

LAMS™ - Learning Activity Management System

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Overview

- Pedagogical Models and Standards
- COLIS Global Use Case and Learning Object diagram
- Background to Learning Design
- “What is Greatness?” example
- Annotated LAMS screenshots from “What is Greatness?” example
 - Student environment
 - Monitor environment
 - Author environment
- Conclusion and Next Steps

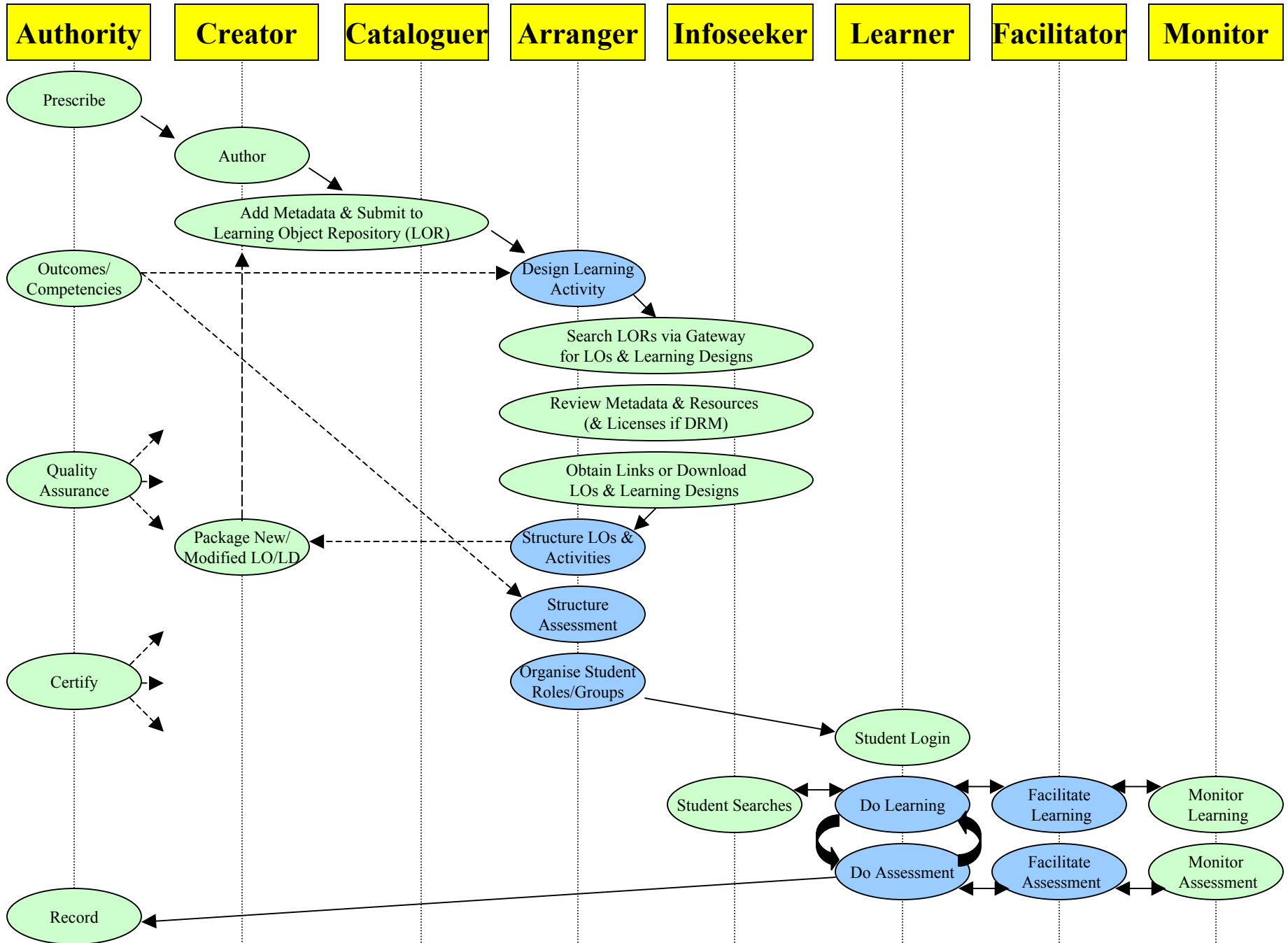
Pedagogical Models and Standards

- With the exception of Learning Design, current e-learning standards/specifications tend to assume:
 - Single, isolated learner
 - Primary focus on content delivery
 - Interactivity provided by self-test questions, exercises
 - Course length generally 30 minutes to a few hours
- Pedagogical theory?
 - Transmission model of education
 - Computer as authority by proxy
 - Learning as short, bite-sized “chunks”
- Focus mainly on technical details, not learner experience

