

Presentations

Using Learning Design to meet the ongoing needs of young prescribers

Karen Baskett, Gosia Mendrela, Heather Petrie & Meg Stuart
National Prescribing Service, Australia

The emphasis in the National Prescribing Curriculum is on learners building their own personal formulary of preferred drugs for specific conditions enabling them to prescribe confidently and rationally. NPS contracted LAMS International to create three new tools: the Drug Treatment tool, My Formulary and Write Prescription tool. As most learners access the NPC modules in a self-paced mode, the original aim in using LAMS was to provide a more learner-centred curriculum with increased feedback from both peers and experts. The updated modules are situated in real life learning environments, with relevant and authentic tasks. Learners are provided with access to independent, evidence-based resources. Early evaluation results from the current pilot indicate that students find the added levels of feedback very useful.

Currently the template for each module is for self-paced delivery but the ease in which LAMS can be modified means we can also offer templates for delivery in other formats (for example tutorial or Problem Based Learning). With minor modifications, the modules will also be suitable for pharmacy and other health professional students and we are currently consulting pharmacy education experts in regards to adaption of the existing modules.

Keywords: Flexible design, peer feedback, expert feedback, authentic tasks, evidence-based resources, prescribing, personal formulary.

Biographical notes

Karen works as an Educational Developer at the National Prescribing Service. She is the project manager for the National Prescribing Curriculum, a series of case-based modules used by all medical schools across Australia. Additionally she works on a number of other learning and teaching resources for health professionals in both the tertiary and broader health sector.

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Strategies for developing sustainable virtual communities for design

Gráinne Conole & Juliette Culver

The Open University, United Kingdom

How do teachers get new ideas? What mechanisms do they use to share practice? How might social networking tools and web 2.0 approaches be harnessed to create dynamic, evolving and sustainable virtual communities – where teachers can share and discuss learning and teaching ideas and designs? These are some of the key challenges being addressed in the development of a social networking site for Learning Designs, Cloudworks (Cloudworks.open.ac.uk). The presentation will report on progress to date, it will articulate what we hope to achieve and give an overview of the vision underpinning the development of the site. The first version of the site consisted of ‘social objects’, the key type being ‘clouds’, which are essentially ideas or Learning Designs. Currently technical developments are focusing on the development of community ‘cloudscapes’, which enable users to create dynamic communities of social objects specific to a particular community need or built around a particular event. The presentation will focus in particular on the relevance of Cloudworks for the LAMS community. This work is part of the Open University Learning Design Initiative (ouldi.open.ac.uk), which is developing a set of tools, resources and approaches to Learning Designs, which aim to help teachers make better use of new technologies.

Keywords: Web 2.0; Learning Design; clouds, Cloudworks; LAMS.

Biographical notes

Gráinne is Professor of e-Learning at the Open University, with research interests in the use, integration and evaluation of Information and Communication Technologies and e-learning and impact on organisational change. She was previously Chair of Educational Innovation at Southampton University and before

that Director of the Institute for Learning and Research Technology at the University of Bristol. She has extensive research, development and project management experience across the educational and technical domains; funding sources have included HEFCE, ESRC, EU and commercial sponsors. She serves on and chairs a number of national and international advisory boards, steering groups, committees and international conference programmes.

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Using LAMS to foster discussion and reflection in a pharmacology unit for undergraduate nurses

Jed Duff

University of Notre Dame, Australia

Karen Baskett

National Prescribing Service, Australia

Quality Use of Medicines (QUM) means selecting management options wisely; choosing suitable medicines if a medicine is considered necessary; and using medicines safely and effectively. Even though QUM has been a key component of the National Medicines Policy since 2000, there is much concern that it is not widely known or understood by nurses, one of the professional groups responsible for its implementation. Several challenges exist for nurse educators in incorporating QUM into the nursing curriculum including insufficient time allocated to teaching pharmacology and incompatible teaching pedagogies, namely asking students to memorise long lists of drugs, rather than allowing them to develop a framework of QUM principles that would facilitate life-long learning.

In attempting to overcome these challenges, the University collaborated with the National Prescribing Service to adapt their online QUM module for use with undergraduate nursing students. Using a LAMS/Moodle server allowed the design, management and delivery of a highly interactive, collaborative and reflective learning environment. The module used vignettes; forums; discussions; and student reflection to foster an environment that promotes concept construction

rather than the achievement of a discreet set of knowledge or skills. In modifying the assessment strategy for this particular project, student authoring strategies were utilised. Student evaluation showed learners benefitted greatly from exposure to their peers' ideas and to multiple perspectives in general.

