

Keynote Addresses

Keynote Address 1: Monday 26th November, 9.15am

Wither or whether learning design

Professor John Hedberg

Where might Learning Design take us in the future?

Biographical notes

John holds the Millennium Innovations Chair of ICT and Education, Australian Centre for Educational Studies. He has taught postgraduate courses on cognitive strategies, interface design for learning, and implementation and evaluation of technology-based learning. He also has taught strategic planning for technology implementation in schools and has written on policy aspects of new technologies in education. He has designed training needs assessments, evaluation systems and conducted workshops on the instructional design and evaluation of e-learning environments. He has been keynote speaker at numerous conferences on the educational technologies in Canada, United States, Singapore, Malaysia, China, Europe, and many states in Australia.

Contact

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Keynote address 2: Monday 26th November, 10.00am

Practical Experiences from Learning Design in the Field

Pat Street

Christchurch City Libraries, Christchurch, New Zealand

Debbie Evans

Macquarie ICT Innovations Centre, Sydney, Australia

A discussion about the “practical experience from learning design in the field”.

These two experienced practitioners share some very concrete examples from the hands-on reality of work at the coal face.

Biographical notes

Debbie is currently Centre Director of Macquarie ICT Innovations Centre which is a technology facility collaboratively managed by Macquarie University and the NSW Department of Education & Training. She works with schools and teachers to develop strategies and teacher training programs to support the leading and management of e-learning programs in schools as well as designing student learning programs which integrate ICT into curriculum and classroom practice K-12. In this capacity, she also provides an advisory role in the implementation of new technologies in schools. At previous schools she has held the position of Assistant Principal, Computer Coordinator and classroom teacher. She was introduced to LAMS in 2003 and has since been designing sequences and training teachers in its use and application.

Pat is employed by the Christchurch City Council as the Christchurch City Libraries (CCL) Programmes and Learning Manager. The position is responsible for leading the ongoing implementation of the CCL's Life Long Learning Strategy and her team comprises staff in the specialist areas of Learning Centres, Maori Services, Children's and Young Adults services, library professional development, learning events and pre-school outreach services. Prior to this Pat held a number of other positions including that of co-manger of The South Learning Centre (2003 – June 2006) and at Riccarton High School as Head of Faculty Technology, Learning Co-ordinator and Head of Home Economics (1985 – 2003). Pat has been project manager for a number of external contracts applied for on behalf of the various organisations/institutions she has

worked for. These include but are not limited to: Curriculum Project Home Economics Position Statement (MoE) 2006, NZCER (TLRI) 2005, LAMS (MoE) 2005, Innovation and Change (CCE) 2001, Integrated Curriculum (MoE) 2000.

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Closing Keynote: Monday 26th November, 4.00pm

Powerful LAMS Versus Simple LAMS - The Challenge of Pleasing Everyone

Professor James Dalziel
Macquarie University, Sydney, Australia

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LAMS is not simply another technology to add a bit of spark to traditional education – rather, it is a fundamental innovation in describing and facilitating educational processes. Given this broad scope, it should not be surprising that LAMS has many features of many different kinds, and understanding all aspects of the system takes both time and educational experience. Of special significance is the separation of “Authoring” and “Monitoring” areas for teachers, which allows activities to be created independent of their teaching context, which can foster the sharing and re-use of “pedagogical know-how” (in the form of LAMS sequences). While LAMS has made significant progress towards a powerful Learning Design system, including new features such as Live Edit and branching, there still remain fundamental features required for the future to achieve the goal of a comprehensive system for describing and running educational processes, such as sequence-level roles (and their mapping to functions in activities), “looping” within sequences, and further development of branching, conditionality and tool input/output. At the same time, it is important that LAMS remains easy to use for new teachers, and while the drag-and-drop authoring environment is an important contribution to ease of use, there remain other areas where greater simplicity would help new users. This presentation reflects on the challenges of developing LAMS to be both powerful and simple, and describes plans for enhancing both dimensions in the future

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.