

Designing and Sharing Inquiry-based Learning Activities: A LAMS Evaluation Case Study

Case Studies

Authors:

Ola Aiyegbayo
Sabine Little
Rachel Cooper
Zoe Ollerenshaw
Penny Simons
Peter Stordy
Sheena Banks
Neil Bermel
Lesley Walker
Nigel Ford
Anthony Rossiter
Terri Ferguson
Sheila Webber

CILASS, Centre for Inquiry-based Learning in the Arts and Social Sciences
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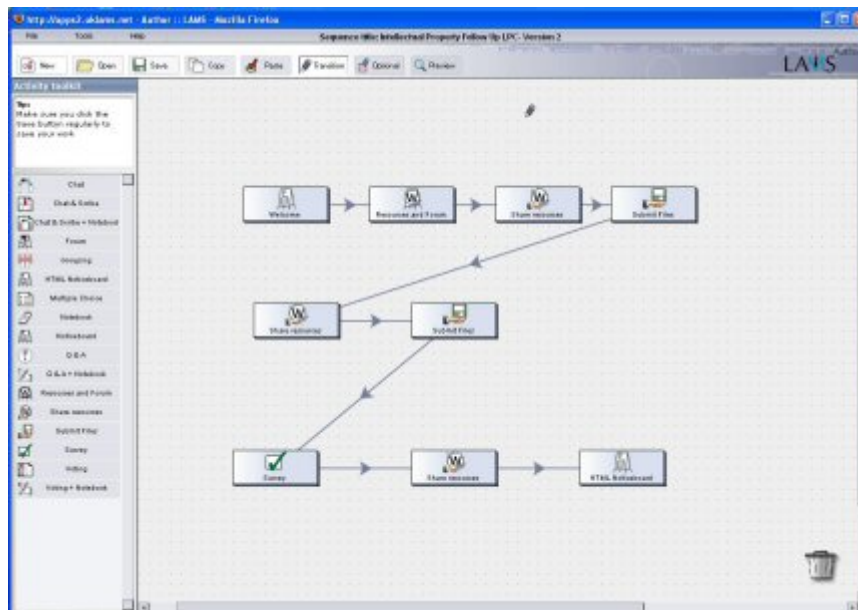
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DeSILA Project: Design for Learning Case Study (1)



Case study title	Exploring Intellectual Property
Part 1	<p><i>The rough version of the learning design</i></p> <p>The rough version of the learning design is not available. Two tutors worked together to plan the detailed structure of the activity, making design sketches on paper before creating the sequence in LAMS for orchestration using this system. Copies of the sketches were discarded once they had been translated into LAMS.</p>
Part 2	<p><i>Narrative section using headings below to describe the current use of the learning design, the revised design, reflections on the change process and the contribution to effective practice</i></p>
Background	<p><i>Give brief details of the context and situation</i></p>
The design challenge	<p><i>Identify the issues that required attention or which prompted a re-assessment of the original design</i></p> <p>This learning design was created for a group of 51 postgraduate students of Law. The activity focuses on concepts and practices in Intellectual Property within the English system.</p> <p>A LAMS-based learning design was created to provide an out-of-classroom follow-up, and extension of, face-to-face workshop activity. Tutors wanted to deliver learning outcomes that, because of time constraints, could not be delivered in the face-to-face classroom. Previously students had not engaged with recommended follow-on learning activities outside the classroom.</p> <p>Tutors wanted to facilitate consolidation of what students</p>

