Abstracts

Teaching of human liver anatomy with learning designs

Luis Álvarez-González, Sergio Trivinos-Villanueva, Sandra Bucarey-Arriagada
Universidad Austral de Chile, Chile

Presentation Overview

This paper presents a collaborative learning design in the area of human anatomy, including the liver. They have used the educational standards and methods necessary to create quality and interoperable learning designs and educational resources. The Instituto Humana has been responsible for designing and implementing the learning about the human liver (with Macromedia Flash), while the Instituto de Informática addressed, managed and processed pedagogical resources, integrating a software specialist (LAMS and Moodle) for the design and management of learning. LAMS was used to create learning activities based on design learning, which were integrated into Moodle, as part of a course for students of Medicine.

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Learning Designs in LAMS and basic mechanics teaching

Luis Álvarez-González, Luis Ojeda-Gallegos, Cristian Cifuentes-Salazar
Universidad Austral de Chile, Chile

Spanish Presentation Overview

In this paper we present a constructivist Learning Design- based approach in Basic Mechanics teaching. Our designs are at an intermediate stage between face-to-face class and laboratory practices. They have been implemented in LAMS and Reload LD Editor.

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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

Spanish Presentation Overview

In this paper we analyse the causes of the high drop-out rate of engineering students in Austral University in Chile. We are using LAMS as a tool to improve the traditional learning/ teaching processes.

Contact

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How to add mathematics expressions in LAMS sequences without using jsMath

Erick A. Araya, Carolina Flores & Miguel A. Velásquez
Universidad Austral de Chile, Chile

Spanish Presentation Overview

In this contribution we present an alternative method to jsMath to add mathematics expressions in LAMS sequences. We realised that our professors in the Engineering School at Universidad Austral de Chile have not found this javascript package easy to use.

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Do accountants tell it how it is? Do marketers like to solve open ended problems? A comparative reflection on learning design

Matt Bamber & Kath Mutter
University of Wales, Newport, UK

Presentation Overview

The study addresses the issue of cross disciplinary approaches to postgraduate professional learning design. The study asks whether learning design effects success, where success is measured in terms of pass rates and student feedback.

Biographical notes

Matt Bamber joined the University of Wales as a senior lecturer in accounting and finance in 2004. He also teaches accounting at the University of Bristol and he is a qualified accountant (ACA) who has had experience of working in practice both in the UK and the US. Matt is a qualified teacher and a Fellow of the Higher Education Academy. His teaching interests include financial reporting and financial management and in addition he oversees accounting research projects. Matt's research interests fall into two categories: accounting research and education research. He is currently investigating the relationship between financial derivative based risk management strategies and the reporting of financial instruments and in the field of education his interests lay in the uniqueness of accounting students' learning approaches and identifying associated 'best' teaching methods.

Katherine Mutter was marketing director in the high quality end of the steel industry for 12 years before becoming an academic. A linguist, Katherine was integral to the European and international expansion of her business and started lecturing for the Chartered Institute of Marketing (CIM) as a International marketing strategy specialist over 10 years ago. Since then, Katherine has completed her MSc in Marketing, looking at charity and not-for-profit issues in her dissertation and developed a keen research interest in teaching and learning having completed her PGCE. Her teaching portfolio includes CIM professional courses in Managing Marketing Performance and Marketing Management in Practice for which Newport Business School have been benchmarked as the leading delivery centre in the UK (and therefore the world) and Marketing Contexts, Contemporary Marketing introducing creative and challenging modules to the undergraduate and postgraduate students. She is currently engaged in teaching and learning research focusing on Professional courses and how experience, delivery and learning outcomes are managed

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Understanding the potential of learning design to support university teachers' design processes

Sue Bennett, Shirley Agostinho, Lori Lockyer, Rob Koper & Barry Harper
University of Wollongong, Australia

Presentation Overview

Although designing learning experiences is part of everyday teaching practice, the work of the teacher as designer is poorly understood and under-researched. For this reason teachers are often considered 'non-expert' designers because they lack the professional design training many instructional designers receive. Rather than diminish the work of teachers, this distinction recognises the particular requirements of a learning design approach that caters for the needs of this group. However, these needs have rarely been explicated, giving rise to confusion about the learning design approach.

