

Students as designers



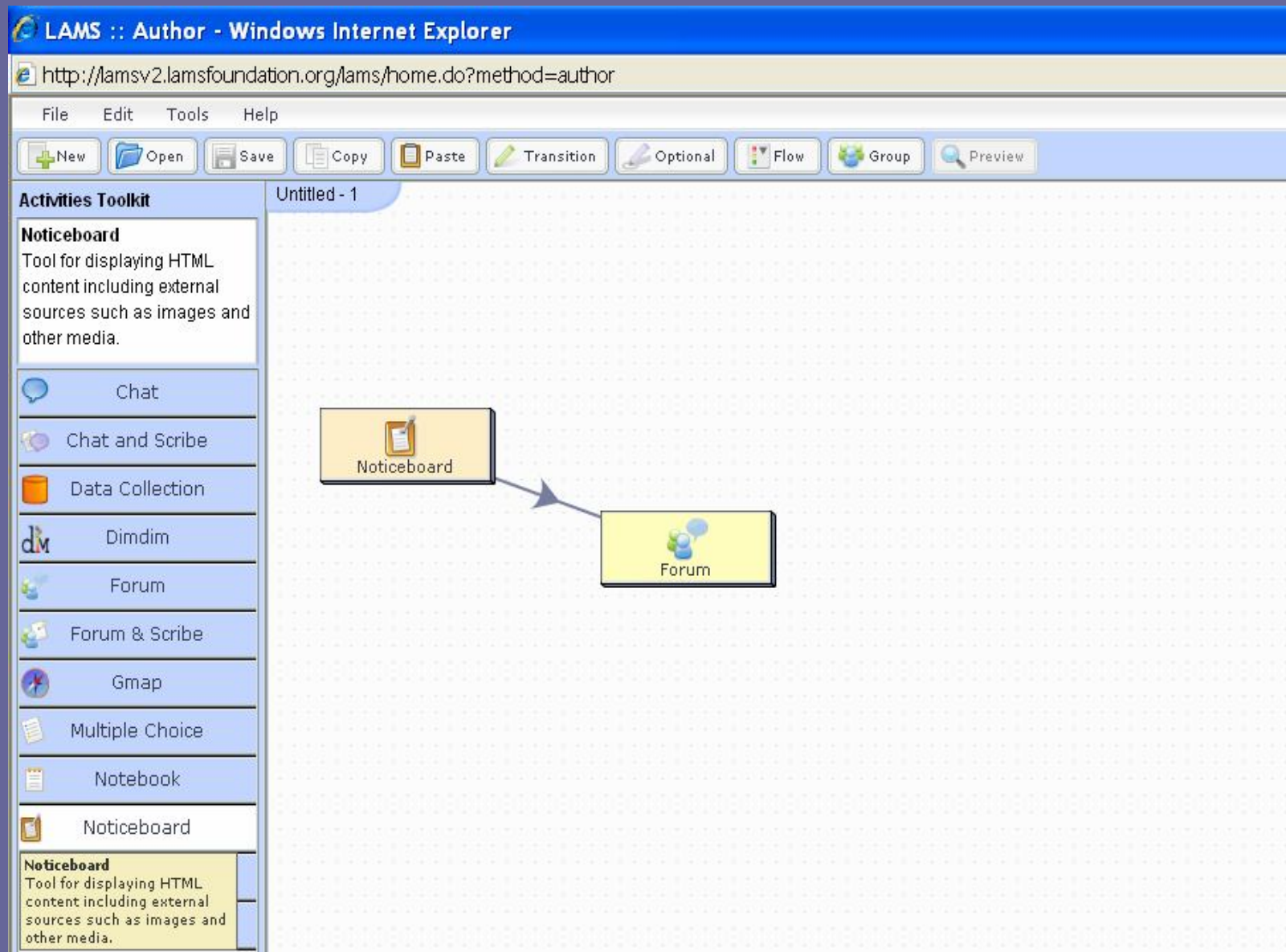
Leanne Cameron, Matthew Kearney &
Teacher Education student panel

