Abstracts

Macquarie's New Library

Maxine Brodie
Macquarie University, Sydney, Australia

Presentation Overview

A new campus library, the likes of which has never been seen before in the Australian higher education sector, will be built at Macquarie University by 2010. The radical concept presented by the architects is of a welcoming, transparent and inspiring landmark building for the University. It represents a new generation of library design - full of dynamic, collaborative, open spaces for learning, rather than the traditional notion of a library as a quiet, storage facility for printed materials.

Biographical notes

Maxine Brodie is the University Librarian at Macquarie University and is also the University's senior officer for copyright and related issues. She moved to Macquarie in 2002 as Deputy University Librarian after working for 5 years as Director of Information Technology at the State Library of New South Wales. Prior to this Maxine spent 14 years as a senior manager in client, collection and management services at the University of Technology, Sydney, where she also played an active part in IT Strategic Planning for both the Library and the academic and administrative areas of the University. She has recently been elected to the Macquarie University Council for 2007-09.

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LAMS in the Outback!

Jenny Buckworth
Department of Employment Education and Training Northern Territory, NT, Australia

Presentation Overview

LAMS was launched for the entire NT DEET educational community in 2007. Following a successful trial with students from year 2 to year 9 (LAMS 1.0.2) in 2006 Northern Territory (NT) has since made this available for all NT schools. LAMS 2.0 has now been centrally installed. Developmental work by the LAMS Community has been completed and integrated with the NT user authentication system which replicates on an 'as needs' basis. This release will see NT as one of the largest single instances of LAMS in one centrally managed environment and will hopefully provide options for DEET users for easy access to online and blended learning.

Biographical notes

Jenny is an online educator in DEET and has worked in this advisory and training capacity for the last 5 years. She has worked in NT schools for over 20 years in roles such as classroom teacher, librarian, technology teacher and Assistant Principal.

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Visualising Learning Design with Pre-Service Teachers

Leanne Cameron
Macquarie University, Sydney, Australia

Presentation Overview

The Teacher Education Program at Macquarie University is trialling the use of Learning Activity Management System (LAMS) software as a scaffold for lesson design with pre-service teachers. Throughout the process of authoring a sequence, these students are required to think about all aspects of their lessons in detail and the software enables them to experience the lesson themselves via a Preview mode before using it in the classroom.

The graphic interface also allows students and their tutors to visualise lessons providing an instant "picture" of the lesson and its content with a clarity not available in traditional written lesson plans. In addition, LAMS creates lessons that are not simply "documentation" but fully operational lessons in a standardised template of activities that can easily be modified for future re-use.

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.

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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Designing LAMS templates for medical education

Bronwen Dalziel
University of Western Sydney, Sydney, Australia

Presentation Overview

The School of Medicine at the University of Western Sydney is currently designing curriculum for years three to five of a new undergraduate medical degree. Part of the student workload is expected to be online in the form of nine 'Scientific Stream Modules', which will be made available from 2009. Learning design templates, designed in LAMS, are being used in to aid content experts who are otherwise unfamiliar with eLearning, to insert their content straight into an online learning environment. The templates are also designed to show them the range and extent of online activities that are available through LAMS. The first modules are now starting to take shape, and feedback from content experts has been very positive. The templates have been used as a starting point and as inspiration for the module design, but are not restricting new ideas.

Biographical notes

Bronwen Dalziel is currently a Senior Lecturer in Medical Education at the University of Western Sydney. Prior to that she worked at LAMS International, primarily on the creation of a LAMS library of sequences based on British K-12 curriculum. Bronwen has a PhD in Science (genetics of obesity) from the University of Sydney.