In this paper the authors clarify the notion of the learning design as a potential approach to supporting teaching practice. They present the conceptual basis for the learning design approach currently being explored in a major Australian research study and present a simple but systematic approach to describe teaching and learning experiences using a formalism that is readily understood by university teachers. The complementary relationship between this formalism and international standards, such as IMS-LD, is also explained.

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CompendiumLD – a tool for effective, efficient and creative learning design

Andrew Brasher, Gráinne Conole, Simon Cross, Martin Weller, Juliette White & Paul Clark
The Open University, UK

Presentation Overview

Developers and teachers go through a complex decision making process when designing new learning activities – working towards an effective pedagogical mix, combining resources, tools, student and tutor support. This paper describes CompendiumLD, a prototype tool we have built to support practitioners through the process of designing learning activities. We describe how the tool fits into our vision of a dynamic, interactive set of resources and system tools to support effective, efficient and creative learning design. It describes CompendiumLD's features and explains the rationale behind their development. It also shows how the tool is intended to aid designers make choices, and plan developments, facilitating creativity and efficiency in the design process. In our conclusions we consider how such a system can support the design of effective learning activities.

Contact

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A learning framework for facilitating organisational change & continuous improvement – Programme design implications

Liam Brown & Eamonn Murphy, University of Limerick, Ireland
Vincent Wade, Trinity College Dublin, Ireland

Presentation Overview

A strategic framework is proposed to investigate how Technology Enhanced Learning (eLearning) can be deployed as an effective mechanism to facilitate and support continuous improvement and change management programmes within organisations. The framework supports the current drive in education to move from tutor-centred approaches to learner-centred approaches. The framework also takes the relevant pedagogical and technological considerations into account and implications for the design of future programmes are posited based on feedback from the current programmes. Initially a comprehensive survey was conducted with in excess of 100 European Small and Medium sized Enterprises (SMEs) on their attitudes towards and take up of eLearning. A comparative study was conducted with a number of large multinational companies. This was followed by the development and deployment of a suite of SCORM compliant interactive standalone eLearning courses in the continuous improvement arena, more specifically in "Lean Thinking" Tools and techniques. Evaluation has been conducted with 3 consecutive cohorts of students from industry over a 2 year period. Evaluation results have been incorporated into the framework and design guidelines for future iterations of these and other programmes are presented.

Biographical notes

Liam works for Enterprise Ireland as national delegate for the EU's Framework Programme 7. Prior to this he held a range of technical positions in both industry and academia including the University of Limerick's AMT/Enterprise Research Centre from 1999 to late 2006. Liam's particular focus was on eLearning technologies for those in the workplace. He is currently enrolled as a doctoral student with Trinity College Dublin - researching the effectiveness of eLearning as an enabler of competitive improvement.

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Using LAMS to visualise Learning Design with pre-service teachers

Leanne Cameron
Macquarie University, Australia

Presentation Overview

For six consecutive semesters, the Teacher Education Program at Macquarie University has used LAMS to scaffold lesson planning with pre-service teachers. The value of a lesson plan as an organisational tool is highly regarded by many teacher educators but from a pre-service teacher's point of view, it often produces little more than documentation - hence their reluctance to undertake them. The graphic interface of LAMS 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. Using colour-coded activity icons, the pre-service teachers can instantly see how their lesson might address the variety of students' learning styles. Additionally, the LAMS lesson plan produces an instant online lesson. Throughout the process of authoring a sequence, pre-service teachers are required to think about all aspects of their lesson. LAMS also enables them to experience the lesson themselves from their students' perspective via a Preview mode before using it in the classroom. In addition, LAMS creates these lessons in a standardised template of activities that can easily be modified for future re-use.