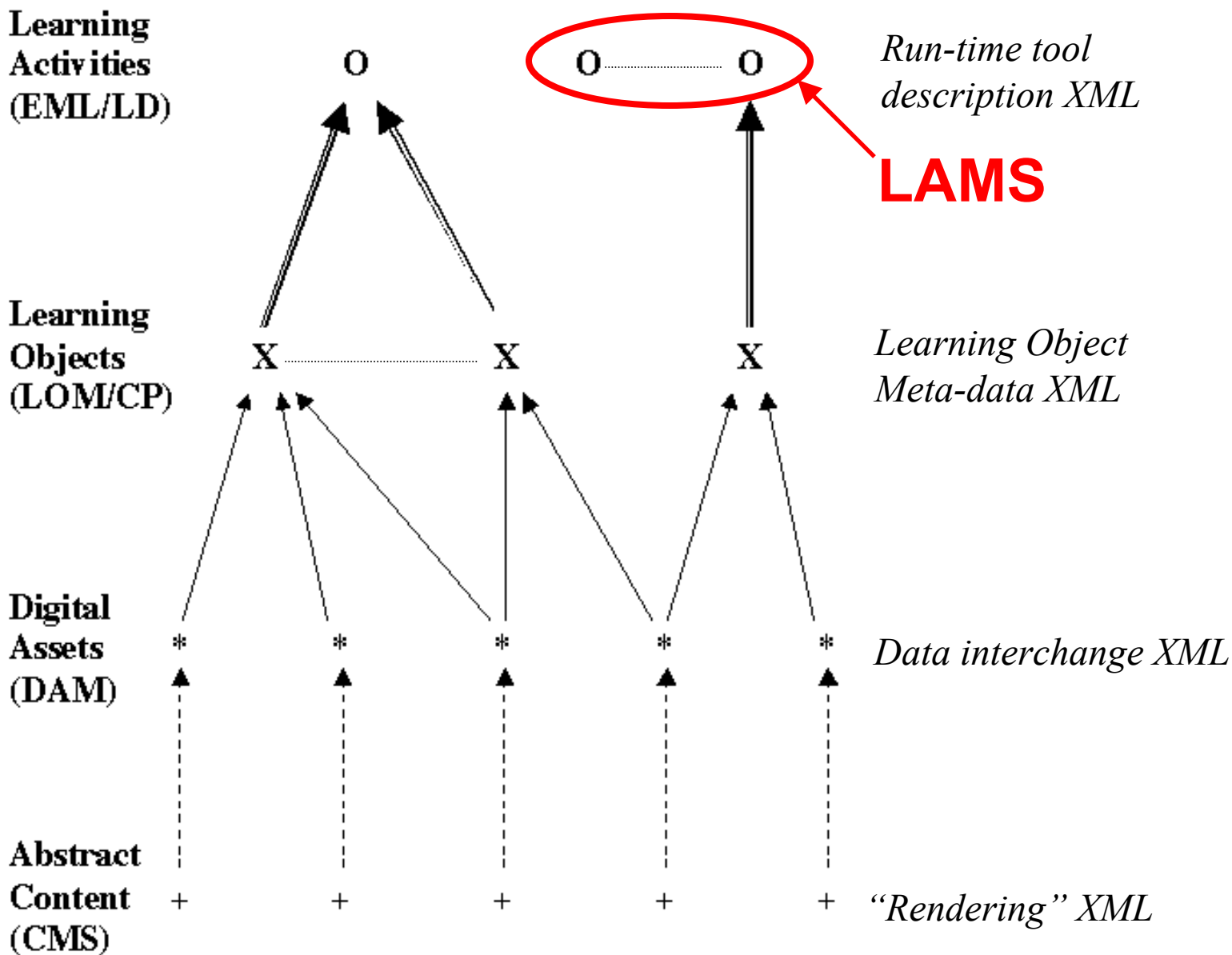
Pedagogical Models and Standards

- Learning Design assumptions:
 - Single or multi-learner environments, flexible groupings
 - Primary focus on sequencing of learning activities
 - Interactivity provided by discussion groups, chat rooms, etc (as well as by self-test & simulations)
 - Includes content delivery as one type of learning activity
 - Able to describe long-term learning
- Pedagogical theory?
 - Supports different models, including constructivist & transmission
 - Computer as gateway to other learners and resources
 - Learning is still broken down into “chunks”, but can be part of a broader whole