Gen Y and self-publishing

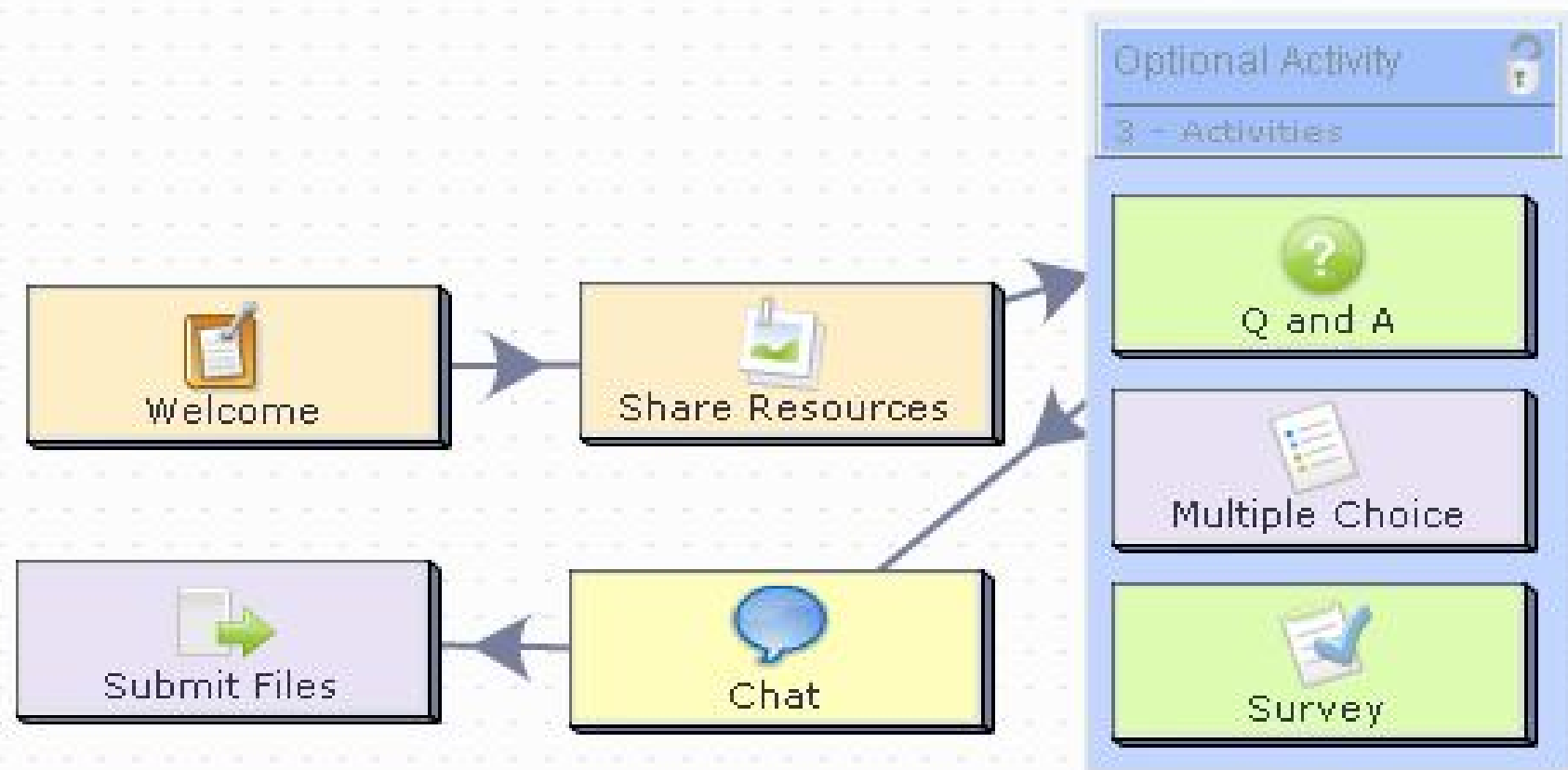
- Appeal of Web 2.0 tools
- Sequence Evaluation – workshopping sequences with their peers
- Curriculum co-creation



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

LAMS Learner - Windows Internet Explorer

http://lamsv2.lamsfoundation.org/lams/learning/mainflash.jsp?lessonID=8585&portfolioEnabled=true&presenceEnabledPatch=false&presenceImEnabled=&pre

LAMS Resume Exit Export

Preview

- Nature of Educat...
- What is the purp...
- ICTs in lessons?
- Branching
- Iraq Noticeboard
- Resources for Iraq
- Create resources

What is the purpose of schooling?

