Keynote addresses

Learning Design as a foundation for the future success of e-learning

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The effective use of learning technology ultimately stands or falls by human and organizational factors. The required acceleration of knowledge and understanding of 'learning afforded by technology' will only be possible in a teaching community that acts like a learning system – one that develops knowledge of what it takes to learn, makes it explicit, adapts it, tests it, refines practice, reflects, rearticulates, and shares that new knowledge. In other words, teaching becomes problematised, innovative and professional, taking research as its model.

The quality of the learning experience is highly dependent on the teacher, and how they conduct the learning process. If we are to succeed in using technology to transform education, then we need the specialized tools and environments for learning design that will enable the teaching community to act in the most scholarly and professional way possible in pursuit of educational innovation.

The presentation will draw on current learning design projects in the UK to argue for a new generation of educational software, making it feasible to support the concept of 'open teaching'.

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.

Next steps for LAMS and Learning Design: Bug fixes, branching and pedagogic planners

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This presentation provides an overview of current and future developments for LAMS in relation to the field of Learning Design. Since the launch of LAMS V2 in late 2006, a range of educational and technical enhancements and bug fixes have subsequently been incorporated into the software, including new features such as "Live Edit" (the ability to change the structure of a sequence once it is already running). Beyond these improvements, significant new features are scheduled for the LAMS V2.1 release, including branching, advanced grouping and conditionality, and tools data in/out. Apart from these features, a new approach to LAMS and Learning Design is growing in the field of pedagogic planners, and this presentation will provide an overview of this area, and how LAMS plans to support both users and creators of pedagogic planners.

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.