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Using a Shibboleth Trust Federation to create "Joint Lessons" with LAMS

James Dalziel & Ernie Ghiglione
Macquarie e-Learning Centre Of Excellence (MELCOE), Sydney, Australia

Presentation Overview

A Trust Federation is a combination of technology and policy infrastructure that allows different organisations to collaborate in a secure and distributed way. Shibboleth is the world's leading Trust Federation technology for the education and research sector, and Shibboleth Trust Federations are being rolled out in Australia (Australian Access Federation), New Zealand, UK, USA and many other countries. With support from the New Zealand Ministry of Education, LAMS has been adapted to run within a Shibboleth Trust Federation. Teachers at different educational institutions who are part of a federation can create "Joint Lessons" in LAMS, where a teacher hosts a sequence that can be joined by teachers and students from other selected lessons in the federation. The result is the creation of a "Joint Lesson" made up of students (and teachers) from two or more different educational institutions, potentially in different cities, states or countries. Joint Lessons are created at the level of a LAMS sequence, rather than at a whole course/unit level, which allows a single course/unit to host different Joint Lessons with different organisations if desired. Once LAMS servers join a Trust Federation, teachers can create their own Joint Lessons immediately without requiring assistance from technical staff, hence empowering teachers and students to easily collaborate across organisational boundaries in a secure way.

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.

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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Modeling the use of a collaborative authoring system as a cognitive tool for students' reflective thinking

Christine Dennis
ACU National University, Sydney, Australia

Presentation Overview

The use of a collaborative authoring system is one of a few exemplary ways to help educators, educational designers, and institutions rethink their pedagogical approaches within the learning environment. It is envisaged that unique uses of synchronous chat, polling, student feedback, e-portfolios and online questions and answers will help engage the new generation of learners. Our focus is on modelling interactive resources and learning activities within the learning design that engage and assist students to make direct applications of professional knowledge to professional practice. "Learning activities are the tasks and exercises which assist students in making meaning from the content of a course. They are the vehicles through which learning occurs"(ACU National Online Pedagogical Principles. 1.3,). This paper discusses the implementation and formative evaluation of the use of the Learning Activity Management System as a cognitive tool for student reflective thinking within the context of teacher education.

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Engaging Pedagogy

Debbie Evans
Macquarie ICT Innovations Centre, Sydney, Australia

Jane Hunter
Centre for Learning Innovation, Strathfield, Australia

Presentation Overview

LAMS has become an integral part of many aspects of Macquarie ICT Innovation Centre in developing, implementing and evaluating innovative ways of enhancing learning through the application of dynamic and emerging information and communication technologies.

This year, the Centre has been collaborating with the Centre for Learning Innovation on a project called Engaging Pedagogy. This project has been developed to support the work of school leaders and teachers in addressing the quality of ICT teaching and learning in NSW public schools. Teachers in the project schools have been expected to integrate three technologies in their design of learning experiences for students: digital resources from TaLe, interactive whiteboards and the collaborative tools of LAMS. This tool set has been utilized to promote high levels of intellectual engagement, through a quality learning environment where the pedagogy requires the technology for its outcomes and makes explicit to students the significance of their work.

This presentation will explore the scope as well as the findings of this project including the key impacts on teaching practice. Measures of success include: a focus on the teacher's design of integrated and self managed learning activities; the nature of the discipline or KLAs and the integration of new ways of representing ideas and concepts.

Biographical notes

Jane Hunter is Senior Project Officer, TaLe Team (Teaching and Learning exchange) at the Centre for Learning Innovation, NSW Department of Education and Training. Her professional background is in teacher professional learning, civics and citizenship and induction of new teachers into the profession. Jane has previously worked as an academic and researcher in

teacher education at the University of Sydney and Canberra University. Prior to that Jane was a head teacher of English in secondary schools in NSW, Canberra and the UK.

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LAMS Paragraph Power – a design in response to need

Margaret Fitzgerald
Macquarie ICT Innovations Centre, Sydney, Australia

Presentation Overview

LAMS Paragraph Power is an extensive LAMS sequence designed to advance literacy outcomes for middle years' students, in particular boys and students who are falling behind with conventional literacy activities. Year 7 students in all government schools participate in the English Language and Literacy Assessment (ELLA). This universal test has highlighted a demand for online reinforcement of basic literary. LAMS Paragraph Power has been designed in response to these practical requirements and requests from schools.

The 'LAMS Paragraph Power' sequence was adapted from a very successful hard copy teaching unit and covers 4 basic components to effective writing – topic sentences, supporting detail sentences, punctuation and descriptive writing.