COLIS Global Use Case: ASCILITE 2003 Version (Final?) - Learning Activities =



Learning Objects versus Learning Activities

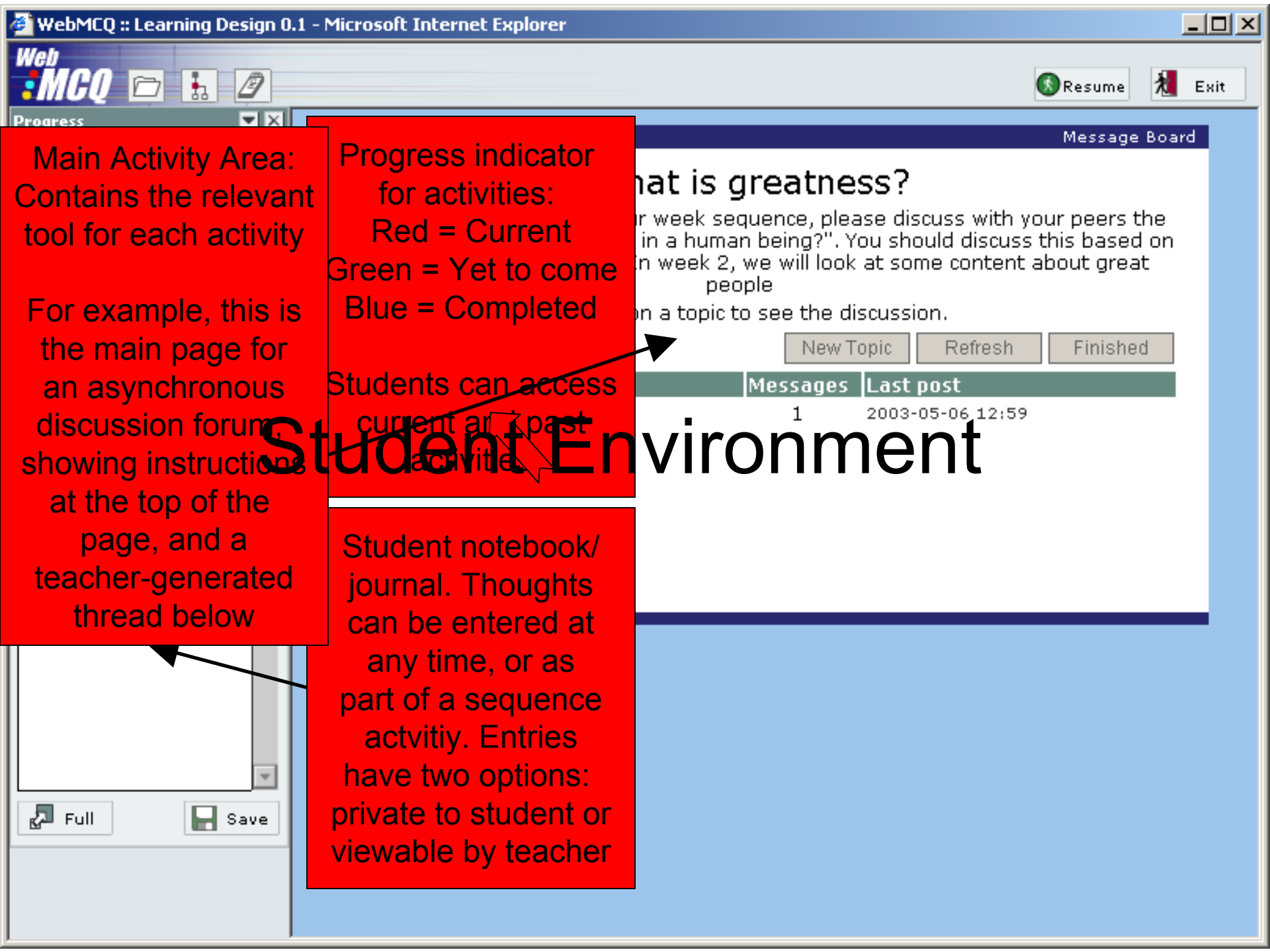


Background to Learning Design

- Various descriptions of the Learning Design approach
 - “Play/Act” model
- LAMS Approach: a Learning Design (or Learning Activity Sequence) is made up of individual “Learning Activities”
- Three parts to a Learning Activity:
 - (1) Who is involved?
 - (2) What content is needed?
 - (3) How is the activity conducted? (tool)

Simple example of Learning Design

- Short Example: What is Greatness?
 - Week 1: Discussion environment - initial thoughts
 - Week 2: Review of content and search for websites
 - Week 3: Small group debates with scribe reporting back to whole class
 - Week 4: Submit report for marking and comments
- Demonstrations:
 - Student view