The online environment is not without its challenges but with planning, can be a useful adjunct for the teaching of Quality Use of Medicine.

Keywords: QUM, nursing curriculum, pharmacology, discussion, reflection, student- authoring.

Biographical notes

Jed is a registered nurse and teacher in the School of Nursing at the University of Notre Dame, Sydney campus. He is currently Course Coordinator for the Nursing Pharmacology unit and is also facilitating a Quality Use of Medicines project at St Vincent's Private Hospital.

Karen works as an Educational Developer at the National Prescribing Service. She is the project manager for the National Prescribing Curriculum, a series of case-based modules used by all medical schools across Australia. Additionally she works on a number of other learning and teaching resources for health professionals in both the tertiary and broader health sector.

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LAMS and related projects in NSW schools

Debbie Evans

Macquarie ICT Innovations Centre

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. Once again this year, the Centre has been collaborating with supporting the work of school leaders and teachers in addressing the quality of ICT teaching and learning in NSW public schools.

This presentation will overview the work currently being done and the key impacts it is making on teaching practice.

Keywords: LAMS; schools; teacher professional development.

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Using external tools in LAMS

Luke Foxton

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In this presentation we will demonstrate how LAMS can use external LMS and Internet tools in its set of activities. An author can now create LAMS sequences using not only LAMS tools but also LMS tools from Moodle, .LRN and Sakai. Other online tools such as Dimdim (conferencing) and Google Maps will also be presented.

Biographical notes

Luke is currently employed as a Java Developer with MELCOE working on the LAMS project. He started at MELCOE as an intern while doing his Software Engineering degree at Sydney University. His first role was as a Junior System Administrator where his main job was developing and testing LAMS installers. By the time he completed his degree in early 2008 he had branched out into several other roles including LAMS core and tool development and LAMS integrations. Since then Luke has been instrumental in the back-end development of tool-adapters and continues with this work today.

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The FLEXO Project: Implementing adaptive learning in LAMS

Ernie Ghiglione

Macquarie E-Learning Centre Of Excellence

The FLEXO Project is a Spanish government funded project that plans to implement a platform for adaptive learning. The project aims to design a conceptual model for personalized learning that can be implemented in open source platforms: LAMS, MOODLE and .LRN. LAMS International is a partner in this project along with five leading Spanish universities, three Corporations and 2 non-governmental organizations. The project has a budget of over 7 million euros over the next four years. The presentation will outline the scope of the project and the initial work on the conceptual model for adaptive learning and its implementation focusing in LAMS.

Keywords: LAMS, e-course, Learning Design, MOODLE.

Biographical notes

Ernie is LAMS Project Manager. He has previous experience in various open source projects in e-learning. 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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LAMS and a forensics online course for secondary students

Jarrod Johnson & Peter Cheel
Pedare Christian College

Pedare Christian College students have the opportunity to undertake two forensic courses, each running for a Semester as part of their Year 11 subject load. However, as in all schools, there is often a clash between subjects and a number of students miss out. The LAMS online Forensics class was developed to allow students to complete all of the modules of the course without needing to attend a single lesson. Students come to two workshop days in the holidays to do their practical work, the rest is done on LAMS. This includes videos, websites, recorded lectures, Interactive Whiteboard notes, offline activities, forums, collaborative group work and eventually testing.

This year only students from Pedare were eligible to participate in the online course, but we are moving to include students from sister schools next semester and eventually allow students from any school in the state to undertake the course as part of the SACE (or Future SACE). The possibilities for this technology to be extended to other subjects is an obvious potential and this could also open up subject choices for rural and remote regions. Additionally, schools could offer courses in a specialised subject (eg. Paleontology, Geology, Viticulture) and increase their income from external students.

Keywords: Forensics, Pedare Christian College, LAMS, SACE, online course, external students, future of teaching, school specialised subject, increased revenue.

Biographical notes

Jarrod is a Science Teacher, Year Level and Personal Project Coordinator and a pioneer in Pedare's transition to an online learning environment. He utilises modern interactive and online teaching methodologies to deliver highly engaging Science and Mathematics classes.