Biographical notes

Leanne Cameron is currently working as a Research Co-ordinator with MELCOE (Macquarie E-Learning Centre Of Excellence) and is Project Manager for two ALTC (Australian Learning and Teaching Council) grants researching Learning Design: "Implementing Effective Learning Designs" developing a scaffolded learning activity planning tool to guide practitioners through learning design options; and, "Renewing the Curriculum to More Effectively Accommodate Clinical Rotation" which will integrate Learning Design approaches, problem-based learning and best practice in e-learning delivery methods whilst the students are undertaking their clinical rotations in hospitals. Leanne was originally employed as a Lecturer in Education (ICT) at Macquarie University working with the Australian Centre for Educational Studies.

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Could a LAMS pedagogical planner be a useful learning design tool for university lecturers?

Leanne Cameron
Macquarie University, Australia

Presentation Overview

Designing learning for the higher education environment is a complex task: learning materials need to take into account different student ability levels, learning approaches, media and curriculum. Learning Design is a professional discipline in which many of our university lecturers have no formal qualifications. Many lecturers wanting to improve, enrich or experiment with their teaching are often unsure where to begin. This situation might be improved with guidance, inspiring examples, and supportive tools. It is suggested that pedagogical planners may provide lecturers with a learning design scaffold that guides them through the learning design process so that they might develop effective and pedagogically sound learning designs. This paper reports on the case for pedagogical planners and is the first stage in a major project that will be further developed throughout 2008-9

Biographical notes

Leanne Cameron is currently working as a Research Co-ordinator with MELCOE (Macquarie E-Learning Centre Of Excellence) and is Project Manager for two ALTC (Australian Learning and Teaching Council) grants researching Learning Design: "Implementing Effective Learning Designs" developing a scaffolded learning activity planning tool to guide practitioners through learning design options; and, "Renewing the Curriculum to More Effectively Accommodate Clinical Rotation" which will integrate Learning Design approaches, problem-based learning and best practice in e-learning delivery methods whilst the students are undertaking their clinical rotations in hospitals. Leanne was originally employed as a Lecturer in Education (ICT) at Macquarie University working with the Australian Centre for Educational Studies.

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Mapping a landscape of Learning Design: Identifying key trends in current practice at the Open University

Simon Cross, Gráinne Conole, Paul Clark, Andrew Brasher & Martin Weller
The Open University, UK

Presentation Overview

The object of this paper is to present some early analysis of interview and focus group data about how existing teacher educators at The Open University (UK) approach, understand, and deploy, learning design and the additional support and tools they would find helpful. This represents a component of a broader institutional project that seeks to develop a learning design tool for the support and promotion of learning design and to better define the current landscape of learning design across the university by charting existing experience and methodology.

This study is interested in design as both an individual and collective process; thereby reflecting the need to move forward the definition of the learning design challenges faced by both individuals and organisations. Such work holds interest for all developers and users of learning design tools, whatever the design interface used.

Twelve semi-structured interviews and four focus groups/workshops were conducted with University staff. The views expressed in the interviews reveal 'learning design' as a term with multiple, complex and sometimes competing roles and meanings. This paper will examine evidence for these conceptions and operations through a discussion of some issues emerging from the interviews.

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Engaging the millennial learner through a humanist-oriented social approach to learning in first-year teacher education classes: a preliminary case study

Eva Dobozy & Romana Pospisil
Edith Cowan University, Australia

Presentation Overview

Teaching approaches grounded in constructivist learning theories run counter to the dominant highly structured and lecturer-controlled approaches to learning and teaching in which the lecturer transmits established, accumulated information for students to learn and reproduce, largely through one or two hour lectures followed by practical tutorial exercises. Consequently, university lecturers interested in adopting constructivist approaches to university learning and teaching will have to successfully negotiate a set of challenges that have been described in the professional literature as conceptual, pedagogical, cultural, and political. In this paper, we briefly explore the principles of humanist learning and teaching, as we understand them. This is followed by an illustration of the pedagogical responses to the needs of millennial learners who demand to be active, hands-on, practical, supported by peers, tutors and lecturers on a 'just-in-time' basis, and our understanding of effective learning & teaching at university.

