

## **LAMS and Quality Use of Medicines (QUM)**

### **Karen Baskett**

Curriculum and Training  
National Prescribing Service, Sydney, Australia

The National Prescribing Service is an independent, non-profit organisation for Quality Use of Medicines (QUM), funded by the Australian Government Department of Health and Ageing. This presentation outlines an online course we are currently building using Moodle and LAMS together, which we plan to pilot in early 2007. The course is a conversion of the current self-paced (paper based and face to face (f2f)) Quality Use of Medicines Training Module. The concept of QUM means: selecting management options wisely; choosing suitable medicines if a medicine is considered necessary; using medicines safely and effectively. Our learners may come from any of the following groups: healthcare consumers, their carers and the general community; health practitioners and health educators; health and aged-care facilities; medicines industries; media; healthcare funders and purchasers; governments – including Commonwealth, States, Territories and Local Governments.

Topics covered during the presentation are: general introduction to the site, QUM and our audience; comparison of the structure of the previous paper-based/f2f course with the online version – how it is a much more integrated approach, less linear and allows collaboration and multiple perspectives from various stakeholder groups; provision of a more activity based versus content centric learning environment; workflow tool (LAMS) providing great usability/user friendliness for learners in a self-paced, independent learning environment; discussion of whether a linear environment is necessarily a prescriptive environment. Themes covered in the presentation include: issues of collaboration and generating new knowledge; and future directions and the needs of vocational and professional education

Keywords: LAMS, Moodle, VET, healthcare, collaboration, multiple perspectives, activity versus content focused learning

### **Biographical notes**

Karen Baskett is an Educational Designer who works at the National Prescribing Service. She is currently working on a number of learning and teaching resources for health professionals in both the tertiary and broader health sector using both LAMS and Moodle. Previously Karen worked as an educational developer at LAMS International where she managed various trials of LAMS, principally in the K-12 sector. She has extensive experience delivering LAMS training and designing LAMS sequences for international clients.

### **Contact**

Karen Baskett  
Curriculum and Training  
National Prescribing Service Limited  
Email: kbaskett@nps.org.au  
Web: <http://www.nps.org.au>

## **Traditional to LAMS learning bridges**

### **Sarah Bell**

Learning and Teaching Enhancement Unit  
London South Bank University, London, United Kingdom

### **Paul Carden**

Business Computing and Information Management  
London South Bank University, London, United Kingdom

To many educators buying into engaging e-learning is a dream. Numerous technology adoption barriers prevent them from building pedagogic bridges between traditional forms of learning and e-learning - building bridges between teacher and student. In the same way that patterns for technical architectures exist that are customisable for the application of the individual there may be ways of transforming traditional learning sequences and learning sequence selections to customisable e-learning sequences adaptable to a community of practice developing for pedagogy. A three phase investigation toward realising e-learning sequence architectures will be proposed; an examination of educational objective models including Blooms and Laurillard as providers of traditional building bricks for engaging learning sequences; reduction of risks by mitigating technology adoption barriers through encapsulation of protections in learning transformation algorithms; development of meta-LAMS environment for creation and customisation of deliverables of transformation processes. The project will operate under the maxim 'what is good for a resource and time constrained academic is good for all academics' in the context of the development of engaging e-learning material. Initially, a review of the literature will be accompanied by local market research on adoption barriers including an e-learning art installation piece with feedback and survey mechanisms in place.

Keywords: bridges, transformation, adoption barriers, LAMS sequences, LAMS multiple selection.

### **Biographical notes**

Sarah Bell is an E-learning Support Coordinator with experience in the design of e-learning courses and has conducted research into the evaluation of learning environments.

Paul Carden lecturers in computer networking, software development and mobile commerce and is currently pursuing a Doctorate of Education with an interest in sustainable e-learning for diverse educational communities.

