

## 2008 European LAMS Conference Program by strand – Wednesday, 25th June - Spanish Language Presentations

8.30-9.30	<b>Acreditación y entrega de documentación</b> (Registration) - Foyer		
9.30-10.00	<b>Inauguración Oficial</b> (Official Opening) James Dalziel, MELCOE & LAMS Foundation and Eduardo Blanco Ollero Vicerrector de Tecnologías de la Información e Innovación Docente (Vice-chancellor IT and Academic Innovation) Universidad de Cádiz - Theatre		
10.00-10.45	<b>Plenaria: "¿Qué es LAMS y como funciona?"</b> (Plenary 1 - "An Overview of LAMS") Ernie Ghiglione, MELCOE, Australia - Theatre		
10.45-11.15	<b>Plenaria: "Lo que LAMS no es"</b> (Plenary 2 - "LAMS and other e-Learning Systems") Ernie Ghiglione, MELCOE, Australia - Theatre		
11.15-11.45	<b>Café/ Descanso - Foyer</b>		
	<b>Parallel Session No.</b>	<b>Strand 1 Room 1</b>	<b>Strand 2 Room 2</b>
11.45-12.25	1	<b>Luces y sombras de LAMS en la evaluación del aprendizaje universitario</b> (Advantages and Disadvantages of using LAMS in University Learning evaluation) Maria Soledad Ibarra Sáiz, Gregorio Rodríguez Gómez & Miguel Ángel Gómez Ruiz, Universidad de Cádiz, Spain	<b>La Integración de servicios genéricos en GRAIL y entornos de Learning Design en .LRN</b> Luis de la Fuente Valentín, Abelardo Pardo & Carlos Delgado Kloos, Universidad Carlos III de Madrid, España
12.30-12.55	2	<b>Propuesta de integración de LAMS en el marco conceptual del espacio de aprendizaje socio-constructivista E-Ling</b> (A LAMS integration proposal in the conceptual frame of the socio-constructivist learning environment E-Ling) Covadonga López Alonso, Elena de Miguel & Ana Fernández-Pampillón, Lingüística General, Universidad Complutense de Madrid, Spain	<b>LAMS en una asignatura de la Universidad de Cádiz: La perspectiva de los estudiantes de la asignatura optativa Control de Calidad y Fiabilidad</b> (LAMS in a Cadiz University subject: the "Quality and Reliability Control" elective subject students' point of view) Álvaro León Rodríguez, Antonio Francisco Martín Romero, Rafael Amiguete Camerino, Francisco Javier Santacruz Lope-Cepero Luis Miguel Marín Techera & Antonio Gámez Mellado, Universidad de Cádiz, Spain
12.55-1.10	<b>Descanso - Foyer</b>		