Biographical notes

Dr Eva Dobozy is a Lecturer in the Faculty of Education and Arts at Edith Cowan University in Perth, Western Australia. With over 20 years experience in education as an early childhood/primary teacher and lecturer in undergraduate and graduate Education Studies and Values Education courses, she has developed a special interest in the theory and practice of children's rights in education and 'e-inclusion'. In recognition of the uniqueness and currency of her research focus and her ability to generate new knowledge about the impact of pedagogy on students' lives, she won the prestigious Early Career Award from the Western Australian Institute for Educational Research. She is the Chief-Investigator of the project: Beyond Vision: e-inclusion through podcasting/vodcasting technology, funded by the Centre for Schooling and Learning Technologies (CSaLT) at Edith Cowan University.

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Awareness of Execution in Designing Learning Activities with LAMS and IMS-LD

Juan Manuel Dodero, Universidad de Cádiz, Spain
Jorge Torres Tecnológico de Monterrey, México

Presentation Overview

Learning design languages such as IMS-LD and LAMS can be used to describe execution issues of a learning process but they depict different degrees of expressiveness. This paper classifies the execution issues, explains how these can be described with both languages, and compares them on the basis of LPCEL, a service-based framework that provides a language to describe the composition and execution of learning processes.

Biographical notes

Juan Manuel Dodero has worked as a R&D engineer for Intelligent Software Components S.A. (1999-2001) and has been lecturer (2002-2007) in the Carlos III University of Madrid and the University of Cádiz (2008). He holds a PhD in Computer Science from the Carlos III University of Madrid. His main research interests are web engineering, learning technologies and the semantic web. He is co-author of more than a dozen publications on international journals and books, and more that 30 communications in international research conferences. He received the 2005 IEEE TCLT Young Researcher Award for his post-doctoral research activities on learning technologies.

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Design of Learning Sequences for VET community using LAMS experience from Leonardo da Vinci projects

Erik Engh
Quality Management Software AS, Norway

Presentation Overview

Through different projects in the period 2005-2008 new pedagogical principles for organizing and delivering in-company skills development have been tested and a new model for delivering more cost- and time-efficient in-company mixed (blended) learning and training has been developed. This model may lead to new synergies for effective and pedagogical inclusion of state of the art high quality real time visual collaboration tools into current training principles. The basis for this framework has been an innovative train–the-trainer program facilitating virtual mobility in companies and VET schools, combined with a new pedagogical methodology for the training of the students themselves, named Activity Based Training (ABT). Mechanical industries still frequently often utilize traditional training methodologies by separating theoretical learning and training, from practical training of skills. In such a pedagogical framework hands on practice follows after the theoretical content descriptions. ABT is closely connected to the practical production activities according to the production path of a predefined structure or product through job orders and job packages. LAMS has been used as a modelling tool for the first ABT courses developed in 2007 and 2008.

Biographical notes

Erik Engh is the Managing Director of Quality Management Software, Norway. The company's main activities are related to Project development within quality assurance, pedagogical methodologies within education, targeting industrial education at different levels, development of outsourcing methodologies in an industrial context, use of visual communication and collaboration tools.

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Engaging Pedagogy using LAMS

Debbie Evans
ICT Innovation Centre, Dept of Education & Training, NSW, 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. The ICT Innovation 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, 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 key learning areas and the integration of new ways of representing ideas and concepts.

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Engaging Generation Google with LAMS

Debbie Evans
ICT Innovation Centre, Dept of Education & Training, NSW,
Australia

Presentation Overview

How do we engage Generation Google and provide opportunities for school students to progress from entry level to invention? This presentation will focus on the celebration of success of LAMS as a tool for engaging young students and investigate the possibilities for pedagogical change and curriculum differentiation by incorporating online discussion, podcasting and learning objects into LAMS sequences.