### **Contact details**

Sarah Bell  
Learning and Teaching Enhancement Unit  
London South Bank University,  
Technopark, 90 London Road, London  
United Kingdom, SE1 6LN.  
Email: bells@lsbu.ac.uk

Paul Carden  
Business Computing and Information Management  
London South Bank University,  
103 Borough Road, London, SE1 0AA.  
Email: cardenp@lsbu.ac.uk

## **Equation: Digital resources + interactive whiteboards + LAMS = *transformative pedagogy for the classroom***

**Sue Beveridge, Jane Hunter and Tim Hand**

Centre for Learning Innovation

NSW Department of Education and Training, Strathfield, Australia

This paper contributes to new understanding of teaching and learning by examining teacher engagement with innovative information and communication technologies. When teachers construct learning by searching for quality digital content through education portals like the Teaching and Learning exchange (TaLe), and expose it on an interactive whiteboard supported by LAMS, it has the potential to engage and motivate the 'digital natives'. Explicit examples from the Centre for Learning Innovation's work and research in New South Wales (NSW) Department of Education and Training schools and TAFE colleges using these technologies will be discussed.

Keywords: innovation, communication technologies, Teaching and Learning exchange (TaLe)

### **Biographical notes**

Sue Beveridge has been a teacher with the NSW Department of Education and Training for more than 30 years. During her career she has held executive positions in a wide range of schools from rural and remote, to inner Sydney, from Low SES to Selective High Schools. She is currently the Assistant Director Teaching and Learning Innovation at the Centre for Learning Innovation with responsibility inter alia for <http://www.tale.edu.au> the Teaching and Learning Exchange, ETIS the Departments online information service, and the Connected Learning Team.

Jane Hunter is Senior Project Officer, TaLe Team (Teaching and Learning exchange) at the Centre for Learning Innovation, NSW Department of Education and Training. Jane Hunter's professional background is in teacher professional learning, civics and citizenship and induction of new teachers into the profession. Jane has previously worked as an academic and researcher in teacher education at the University of Sydney and Canberra University. Prior to that Jane was a head teacher of English in secondary schools in NSW, Canberra and the UK.

Tim Hand. Issues of educational resource production have occupied Tim for the past sixteen years. During this period, he has been involved in establishing publishing procedures for education providers, securing projects for both the schools sectors, TAFE and commercial organisations. More recently this work has involved issues of wider system integration involving CMS, LMS and access management. Currently Tim is extending this work within the NSW Department of Education and Training, Centre for Learning Innovation, leading projects on learning standards and systems integration as Manager of the Teaching and Learning Exchange (TaLe), <http://www.tale.edu.au> .

### **Contact**

Sue Beveridge

Centre for Learning Innovation

51 Wentworth Rd Strathfield 2135

Email: [Sue.Beveridge@det.nsw.edu.au](mailto:Sue.Beveridge@det.nsw.edu.au)

## **Using LAMS to enrich teaching and learning for gifted and talented students**

### **Mark Butler**

Science Faculty  
Gosford High School, Gosford, Australia

This presentation will examine the application LAMS to teaching and learning at an academically selective high school. Gosford High School was one of the first schools in Australia to use LAMS and was one of six schools involved in a New South Wales Department of Education and Training 'LAMS Micro-trial' in 2005. LAMS proved to be such an effective teaching and learning tool for our students that the School formed a 'LAMS Learning Team' in 2006, to extend the use of LAMS throughout the School and to investigate LAMS strategies to enhance the learning experience of our gifted and talented students.

Using the experience at Gosford High School as a case study; some LAMS Teaching Sequences will be presented and analysed, the use of LAMS to access and enhance higher order thinking skills will be examined, and the benefits and limitations of using LAMS in an academically selective high school will be discussed.