	<p>had already learned in relation to the subject matter, and expose them to intellectual property cases and search practices. They wanted students to see intellectual property in the commercial context of real-life case studies, and to undertake some searches of intellectual property registrations in order to experience and become familiar with the search process. The challenge was to design a task that would enable students to respond to open-ended questions, experience a search and reflect on what they had done. The task was identified, broadly, as a form of inquiry-based learning in that students were being invited to inquire into the search process itself. The emphasis was on students working individually on search and analysis tasks rather than in collaboration with each other, although with the benefit of sharing observations, reflections and search outcomes.</p>
<p>Tool used to assist learning design</p>	<p><i>Briefly describe how any learning design tool was used for example LAMS, Moodle Lesson or Workshop module, or a pedagogic planner</i></p> <p>The learning design was created in LAMS, although pre-designed on paper. The learning activities were orchestrated mainly in LAMS.</p> <p>The LAMS tools used in this sequence were: Noticeboard (2x), Resources + Forum (1x), Share resources (3x), Submit files (2x), and Survey (1x).</p> <p>(1) Noticeboard: The tutors provided a brief introduction on Intellectual Property (IP) for their students. They reproduced a diagram on the benefits of IP from an Intellectual Property website. Students were directed to follow the sequence of activities which would demonstrate the importance of IP in practice. Students were asked to make their own notes in their private notebook and save it for reflective purposes. Instructions about how to use LAMS were provided via this Noticeboard.</p> <p>(2) Resources + Forum: The tutors uploaded a BBC Dragon's Den videoclip in this section of the sequence. Students were required to watch this clip, demonstrating the importance of IP to potential business investors. Students had to reflect on the views of these potential investors and identify three key areas of concern on the message board in the forum.</p> <p>(3) Share Resources: Students were shown a patent and trade mark case study report which they had to download onto their personal drives. They were required to complete the report and upload it into the LAMS sequence as the next activity.</p> <p>(4) Submit Files: Students submitted their completed case study report.</p>

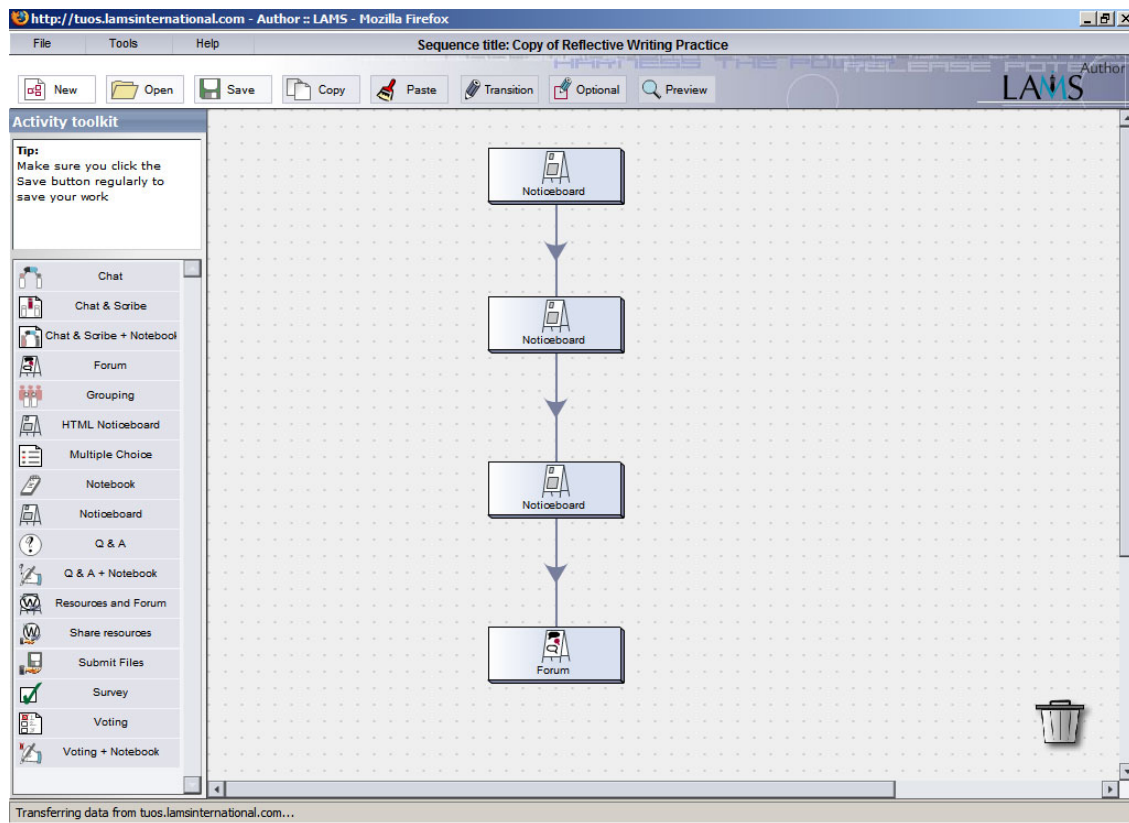
	<p>(5) Share Resources: Students were shown another IP case study report which they had to download onto their personal drives. They were required to complete the report and upload it into the LAMS sequence as the next activity.</p> <p>(6) Submit Files: Students submitted their completed case study report</p> <p>(7) Survey: This survey was designed to gain feedback from students about using LAMS for this activity.</p> <p>(8) Share Resources: The tutors thanked their students for participating and provided a BBC video clip intended to provide comic relief for the students after completing the LAMS sequence.</p> <p>(9) Noticeboard: A closing message from the tutors and announcement that survey results would be published in a VLE (WebCT Vista).</p>
<p>Process reflections</p>	<p><i>Describe what has been learnt from reviewing and changing the design</i></p> <p>Tutors considered that their pedagogical objectives were achieved. They were able to broadly replicate a face-to-face workshop teaching format via a LAMS asynchronous learning design. They felt that LAMS offered a useful means of linking a series of activities and encouraging students to progress through them in a continuous sequence. They noted that it was not as easy to do this either face-to-face or in a VLE environment: “Getting students to do it in that sequence helped with the flow in terms of the concept we wanted them to consider. If you’d had that either in hard copy or maybe a different platform we would have lost that structure I think”. The linearity of LAMS sequencing functionality enabled the tutors to scaffold and guide their students’ learning process. LAMS was seen to provide a platform to present learning activities and content ‘in one package’ in a way that was not seen as possible with a VLE. Tutors commented that some previous IP learning designs had been experienced by students as fragmented and therefore did not enable them to as easily make learning connections between activities, resources and concepts.</p> <p>Feedback from students was mixed. Students commented positively on the development of their research understanding and skills, the stimulating variety of activities and use of multimedia resources, the encouragement to actually engage with the task, the novelty and interactivity of the activities and impact on learning and engagement. However, some did not perceive added value of using LAMS, complained at the length of the activity sequence (about two hours) and perceived the process to be over-structured. Forty-five</p>