Peter is the ICT Network Manager and is responsible for implementing LAMS and integrating it with the College network and student management systems. This integrated learning environment supports 700 plus students in a streamlined manner that minimises the tools that we need to use and empowers the teachers to control the educational management aspects of the LAMS system.

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LAMS and the Personal Project - International Baccalaureate Middle Years Program

Jarrold Johnson & Peter Cheel *Pedare Christian College*

Students undertaking the International Baccalaureate Middle Years Program must complete a Personal Project which requires: a product; a progress journal and a piece of Reflective Writing. The LAMS program assists students to complete their 2,000-4,000 word Reflective Writing by scaffolding their research and providing essay structure.

It is suggested to the students that they have regular formal meetings with Supervisors, but with time constraints this can be difficult. The LAMS system allows the Supervisors or Parents to log on and track the students' progress at their convenience. This process also enables the Personal Project Coordinator to immediately identify students or Supervisors that need to have follow up interviews or extra support. A total of 346 learners, supervisors and technical support staff were successfully involved in this program. With adaptation, this format could also be successfully implemented for students undertaking their Honours or Masters Degree.

Keywords: Pedare Christian College, LAMS, Personal Project, International Baccalaureate, Middle Years Program, Structured Essay Writing, LD

Biographical notes

Jarrold is a Science Teacher, Year Level and Personal Project Coordinator and a pioneer in Pedare's transition to an online learning environment. He utilises modern interactive and online teaching methodologies to deliver highly engaging Science and Mathematics classes.

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Using an LMS as a resource repository for high school students

Kim Mahoney

The Hills Grammar School, Australia

With the phenomenal growth of information, increased student diversity, new learning theories and ready access to the internet, today's teachers are being presented with an opportunity to transform the learning in their classrooms from a traditional transmission model to a student-centred model. Clearly, to prepare our students to live productive lives in an ever-changing society, we need to equip them with the skills to become more responsible for their own learning. Using a Learning Management System such as MOODLE offers a variety of means to assist in the skilling of students to become independent learners. In the scenario to be presented, a Year 8 Mandatory Technology unit has been designed using MOODLE to achieve the outcome of developing independent learners. In this example the Teacher's role initially is to teach the students skills in using several specific software applications. The students are then set a project using the software they have just learnt. MOODLE contains all of the course documentation used as well as specific 2-3 minute tutorials, created using the software "Captivate", which demonstrates the previously taught skills. MOODLE is used as a resource repository – when the students have specific questions relating to the software they are using, they first review the relevant tutorial and then if they still require assistance, the teacher is available to help.

Keywords: MOODLE, high school, Learning Management Systems, online learning

Biographical notes

Kim is a Senior Information Technology teacher at The Hills Grammar School, Sydney. She has been teaching Information Technology for twelve years working in the Technological and Applied Studies Key Learning Area. Kim has presented papers both locally and internationally on her work implementing learning management systems. As a current practitioner, Kim's focus is on applying the practical aspects of integrating Information Technology within the classroom.

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A digitised learning environment for Maori immersion education in New Zealand

Robin Ohia & Eddie Reisch
Ministry of Education, New Zealand

The Digitised Learning Environment for Māori Immersion Education project through the use of integrated systems and rich mixed mode media learning content both online and offline, will help teachers construct new ideas leading to improved student engagement and motivation and therefore student learning outcomes. The aim is to allow discovery, access and use of resources for research and learning irrespective of their location through the provision of integrated systems.

The VLN now connects hundreds of teachers and students across NZ. It provides access, support, professional development and a strong sense of connection to many staff, principals and communities.

Keywords: Digitised Learning Environment, Māori Education, Ministry of Education,

Biographical notes

Eddie (Senior Support Officer VLN) has been in education for the last 28 years in

New Zealand, and has taught in face to face schools across the North Island of New Zealand for 16 years. Nine years were spent at The Correspondence School and the last three at The Ministry of Education. He has have been involved in eLearning for the last 12 years of my career (see <http://www.v6.breezeserver.co.nz/moe>)

Robin has been involved in Māori Immersion Education for the past 12 years. Within that time he has taught students from Year 1 to Year 10. He is the Project Leader for the Learning Environment for Māori Immersion Education and currently working in a Kura Kaupapa Māori (Māori Immersion School) based in a little town called Whanganui in the west of the lower North Island. He is also the main translator for the Māori Language Pack of LAMS on behalf of the New Zealand Ministry of Education.