 - Monitoring view
 - Authoring view



Main Activity Area:
Contains the relevant
tool for each activity

For example, this is
the main page for
an asynchronous
discussion forum,
showing instructions
at the top of the
page, and a
teacher-generated
thread below

Progress indicator
for activities:
Red = Current
Green = Yet to come
Blue = Completed

Students can access
current and past
activities

Student notebook/
journal. Thoughts
can be entered at
any time, or as
part of a sequence
activity. Entries
have two options:
private to student or
viewable by teacher

Student Environment

Message Board

What is greatness?

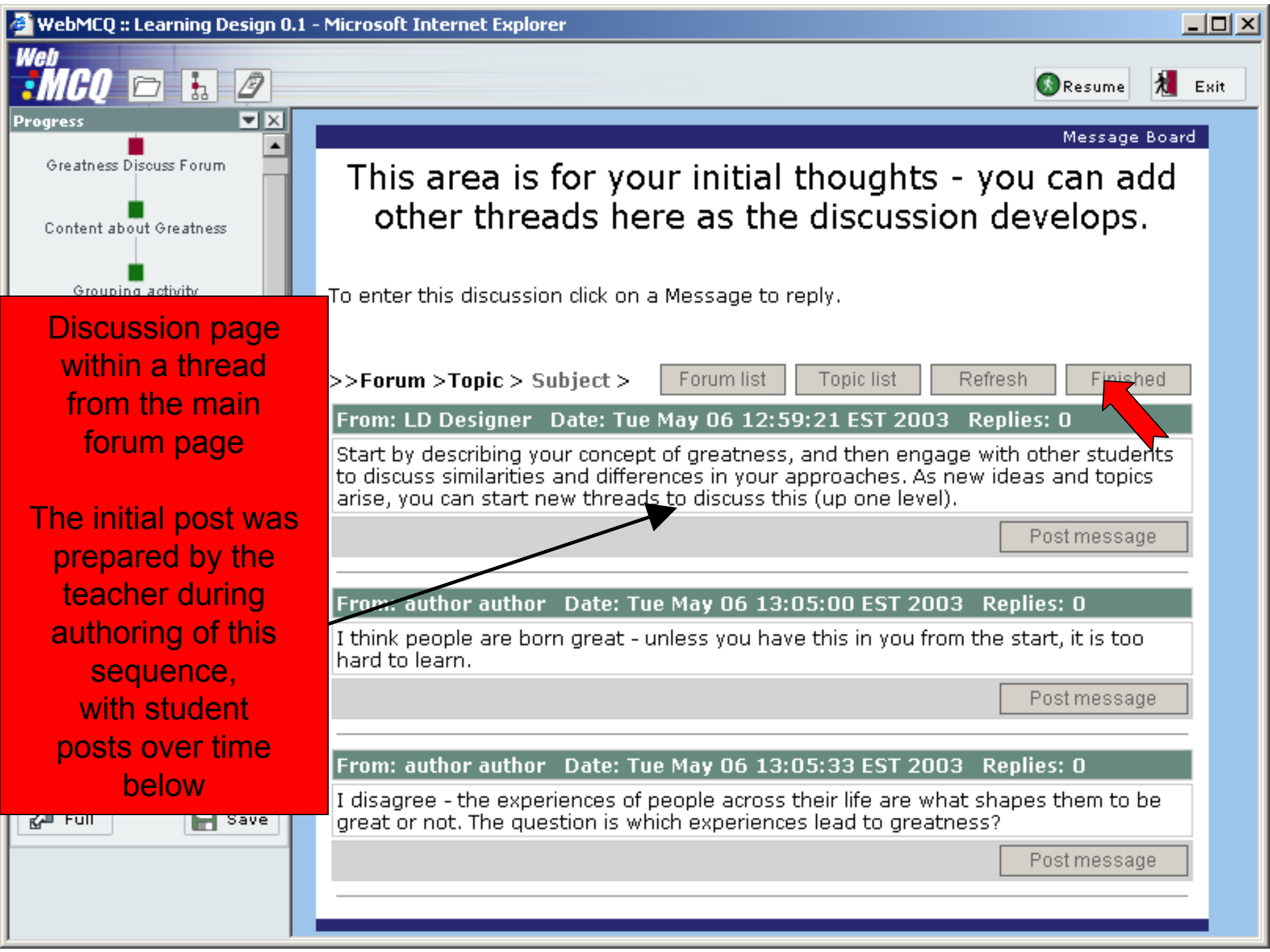
For week sequence, please discuss with your peers the in a human being?". You should discuss this based on in week 2, we will look at some content about great people on a topic to see the discussion.