	<p>students gave quantitative feedback. Key results relating to learning design considerations are:</p> <p>29 agreed that they had enjoyed the LAMS activity;</p> <p>25 agreed that they found the activity stimulating and useful;</p> <p>28 agreed that they found the activity effective in helping them to learn about their subject;</p> <p>32 agreed that the activity had involved them in a new way of learning;</p> <p>29 agreed that the activity had helped them carry out some useful research/exploration;</p> <p>14 indicated that they would not recommend that the module continue to use LAMS;</p> <p>13 indicated that they had found LAMS too restrictive (they wanted to be able to return to activities once completed in order to re-consider or re-do them);</p> <p>18 agreed that they would like to use LAMS again, and 18 that they would not like to use it again.</p>
<p>Key points for learning design and effective practice</p>	<p><i>Briefly identify the most important points in the case study for other practitioners – these may include risks as well as benefits</i></p> <ul style="list-style-type: none"> • A key benefit of using LAMS was the capacity to design a ‘flow’ of activity through which to guide students. The ease of use of a variety of multimedia resources was a benefit. The fact that the learning design encouraged students to engage with and complete the activity in the way intended was a benefit. • It is important to manage students’ expectations from the outset of an activity sequence - so that they know the purposes, what is expected from them, how long the activity will take, etc. • Selection of appropriate resources (videoclips, case studies) benefited from close collaboration between tutors. • The LAMS sequence was trialled with another colleague who tested it as a learner and his feedback was incorporated in the redesign before sequence was presented to the students. • It is important that tutors provide adequate support for students when they expose them to a new e-learning tool. Some guidelines on using LAMS were given during a preliminary face-to-face workshop sessions and students were encouraged to contact tutors via email if they had queries or problems.
<p>Conclusions and recommendations</p>	<p>A summary of how and to what extent the design and practice outlined here has been effective</p> <p>The tutors enjoyed the ease of use of the tool and felt it</p>