Discuss ... 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

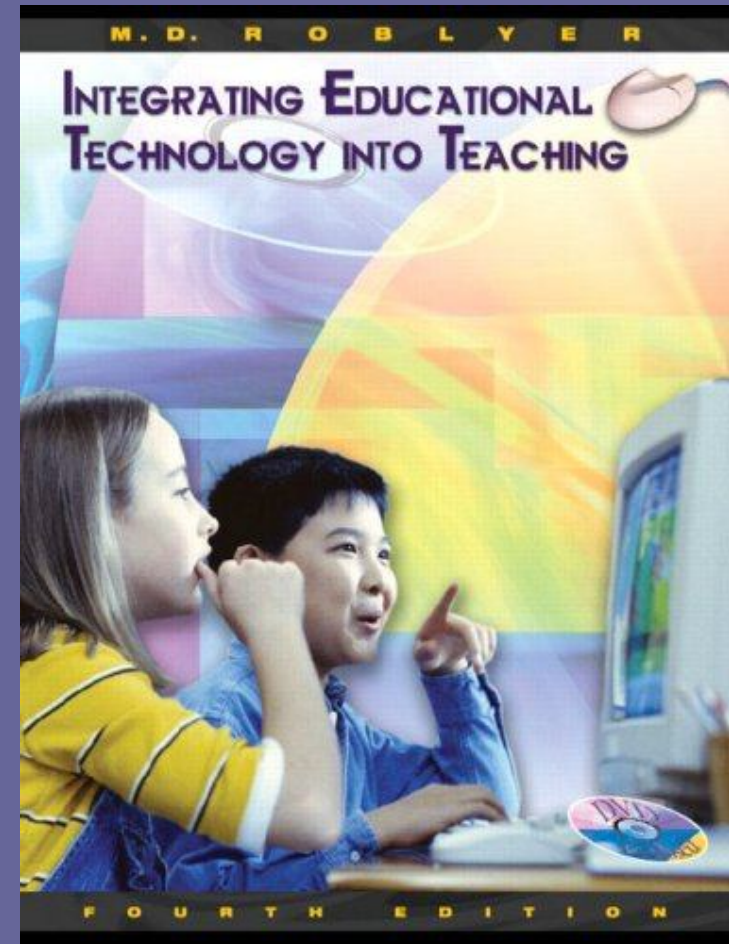
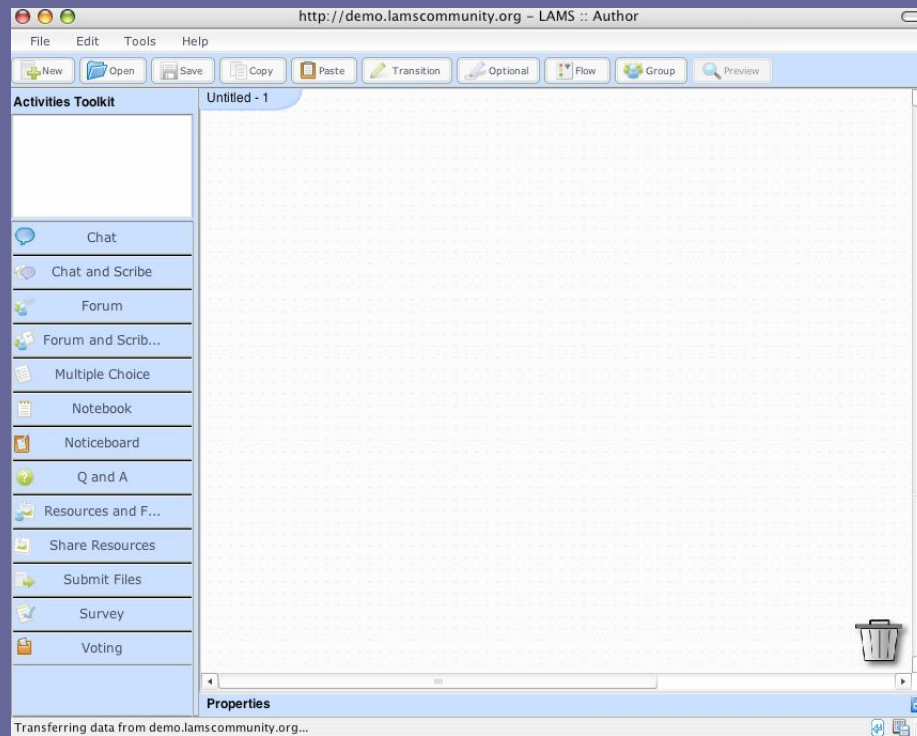