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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

Spanish Presentation Overview

In the last few years the Australian government has promoted the use of new technologies in schools. Many of the measures taken relate to design, use and reuse of online resources. In this presentation we are going to describe some of these pioneering experiences with school students.

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Integrating generic services in GRAIL, the Learning Design Run-Time environment in .LRN

Abelardo Pardo & Carlos Delgado Kloos
Universidad Carlos III de Madrid, Spain

Presentation Overview

The recent trend to include a wider variety of technologically supported learning services in learning has led to an increase in the complexity of both the production and deployment phases. Learning Design has been conceived as a formal way to capture the widest variety of pedagogical strategies. Recently, there has been several tools that provided support for both editing and interpreting a Unit of Learning (UoL). This paper focuses in the interpretation of a previously created Unit of Learning using Learning Design. The interpretation is provided completely embedded in .LRN an open-source, industry-class Learning Management System.

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Using IMS-LD to design pedagogical scenarios in Computing Engineering

Rocio Garcia Robles
Universidad de Sevilla, Spain

Spanish Presentation Overview

In this presentation we present a problem-based learning experience in a blended learning environment. We have used the standard IMS-Learning Design to design the scenarios and Moodle for the implementation.

Biographical notes

Rocío García-Robles is a Computer Science Engineer, currently working as Assistant Teacher at the University of Seville. From 1998 to 2001 she worked at the Institute for Prospective Technological Studies (Joint Research Centre, EC). She was working at Pompeu Fabra University from 2001 to 2004, where she was taking part in several EU funded projects regarding with IMS specifications. She is currently researching user interface design to support teachers with creating standard-compliant units of learning in blended-learning scenarios. She has several publications in the eLearning field.

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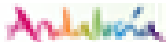
Personalized educational system to reduce school drop-out rates

B. García-Martín, A. Salguero, F. Araque, M.C. Aguilera, J.A. Cabrera
University of Granada, Andalucía, Spain

I. Roldán
University of Jaén, Andalucía, Spain

Presentation Overview

Higher Education in Spain in the latest years is undergoing an important process of restructuring. This can be seen, in the first place, by the increasing number of private universities, as well as by the adjustment of the syllabi according to the managerial needs, and by the need to converge with other members of the European Union. These changes demand certain reforms in order to adapt the goals of the institution to the new social needs. In doing so, we cannot, by any means, overlook the ultimate goal of the system, i.e., its efficiency, which is translated in the rates of success of its users. According to the statistics of the Organization for the Cooperation and Economic Development (OCDE), of 2002, they indicate that the academic failure in Spain is over 50 % (this refers, mainly to drop-out rate). Information provided by the Research, Documentation and Evaluation Center of the Spanish Ministry of Education (CIDE), (MEC, 1994), situate the drop-out rate in Spanish Universities between 30 % and 50 %. For this reason, there have been different attempts at building theoretical models that explain the drop-out phenomenon at the university level. This way, systems or supporting networks can be establish in order to reduce this rate. Most of the studies that have been carried out reveal a series of characteristics shared by all drop-out students. These concern the students as well as the professors and the institution. In this paper we will present the first step in the determination of a descriptive profile of the students that abandon the degree in Computer Engineering at the University of Granada. There appears a whole of 10.380 students in Computer Engineering with the results of the variables that seem to predict the drop-out of these students. These results will constitute the previous step to the elaboration of an Action Plan to help reduce the drop-out rate.

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Web scenarios – Building on reality and supporting the problem-based learning structure at an undergraduate medical programme

Hakan Hanberger, Anne-Christine Persson & Bjorn Bergdahl
Linkoping University, Sweden

Presentation Overview

EDIT (Educational Development using Information Technology) is a tool to produce and present web-scenarios for problem-based learning (PBL). Most scenarios represent patient cases, but some examine social and population problems. Patient cases vary according to age, sex, and background. Scenarios contain hypertext, diagnostic material, pictures, video films, etc. Multimedia materials are used to enhance realism, stimulate the senses and evoke feelings. Triggers should function to advance questions, not provide answers. Web-scenarios should not be viewed simply as a learning resource. Links to learning materials are not given but students can send queries via the EDIT-system, which can be answered by E-mail or at a resource lecture. A database of scenario components has been built up available for all programmes at FHS.