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Learning Designs: Helping teachers to think about learning.

Ron Oliver

Edith Cowan University, Australia

Teaching is a process that everyone understands. It typically involves an expert (teacher) and some novices (students) and a process by the knowledge of the teacher is passed to the students. What is not well understood by many teachers is the best way they can help students to learn this knowledge. Learning Designs provide a conduit to help teachers think about learning. This presentation will discuss the outcomes from several projects exploring Learning Designs and will demonstrate how they have helped teachers to better understand the needs of learners.

Biographical notes

Ron Oliver is Pro-Vice-Chancellor (Teaching and Learning) at Edith Cowan University in Perth, Western Australia. He is Chair of the Academic Board at ECU, a member of the ECU Council, Chair of the University Curriculum Teaching and Learning Committee, a member of the University Research and Higher Degrees Committee and the Vice Chancellor's Planning and Management Group. He is also a member of various Editorial Boards including the British Journal of Educational Technology, Journal of Educational Media and Hypermedia, Distance Education, Journal of Interactive Learning Research, Australian Journal of Educational Technology, Australian Educational Computing and ALT-J.

He is an Associate Fellow of the Carrick Institute for Learning and Teaching in Higher Education, and a Fellow of the Association for Advancement of Computers in Education.

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The GESCHN On-Line Paediatric JMO Orientation Program

Arjun Rao, Richard Thode & Jonny Taitz
Greater Eastern & Southern Child Health Network, Australia

The Junior Medical Officer (JMO) Education Program Project, which began in September 2006, is responsible for developing a new orientation and training program for paediatric JMOs in the Greater Eastern & Southern Child Health Network (GESCHN) with an emphasis on the use of technology and the Internet. While the focus of the project is paediatric orientation, there has also been development of resources to assist GESCHN paediatric basic trainees in their preparation for the Royal Australian College of Physicians (RACP) examinations. The Project Officers have also been involved in feedback and implementation of the Clinical Excellence Commission interactive Paediatric Emergency Modules.

In March 2008, five web-based "common orientation modules" were delivered. These offered a standardised level of basic paediatric orientation to all JMOs in all hospitals within the Network.

An anonymous baseline questionnaire conducted in JMO Term 1 of 2008 provided a general picture of existing paediatric orientation practices in an initial sample of GESCHN hospitals. In this presentation we provide an Interim Project Report based on the findings from the initial survey. A final report will follow upon completion of the surveys in all GESCHN hospitals.

Keywords: medical education; health; online learning.

Biographical notes

Arjun graduated from Sydney University in 1998, commencing paediatric training in 1999 in city and regional hospitals, then moving to Sydney Children's Hospital. Following a Masters degree in Bioinformatics, Arj joined the JMO Education Project in 2007 as project officer. He is presently completing his Fellowship in Emergency Paediatrics.

Richard completed his Masters Degree in Community Health at UNSW in 1997. His previous commercial and project management experience in the microelectronics industry provided the grounding for a second career in health, including medical education. He joined the project in November 2007 after six years in radiation oncology e-learning.

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Engaging Gen Y through GLP, volunteering & LAMS

Ana Ruiz & Bec Forrester

Macquarie International, Australia

Leanne Cameron

MELCOE, Australia

Macquarie University's International Office (MQI) is using LAMS to overcome some challenges they encountered in two inter-disciplinary programs they are running: the Global Leadership and the International Volunteer Program. MQI staff wanted students to have a basic knowledge of the countries, culture and people they were visiting, and arrive there with an already established sense of community. This initially proved difficult as the students enrolled in the inter-disciplinary programs were in different locations with unrelated schedules and varying time commitments. The staff at MQI settled on an e-learning solution that utilised the features we know these Gen Y students enjoy: Flexibility; connectivity; interactivity; collaboration; authentic experiences; extension opportunities and resource production.

Keywords: Generation Y; online learning; LAMS; internationalism.