e-Learning subjects

General aims

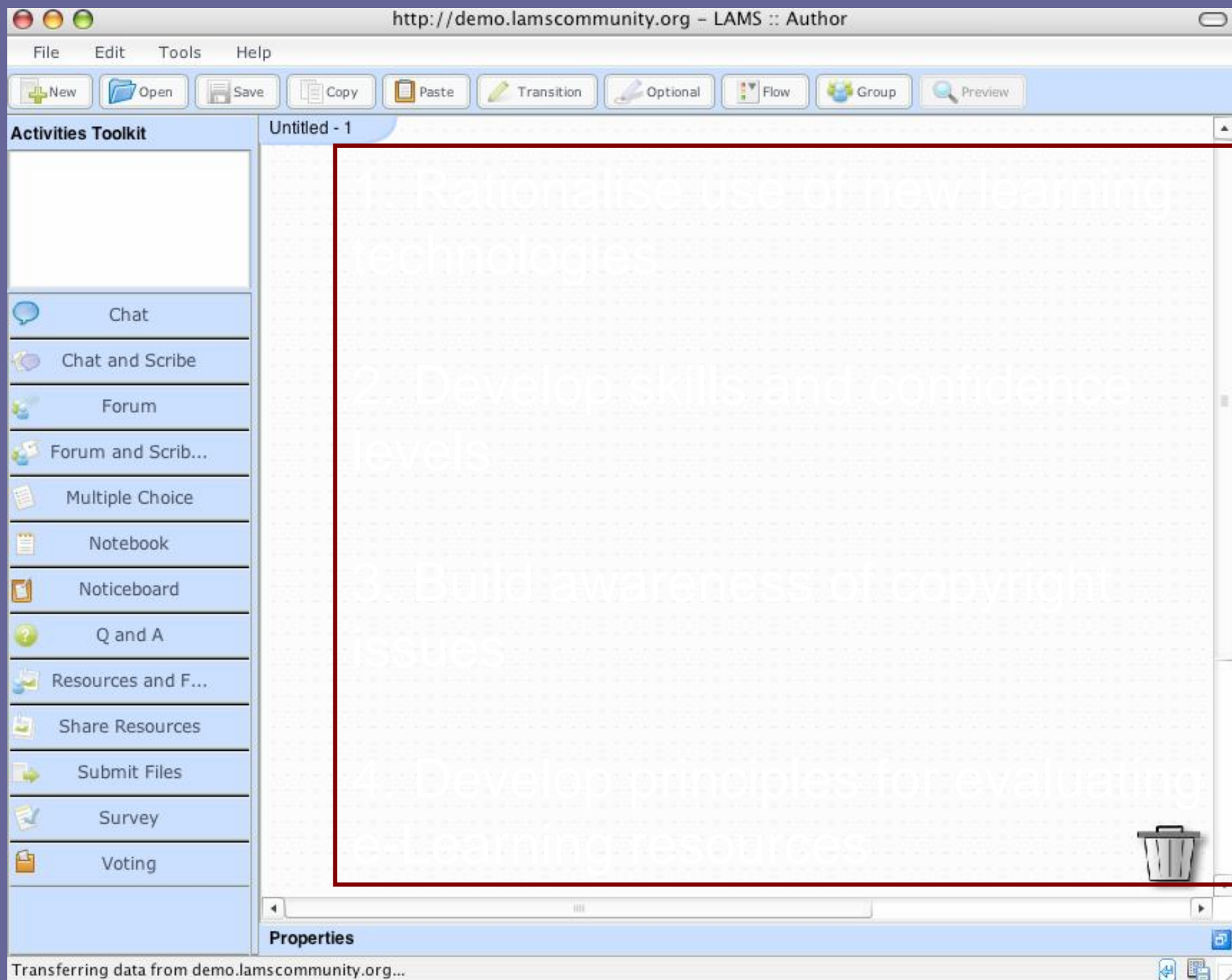
Orientation

How use LAMS?



LAMS as a vehicle for thinking about e-Learning





5. Develop insights into learning designs

Learning Designs products of the AUTC project on ICT-based learning designs

home exemplars guides tools the project search

overview using this site

Information and Communication Technologies and Their Role in Flexible Learning

This web site 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.

[Move the mouse pointer over the navigation tabs or over the diagram below to see a description of Exemplars, Guides, Tools, and The Project.]

Use the web site 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

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

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

Exemplars

Guides

Tools

```
graph TD; A[A selection of learning designs with exemplary aspects] --> B[Exemplars]; B --> C[Guides]; C --> D[Tools]; D --> C; E[A review and analysis of exemplars to determine suitability for generic use] --> C; F[A set of generic learning designs based on a selection of exemplars] --> C; G[A set of ICT-based tools with potential for generic use, based on exemplars] --> D;
```

5. Develop insights into learning designs

