cambell
> Email: chris.campbell@uq.edu.au

Simone Smala | Dr. Simone Smala is a lecturer in language, literacies and sociology of education. Drawing from a background as a middle years and secondary teacher, Simone now focuses her research on Content and Language Integrated Learning (CLIL) in bilingual, immersion and TESOL settings. Simone uses theoretical lenses that include governmentality, social capital theory, educational policy, Bourdieu, and second language acquisition theories. Simone publishes in both English and German and has extensive research connections in Europe.

> Dr Simone Smala
> Email: s.smala@uq.edu.au

The impact of OER on teaching and learning in UK universities: implications for Learning Design

Liz Masterman, Joanna Wild, David White and Marion Manton
University of Oxford, UK

In recent years, universities in the UK have received significant funds for the production and release of open educational resources (OER). In acknowledgment of the growing need to explore the demand side, a small-

scale qualitative investigation was conducted into the benefits of, and challenges to, incorporating OER into teaching and learning from the perspective of lecturers themselves. To capture a wide range of OER experience, we interviewed teaching staff who were already experienced users of OER, and held workshops with staff who were engaging with OER for the first time. This paper reports our findings, which show an unmistakable groundswell in favour of openness, and a receptivity to licensed resources from other institutions, despite the absence of a critical mass of materials in some disciplines. However, pedagogic intent, granularity and preserving one's distinctive 'teaching voice' are common concerns. The paper additionally considers the implications of these findings for the practice of Learning Design and outlines how digital tools can support the creation of open learning designs.

Bio

Liz Masterman is a senior researcher with the Learning Technologies Group at Oxford University Computing Services, and has an interest in sociocultural approaches to the design and evaluation of learning technologies. Her main field of research is learning design, and she has been a co-investigator in the ESRC/EPSRC-funded Learning Design Support Environment project, part of the TLRP-TEL programme. Liz was also the lead researcher on a recent investigation into the impact of Open Educational Resources in UK universities, funded by the Joint Information Systems Committee.

Contact

Dr Liz Masterman
Oxford University, UK
liz.masterman@oucs.ox.ac.uk

Introducing e-learning through LAMS: Lessons learnt from implementing in all disciplines

Spyros Papadakis
Hellenic Open University, Patras, Greece

Giorgios Fakiolakis
3rd high School, Metamorfosis, Greece

This paper reports on outcomes of introducing e-learning in High Schools in Greece through LAMS. More than 100 LAMS sequences were applied during the last 8 months in the context of all disciplines at a Greek High School (3rd Gymnasium of Metamorphosis, Athens). In this case study we present the implementation of an in-service training for teachers as a prerequisite for applying e-learning in School. The authoring of LAMS sequences by teachers themselves and the results of their usage in all classes and in almost all disciplines. The evaluation proved that LAMS is a friendly and stable environment that facilitates and extends the face to face teaching. LAMS sequences proved to be very attractive to teachers and students. Even teachers with little or no experience in using ICT created and used e-learning successfully in their classroom digital lessons.

Bio

Spyros Papadakis | Spyros is currently Consultant Professor at the Hellenic Open University and member of the research team in the Education and Training Direction of the Computer Technology Institute & Press (CTI Diophantus), Greece. He is the coordinator of the Greek Educator's LAMS Community. He holds a PhD in Computer Science, a Master in Adult Education, a Postgraduate Certificate in Open and Distance Education and a Bachelor in Mathematics. He has extensive teaching experience in the schools sector from secondary to professional development. His current research interests include learning design, adult education and teachers training, teaching and learning in blended learning environments. He has authored or co-authored 7 books and 3 chapters (among them is the book "Basic skills in ICT" for all (134.000) Teacher's Training in Greece and over 40 research papers in international journals and conferences. He serves as a reviewer for journals and conferences.

Giorgos Fakiolakis | Giorgios is teacher in ICT. He holds a Master in Information Systems from the Hellenic Open University and a Bachelor in Physics from the University of Crete, Greece. His current role is Informatics

teacher in secondary education and ICT and e-learning manager at the 3td High School of Metamorfosis, Greece. He has experience over than 25 years in education.