	<p>helped them enrich their students' online learning experiences. They believed that LAMS provided them with a platform to pool a variety of learning resources and produce a sequence of inter-linked activities with a focused learning objective.</p>
Part 3	<p><i>The revised (new) learning design</i></p> <p>Tutors intend to use the learning design again, with the following changes:</p> <ul style="list-style-type: none"> • Enhanced preliminary instructions, to make the purposes of the activity more explicit and provide an indication of how long the sequence will take (i.e. manage students' expectations better). • Check and revise if necessary the wording of 'inquiry questions' posed to students, to make sure they are clear and unambiguous. • ¹
Author(s) and date	<p>Who completed this case study and when? Please include a contact email address</p> <p>Case study completed by DeSILA team with Rachel Cooper (r.cooper@sheffield.ac.uk) and Zoe Ollerenshaw (z.ollerenshaw@sheffield.ac.uk).</p> <p>April 2008.</p>

¹ I think this is one of the changes we thought we might make to improve the sequence but when the new sequences was put together this year and I reflected on last year's feedback I decided that requiring the students to log out to carry out research was not an issue and retained that feature.

DeSILA Project: Design for Learning Case Study (2)



Case study title	Reflective Writing in Teaching French
Part 1	<p><i>The rough version of the learning design</i></p> <p>The rough version of the learning design is not available. The tutor had a clear idea of what she wanted students to do before designing the activity in LAMS. She looked at the tools available in LAMS and saw that it would be possible to implement her ideas with this system. She drafted a step-by-step process on paper and then experimented with LAMS in order to transfer the process to the online environment. The paper sketches were discarded once they had been translated into LAMS.</p>
Part 2	<p><i>Narrative section using headings below to describe the current use of the learning design, the revised design, reflections on the change process and the contribution to effective practice</i></p>
Background	<p><i>Give brief details of the context and situation</i></p>
The design challenge	<p><i>Identify the issues that required attention or which prompted a re-assessment of the original design</i></p> <p>This learning design consists of two short LAMS activity sequences that were created for a group of twelve 2nd year Modern Languages students. The activity sequences are intended to engage students with the concept and practice of reflective writing (as related to students' experiences of teaching practice in schools) and to encourage collaboration, resource-sharing and the development of</p>