Kearney, M., Prescott, A. & Young, K. (2008). Investigating prospective Teachers as learning design authors. In L. Lockyer, S. Bennett, S. Agostinho & B. Harper (Eds.). **Handbook of research on learning design and learning objects: Issues, applications and technologies.** IGI Publishing: USA.



Kearney, M. & Young, K. (2007, December). An emerging learning design Based on analogical reasoning. In L. Cameron & J. Dalziel (Eds), **Proceedings of the 2nd International LAMS Conference 2007: Practical Benefits of Learning Design** (pp 51-61). Sydney: LAMS Foundation.


6. Develop teaching strategies
7. Develop insights into 'learning spaces'
8. Develop skills for evaluating their task (e.g. listening to children)

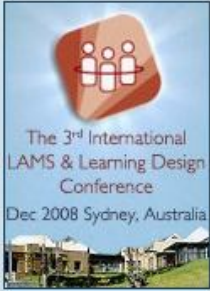


9. Participate in a professional learning community (10. Enjoy!)

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.





The 3rd International LAMS & Learning Design Conference
Dec 2008 Sydney, Australia

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](#)

Email

Password

☒ Remember my login on this computer

[Forgot your password?](#)


[Register](#)

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 kindergarden, 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 focusses on research into the use of LAMS, and development needs for the future.



Contact

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____ www.flickr.com/photos/95118988@N00/15900081 (Bubble)