Contact
> Dr Spyros Papadakis
> Hellenic Open Univeristy
> Email: papadakis@eap.gr

LAMS as the next stage in the evolution of e-learning at Sydney Distance Education High School

Daniel Rattigan
Sydney Distance Education High School, Sydney, Australia

Sydney Distance Education High School is at the beginning of its journey with LAMS. This presentation will provide a background to e-learning development at SDEHS including our varied implementation of Moodle. It will outline the opportunities we see LAMS providing in order to take e-learning to the next level for our students (and staff). A particular focus will be on LAMS' ability to personalise the learning experience for our students who have a wide range of needs. We are planning to utilise LAMS to present course work for Stage 5 and project work (and scaffolds) for Stage 6.

Bio
Daniel Rattigan is currently Head Teacher Computing Studies at Sydney Distance Education High School. He holds a Bachelor of Education from Curtin University (Western Australia), and is currently completing his Master of Education with a focus on e-learning, at the University of Technology, Sydney. He has experience teaching in Western Australia, the United Kingdom and New South Wales. Daniel has been working with Moodle since 2007 to design, develop and deliver fully online Stage 5 and 6 Computing Studies courses at SDEHS.

Contact
> Daniel Rattigan
> Sydney Distance Education HS, Australia
> Email: daniel.rattigan@det.nsw.edu.au

Digital Literacies: A Workshop

Simon Walker
Greenwich University, Greenwich, UK

Learners have a common goal - to succeed through Higher Education and into the global market. This once meant attaining a level of academic competence, this definition has become fluid both in the eyes of the learner, those involved in delivery and future employers. Indeed, a recent review of what employers want from graduates is diverse and includes numerous attributes and skills of which a core part is digital literacy (DL). Despite the significant amount of work to support students' transition into HE as well as progression through a programme there is a gap in our understanding around how transition and attainment of graduate attributes is linked to digital literacies. Therefore, the aim of this project is to: develop a model to support digital maturity linked to graduate attribute development.

Bio
Simon Walker is Head of the Educational Development Unit at the University of Greenwich, and responsible for a wide range of strategic university initiatives in learning, teaching and assessment. He has led a number of nationally funded technology–enhanced learning and change management projects and, in 2006, was awarded a Higher Education Academy National Teaching Fellowship. He is Director of a new Digital Literacy in Higher Education project, part of a UK programme focusing on undergraduate student transition. In 2011 he set up a new university research group, the e-Centre, to develop technology-enhanced learning research across the disciplines.

Contact
Simon Walker
School of Education, University of Greenwich, UK
Email: s.walker@greenwich.ac.uk

List of Papers & Presentations

Keynote Addresses

Designing for social and participatory media
Gráinne Conole

Student and Teacher Generated Designs
Debbie Evans, with staff and students from Cherrybrook Tech. HS

Connecting Learning Design with Curriculum Design
James Dalziel

Presentations

Integration of external tools with GLUE! in LAMS: requirements, implementation and a case study.
Carlos Alario-Hoyos

Learning Design: My Viewpoints on current trends
Chris Alexander

Visualized Learning Design
Antri Avraamidou and Anastasia Economou

Adopting learning design with LAMS: multi-dimensional, synchronous large-scale adoption of innovation
Emil Badilescu-Buga

Using the Learning Designer to develop a conceptual framework for linking learning design tools and systems
Matt Bower, Brock Craft, Diana Laurillard and Liz Masterman

The final chapter: Implementing learning designs
Leanne Cameron

LAMS-Moodle integration for increased clinical training capacity
Eileen Chau and Glenn Mason

Adoption of Learning Designs in Teacher Training and Medical Education: Templates versus Embedded Content
James Dalziel and Bronwen Dalziel

Learning in LAMS: lessons from a student teacher exploring gene ethics
Carina Dennis