New Topic Refresh Finished

Messages	Last post
----------	-----------

1	2003-05-06 12:59
---	------------------

Full Save



Discussion page within a thread from the main forum page

The initial post was prepared by the teacher during authoring of this sequence, with student posts over time below

Message Board

This area is for your initial thoughts - you can add other threads here as the discussion develops.

To enter this discussion click on a Message to reply.

>>Forum >Topic > Subject >

From: LD Designer Date: Tue May 06 12:59:21 EST 2003 Replies: 0

Start by describing your concept of greatness, and then engage with other students to discuss similarities and differences in your approaches. As new ideas and topics arise, you can start new threads to discuss this (up one level).

From: author author Date: Tue May 06 13:05:00 EST 2003 Replies: 0

I think people are born great - unless you have this in you from the start, it is too hard to learn.

From: author author Date: Tue May 06 13:05:33 EST 2003 Replies: 0

I disagree - the experiences of people across their life are what shapes them to be great or not. The question is which experiences lead to greatness?

Web MCQ

Progress

Resume Exit

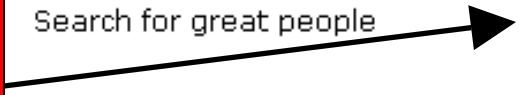
Share Resources tool, with teacher selected websites/files viewable in pop-up windows (with instructions)

View Web Pages

Review Files/Web Pages

General instructions to students here

Page to view	Completed
Shakespeare Website	<input type="button" value="View"/>
Search for great people	<input type="button" value="View"/>
You must view at least 0 of the Web pages	
Suggest a new <input checked="" type="radio"/> Webpage <input type="radio"/> File	
New Web Page details:	
Title: <input type="text"/>	Comment / Instruction: <input type="text"/>
Url: <input type="text"/>	<input type="button" value="Add URL to List"/>



Full Save

Step 1 of 1

Search for other great people on Google, and share the website of your favourite to the class

Finished



- Web
- Images
- Groups
- Directory
- News

Search input field

Google Search I'm Feeling Lucky

Search: the web pages from Australia

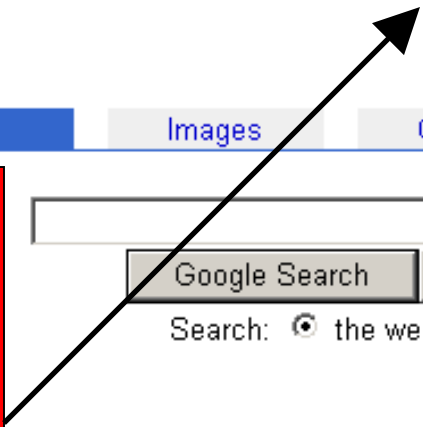
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Pop-up window with website loaded below and teacher created instructions, advice, etc above. Instructions can have several steps.