Keywords: GATS, LAMS sequences, higher order thinking skills, gifted and talented

### **Biographical notes**

Dr Mark Butler is currently Head Teacher of Science at Gosford High School and National Education Convener for the Australian Institute of Physics. He holds a PhD from Macquarie University in Physics and has taught for over twenty years in private and public high schools in NSW. In 2002 he won the BHP/Billiton Science Teachers' Award, and in 2004 he was awarded a NSW Premier's Macquarie Bank Science Teachers' Scholarship and The Prime Minister's Prize for Excellence in Secondary Science Teaching.

### **Contact**

Dr Mark Butler  
Science Faculty  
Gosford High School, Gosford, Australia  
Email: drbutler@ozemail.com.au

## Using LAMS for constructing relational responses and active learning in a unit on global literatures in English

**Marcelle Freiman**

Department of English, Humanities,  
Macquarie University, Sydney, Australia

This presentation is a case study of an undergraduate 200 level literature unit at Macquarie University in 2006. LAMS was used to introduce students to essential concepts and to promote reflective learning of concepts; of critical and reading and writing skills; and the construction of relational responses within the English Literature discipline framework. This has wider implications for teaching and learning in other Humanities and Social Sciences disciplines. The focus of LAMS was to engage greater *active learning* within a traditional university course structure. The LAMS sequences succeed in: introducing students interactively and incrementally to a range of concepts and reflective responses; promoting group interaction and sharing of stories, relating course texts to experience; providing strategic, targeted reading/ response tasks for understanding complex concepts, eg hybrid or syncretic uses of language, cultural identity, exile, memory; promoting deep thinking about texts through the lens of theoretical concepts; promoting a range of close engagements with visual, language and website texts.

This case demonstrates the advantage of using LAMS for non-assessable online learning activity. LAMS was used in addition to a range of other learning formats: web discussions, group work and lectures. It was implemented for distance and on-campus learning, providing varied learning environments and targeted learning tasks.

Keywords: LAMS, English discipline, relational responses, reflective learning, concepts, reading and writing skills.

### Biographical notes

Dr Marcelle Freiman is Senior Lecturer in the Department of English, Macquarie University. Her main teaching and research interests are in postcolonial and diaspora literatures and theory and Creative Writing. She has had a sustained interest in teaching and learning, and in e-learning. She has published several articles on theories and pedagogical concerns of Creative Writing as discipline in the online journal *TEXT*.

### Contact

Dr Marcelle Freiman  
Senior Lecturer, Department of English,  
Macquarie University, NSW, 2109, Australia  
Tel: +61 2 9850 6892  
Email: mfreiman@hmn.mq.edu.au

## **Marking subjective and open-end questions in online web-based assessments**

**Yashar Mehdad**

University Malaya

Kuala Lumpur, Malaysia

Subjective and essay type questions are considered by many researchers as the most useful tool to assess learning outcomes. Besides, assessing and marking of these questions is always under questions. Despite the wealth of research or studies on online learning, online examinations and online assessments, as well as marking multiple choice, multiple response, text match, fill in blanks, numeric, selection and hotspot questions, there is a serious lack of empirical research on what constitutes good practice in marking subjective and essay type questions in web-based assessment and exams. This research tries to find methods and algorithms to guarantee the acceptable marking scheme and grading system for subjective questions of web-based and online assessments.

Keywords: intelligent systems, Natural Language Processing, online assessment, education, e-learning.

### **Contact**

Yashar Mehdad

University Malaya

No1, 10th floor, Block 2,

Pantai Panorama Condo.,

Jalan 112H, 59200

Kuala Lumpur, Malaysia

Email: yashar\_mahdad@yahoo.com

## **LAMS for little people – engaging generation Google**

### **Karen May**

Teaching and Learning Consultant  
Department of Education and Training

### **Debbie Evans**

Assistant Principal  
Glenorie Public School, Glenorie, Australia

How do we engage generation Google and provide opportunities for K-6 students to progress from entry level to invention? This discussion will focus on the celebration of success of LAMS as a tool for engaging young students and investigate the possibilities for pedagogical change and curriculum differentiation by incorporating podcasting and learning objects into LAMS sequences. Ideas for practical ways to use LAMS with younger learners will also be shared.

