

Weaving Threads Together

...creating a tapestry of Lutheran schooling

Peter Kellett
Head of IT - Grace Lutheran College
eLearning Officer – Lutheran Education Queensland



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Learning Management and Remote Learning...

The logo for LAMMS features the letters 'L', 'A', and 'S' in black, and 'M', 'M', and 'S' in blue. The central 'M' is stylized to resemble a lighthouse with a small blue star above it.

Learning Activity Management System



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What is LAMS?

- LAMS is a Learning Design Tool.
- Learning Design is a name given to a new field of e-learning technology – about process not just content.
- Learning Design = Sequence of Collaborative Learning Activities.
- Learning Designs can incorporate single learner content, but also collaborative tasks such as discussion, voting, small group debate, etc.
- Potential to “wrap” a single-learner Learning Objects with a sequence of collaborative tasks.
- Designs can be stored, re-used, customised.

(James Dalziel 2005)



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What is the LEQ LAMS Project?

- An opportunity for Lutheran Schools to trial LAMS under the guidance and support of Lutheran Education Queensland.
- Since 2006, 15 Lutheran Schools from P-12 have signed up to participate over that period.
- Provides otherwise expensive online learning design and management tools at no cost to schools (LAMS will always be free to schools).
- Provides trail schools the opportunity to share experiences and resources, as well as access support from LEQ in the administration of accounts and users.
- Provides coordinated training for LAMS leaders and end users.



LAMS and Implications for Educational Research

- Much educational research is compromised by a lack of scientific rigour, many confounding factors – the “no significant difference” problem.
- LAMS provides new tools for modelling the granular activities of an education context.
- LAMS also provides a highly standardised environment in which to test small changes in structure, content or delivery mode.
- Potential for more meaningful comparisons between face to face and online learning via closely specified activities in both contexts.

(James Dalziel 2005)



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Lets see how LAMS works

A brief demonstration...



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What has LEQ done with LAMS

- Over 3000 students have used LAMS since the LEQ deployment of the Technology.
- Students in Year 3-12, from far North Queensland to the NSW/Victorian Boarder (15 schools).
- LEQ now hosts our own LAMS server and provide this at little or no costs to Lutheran schools.
- In 2008, LEQ partnered with the Independent Learning Centre at Concordia Lutheran College to put their ILC Program online.



LEQ Remote Learning Project in conjunction with CLC...

- Under consultation with Pat Carmichael (Head of Library) at Concordia, I have placed their entire Independent Learning Program online.
- Considering the purpose and aims of the ILC the Remote Learning Projects works effectively to achieve the programs objective.



Independent Learning Centre Purpose/Mission

- The initial purpose of the ILC was to facilitate flexible, autonomous independent learning and to encourage and teach our students to become confident, independent learners. The main thrust of the project was to ensure that all students in the junior school undertake a Negotiated Independent Learning Unit (NILU).



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How do students become independent learners?

- Independent Learning can be induced from authentic or repeated experiences in school.
- Teachers may provide explicit instruction in terms of detailed strategy instruction.
- Independent learning can be acquired through engagement in practices that require self regulation that is in situations in which self regulation is welded to the nature of the task.

(Paris and Paris 2001)



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How do we develop independent learners?

Independent learners should have the opportunity to engage in self appraisal, through:

- Analysis of personal learning styles and strategies of learning styles of others.
- Evaluation of what they know and do not know.
- Periodic self assessment of learning processes and outcomes, monitoring own progress.

Paris and Winograd (1999)



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Negotiated independent learning unit objectives...

Students should be able to:

- Make choices over learning modes.
- Plan and organise work.
- Decide when best to work alone, collaboratively and when to seek advice.
- Learn through experience.
- Identify and solve problems.
- Think creatively.
- Communicate effectively orally and in writing.
- Assess their own progress in respect of their aims.

(OBU, 2005)



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So how does LAMS help the ILC?

- Allows the students to work in a structured environment at their own pace.
- Allows the teacher to manage and monitor student progress.
- Allows effective collaboration between students.
- “Anywhere/anytime” learning via the web.
- Keep both teacher and student resources in one managed environment.



CLC ILC goes international! Patrick County Schools Virginia USA!

- This month marks the launch of an international branch of CLC's successful ILC program with classes in the United States.
- 30 students in the US are using LEQ hosted LAMS and other technologies to participate and collaborate with Australian students doing the same ILC work.
- Pat Carmichael is assisting teachers in the US to facilitate Negotiated Independent Learning Units (NILU)'s.



Where can I get additional resources for LAMS?

- <http://www.lamsinternational.com/documentation/usage.php> for manuals and guides, as well as other useful tools.
- Join the LAMS community, simply visit: <http://www.lamscommunity.org>
- Ask for a free resource CD available after this session.
- Consider attending the LAMS Conference in Sydney, 7-8 December 2008.
- E-mail Peter Kellett at LEQ: peter.kellett@qld.lca.org.au



Information for TASS Schools

- If you are a TASS school, there is another cost effective solution available to deliver online and remote learning...



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