Review Files/Web Pages

General instructions to students here

Page to view	Completed	
Shakespeare Website		<input type="button" value="View"/>
Search for great people	✓	<input type="button" value="View"/>
You must view at least 0 of the Web pages		<input type="button" value="Finish"/>

Suggest a new Webpage File

New Web Page details:

Title:

Comment / Instruction:

Url:

Example of student submission of website to be shared with group (can include pop-up comments)



Scratch pad entry

Combined chat and scribe tool

Chat window in top half of screen, showing sample chat session

Chat

Greatness debate

Debate in your small group whether greatness is innate or developed.

Currently in room **author**

Lams Chat: author has entered the room
Lams Chat: Welcome to your Lams chat session author, you are in the 'ChatGroup140' room
author: Greatness has to be innate - but needs to be developed

Say

The type of experiences of a person determine whether th

Finish

Say

Scribe tool with questions prepared by teacher during authoring, with open boxes for scribe to record outcomes of chat session (others either agree or continue chat)

Are people born great?

Yes - but their innate potential for greatness still needs certain experiences to ensure they become great.

Can greatness be learned?

Not from scratch - but if there is the potential for greatness within a person, then certain types of experiences will develop this (or not).|

Full Save

Update Report Force end Agree

Small group chat session outcomes from the scribe are sent to a whole class noticeboard - only one group's outcomes shown in this example.

(Bonus points if you can pick the "small" spelling mistake!)

Noticeboard

Small Group Report

posted: Tue May 06 13:15:42 EST 2003

Report for group Group 1

Are people born great?
 Yes - but their innate potential for greatness still needs certain experiences to ensure they become great.

Can greatness be learned?
 Not from scratch - but if there is the potential for greatness within a person, then certain types of experiences will develop this (or not).

All members agreed to this text.

Finished

Full Save



Progress

- Greatness Discuss Forum
- Content about Greatness
- Grouping activity

Submit report

Upload Reports

No Files have been uploaded yet.

Upload your report (max 1000 words - Word or text document) on your concept of greatness based on this sequence of activities.

Please upload your file. Only one file can be uploaded at a time - you will have the chance to return to this screen and upload another file if you want. Maximum file size is 1.0 MB.

C:\Documents and Settings\jdzalziel\Desktop\MoreDov

What description would you like to give the file? This will become the title of the email sent containing the file.

Students upload a report from their desktop for comments and marking by teacher (can be any file type)



Full Save

Monitoring "ShortGreatness"

Progress monitoring

author author's progress

Greatness Discussion Forum Content about Greatness Grouping activity Small group debate Report Submission



This is the teacher monitoring screen for a live sequence (only one student shown in this example). To view a student's progress, the teacher clicks on the relevant activity.

Monitoring Environment

This area is for your initial thoughts - you can add other threads here as the discussion develops.

To enter this discussion, click on a Message to reply.

