Keynote Addresses

Keynote Address 1: Thursday, 15th July 9.45am

Implementing a constructionist approach to collaboration through a 'learning design support environment': Balancing users' requirements with researchers' theory-informed aspirations

Diana Laurillard
London Knowledge Lab, UK

Liz Masterman
Oxford University, UK

The idea in this joint presentation is to address the conference theme of support for collaboration and sharing in the practice of learning design. Both speakers are currently involved in a design research project to develop a 'learning design support environment' for lecturers to expand their design skills and knowledge. The project builds on our previous work on pedagogy planner tools and is intended to provide the means for lecturers to take a constructionist approach to learning design in collaboration with their peers.

Taking lecturers beyond their current practice includes helping them to engage productively with theories of learning, both explicitly (through drawing their attention to appropriate theories) and implicitly (by embedding theory in the software infrastructure). In developing the LDSE, therefore, we must balance users' stated needs and preferences rooted in what they do now (the "demand" side) with our own theory-informed aspirations for what they might do (the "supply" side). In this keynote we will illustrate how we are striving to achieve this balance.

Biographical notes

Diana Laurillard is Professor of Learning with Digital Technologies at the London Knowledge Lab, Institute of Education, leading an externally-funded research project on developing a learning design support environment for teachers. She was previously Head of the e-Learning Strategy Unit at the Department for Education and Skills, and served as Pro-Vice-Chancellor for learning technologies and teaching at The Open University. Current roles include membership of Boards for the e-Learning Foundation, Supervisory Council for Fern Universität in Germany, Governing Board of the UNESCO Institute for IT in Education. Her book Rethinking university teaching: A conversational framework for the effective use of learning technologies concerns the theories underpinning learning design.

Liz Masterman is a senior researcher with the Learning Technologies Group at Oxford University Computing Services and has an interest in sociocultural approaches to the design and evaluation of learning technologies. Her main field of research is learning design, and she is currently a co-investigator in the ESRC/EPSRC-funded Learning Design Support Environment project, part of the TLRP-TEL programme. Liz led an investigation into the experiences of Master's students at Oxford University (2007-9), as part of the JISC Learner Experiences of E-learning programme, and also was active in a number of projects in the JISC Design for Learning programme (2006-8).

Contact

Professor Diana Laurillard
Email: d.laurillard@ioe.ac.uk

Dr Liz Masterman
Email: liz.masterman@oucs.ox.ac.uk

Closing Keynote : Thursday 15th July, 4.00pm

A differential model of effective advice for implementing learning designs

Professor James Dalziel
Macquarie University, Australia

While Learning Designs can instantiate effective pedagogical approaches, there are many kinds of advice (for educators) that can accompany a Learning Design. At a micro-level, advice can be given about the framing of individual elements of a specific activity within a design (such as how to phrase an open question for students). At another level, advice can be given about a whole design, and this advice may come in many forms such as: background education theory, existing experience from using the design, practical details on implementation and advice on how to adapt/edit the design. At a higher level, advice can be provided on different types of designs and why one pedagogical approach might be chosen over another. These examples illustrate different levels of advice that can be provided to accompany designs, and much research remains to be done on the effectiveness of different types (and amounts) of advice. From another perspective, certain types of advice may be more useful at different stages in planning for teaching - different advice may be relevant to a whole of course redevelopment project as compared to a teacher who has very limited time to finalise their lesson plan for an impending class. This presentation will consider different types of advice to educators that can accompany Learning Designs and develop a model of their relationships at different levels and over time within planning processes.

Biographical notes

James is the Director of the Macquarie E-Learning Centre Of Excellence (MELCOE) in Sydney, Australia, and also a Director of the LAMS Foundation and LAMS international Pty Ltd. He is known nationally and internationally for his research into and development of innovations in e-learning, and technical standards. James 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.

Contact

Professor James Dalziel
Macquarie E-Learning Centre Of Excellence (MELCOE)
Macquarie University, Australia
Email: james.dalziel@mq.edu.au