1.10-1.35	3	<b>Diseños de aprendizaje en LAMS y la enseñanza de la mecánica básica</b> (Learning Designs in LAMS and basic mechanics teaching) Luis Álvarez-González, Luis Ojeda-Gallegos & Cristian Cifuentes-Salazar, Universidad Austral de Chile, Chile	<b>El uso de Learning Design en colegios australianos</b> (Using Learning Design in Australian schools) Debbie Evans, ICT Innovation Centre, Dept of Education & Training, NSW, Australia & Elena de Miguel, Universidad Complutense de Madrid, Spain
1.40-2.00	4	<b>Evaluación de la reusabilidad de las secuencias de actividades en LAMS</b> (Evaluation of LAMS activity sequences reusability) Javier Sanz Rodríguez, Universidad Carlos III de Madrid & Juan Manuel Dodero & Mercedes Ruiz Carrerira, Universidad de Cádiz, Spain	<b>La perspectiva de los estudiantes universitarios sobre la utilidad de LAMS en su proceso de aprendizaje</b> (University students' perspective about using LAMS in their learning process) Gregorio Rodríguez Gómez & Miguel Ángel Gómez Ruiz, Universidad de Cádiz, Spain
2.00-3.00	<b>Almuerzo - Foyer</b>		
3.00-3.25	5	<b>Del Diseño de Recorridos de Aprendizaje a su Evaluación: Innovaciones en los beneficios prácticos del Learning Design</b> (From planning learning paths to assessment: Innovations to the practical benefits of Learning Design) Davinia Hernandez-Leo, Ayman Moghneih, Toni Navarrete, Josep Blat, Sandra Gilabert, Patricia Santos & Mar Perez-Sanagustín, Universitat Pompeu Fabra, Spain	<b>¿Puede LAMS ayudar a reducir el alto índice de fracaso de los estudiantes de 1º año de Ingeniería</b> (How can LAMS help reduce the drop out rate with 1st year Engineering students?) Erick Araya, Carolina Flores & Miguel Valásquez, Universidad Austral de Chile, Chile
3.30-3.55	6	<b>La Integración de servicios genéricos en GRAIL y entornos de Learning Design en .LRN</b> (Integrating generic services in GRAIL, the Learning Design Run-Time Environment in .LRN) Luis de la Fuente Valentín, Abelardo Pardo & Carlos Delgado Kloos, Universidad Carlos III de Madrid, Spain	<b>Mesa Redonda:</b>  LAMS en la Universidad, la perspectiva de estudiantes y profesores
4.00-4.30	<b>Café/Descanso</b>		
4.30-5.00	7	<b>Usando IMS-LD para diseñar escenarios pedagógicos en Ingeniería Informática</b> (Using IMS-LD to design pedagogical scenarios in Computing Engineer) Rocio Garcia Robles, Universidad de Sevilla, Spain	<b>Incorporación de Expresiones Matemáticas en Secuencias de Aprendizaje usando Métodos Alternativos a jsMath</b> (Management of curricula adaptations of learning skills in simulation and virtual environments) Erick Araya, Carolina Flores & Miguel Velásquez, Universidad Austral de Chile, Chile
5.00-5.45	<b>Panel Session: Los retos de la integración LAMS/Moodle</b> (Next steps with the LAMS / Moodle integration) – Theatre		
5.45-6.00	<b>Sumario del día</b> (Wrap up) Ernie Ghiglione, MELCOE, Australia – Theatre		

## 2008 European LAMS Conference Program by strand – Thursday, 26th June - English Language Presentations

8.30-9.30	<b>Registration Open</b>				
9.30-9.45	<b>Welcome</b> James Dalziel, MELCOE & LAMS Foundation, Australia - Theatre				
9.45-10.30	<b>Keynote 1</b> : - Stephen Downes <b>What Learning Design could be</b> - Theatre				
10.30-11.15	<b>Keynote 2</b> : - Grainne Conole <b>Innovative approaches to Learning Design – Putting the pedagogy back in</b> - Theatre				
11.15-11.45	<b>Morning Tea - Foyer</b>				
	<b>Parallel Session No.</b>	<b>Strand 1 Room 1</b>	<b>Strand 2 Room 2</b>	<b>Strand 3 Room 3</b>	<b>Strand 4 Room 4</b>
11.45-12.25	<b>1</b>	<b>Could a LAMS pedagogical planner be a useful learning design tool for university lecturers?</b> Leanne Cameron, Macquarie University, Australia	<b>Awareness of execution in designing in learning activities with LAMS and IMS-LD</b> Juan Manuel Dodero, Universidad de Cádiz, Spain & Jorge Torres, Tecnológico de Monterrey, México	<b>Evaluation of combined collaborative and problem-based approach in a web-based distance education course</b> George Pentaris, Konstantinos Antonis & Petros Lampsas, Technological Educational Institute of Lamia, Greece & Spyros Papadakis, Hellenic Open University, Greece	<b>Engaging the millennial learner through a humanist-oriented social approach to learning in first-year teacher education classes: a preliminary case study</b> Eva Dobozy & Romana Pospisil, Edith Cowan University, Australia
12.30-12.55	<b>2</b>	<b>From planning learning paths to assessment: Innovations to the practical benefits of Learning Design</b> Davinia Hernandez-Leo, Ayman Moghneih, Toni Navarrete, Josep Blat, Sandra Gilabert, Patricia Santos & Mar Perez-Sanagustin, Universitat Pompeu Fabra, Spain	<b>Integrating generic services in GRAIL, the Learning Design Run-Time environment in .LRN</b> Abelardo Pardo & Carlos Delgado Kloos, Universidad Carlos III de Madrid, Spain	<b>Using LAMS to facilitate an effective blended learning project at University of Szczecin</b> Adam Stecyk, University of Szczecin, Poland	<b>Engaging pedagogy using LAMS</b> Debbie Evans, ICT Innovation Centre, Dept of Education & Training, NSW, Australia
12.55-1.10	<b>Short Break - Foyer</b>				
1.10-1.35	<b>3</b>	<b>Understanding the potential of learning design to support university teachers' design processes</b> Sue Bennett, Shirley Agostinho, Lori Lockyer, Rob Koper & Barry Harper, University of Wollongong, Australia	<b>Experiences with LAMS: A round-table discussion</b> Leanne Cameron to chair	<b>A learning framework for facilitating organizational change and continuous improvement programs</b> Liam Brown & Eamonn Murphy, University of Limerick, Vincent Wade	<b>An overview of the CETIS Support project for the Design For Learning Programme</b> Sheila McNeill JISC CETIS

