Students as designers

Leanne Cameron, Matthew Kearney & Teacher Education student panel
Gen Y and self-publishing

- Appeal of Web 2.0 tools
- Sequence Evaluation – workshopping sequences with their peers
- Curriculum co-creation
Ease of use – ability to readily author (drag and drop interface)
Ability to “visualize” the lesson – we can see what lessons look like.
Preview – a revelation for even experienced designers

What is the purpose of schooling?
Discus... What is the purpose of schooling?
Does content matter?
Is the process the important thing?
As teachers – what are you really trying to teach?
So is using ICTs in your lessons an educationally sound thing to do?
LAMS in Teacher Education

Matthew Kearney
UTS: Education
Sydney, Australia

With
L. Dunne and J. Yager BEd (Prim)
and
N. Williams and S. Day BEd (Prim)
and
D. Murphy (MEd)
Workplace learning context
e-Learning subjects

General aims
Orientation
How use LAMS?
LAMS as a vehicle for thinking about e-Learning
1. Rationalise use of new learning technologies
2. Develop skills and confidence levels
3. Build awareness of copyright issues
4. Develop principles for evaluating e-learning resources
5. Develop insights into learning designs

Information and Communication Technologies and Their Role in Flexible Learning

This website has been designed for teachers and instructors in higher education to access a rich set of resources that support the development of flexibly delivered high quality learning experiences for students.

Use the website resources to develop high quality learning experiences for students by:
- exploring a range of proven learning designs, with exemplar aspects and full instructions on how to implement the designs (exemplars);
- examining a set of generic learning designs to apply in your knowledge domain (guides);
- making use of a set of tools for supporting learners (tools);
- reviewing the principles for design of high quality learning experiences (the project).

A selection of learning designs with exemplary aspects

Exemplars

A review and analysis of exemplars to determine suitability for generic use

Guides

A set of generic learning designs based on a selection of exemplars

A set of ICT-based tools with potential for generic use, based on exemplars

Tools
5. Develop insights into learning designs


6. Develop teaching strategies
7. Develop insights into ‘learning spaces’
8. Develop skills for evaluating their task (e.g. listening to children)
9. Participate in a professional learning community
(10. Enjoy!)

Welcome to the LAMS Community!

This website is the global online community for all teachers, administrators and developers that use LAMS. Within the various subcommunities, you can access the latest news about LAMS, many different discussion forums, and a repository of shared LAMS sequences.

News & Announcements:
- 3rd International LAMS & Learning Design Conference
- LAMS 2.1 is now available!
- Conferencia Iberoamericana LAMS / European LAMS Conference 2008
- LAMS 2.1 Beta Released
- 2nd International LAMS Conference
- New Documentation Wiki
- LAMS 2.0.4 has now been released!
- See animation on how to use and make the most out of the LAMS Community
- Weekly Newsletter

The website contains a variety of groups to suit the needs of different users. In the future we will add more as the community grows. The current structure is:

**Educational Community** [Forum | Public LAMS Sequence Repository]

This is the main community for the latest news and information about LAMS. Within this community we have various subgroups for detailed discussion as follows:

- **Getting Started** [Forum]
  A community for those who are just getting started with LAMS. What is it? How does it work? How can I use LAMS with my learners?

- **K-12 Schools** [Forum]
  A community for educators using LAMS in kindergarten, primary and secondary (K-12) schools.

- **Higher Ed & Training** [Forum]
  A community covering Higher Education, Vocational and Corporate Training, and Adult and Community Learning.

- **Research & Development** [Forum]
  A community that focuses on research into the use of LAMS, and development needs for the future.
Contact
Matthew.Kearney@uts.edu.au

Image Sources
Made available under Creative Commons 2.0 Attribution Licence:
http://creativecommons.org/licenses/by/2.0/ From:

___ www.flickr.com/photos/95118988@N00/15900081 (Bubble)
___ www.flickr.com/photos/61417564@N00/2307488713 ('Bridge 243')
___ www.flickr.com/photos/59521823@N00/1020561071 (Half face 'fake fear')
Related Papers


Refereed conference papers


First, make sure your camera is plugged in and the required software is installed on your computer. If you haven't done that already, refresh the browser after you've finished.