The aim of the program was to produce sequential teaching & learning based on short, sharp writing activities. The use of vivid literary stimuli from popular authors, constant reinforcement of basic rules and provision for repetition to mastery of each of the "building blocks" ensures student engagement and success. The presentation will cover:

- The origin of the program and how it was designed to improve boys literacy. Issues which affect boys and girls literacy will be mentioned and linked to features of the program

- Why the technology, LAMS and online delivery are likely to successfully engage students and improve literacy outcomes

- Reports on interviews with teachers and students who have been working on LAMS paragraph Power

- Discussion of the hypothesis and research which will be done on the use of the program in the participating schools

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LAMS and the 4Ps: Pedagogy, Performance, Promise and Pragmatics

Paul Gagnon
Centre for Educational Development, Nanyang Technological University, Singapore

Presentation Overview

This presentation features a 4P approach (pedagogy, performance, promise and pragmatics) in the use of LAMS and complementary content authoring software to extend the interactive learning design and development agenda at NTU. Within that context each of the 4Ps will be addressed with respect to their influence on the development and delivery of engineering course content. Pedagogy will showcase examples of ways that we have used LAMS to incorporate active learning experiences.

Performance will highlight the reactions of both professors and learners to the LAMS active learning pedagogy and its extensibility into our synchronous delivery. Promise builds on the realisations arising from our experiences to date with this form of interactive pedagogy and performance, and suggests ideas for moving forward with LAMS as our primary learning design, content development interface. Finally, pragmatics will focus on some of the key obstacles encountered along the way to adoption of a more successful and engaging learning experience, how these obstacles were addressed, and what NTU seeks to do to extend the current affordances enabled by our adoption and integration of LAMS within our learning system.

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Bridging the divide

Tim Hand
NSW Department of Education and Training, Strathfield, Australia

Presentation Overview

Students in our schools carry more technology in their school bags than they have access to in the classroom. There is a growing divide between the classroom and home; where students are engaging in sophisticated social networking activities. Can concepts such as ePortfolios and Personal Learning Environments, bridge between the 'walled gardens' of our schools and the students' 'digital bedrooms'? How relevant is the concept of Learning Design and associated tools such as LAMS in this context? Is the application of Learning Design limited to formal learning contexts? Does social networking present a challenge for Learning Design models of practice? How do students perceive this information/learning divide between home and school? This presentation will discuss such issues in the context of NSW education and training.

Biographical notes

Tim Hand. Issues of educational resource production have occupied Tim for the past sixteen years. During this period, he has been involved in establishing publishing procedures for education providers, securing projects for both the schools sectors, TAFE and commercial organisations. More recently this work has involved issues of wider system integration involving CMS, LMS and access management. Currently Tim is extending this work within the NSW Department of Education and Training, Centre for Learning Innovation, leading projects on learning standards and systems integration as Manager of the Teaching and Learning Exchange (TaLE), http://www.tale.edu.au

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Learning design templates as a faculty development resource

Elizabeth Heathcote
University of British Columbia, Canada

Presentation Overview

Please note: Elizabeth will be presenting from Canada but will be available online to take questions

Conversations in instructional design circles about how best to assist teaching staff with their online learning designs often lament the lack of time and resources available to assist staff on a one-on-one basis. We Instructional Designers (and teaching staff) insist that each design is unique to the discipline, teacher, student cohort, and the knowledge and skills required by the subject outcomes. However, the resources just aren't available or sustainable in the current environment, and we need to look hard at notions of subject/ cohort uniqueness and the need for instructional designer involvement within each step of the elearning design path. This presentation presents a resource designed to provide a tool to guide teaching staff through the elearning design process – in the form of templates for various learning designs. The development and implementation of the learning design templates project at the Queensland University of Technology, Australia, will be discussed. The integration of a systemic resource provided an opportunity to explore and unpack the issues surrounding scalability, process, support requirements and the versatility and practicality of learning design templating in general.

Biographical notes

Liz Heathcote has worked within educational technology for the last 14 years, a path started while a language teacher in a school that mandated laptops for all classes. She has held positions in Melbourne, France, Singapore, Brisbane and Canada as a high school teacher, learning designer, instructional design coordinator, manager of learning technology, manager of technical services and organisational change manager. Liz's interests include the evaluative potential of systems data harvesting, inquiry- and problem-based learning, learning activity design and institution-wide change management. She has recently moved to Vancouver where she is working at the University of British Columbia and preparing for a big ski season.