____ www.flickr.com/photos/61417564@N00/2307488713 ('Bridge 243')

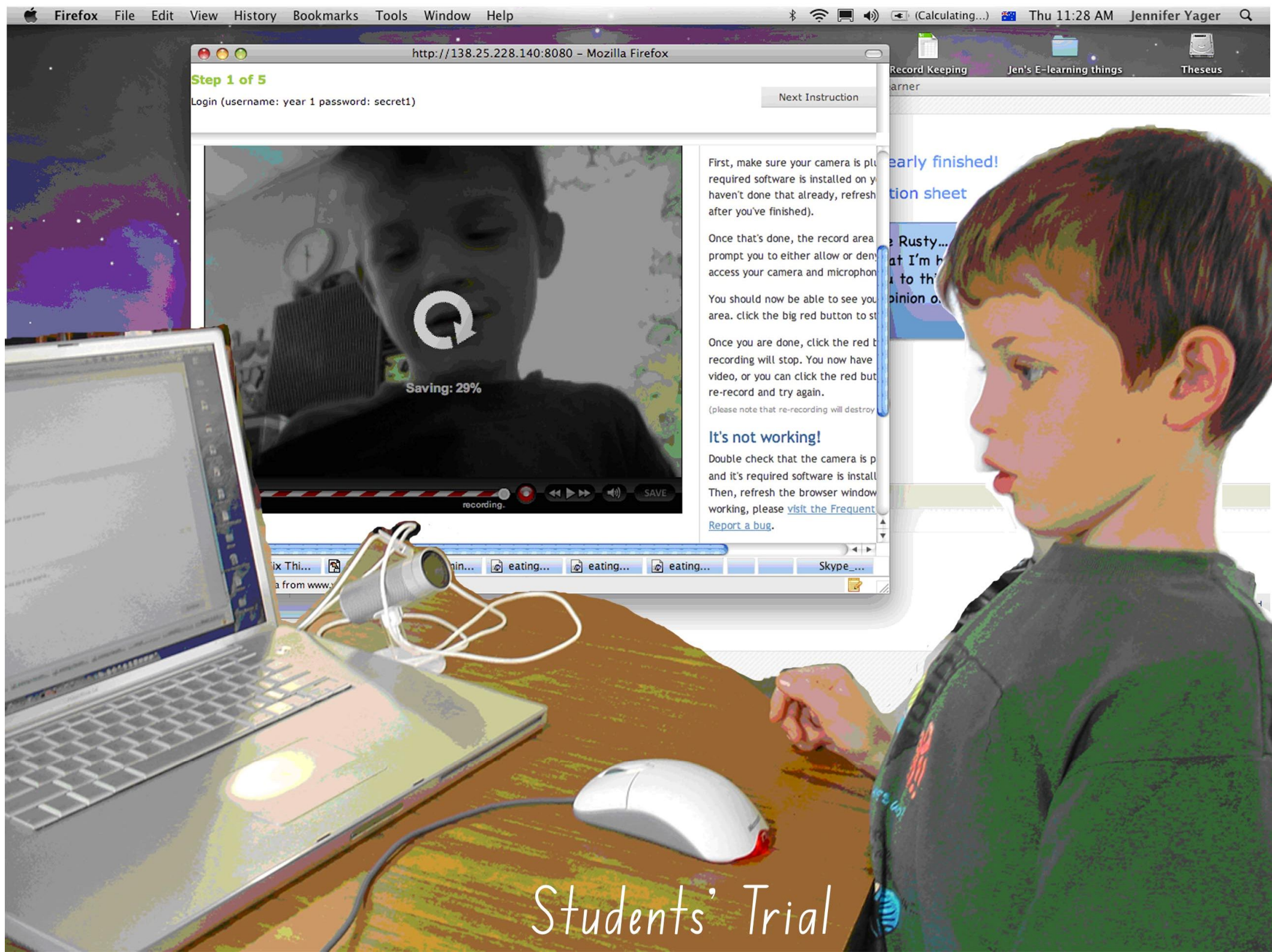
____ www.flickr.com/photos/59521823@N00/1020561071 (Half face 'fake fear')

Related Papers

- Kearney, M., Prescott, A. & Young, K. (2008). Investigating prospective teachers as learning design authors. In L. Lockyer, S. Bennett, S. Agostinho & B. Harper (Eds.). Handbook of research on learning design and learning objects: Issues, applications and technologies. IGI Publishing: USA.

Refereed conference papers

- Kearney, M. & Young, K. (2007, December). Pre-service teachers' perceptions of LAMS as a teaching tool. In Atkinson, R.J., McBeath, C., Soong, S. K. A. & Cheers, C. (Eds.), ICT: Providing choices for learners and learning. Proceedings of Australasian Society for Computers in Learning in Tertiary Education (ASCILITE) 2007 (pp. 490-499). Singapore: Centre for Educational Development, Nanyang Technological University. View paper. <http://www.ascilite.org.au/conferences/singapore07/procs/kearney.pdf>
- Kearney, M. & Young, K. (2007, December). An emerging learning design based on analogical reasoning. In L. Cameron & J. Dalziel (Eds), Proceedings of the 2nd International LAMS Conference 2007: Practical Benefits of Learning Design (pp 51-61). Sydney: LAMS Foundation.



Students' Trial

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/20493-1/Busby.mp3

de Bono's Thinking Hats

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!