Once that's done, the record area will prompt you to either allow or deny access to your camera and microphone. You should now be able to see yourself in the record area. Click the big red button to start recording.

Once you are done, click the red button to stop recording. You now have video, or you can click the red button to re-record and try again.

Please note that re-recording will destroy the video that you have already recorded.

It's not working!

Double check that the camera is plugged in and the required software is installed. Then, refresh the browser and try again. If the problem persists, please visit the Frequently Asked Questions (FAQ) page for help.

Report a bug.
de Bono's Thinking Hats

Meet Rusty the red cap!
Hey kids! I'm Rusty, the red cap! If you put me on your head I help you think about your feelings and opinions. If you see me during this activity it's to give you a chance to tell us what you think.

Click below to listen to Rusty!
photos.rwts.com.au/d/20492-1/Rusty.mp3

Busby the Blue Builder's hat
Hey kids! I'm Busby the blue builder's hat! If you put me on your head I help you think about questions you might have or what you have done so far and where to go next. If you have questions during this activity you can write them in the notebook and we can research them later on.

To hear what Busby says click below!
photos.rwts.com.au/d/20849-1/Busby.mp3

Meet Sparkles the Green hat!
Hey kids! I'm Sparkles the green hat! If you put me on your head I help you think creatively and help you come up with ideas. If you see me in this activity it's to help you be creative so you can make something of your own.

To hear Sparkles click below!
photos.rwts.com.au/d/20501-1/Sparkles_002.mp3

Meet Chefy the Know it all white hat!
Hey kids, my name is Chefy! But most people call me 'know it all' because when you put me on your head I help you think about the things you know.

If you see me during this activity it's to remind you to think about things that you have already learnt!
It's not what you use...
But how you use it.
Our Task...

Cross Smart, Play Smart, Live Smart

It's time to be pedestrian, road, car and bike safe.

Lets go!
A Range Of Activities

Order these photos.
These photos show how to cross the road safely. But someone has mixed them up!

1 2 3 4 5

Select the answer below that lists them in the correct order.
1,3,2,4,5
3,4,1,5,2
5,2,3,4,1
2,3,1,5,4

It’s time to test what you know about pedestrian safety.
Click on the video when you are ready.

What 3 steps can you see the pedestrian doing?
Write your answer in the box below.
Integrating LAMS & Other Tasks...

Creating

Guest Speakers

Excursions
“Tell me and I’ll forget; show me and I may remember; involve me and I’ll understand.” Chinese proverb
Call Centre

- Average 430 calls/day
- 112,000 calls/year
- 4 FTE and 3 PTE
- 14,000 CRMs logged per year
- Over 300 categories

Front Counter

- Average 80 transactions/day
- 22,000 transactions/year
- 5 FTE
Some additional reading.....

Here are a couple of documents and a slide show found on the web which you might like to read or print off and keep in your manuals.

Please have a look on the web yourself for some interesting documents or webpages which can add to our discussion and knowledge of complaint handling. If you are not sure how to upload them...just ask me and I will show you.

Call Handling skills

Superior Customer Service on the Telephone.

Gautav Bhatnagar

Resources to view

Complaint resolution

Complaints Checklist

Getting an angry customer to back down.

Check for new

Suggest a new

URL

New URL details:

Title

URL

Woollahra Municipal Council

Processes & Services - Failure of Council to action previous requests

This is probably one of our more common complaints

This will create a complaint CRM

Don’t forget to add as much detail as possible

Information required

1. Brief description of the current complaint;
2. Full details of previous request;
3. Approximate date the previous request was submitted to Council;
4. Details of whom the previous request was submitted to Council (full name);
5. Information details of the officer handling the previous request;
6. Any other relevant information.

Actions by Council

The matter will initially be referred to the Director of the Division, for which the complaint was made, or the General Manager for matters relating to a Director of Council.

Where matters are referred to another senior officer to undertake the investigation, this will occur within 1 working day.