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An emerging learning design based on analogical reasoning

Matthew Kearney and Kirsty Young
University of Technology, Sydney, Australia

Presentation Overview

This paper presents a beta version of a generic learning design based on analogical reasoning. The value of applying principles of analogical reasoning, informed by key literature, is explored. The need to work collaboratively, not only with field experts but also with teachers themselves is discussed as well. This relationship is evidenced through the contribution of pre-service teacher participants who took part in a recent study which focused on their experiences in designing and implementing a learning design based on well researched learning strategies. Participants chose to implement their own contextualised analogical reasoning online tasks in school-based learning environments and the crucial role of the teacher to facilitate learning of target concepts is highlighted.

Biographical notes

Matthew Kearney is a senior lecturer in the Faculty of Education at the University of Technology, Sydney, where he coordinates undergraduate e-learning subjects in Teacher Education programs. His research and development interests are in the area of e-learning and he is a member of the Faculty's Designs for Learning research cluster. He has completed several research projects investigating technology-mediated learning in both school and teacher education contexts.

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Time is the enemy – re-inventing the wheel!!

Pam Kelly
Macquarie University, Sydney, Australia

Presentation Overview

For most teachers, but more so for the new scheme teachers, time is the enemy. As new teachers adapt to the world around them, the students they teach and the required content, help is available in the form of the LAMS Community and the many LAMS sequences that have been shared through the Creative Commons licence. These sequences, with information indicating Stage, content, suggested time and often with a justification as to the development of the sequence, represent a starting place for a teacher.

The sequence idea can be reworked to suit the specific needs of the students in the class, can be updated to reflect the contemporary issues and re-used according to the specifications, attribution, non-commercial, share alike as described in Creative Commons information. The sequences introduce teachers to construction of learning that promotes interactivity, group discussion where everyone has an equal voice and research through specific websites to develop higher order thinking. This situation is modelled by the reuse of a sequence within a lecture introducing pre-service teachers to LAMS and learning design. In addition the sequences introduce teachers to a variety of resources of quality digital content.

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Using LAMS to facilitate ethical/social decision making for students

Pam Kelly
Macquarie University, Sydney, Australia

Presentation Overview

How do we combat plagiarism and copyright infringement in our schools and provide students with the opportunities to gain an understanding of both and reflect on their prior knowledge, before giving them the information and tools necessary to make informed decisions and choices before using the Internet? LAMS as a tool engages students in the debate about their beliefs and the common perceptions amongst their peers of an Internet that is 'free'. Students today need to be able to process information rapidly and in real time, deciding the validity of the information and how they can best use it. Within LAMS voting gives them a voice and discussion allows them to further elaborate on the reasons for their decision in the vote. Scaffolding their research allows students to comprehend the fact that in the 'cut and paste' environment of the Internet there are ethical and social issues with copyright and plagiarism.

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On-line teaching: Suggestions for Instructors

Horng-Ji Lai
National Chi Nan University, Taiwan

Presentation Overview

Please note: Horng-Ji will be presenting from Taiwan but will be available online to take questions.

The purpose of this study was to examine the problems that learners faced while dealing with instructor-related issues when taking on-line courses. In this study, fifteen graduate students enrolled in 5 on-line graduate courses using course management software. The findings showed that lack of feedback from the instructors, their unfamiliarity with the teaching tools, and poor organization of course materials were the three major problems hindering learners' on-line learning experiences.

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A LAMS Overview

Johnny Ly
LAMS International, Sydney, Australia

Presentation Overview

The LAMS Overview presentation introduces the LAMS software and some of its key features. In the presentation delegates will be treated to a live demonstration of the LAMS software as well as being shown how it integrates with a Learning Management System. This presentation will target an audience that is new to LAMS and its concepts.