The collage consists of five screenshots from a Windows XP desktop environment, showing the LAYS website interface. The screenshots illustrate various features:

- Top Left:** A screenshot of the LAYS website's 'My Favorites' page. It features a red heart icon and a list of food items: Lentils, Cakes, Bread, etc.
- Top Right:** A screenshot of the LAYS website's 'Watch an I read?' page. It features a speech bubble and a list of food items: Lentils, Cakes, Bread, etc.
- Middle Left:** A screenshot of the LAYS website's 'Watch an I read?' page. It features a speech bubble and a list of food items: Lentils, Cakes, Bread, etc.
- Middle Right:** A screenshot of the LAYS website's 'Watch an I read?' page. It features a speech bubble and a list of food items: Lentils, Cakes, Bread, etc.
- Bottom Left:** A screenshot of the LAYS website's 'Watch an I read?' page. It features a speech bubble and a list of food items: Lentils, Cakes, Bread, etc.
- Bottom Right:** A screenshot of the LAYS website's 'Watch an I read?' page. It features a speech bubble and a list of food items: Lentils, Cakes, Bread, etc.

Let's talk about eating healthy!

Healthy Eating

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In groups of 3 make a poster about what you would like to find in your lunch bowl.

It's not **what** you use...
But **how** you use it.



Our Task...

LAMS Learner - Windows Internet Explorer

http://dolly.lamscommunity.org/lams/learning/mainflash.jsp?lessonID=1306&portfolioEnabled=true&title=preview

LAMS

Resume
Exit
Export

preview

Noticeboard
Noticeboard
Notebook
Notebook
Multiple Choice
Noticeboard
Multiple Choice
Notebook

Title

View All Save

Next Activity


Internet 100%



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



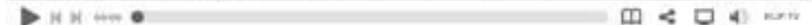
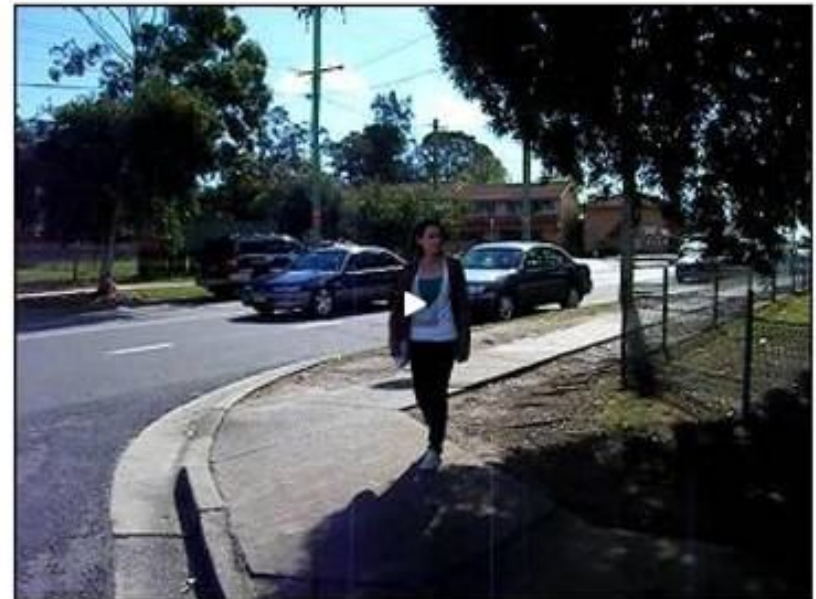
5

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...