The introduction and use of web-based scenarios has been highly successful and EDIT has become an integral part of the medical curriculum. Both students and teachers appreciate EDIT scenarios as being much more stimulating than the former "paper cases". They are public within the faculty and can easily be revised. The very process of creating new scenarios has highlighted the importance of scenarios in PBL and has heavily influenced the organisation of other semester-associated learning activities.

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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-Sanagustin
Universitat Pompeu Fabra, Spain

Presentation Overview

The Interactive Technologies Group at Universitat Pompeu Fabra is working on research lines aimed at innovating and enhancing the technological support to increase the practical benefits of Learning Design. This research is mainly performed in the context of the European TENCompetence project which supports individuals, groups and organisations in lifelong competence development by establishing a technical and organisational infrastructure, using opensource standards-based, sustainable and innovative technology. In particular, GTI is working on three main topics: planning learning paths, flexibility in the enactment of learning designs and innovative forms of assessment.

Biographical notes

Davinia Hernández-Leo received an M.S. (2003) and a PhD (Honours and European mention) degrees in Telecommunications Engineering (2007) from University of Valladolid, where she was member of the GSIC/EMIC group and Assistant Teacher at the Department of Signal Theory, Communications and Telematics Engineering. She is currently member of the GTI group and Associate Teacher at the Department of Information and Communications Technologies of Pompeu Fabra University. She was a visiting Research Fellow (2006) at the Educational Technology Expertise Centre of the Open University of the Netherlands. Her main research interests are Educational Telematics, Computer-Supported Collaborative Learning, techniques for the design of educational situations, pattern-based approaches, and learning technology standards. Davinia is an executive peer-reviewer for the Educational Technology & Society Journal and has been honoured with several awards, such as "2006-2007 European CSCL Award for Excellence in the field of CSCL Technology" and "Best Paper Award" of the International Conference In Advanced Learning Technologies* 2004.

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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

Spanish Presentation Overview

In this work we are presenting the advantages and disadvantages of using LAMS in evaluation processes in a university blended learning environment. To do so, we have implemented and tested a re-useable LAMS "evaluation unit".

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Outcomes from the JISC Design for Learning Programme Outcomes

Sarah Knight, JISC e-Learning Programme, UK

Presentation Overview

The JISC Design for Learning programme ran from 2006 to 2008, assisting practitioners in the processes of designing, planning and managing learning activities, and promoting the development and implementation of tools and standards to support these processes. Two projects were funded to develop educational planning tools, to help practitioners make sound decisions in the planning of learning sessions and programmes. Other projects have developed tools and approaches to support design of learning activities, for example in systems such as LAMS and ReLoad/ReCourse, or using Generative Learning Objects, or have developed designs to support a particular vision of the curriculum, or have shared designs of various kinds to support more effective practice.

Our understanding of pedagogic design continues to evolve as the Design for Learning projects put their ideas into practice, whether that means developing tools, putting systems to work in real learning contexts, or building and sharing designs. This session will focus on the lessons learnt from the Design for Learning Programme and discuss the significance of these outcomes for those involved in managing, delivering and supporting learning.

Contact

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LAMS in a Cadiz University subject: the "Quality and Reliability Control" elective subject students' point of view

Álvaro León Rodriguez, Antonio Franscisco Martín Romero, Rafael Amigueti Camerino, Francisco Javier Santacruz Lopez-Cepero, Luis Miguel Marín Techera, Antonio Gámez Mellado
Universidad de Cádiz, Spain

Spanish Presentation Overview

In this study a number of students from the course "Quality and Reliability Control" course present the results of transferring contents from the program to LAMS sequences. In this presentation we will have the opportunity to listen to the student point of view about their own learning process.