Biographical notes

Johnny Ly is the General Manager of LAMS International. Johnny has been working with the LAMS software on various roles ranging from Systems Administration to Trainer and now manager. He actively promotes LAMS to universities, schools and colleges showing the benefits of adopting LAMS into the teaching curriculum. Johnny aims to push LAMS into the corporate space as he feels it can work well for staff training and development purposes. Johnny holds both a Bachelor of Technology and Master of Commerce degree both of which were completed at Macquarie University.

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LearnSpire - A learning framework for enhancing resource design and development

Brian Mayne
Community Services, Health, Tourism and Recreation Curriculum Centre, TAFE NSW

Presentation Overview

LearnSpire is the learning framework developed at the TAFE NSW Community Services, Health, Tourism and Recreation Curriculum Centre out of the project "Designing resources and support materials for our future", as part of the 2005 NSW Quality Improvement Projects Scheme.

The learning framework works around seven dimensions:

Previewing; Defining; Connecting; Applying; Journaling; Checking your progress; and Self-checking. Each dimension with its associated design elements offers a specific way of enhancing learning and boosting retention of knowledge and application of skill in learners.

Learner benefits from learning framework: Provides a ready-made personal outline for connecting important ideas and building references a learner will need to deepen their understanding of the material to be learned; Acknowledges each learner's individual context; Encourages active participation of learners; Encourages learners to articulate to themselves and their peers what they are learning; Encourages learners to be self-critical and questioning of assumptions; Supportive of learners; Provides multiple pathways for a learner to move through a resource or lesson.

Uses of learning framework:

• Use as a template for developing learning resource within – the terminology and headings guide the learning.

• Use as a construct for writers to develop resources around – the thinking underpins design.

• When developing Training Package resources the learning framework offers the ability for validation against the content, activities, and exercise (checking your progress).

Biographical notes

Brian Mayne is currently a Project Officer with TAFE NSW – Community Services, Health, Tourism and Recreation Curriculum Centre. He has considerable experience in the development and production of flexible delivery resource materials, having been involved with CSHTR print resources, TAFE Online projects, and the Centre for Learning Innovation learning objects

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Design consideration and implementation issues while developing SCORM compatible contents

Ehsan Nabovati, Nasser Modiri
Department of Computer Engineering, Islamic Azad University, Iran

Presentation Overview

Please note: Ehsan will be presenting from Iran but will be available online to take questions.

The aim of this paper is to propose a method for the development of electronic content for use in different levels and occasions, for new learning courses, different types of users and other occasions through spending minimum cost and time. The main problems nowadays in e-learning has been determined and reviewed. We will review the standards of e-learning with emphasis the SCORM (Sharable Content Object Reference Model) model. There has been recommended a model for development electronic content based on

reusability of learning objects. In using this method for the development of electronic content much saving can be made both in time and cost.

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e-learning and the School Library

Judy O'Connell
Catholic Education, Parramatta, Australia

Presentation Overview

What does e-learning and Web 2.0 really mean for school libraries? As we create conversations, connections and a Web 2.0 e-learning community we are opening the door to a better library future - one that embraces the digital identity of our students and their multi-modal minds. The future of our school library and information services has never been so exciting - because now we are able to facilitate learning through knowledge construction, distribution and recombination in ways never possible before Web 2.0. Using the power of technology we are embracing creativity, technology, literacy, and multimedia to fit the requirements of 21st century learning.

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Towards a comprehensive framework for ICT teachers' professional development in Europe: possibilities and limitations

Juana M. Sancho Gil & Fernando Hernández
University of Barcelona, Spain

Presentation Overview

To meet the current challenges faced by higher education institutions , 15 lecturers from the University of Barcelona are implementing an innovative teaching and learning project aiming to create an environment to foster students' intellectual, emotional and personal autonomy, their capacity to work in teams and collaborative networks, their creativity and capacity to take and assess risks and go on learning through the whole life. In this seminar we will describe the work done during the first year of the project.

Biographical notes

Juana Sancho is Professor of Educational Technology at the University of Barcelona, Spain. She has published a good number of books and articles both nationally and internationally, and is co-editor of the series Repansar la educacion (Rethinking Education) published by Octaedro. Her research focuses on organisational and symbolic aspects of new learning environments that integrate ICTs in a changing and complex world.

