

Learnspire - A learning framework for enhancing the learning in resource design and development

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LearnSpire is the learning framework developed at the TAFE New South Wales (NSW) Community Services, Health, Tourism and Recreation Curriculum Centre out of the project 'Designing resources and support materials for our future', as part of the 2005 NSW Quality Improvement Projects Scheme.

The learning framework works around seven dimensions: previewing; defining; connecting; applying; journaling; checking your progress; and self-checking. Each dimension with its associated design elements offers a specific way of enhancing learning and boosting learning potential.

Learner benefits from learning framework: it provides a ready-made personal outline for connecting important ideas and building references a learner will need to deepen their understanding of the material to be learned; acknowledges each learner's individual context; encourages active participation of learners; encourages learners to articulate to themselves and their peers what they are learning; encourages learners to be self-critical and questioning of assumptions; supportive of learners; provides multiple pathways for a learner to move through the resource.

Uses of learning framework: use as a template for developing learning resource within – the terminology and headings guide the learning; and use as a construct for writers to develop resources around – the thinking underpins design.

Keywords: learning framework, learning design, instructional design.

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Integrating Learning Objects with LAMS

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The Centre for Learning Innovation (CLI) designs and produces digital learning resources for New South Wales Department of Education and Training (DET) schools and Technical and Further Education (TAFE). The resources are designed to allow teachers the flexibility to use them as is, or disaggregate them to suit individual or local programming needs.

This poster session demonstrates the use of a Centre for Learning Innovation (CLI) resource (Pompeii and Herculaneum for Higher School Certificate) to show how individual assets and learning objects from the complete resource can be incorporated into LAMS sequences. It also models how teachers might use this resource in class or group situations, incorporating student interaction and offline activities using LAMS tools. For learning designers this presentation explores the issue of optimum granularity of learning objects within a LAMS sequence.

Biographical notes

Sally Watts is a Chief Learning Design Officer at the Learning Design Resource Development section of the Centre for Learning Innovation (NSW Department of Education and Training). Sally has a background in primary and adult literacy education in three countries, including producing materials for distance education, and presently manages a team of learning designers in Human Society and its Environments Key Learning Area. Her interest in LAMS dates back to early demonstrations of the software and as an observer during a trial in New South Wales schools.

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Pre-service teacher-generated learning designs

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The 'project in progress' investigates prospective teachers (K-12) authoring and use of their own online learning designs. The Learning Activity Management System (LAMS) has been used by pre-service teachers to develop learning sequences in mathematics and science. These learning sequences have been designed using recognised learning strategies such as analogical reasoning; predict-observe-explain; and 'learners' questions' approach. The teachers then used their online tasks in the context of their teaching practicum. This poster will report on preliminary findings from the study, focusing on the student teachers' sequence designs. Research questions addressed are: How does this authoring and implementation process help student teachers to 'build bridges' between theory and practice in their teaching degree? To what extent is their understanding of specific learning strategies enhanced? How can the Learning Activity Management System (LAMS) support this process? The poster fits into the 'Using learning design for strategic change in education' and 'Lesson learned from K-12' conference themes.

Keywords: learning designs, pre-service teachers, K-12, learning strategies

Biographical notes

Dr Kirsty Young coordinates the Bachelor of Education (Special Education) and special education subjects in undergraduate and postgraduate courses in the Faculty of Education at UTS. Her doctorate examined the skills and characteristics of young, competent Internet-users engaged in authentic Internet-mediated activity.

Dr Matthew Kearney coordinates undergraduate e-learning subjects in Teacher Education programs in the Faculty of Education, UTS. He investigated a well-known learning design in his doctorate (Kearney, 2002) and recently completed a research project investigating the use of student-generated digital video in K-12 schools.

Dr Anne Prescott coordinates undergraduate Maths Education subjects in the Faculty of Education at UTS. Her doctorate investigated strategies including cognitive conflict and web-based learning that teachers could employ to facilitate student learning.

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