Keywords: LAMS sequences K-6, podcasting, learning objects, primary education

### **Contact**

Karen May  
Teaching and Learning Consultant  
Department of Education and Training, NSW  
Australia  
Email: karen.may@det.nsw.edu.au

Debbie Evans  
Assistant Principal  
Glenorie Public School, Glenorie, NSW, Australia  
Email: deborah.evans@education.nsw.gov.au

## **Implementing LAMS in Higher Education: Evaluating LAMS@Macquarie**

**Robyn Philip, Angela Voerman and Trish Edmonds**

Macquarie University, Sydney, Australia

This presentation outlines results from the evaluation of the LAMS@Macquarie Implementation Project. The aim of the project was to integrate, develop and promote the use of LAMS across Macquarie University. The project included a technical integration of LAMS into the centralised Learning Management System, WebCT, and a staff support program including educational design, training, professional development, production of LAMS activities and implementation assistance. In charting the processes and outcomes of the project we reflect on the efficacy of the implementation and identify institutional characteristics that support or hinder the adoption of new approaches to learning and teaching, and the Learning Activity Management System (LAMS) itself. We report on data gathered from teachers and students and indications from an initial examination of outcomes from learner engagement in sequence activities.

Keywords: implementation, integration, professional development, barriers to adoption, learning design, community of practice

### **Biographical notes**

Robyn Philip is Program Manager for the LAMS @Macquarie Project and has been an Educational Developer for over 15 years. She is currently conducting an evaluation of the LAMS@Macquarie project and researching the design of e-learning environments.

Angela Voerman is an Educational Developer working on the implementation of LAMS at Macquarie University. She is also a lecturer in Warawara, the Department of Indigenous Studies at Macquarie University. Her educational interests are in the integration of practical experience with the development of theoretical understandings. Her work in LAMS has also been driven by the need to develop pedagogies that support indigenous students into the world of university learning.

Trish Edmonds is Manager, Online Learning at the Macquarie Centre for Flexible Learning.

### **Contact**

Robyn Philip  
Macquarie University E-Learning Centre Of Excellence  
Macquarie University, NSW 2109, Australia  
Email: [rphilip@melcoe.mq.edu.au](mailto:rphilip@melcoe.mq.edu.au)  
Web: <http://www.melcoe.mq.edu.au/projects/LAMS@MQ/index.htm>

Angela Voerman  
Macquarie University E-Learning Centre Of Excellence  
Macquarie University, NSW 2109, Australia  
Email: [avoerman@melcoe.mq.edu.au](mailto:avoerman@melcoe.mq.edu.au)

Trish Edmonds  
Centre for Flexible Learning  
Macquarie University, NSW 2109, Australia  
Email: [trish.edmonds@mq.edu.au](mailto:trish.edmonds@mq.edu.au)

## **E-Learning and the learning organisation: LAMS @ the Graduate School of Management**

**Angela Voerman and Paul Nesbit**

Macquarie University, Sydney, Australia

The introduction of LAMS to students in one management subject provided the context for an exploration of issues raised in implementing the use of e-learning technologies for the first time. Using the experience of implementing a particular LAMS sequence, the potential of LAMS to enhance participation of students in various contexts, including that of studying across cultures, is explored. This implementation also raises issues about how the design of appropriate pedagogies can be introduced in academic settings.

### **Contact**

Angela Voerman

Macquarie University E-Learning Centre Of Excellence

Macquarie University, Sydney, NSW 2109

Email: [avoerman@melcoe.mq.edu.au](mailto:avoerman@melcoe.mq.edu.au)

Paul Nesbit

Macquarie Graduate School of Management

Macquarie University, Sydney, NSW 2109

Email: [paul.nesbit@mq.edu.au](mailto:paul.nesbit@mq.edu.au)