Fernando Hernandez is professor in the Unit of Art Education at the Fine Arts Faculty of the University of Barcelona. He is co-ordinator of an Experimental Program on Initial Teacher Education for Art Education at Secondary Schools and is currently exploring, together with some other European partners, the use of Telecommunication to improve the quality of student teachers professional competencies. He is current director of the Centre for the Study of Change in Culture and Education http://www.cecace.org at the Scientific Park of the University of Barcelona.

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Together is Better? Primary Students' and Teachers' Experiences of Collaborative Learning Online

Patsy-Ann Street
Christchurch City Libraries, Christchurch, New Zealand

Presentation Overview

This presentation shares the research process and findings involving students and teachers in two primary schools in Christchurch, New Zealand. The project undertook to research the use of the Learning Activity Management System (LAMS) as an online learning environment to teach a collaborative unit of work on Vandalism.

There has been much research on collaborative learning at various levels of the school sector (e.g., Brown & Thomson, 2000; Holloway, 2003; Holmes, 2003; Holzer, 2004; Lourdusamy, Myint, & Sipusic, 2003; Peel & Shortland, 2004; Whatley & Bell, 2003). However the use of online environments for collaborative work is a new and largely under-researched area for primary school teachers as most studies in this are have involved the secondary or tertiary sector (Chih-Hsiung & Correy, 2003; Hakkinen, 2003; Hron & Friedrich, 2003; Neo, 2003).This project helps to address this gap in the research literature.

Research support was provided to encourage the participating teachers to develop as critical professionals reflecting on their practice using action-research. In particular the project had teachers use a hybrid model to deliver part of their classroom teaching and learning programme and reflect on this process (Collison et al. 2000; Draves 2002; Ko & Rossen 2001).

At the completion of this project the unit and sequences were modified and offered again across classes in two learning centres. The project was funded through The New Zealand Council of Educational Research, Teaching and Learning Research Initiative.

Biographical notes

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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LAMS in Action - Beginning the Journey of Blended Learning

Mike Tom
NSW Department of Education and Training, Australia

Kerrie Vogele
Centre for Learning Innovation, Strathfield, Australia

Presentation Overview

The NSW Rural & Distance Education unit (R&DE) has been using LAMS along with other collaborative learning tools as part of a blended learning trial

with distance education and small cohort schools to increase student and staff collaborations. The ability to establish a stronger relationship between a teacher and students by providing authentic tasks with increased interaction through collaborative technologies such as LAMS is a positive educational outcome.

This presentation will outline the R&DE context, the objectives of the trial, implementation strategies and preliminary feedback from schools.

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The changing role of the library

Patsy-Ann Street
Christchurch City Libraries, Christchurch, New Zealand

Presentation Overview

A round-table discussion about the changing role of the library lead by Pat Street. Questions, comments and discussion from conference delegates will be welcome.

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Learning design: Bridging the gap between Web 2.0 and Higher Education

Martin Weller
Institute of Educational Technology, The Open University, United Kingdom

James Dalziel
Macquarie e-Learning Centre Of Excellence (MELCOE), Sydney, Australia

Presentation Overview

Please note: Martin will be presenting from the UK but will be available online to take questions

While there is much interest in the world of web 2.0 in higher education, particularly how social networks can be used to facilitate learning communities and how user generated content can be part of the educational experience, there are also a number of cultural differences between the two worlds. Perhaps the most significant of these is the need to assure quality and provide a structured approach to learning in higher education compared with the miscellaneous approach of web 2.0. This paper will look at some of these differences and show how learning design fits in currently, and how it might be used as a means of both providing the personalisation and user control seen in web 2.0 and the scaffolding and guidance required of education.

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LAMS, e-learning & Information Literacy: possibilities and practicalities!

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Presentation Overview

This presentation reports on using the LAMS learning design system to develop an Information Literacy module for 2nd year Education students at Macquarie University. The learning design will be outlined and discussed, and examples and analysis of student feedback presented. This experience opened our eyes to new possibilities for Information Literacy and its application in e-learning.