>>Forum >Topic > Subject > Forum list Topic list Refresh Finished

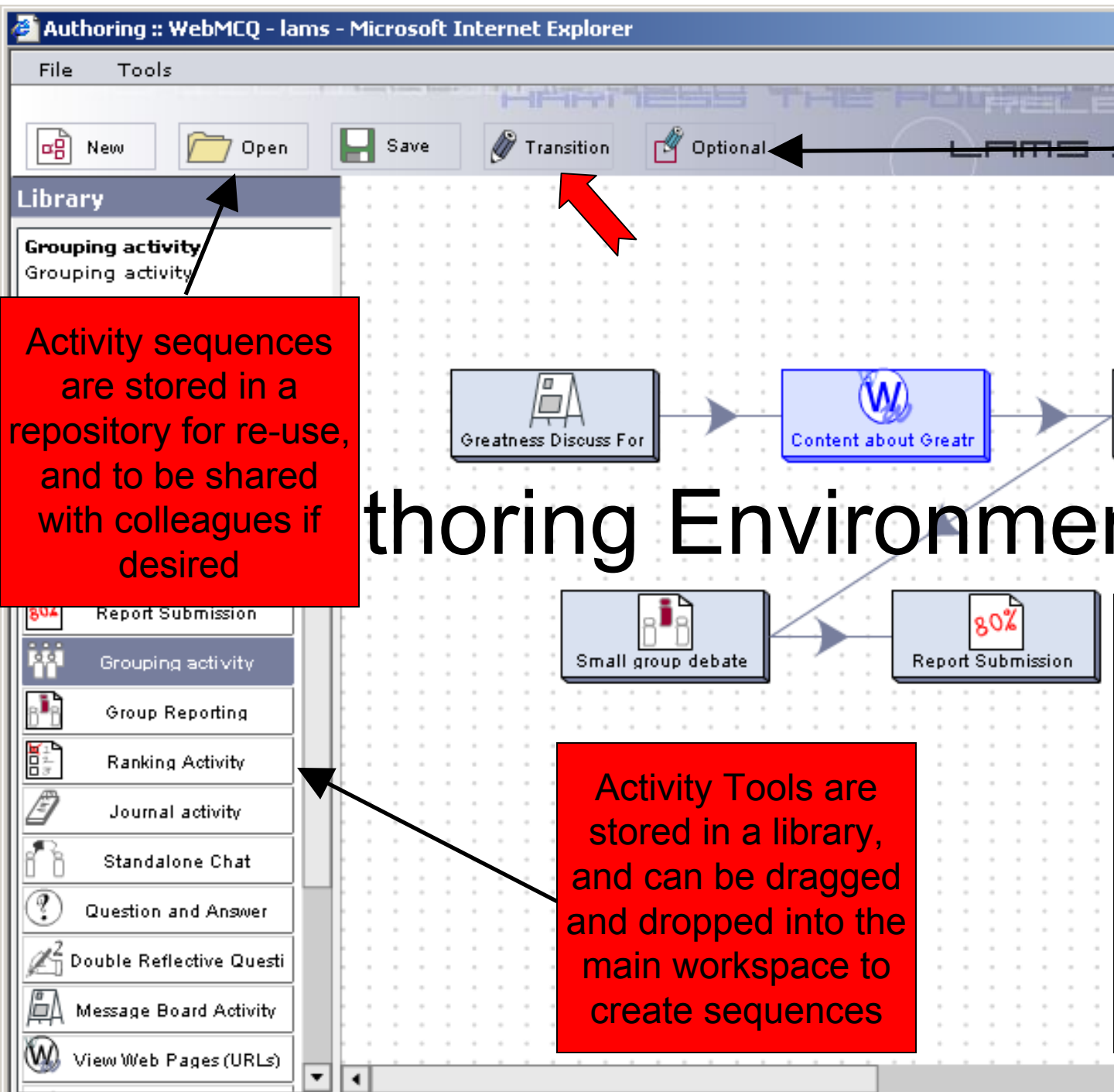
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Post message

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From: author author Date: Tue May 06 13:05:33 EST 2003 Replies: 0
I disagree - the experiences of people across their life are what shapes them to be great or not. The question is which experiences lead to greatness?
Post message



The student's view of the selected activity is shown in a pop-up window



Greatness is a very linear sequence. Non linear sequences can be created using sets of optional activities.

Activity sequences are stored in a repository for re-use, and to be shared with colleagues if desired

Authoring Environment

Activity Tools are stored in a library, and can be dragged and dropped into the main workspace to create sequences

This is the Greatness sequence from an authoring perspective with links between tools created by drawing lines between activities using the "Transition" tool

Conclusion and Next Steps

- LAMS is a Learning Design “inspired” system
 - LAMS development issues contributed to Valkenburg meeting to assist future development of IMS Learning Design
 - For further details, see ASCILITE conference article:
<http://www.melcoe.mq.edu.au/documents/ASCILITE2003%20Dalziel%20Final.pdf>
- LAMS V1.0 beta is now final and ready for use
 - Seeking development partners for rest of 2003/early 2004
 - Currently up to beta 4 release, various trials in progress
 - Final V1.0 system due first half of 2004
 - For details about becoming a development partner and licensing the LAMS V1.0 beta contact:
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Ph: +61 412 512218