Virtual history teaching in LAMS
Eva Dobozy

Student and Teacher Generated Designs: Q&A Session
Debbie Evans with Staff and Students from Cherrybrook Technology HS

LAMS, Blended Learning and Paradigm Shift
Paul Gagnon

An emerging learning design for student-generated 'iVideos'
Matthew Kearney, Glynis Jones and Lynn Roberts

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Daniel Rattigan

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Refereed Papers

Integration of external tools with GLUE! in LAMS: requirements, implementation and a case study
Carlos Alario-Hoyos, Miguel L. Bote-Lorenzo, Eduardo Gómez-Sánchez, David A. Velasco-Villanueva, Juan I. Asensio-Pérez, Guillermo Vega-Gorgojo and Adolfo Ruiz-Calleja

Visualized Learning Design: The Challenges of an innovation transfer for the design, development and implementation of technology – enhanced lessons in the Cyprus e ducational system
Antri Avraamidou and Anastasia Economou

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Beginners Workshop

The workshop is provided in addition to the main conference program. Separate registration is required.

Intended audience:
This workshop is designed for teachers, instructors and students from any educational context, who have little or no practical experience with LAMS.

Workshop description and aims:
The overall aim of the workshop is to provide a general overview of what LAMS is. We will also look at how the development of LAMS has evolved and how it is different from (but complementary to) other Learning Management Systems. Results from various trials will also be discussed. There will be a brief introduction to the LAMS Community site and the resources that are offered.

The workshop will be highly practical with participants having ample opportunity to explore the Learner, Monitor and Authoring interfaces in LAMS. There will be a number of ready made sequences available for participants to look at and/or adapt.

Outcomes for participants:
During the workshop participants will:

- Examine the place of LAMS in e-learning;
- Examine the integration of LAMS with other Learning Management systems;
- Participate as a learner in an introductory LAMS sequence;
- Author a sequence in LAMS;
- Explore the monitoring environment;
- Explore various existing sequences and discuss pedagogical approaches;
- Evaluate LAMS as a tool for facilitating e-learning.

Prerequisites:
Familiarity with using the Internet, and basic computer skills. No prior experience with LAMS is necessary for this workshop.

Advanced Workshop

The workshop is provided in addition to the main conference program. Separate registration is required.

Intended audience:
Teachers, academics and students who have designed and implemented LAMS sequences for any educational context. Familiarity with the basic LAMS tools, LAMS authoring and monitoring will be assumed.

Workshop description and aims:
The workshop can be tailored to the needs and backgrounds of participants, but overall will be a mix of practical activities using LAMS, and reflection on the pedagogical issues which arise when designing for online and blended learning environments. Throughout the workshop examples from a range of educational contexts will be used for demonstration and analysis.

The workshop aims to explore ways in which LAMS can support collaborative and individualised approaches to learning. We go beyond the basic functions of LAMS and reflect on design, construction and implementation issues. Participants will have the opportunity to practise designing using all the LAMS tools, in particular the new branching and optional sequence features, HTML Noticeboard, adding images and linking learning objects, and managing grouping, optional and monitoring functions.

Outcomes for participants:
During the workshop participants will:

- Design a LAMS activity using the advanced tools and/or the optional and grouping tools;
- Discuss the learning and teaching issues arising in relation to the design and implementation of collaborative activities;
- Evaluate for themselves the scope of LAMS as a technology to promote and develop rich learning environments

Prerequisites:
Familiarity with the basic LAMS tools, LAMS authoring and monitoring. Participants are welcome to bring along their own examples of LAMS sequences for discussion and development.

Workshop Presenters

James Dalziel

James is the Director of the Macquarie 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.

Leanne Cameron

Leanne Cameron worked as a Research Co-ordinator with MELCOE (Macquarie E-Learning Centre Of Excellence) and was Project Manager for two ALTC (Australian Learning and Teaching Council) grants researching Learning Design. Originally employed as a Lecturer in Education (ICT), she then moved on to manage the Teacher Education Program's IT Centre where she maintained teaching responsibility for two courses looking at the integration of ICTs in educational settings.

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