Biographical notes

Margaret Wright has 20+ years experience as a librarian in university and schools libraries. She is currently managing Frontline Services at Macquarie University Library. During her library career she has been involved in a range of projects to designed to enhance online library services. Most recently, she has been involved in a collaborative grant project with Murdoch and Macquarie University libraries and Macquarie E-Learning Centre of Excellence to shibbolise the online librarian service. Margaret's research interests include Information Literacy and e-learning design; designing new library services to meet the changing needs and expectations of a digitally connected generation; and sustainable solutions for online content management.

At present Heather Cooper is Acting Electronic Services Librarian at the University of the Sunshine Coast where her family are having a "sea and tree change". She has worked as a librarian for fifteen years most of which has been at Macquarie University Library. Heather was manager of the Curriculum Resources Centre, Education and Media Services, IT Customer Services and the Information Technology Training Unit. During her time at Macquarie she also worked as a part-time, contract and casual librarian in positions such as a Project Officer, Content Developer, Outreach Librarian

and Program Developer. She has also worked as a librarian on the Research Help Desk at the University of Technology, Sydney.

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Design and Implementation of Learning Courses for Korean School Students using LAMS

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Poster Presentation Overview

The aim of this paper is to help learners develop algorithmic thinking skill to solve a problem using LAMS and to draw their interest in learning through various learning activities to solve it. Until now, when we are using the existing LMS to design teaching contents, it takes a lot of time and requires a complicated process. LAMS, however, has the advantages of simple content design and implementation and provides sequential learning under various learning environments.

In this paper, we adopt sorting algorithms which have been used as a tool for developing logical thinking of learners. Even though there are various sorting methods, we consider only three sorting algorithms, selection sort, bubble sort and insertion sort, and design level-based teaching contents for these sorting methods based on LAMS considering learners' individual difference.

The designed contents were applied to elementary school students' learning and a questionnaire was conducted. They showed positive responses, on the one hand, in their satisfaction with learning under the new LAMS environment, in the areas of understanding of unfamiliar educational contents, and their demands for the system providing serial learning in web education and technical contents of computer education. On the other hand, they hoped that various kinds of learning would be provided including not only data sorting but also technical contents related to computer.

For further study, it is necessary to revise and supplement conceptual principals or contents of computer education in elementary and junior high schools. It is also expected to further study LAMS in its infancy and endeavour to make it a popular learning management system.

Biographical notes

Kwan Hee Yoo received his B.S. in Computer Science from Chungbuk National University, Korea in 1985, and also received M.S., Ph.D. in Computer Science from KAIST (Korea Advanced Institute of Science and Technology), South Korea in 1988 and 1995, respectively. He is a Professor of Computer Education and IIE(Information Industrial Engineering) at Chungbuk National University, Korea.

Seok Jae Lee received the B.S., M.S. and Ph.D degrees in Computer and Communication Engineering from Chungbuk National University, Cheongju, South Korea in 2000, 2002 and 2006, respectively. He is now a Post Doctorial Student at Chungbuk National University.

Jae Soo Yoo received the B.S. degree in Computer Engineering in 1989 from Chunbuk National University, Chunju, South Korea. He received the M.S. and Ph.D. degrees in Computer Science in 1991 and 1995 from KAIST(Korea Advanced Institute of Science and Technology), South Korea. He is now a Professor in the Department of Computer and Communication Engineering, Chungbuk National University, Cheongju, South Korea.

Yong Hun Park received the B.S. degree in Computer and Communication Engineering in 2005 from Howon National University, Kunsan, South Korea and M.S. degree in Computer and Communication Engineering in 2007 from Chungbuk National University, Cheongju, South Korea. He is now a Ph.D. Candidate at Chungbuk National University.

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Other Presentations

Using LAMS in a Teacher Education context

A panel of University Teacher Educators will discuss their LAMS experiences. Questions, comments and discussion from conference delegates will be welcome.

Using LAMS in a teacher education context - the students' perspective

A panel of University students will discuss their LAMS experiences. Questions, comments and discussion from conference delegates will be welcome.

Panel Session

James Dalziel, John Hedberg, Pat Street and Debbie Evans

The panel will review the major themes to emerge from the conference and will take questions from delegates.