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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
Universidad Complutense de Madrid, Spain

Spanish Presentation Overview

In this presentation we present an integration of LAMS within a LMS to improve the behaviour of the socio-constructivist learning space E-Ling. The main objective of E-Ling is to work with the students in the "learning to research" skill. LAMS will be very useful when building and managing activity-based scenarios.

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Phoebe: a pedagogic planning tool

Marion Manton, Liz Masterman
University of Oxford, UK

Presentation Overview

This presentation will include a demonstration of Phoebe and an explanation of some of the thinking behind the project. Marion is also involved in the LDSE project and will provide a brief overview of that project.

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An Overview of the CETIS Support project for the Design for Learning Programme
- Can Web 2.0 really help us to share learning designs?

Sheila MacNeill

JISC CETIS, UK

Presentation Overview

The JISC Design for Learning programme ran from 2006 to 2008, assisting practitioners in the processes of designing, planning and managing learning activities, and promoting the development and implementation of tools and standards to support these processes. Throughout the programme, CETIS provided a support project to aid projects, both technically and pedagogical, with the developments of their learning designs.

One of the key challenges for the support project was providing a common means of accessing and re-using learning designs and exemplars from the programme as there were a diverse range of project outcomes from hand-drawn storyboards through to LAMS sequences and IMS complaint Learning Designs.

The team decided to utilize social booking marking technology (in this instance by using the del.ici.ous site). This allowed the provision of a single location where outputs could be referenced by a simple URL and then tagged by the community itself. This solution has been submitted to the international e-Framework. The outputs from the site can be filtered and reused on other sites by using RSS feeds. The support project ran a very successful "Design Bash" where all the projects came together to share their designs. The presentation will look at the findings of the design bash and the potential for using web 2.0 technologies for sharing learning designs.

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Improving participation and critical thinking of students using LAMS

Spyros Papadakis
Hellenic Open Univerisity, Greece

Ernie Ghiglione
MELCOE, Australia

Presentation Overview

While LAMS has proven to be an easy and intuitive interface for both teachers and learners, the authoring of learning activities to create cohesive digital activities can be intimidating. By using a cognitive skill-based wizard based on modern social and constructivist theories of learning, teachers would be able to overcome some of these issues when designing activities. The goal is to provide a more specific guided approach through the establishment of knowledge base. The proposed tool would provide functional assistance to help teachers understand how the activity works and provide instruction as to how they can create better educational activities that develop critical thinking in learners. Critical thinking is vital to achieve good teaching practices and learning outcomes. In this paper, we present cognitive skill-based question wizard might assist teachers to create better assessment learning activities in LAMS.

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Evaluation of combined collaborative and problem-based approach in a web-based distance education course

George Pentaris, Konstantinos Antonis & Petros Lampsas
Technological Educational Institute of Lamia, Greece

Spyros Papadakis
Hellenic Open University, Greece

Presentation Overview

The Technological Educational Institute of Lamia, Greece, an institution that belongs in the technological sector of higher education, provides distance learning opportunities to adults, via LAMS. The curriculum contains 22 online courses mainly in Computer Science, but also in some interdisciplinary courses. Two learning models were adopted: (a) a traditional directed learning approach, (b) a constructivist learning model integrating problem-based with collaborative learning. The former has been applied to the majority of courses whereas the latter to selected courses. Here we present the derived results related to the application of constructivist method on an "E-commerce" course, aimed at presenting basic concepts and technologies for creating an "electronic" store. Our approach was to provide to groups of learners a virtual "budget" that would be used for the development of their Internet store. The method was organized in stages. Each stage was represented in LAMS as an independent sequence of learning activities using specific purpose tools like Shared Resources, Forum, Chat, Submit Files and Voting. Assessment procedures produced positive results for the combined method. LAMS tools were able to support an educational sequence representing the selected educational method.