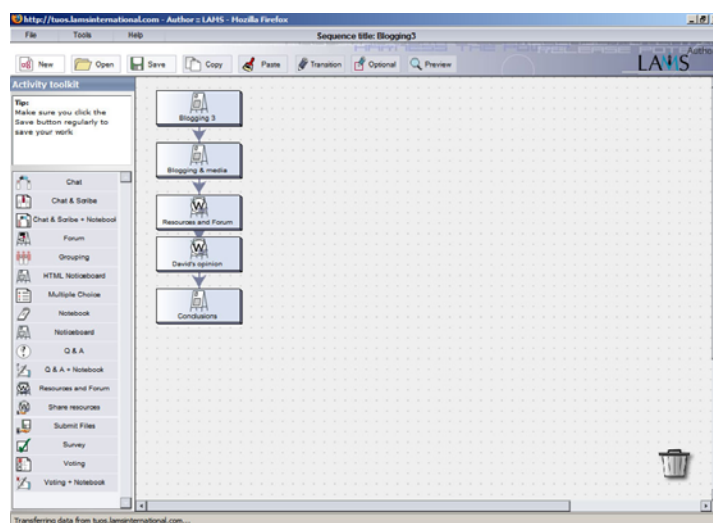
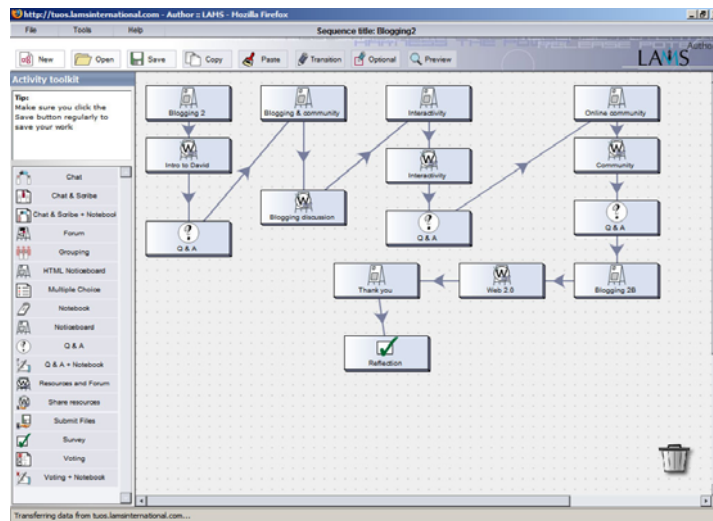
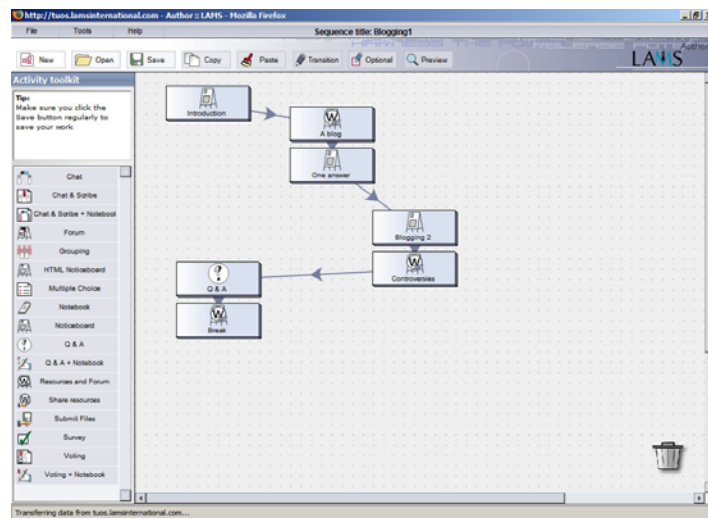
	<p>personal voice. The learning design was created specifically to support students in their work towards an assessed task which involved the production of individual reflective portfolios.</p> <p>The two key factors which prompted the tutor to re-assess the original design were: the critical reflective skills deficit in students' previous assignments; and, the value of students gaining an opportunity to learn from each other without the tutor's involvement. The tutor wanted to provide a framework for peer learning and the development of professional attitudes and skills. She wanted to use an online activity because of time constraints on face-to-face activity, and considered that this would offer a means of enabling all students to 'have an equal voice' in peer interactions. Key outcomes envisaged were that students should :</p> <ul style="list-style-type: none"> • Feel comfortable with critical reflective writing; • Build collaborative relationships with peers; • Think about learning in a different way; • Develop key skills through experience, in a short time-frame. <p>The activity was inquiry-based, in that students were encouraged to inquire into their own practice and development as learners and teachers of a modern language (experiential inquiry). The inquiry was set up within clear parameters established by the tutor.</p>
<p>Tool used to assist learning design</p>	<p><i>Briefly describe how any learning design tool was used for example LAMS, Moodle Lesson or Workshop module, or a pedagogic planner</i></p> <p>The learning design was created in LAMS, although pre-designed on paper. The LAMS tools used were:</p> <p>Sequence 1: Noticeboard (3x) and Forum) (1x). Sequence 2: Noticeboard (1x), Resources and Forum (1x) and Share Resources (1x).</p> <p>(1) Noticeboard: A 'welcome to the activity' noticeboard provided a detailed overview of the activity and a brief review of what students had covered in the classroom the previous week.</p> <p>(2) Noticeboard: The tutor provided some principles and groundrules for constructive, collaborative activity in the online forum.</p> <p>(3) Noticeboard: The tutor provided her own reflective review of the previous week's face-to-face class. This was offered as a point of departure for stimulating and supporting student-teachers' own reflections on their teaching experiences.</p> <p>(4) Forum: All students were asked to respond to the</p>