art.com

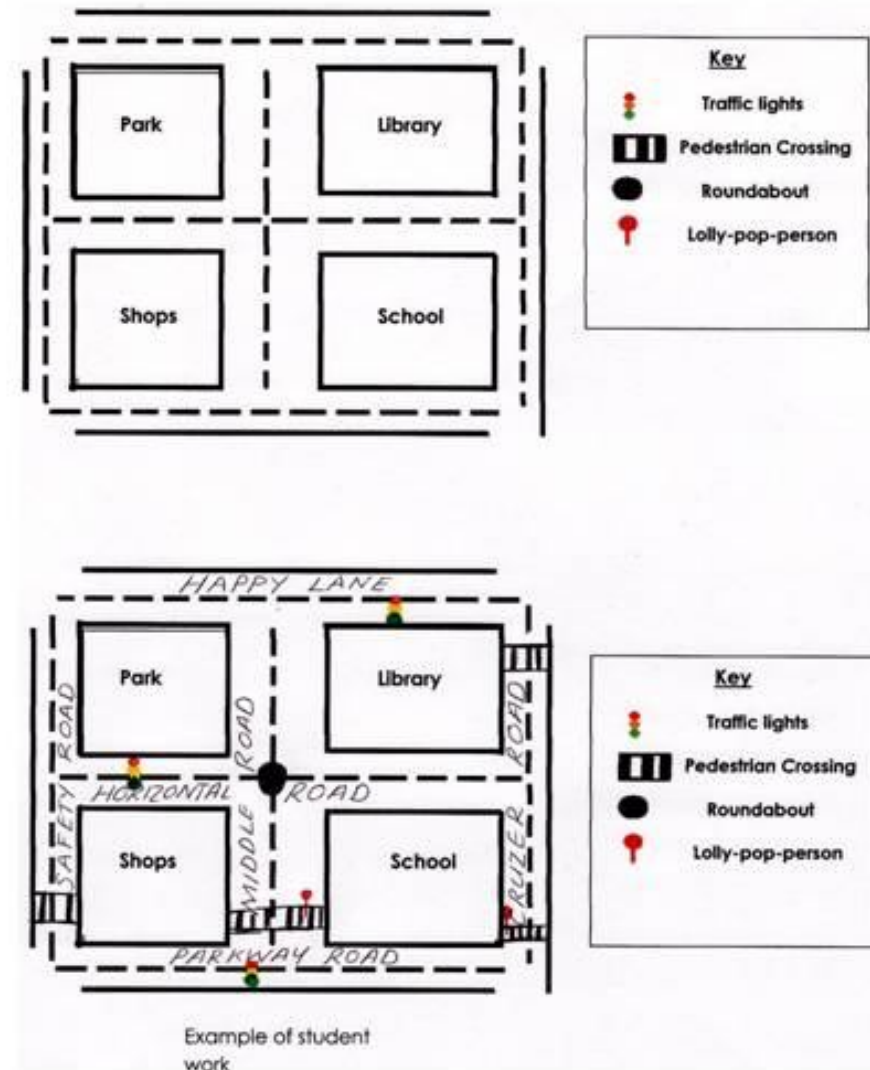


Creating



Beta Version 2.2 | Terms & Conditions

Guest
Speakers



Excursions



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



Welcome to the Customer Complaint Management System

WELCOME

Aim of this tutorial: To understand the Woollahra Council Complaints Management System and to provide an opportunity for discussion and feedback to management on this system.

Expect Results:

- Understand the elements of the complaint management system
- Understand how and when to use the complaint management system and what constitutes a complaint
- Understand the importance, rationale and theory of complaint handling and how it can improve Council services and business efficiencies
- Provide an opportunity for feedback into the complaint management system through discussion



Next Activity



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



View SlideShare [presentation](#) or [Upload](#) your own. (tags: [supportservice](#) [carecustomer](#))

Resources to view

- [Complaint resolution](#)
- [Complaints Checklist](#)
- [Getting an angry customer to back down](#)

Check for new

Suggest a new

URL | File

New URL details:

Title

URL

A screenshot of the Woollahra Municipal Council website. The page is titled "Processes & Services - Failure of Council to action previous requests". It features a sidebar with a list of categories including Animals, Building Control, and Complaints. The main content area includes a "Related links" section with links like "Create CRM", "Suggest changes to instructions", and "Suggest new CRM category". There are also sections for "Information required" and "Actions by Council". Red annotations highlight specific parts: a box labeled "This is probably one of our more common complaints" points to the "Processes & Services - Failure of Council to action previous requests" link in the sidebar; another box labeled "This will create a complaint CRM" points to the "Create CRM" link in the "Related links" section; and a third box labeled "Dont forget to add as much detail as possible" points to the "Information required" section.