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University students' perspective about using LAMS in their learning process

Gregorio Rodríguez Gómez & Miguel Ángel Gómez Ruiz
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Spanish Presentation Overview

In this research we present the results of UCA students after using LAMS in a blended learning course: Educative Research Methodologies.

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Evaluation of the reusability of LAMS activity sequences

Javier Sanz Rodríguez
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Juan Manuel Dodero & Mercedes Ruiz Carrerira
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Spanish Presentation Overview

In this study we evaluate a priori the reusability of LAMS sequences. In order to do so, we studied the sequence complexity to determine their reusability degree.

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University students drop out system detection

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University of Granada, Andalucía, Spain

Presentation Overview

There is an increasing interest about the drop out of university student in Spain. We can define the students drop out rate as the percentage of students which do not continue their studies with respect to the whole. It has been detected an increase of these cases in most of the universities of this country, which has caused some nerve. According to statistics from the Ministry of Education, this reality is a constant in all the regions, where some of them have a drop out rate of about 40%. The reviewed studies show a wide range of causes involving a large amount of situations. These situations are caused by many different reasons: bad previous education, inadequacy of the chosen studies, difficulties in learning strategies and even difficulties due to the social position. Due to this fact it is necessary to conduct analyses which help us identify the causes behind the drop out of the students in order to implement actions which decrease the problem. Therefore the aim of our study is to develop, on the basis of historical data about the drop out of students of Computer Engineering in the University of Granada (Spain), an action plan which will allow us to: 1) establish the parameter value ranges of those related with the drop out of the students which determine the profile of the student who tends to drop out; 2) According to these profile identify, from the set of current, which students probably drop out and 3) Implement actions for preventing the drop out of these students. We have also implemented a computer system, based on the Data Warehouse approach, which is able to automatically compute the values ranges in the parameters for generating the profile of students who tends to drop out and detect the current students which fit to this profile.

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Using LAMS to facilitate an effective blended learning project at the University of Szczecin

Adam Stecyk
University of Szczecin, Poland

Presentation Overview

LAMS WZiEU Project began in 2006. The biggest challenge of adopting an elearning learning environment was the methodological and electronic development of chosen parts of the Computer Science subject and transferring didactic content delivered by traditional methods into elearning language.

The general rating of efficiency and quality of blended learning was twice as high as the traditional method. According to the students, blended learning is better in every element of the educational process, except communication. It seems that it is very important to find what must be taken into consideration when other e-courses are designed. Essential are solutions for synchronous communication (i.e. chat, not only forum) or, going further, e-consultation tools (i.e. audio/ video on- line). The general rating for the efficiency of the method was positive for both students and teachers. The LAMS platform is not faultless, but is an interesting alternative for commercial solutions, especially at the beginning of elearning route.

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Practical experiences of reusing LAMS pedagogical templates

Lorenzo Sommaruga, Nadia Catenazzi, Kylene De Angelis
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Presentation Overview

The paper presents two experiences of the use of LAMS in different domains and delivery modes. The first concerns the development of training courses in the field of Waste Management. The second deals with the creation of a Bachelor course in the ICT domain. One of the goals of this study is to investigate the re-usability of pedagogical templates. In our experience, pedagogical templates can represent a model that can be applied to a different domain, but the process is not direct and immediate. A general suggestion for template developers is to try to be as generic as possible in pedagogical template definition in order to minimize adaptations and changes for further uses. The need for separating content from pedagogical activity structures emerges to be a determinant factor. Another issue that was analysed in this paper is the conversion of a traditional course into a blended learning course. In this process the main difficulty is the effort required to conceptualize the teaching process in terms of sequences of learning activities. The LAMS authoring environment was demonstrated to be a valuable tool to support this process. In addition, the conversion process is useful to improve and enrich the course with new, not originally included, didactic resources and activities.

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Panel Sessions

James Dalziel

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

Gregorio Rodríguez Gómez

LAMS at University: the professors and students point of view