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A unified asset development strategy – a case of a business school

Sarah Teo & Peggy Pang

U21Global, Singapore

For the past decade, many educational institutions have adopted the use of online learning. The level of adoption ranges from delivering a portion of single subject content to conducting a whole subject in a program. A small number of institutions of higher learning have adopted a completely online approach. Established in 2001, U21Global provides a completely online learning environment for students taking post-graduate programs in its business school. Development of online multi-media content is a lengthy and expensive process. A large repository of content has been developed over the past 5 years. This content is not only used often for different classes of students but are also re-used to develop new programs. Careful planning and painstaking effort to ensure reusability of the content for multi-uses and multi-users since the beginning of product development is bearing fruit. The content designed for the learners in award programs are now finding ways into customised programs for other groups of learners. This presentation will share with delegates the story behind the success of asset development and usage using a unified approach. Of particular emphasis is the upstream strategizing stage before embarking on asset development. The presentation will demonstrate some best practices that provided fruit from initial discipline and direction taken five years ago.

Keywords: content development, re-usable content, development strategy

Biographical notes

Sarah Teo and Peggy Pang are senior managers in Universitas 21 Global (U21Global), a leading online business school. They provide leadership in learning design and courseware development. They oversee the process of content development, from establishing design guidelines and specifications to the selection of developers to quality checks in design and development and the evaluation of online subjects. Ms Teo and Ms Pang lead in setting standards and provide consultancy in areas of learning environment, learning activities and use of learning tools, including learning management system, learning content management system, synchronous and asynchronous tools for online learning.

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WikiEducator, Taking the FOSS movement to a new stratum

Minhaaj ur Rehman

Educational and Training Consultant, Pakistan

The Open Source movement has grown rapidly in the past two decades. Richard Stallman's inception of Free Software Foundation in the 80's had paved the way for the development and creation of free software and content online for collaborative development for generations to come. WikiEducator is a project that has promised to take the Free/Open Source Software (FOSS) movement forward with a goal to create open educational content by 2015. To date it has conducted numerous workshops all around the world to promote ICT and FOSS. This presentation reviews the achievements and challenges of this ground breaking project.

Keywords: ICT, FOSS, FLOSS, ICT4D, Open Source, Free Culture, Millennium Development Goals, HRD and Patents.

Biographical notes

Minhaaj is an Educational Consultant from Lahore, Pakistan and was one of the pioneers of Wikipedia in Pakistan. He has a long history with the FOSS and FLOSS movement in Southeast Asia. He has travelled extensively to train teachers in ICT skills and he has given numerous lectures on Open Source Software, Free culture, Linux, and Instructional Design. He is known in the international community for his insight of open educational resource creation and international collaboration through projects like the Flat Classroom project. He is a member of the WikiEducator's Advisory Council. Minhaaj has presented at numerous conferences, seminars, workshops and institutions as guest speaker. He has an MBA in Human Resource Management and a Bachelor degree in English Literature.

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Using LAMS for collaborative learning - Case research and exchange of opinions on crimes committed through computer networks

Tomiya Yamazumi

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Satoru Yoshida

Data Pacific (Japan) Ltd, Japan

In this study, collaborative learning was conducted over 3 weeks among students in second year who take “basic seminar course” at Nagoya Bunri University, Department of Information and Media Studies. The purpose of using LAMS was to research and discuss on crimes recently occurred committed through computer networks. In each seminar, theme relating to unsolved problems was adopted, which no prevention measure or legal system is established for.

In this study, all students worked together on each activity at the same time. Gates were allocated after every activities and teacher controlled the sequence flow. Depending on the number of students (in case of larger number), it may possible to allow students to freely go on to the next step. During chat activity, teacher also made remarks, and posed a question when the discussion stacked or got off the theme.

After the first practice using LAMS, 90% of the students had a positive impression on LAMS in terms of usability, interest, and comprehension. This study shows that LAMS could be a friendly learning tool in Japan for students with basic information literacy. Collaborative learning combined with browsing could obtain educational effect, because network environment has been well facilitated. In the future, studies on the usage of LAMS under a variety of circumstances are desired.

Keywords: LAMS; online learning; higher education.

Biographical notes

Tomiya is Associate Professor of Information Media Study, at Nagoya Bunri University, Japan. He received his PhD. from Chubu University in 1994. His current interest is mainly educational technology using e-Learning system and contents creation. Another research field of interest is random number generation

algorithm for cryptography. He is a member of the Japanese Society for Information and Systems in Education (JSiSE) and the Information Processing Society of Japan (IPSJ).

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