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<b>1.40-2.00</b>	<b>4</b>	<b>Outcomes from the JISC Design for Learning Programme</b> Sarah Knight JISC e-Learning Programme	<b>Phoebe: A pedagogic planning tool</b> Marion Manton, Liz Masterman University of Oxford	<b>Do accountants tell it how it is? Do marketers like to solve open ended problems? A comparative reflection on learning design</b> Matt Bamber & Kath Mutter, University of Wales, Newport, UK	<b>Engaging Generation Google with LAMS</b> Debbie Evans, ICT Innovation Centre, Dept of Education & Training, NSW, Australia
<b>2.00-3.00</b>	<b>Lunch – Foyer</b>				
<b>3.00-3.25</b>	<b>5</b>	<b>CompendiumLD – A tool for effective, efficient and creative learning design</b> Andrew Brasher, Gráinne Conole, Simon Cross, Martin Weller, Juliette White & Paul Clark, The Open University, UK	<b>Practical experiences of reusing LAMS pedagogical templates</b> Lorenzo Sommaruga, University of Applied Sciences of Southern Switzerland, Switzerland, Nadia Catenazzi, Labi-Varese, Italy & K. De Angelis, Training 2000, Italy	<b>Web-scenarios – building on reality and supporting the problem-based learning structure at an undergraduate medical programme</b> Hakan Hanberger, Anne-Christine Persson & Bjorn Bergdahl, Linkoping University, Sweden	<b>Using LAMS to visualise Learning Design with pre-service teachers</b> Leanne Cameron, Macquarie University, Australia
<b>3.30-3.55</b>	<b>6</b>	<b>Mapping a landscape of Learning Design: Identifying key trends in current practice at the Open University</b> Simon Cross, Gráinne Conole, Paul Clark, Andrew Brasher & Martin Weller, The Open University, UK	<b>Enhancing critical thinking by providing cognitive skill-based question wizards in LAMS activities</b> Spyros Papadakis, Hellenic Open University, Greece & Ernie Ghiglione, MELCOE, Australia	<b>Teaching of human liver anatomy with learning designs</b> Luis Alarez-Gonzalez, Sergio Trivinos-Villanueva, Sandra Bucarey-Arriagada, Universidad Austral de Chile, Chile	<b>Design of learning sequences for VET community using LAMS experience from the Leonardo da Vinci project MECCA</b> Erik Engh, Quality Management Software AS, Oslo, Norway
<b>4.00-4.30</b>	<b>Afternoon Tea – Foyer</b>				
<b>4.30-5.00</b>	<b>Panel Session:</b> James Dalziel, Stephen Downes, Gráinne Conole and Gregorio Rodriguez Gomez – Theatre				
<b>5.00-5.45</b>	<b>Keynote 3 : - James Dalziel</b> <b>Are we ready for mass adoption of Learning Design?</b> – Theatre				
<b>5.45-6.00</b>	<b>Wrap Up - Theatre</b>				