Keynote Address

Content is king? E-learning and digital library convergence

Penny Carnaby
Chief Executive/National Librarian
National Library of New Zealand

In December 2006 the New Zealand Government is poised to launch New Zealand's Digital Content Strategy (NZDCS). The Content Strategy will address one of the three pillars of New Zealand's well received Digital Strategy (May 2005).

Content is of course important to online learning environments, but is the way we are viewing content in this context changing? Drawing on the learning from the New Zealand Digital Content Strategy, this paper explores the view New Zealand is taking on digital content and looks at how e-learning, digital repositories and digital library convergence is contributing to the Government's ICT Strategy for Education, particularly its e-learning framework.

Biographical notes

Penny was appointed Chief Executive and National Librarian in January 2003. She is currently one of the three Chief Executives on the Minister for Information Technology and Minister of Communication's Digital Strategy Advisory Group, representing the 'Content' and 'Confidence' component of the strategy. She is also Deputy Chair of the Minister for Education's ICT Steering Committee for Education, a member of the Public Sector Training Organisation Board (PSTO), the Library and Information Advisory Commission (LIAC), Council of Australian State Libraries (CASL), Vice Chair of the Conference of Directors of National Libraries (CDNL) and Adjunct Professor at Victoria University of Wellington.

Prior to returning to New Zealand in 2003, she was University Librarian and Deputy Librarian at Macquarie University in Sydney. Previous to this she enjoyed a long career in the tertiary sector in several roles at Christchurch Polytechnic Institute of Technology (CPIT), including leading integrated educational delivery services in library and learning services, e-learning and staff development. In 1999 - 2000 she served as National President of the Library and Information Association of New Zealand Aotearoa (LIANZA), and was awarded a Fellowship of the Association in 2001.

She has a Bachelor of Arts degree and a Diploma of Education from the University of New South Wales. Penny's professional interest is in creating national frameworks and strategies to enhance the flow of information to all parts of society. She believes that New Zealand Aotearoa has the potential to become a leading information democracy.

Her personal interests include the environment and wildlife of Australia and New Zealand, and the management of a small farm on Banks Peninsula, growing native trees.

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Keynote Address

Future directions for LAMS and Learning Design

Professor James Dalziel
Macquarie University E-Learning Centre Of Excellence
Macquarie University, Sydney, Australia

This presentation will provide an update on the current status of LAMS, and future directions for the system, especially in the areas of branching, conditionality and advanced grouping. It will also review the wider field of Learning Design, and discuss likely future directions for the field, and the role of LAMS in furthering the concept of Learning Design.

Biographical notes

James is the Director of the Macquarie University E-Learning Centre Of Excellence (MELCOE) in Sydney, Australia, and also a Director of the LAMS Foundation and LAMS International Pty Ltd. James is known nationally and internationally for his research into and development of innovations in e-learning, and technical standards. He has directed and contributed significantly to e-learning projects such as the Meta-Access Management System project (MAMS), The Collaborative Online Learning and Information Services project (COLIS), and the Learning Activity Management System (LAMS) project.

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Keynote Address

Pedagogic planning support for lecturers

Professor Diana Laurillard
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University of London, United Kingdom

Digital learning technologies could be making a great difference to the quality and reach of teacher education. However, teachers, trainers and lecturers wishing to develop innovative learning and teaching using new technology are often working in an under-supported environment. It is difficult to exploit fully the value of the new technologies for their learners. They need practical assistance in understanding how best to design activities for their learners, given the *intended outcomes* defined in terms of the curriculum skills, knowledge, and expected progression; the *student body* defined in terms of learners' needs, prior experience, expectations, skills and competences; and the *learning environment*, defined in terms of human, physical and digital resources, tools and services.

For new technology to make a real difference to the quality and reach of education, we need better ways of building collaborative partnerships between teachers, researchers, and technology providers. That is the only way we can build effectively the new pedagogies for e-learning. But to engage the teaching professionals we need to be sure we are addressing their needs.

This session will present the initial findings of a research project which is developing and trialling a prototype for a 'pedagogy planner' to support lecturers in designing learning in the context of a mix of old and new technologies. The tool is designed to provide support from the initial outline of a 'module' through to implementation of a learning design in LAMS. The session will demonstrate the early prototype designs, outline the responses from lecturers, and categorise the kinds of effects they are having on the design of the tool. There will be time for synchronous audio discussion within the webinar, and synchronous discussion through online chat. There will also be asynchronous follow-up discussion through an online conference throughout the remainder of the conference.

Biographical notes

Professor Laurillard is Chair of Learning with Digital Technologies in the School of Mathematics, Science and Technology at London University. She has expertise in many areas of e-learning including: research and development of e-learning across numerous subject areas, learners, and learning technologies; strategy development in educational policy at institutional and government levels. She has conducted considerable research into pedagogy in maths, science, engineering and modern languages.

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Keynote Address

Learning design: Making the connection between teaching and learning

Professor Ron Oliver
Faculty of Communications and Creative Industries
Edith Cowan University, Perth, Australia

For many years now the role of the teacher in any learning setting has involved the planning and delivery of learning settings in order to bring about planned learning outcomes. In classrooms where the delivery involves face to face components, teachers have tended to retain very prominent roles for themselves. In contemporary settings promoting ICT use, active learning and knowledge construction, teachers have given and yielded many responsibilities to the learners. Teaching today has become more about the process of planning for learning than the process of delivering. This presentation will consider the process of designing ICT-based learning experiences using learning designs as building blocks. It will showcase current research formalising reusable ICT-based learning design descriptions and models supporting teaching and learning processes across all educational sectors.

Biographical notes

Ron Oliver is Professor of Interactive Multimedia at Edith Cowan University in Western Australia. He enjoys teaching and uses technology wherever possible to engage and motivate his students. He has considerable experience in the design, development, implementation and evaluation of technology-facilitated learning materials. He has explored and written widely on technology-based learning designs, and in particular, authentic learning and task-based learning.

Current projects in which he is involved include: the design and delivery of authentic learning settings; the use of technology to promote learner engagement in large undergraduate classes; reusable learning designs and e-learning resources; and factors influencing the uptake and use of digital repositories and learning objects.

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