	<p>tutor's reflective piece, and then to each choose one other student's response to respond to in turn, thereby creating a starting-point for online discussion that ran for two weeks in parallel with students' experiences of teaching practice in the school classroom.</p> <p>(5) Noticeboard: A second short sequence began with instructions about the second task (finding and sharing resources on learning styles).</p> <p>(6) Resources and Forum: students searched for relevant resources on learning styles to include in their assessed portfolios. They were asked to comment on resources within the forum and evaluate one resource (either their own or one discovered by a peer) as part of their assessed portfolio. As a starting point, a set of resources were provided, covering a range of different types of resource: a quiz on learning styles, websites on specific approaches to language learning for example.</p> <p>(7) Share resources: students were asked to build a common pool of resources on learning styles. Using the resources provided as a guide to the kind of materials that might be available, students were asked to contribute materials they had found online and to write a brief description of them for use by their peers.</p>
<p>Process reflections</p>	<p><i>Describe what has been learnt from reviewing and changing the design</i></p> <p>In feedback prior to assessing students' reflective portfolios, the tutor indicated that she considered her pedagogical objectives had been achieved. Students appeared to have become more autonomous in terms of finding information resources and had collaborated on building a pool of resources. The students established more collaborative styles of working than might be expected of a typical group of 2nd year students, gelling well together as a group. The students demonstrated better reflective writing in their portfolios; one interesting development was the use by one pair of a social networking tool to carry out a peer reflection online rather than face to face. The quality of the dialogue, which was not carried out in real time, was high, showing good understanding of reflective practice. However, it is not possible to say that the idea for this approach to peer reflection was necessarily generated by the experience with LAMS.</p> <p>She noted that running the activity in LAMS was useful because the learning design is made very obvious to students by the system, rather than hidden from them - this was especially relevant in the context of their learning about teaching as a process.</p> <p>She felt the design had successfully provided a structured</p>

	<p>framework in which to move students through a number of steps in a logical sequence, require them to produce input, and support assessed activity. It had enabled sequencing of small-scale inquiry tasks within clear parameters:</p> <p>“It provides a fairly quick and easy way to produce good learning sequences that on the whole are easy for students to use and get them engaged in something collaborative. I used it outside the classroom and it works very well in providing support materials”.</p> <p>The tutor found it very easy to create and ‘own’ her own designs in LAMS. The experience developed the tutor’s own confidence in getting students to engage collaboratively with each other without tutor intervention. Students’ feedback highlighted the access they gained to useful resources, the way in which sharing of information and discussion between students was facilitated, the value of the private notepad function, the ease of manipulation of digital files, and the positive impact on learning (e.g. the comment that seeing other people’s opinions helped to form your own). Quantitative feedback from ten students included:</p> <p>7 agreed that they had enjoyed the LAMS activity;</p> <p>7 agreed that they found the activity stimulating and useful;</p> <p>7 agreed that they found the activity effective in helping them to learn about their subject;</p> <p>9 agreed that the activity had involved them in a new way of learning;</p> <p>9 agreed that the activity had helped them carry out some useful research/exploration;</p> <p>8 indicated that they would recommend that the module continue to use LAMS;</p> <p>None indicated that they had found LAMS too restrictive;</p> <p>7 agreed that they would like to use LAMS again.</p>
<p>Key points for learning design and effective practice</p>	<p><i>Briefly identify the most important points in the case study for other practitioners – these may include risks as well as benefits</i></p> <p>The lecturer’s willingness to share her own reflection on a previous session she had facilitated with the same students was both a risk and a success factor, in that it allowed students to engage with their tutor’s pedagogical thinking at a level not previously invited. A thoughtful approach helped here to create an environment where risk-taking was encouraged, seeking to encourage openness among students. The tutor actively invited feedback from students, thus becoming a co-inquirer in the task.</p> <p>Clarity in terms of desired learning outcomes is essential. The tutor advised against using technology for the sake of technology because students need to understand how using the technology or doing the activities fits with the learning outcomes. The case study demonstrates how a simple sequence in LAMS (in terms of tools used) can</p>

	<p>provide a sophisticated and very effective design for learning.</p> <p>A benefit was the ease of use of LAMS to create activity driven learning designs for students. The tutor commented on the steeper learning curve she would have encountered if she had created the learning design in WebCT Vista, although she recognised that the same learning design could be supported within the VLE.</p>
<p>Conclusions and recommendations</p>	<p><i>A summary of how and to what extent the design and practice outlined here has been effective</i></p> <p>The learning outcomes were achieved and the students felt comfortable with their critical reflective writing. There was evidence of this skill in their submitted reflective portfolios. The students also collaborated and discussed in the online forum, thereby learning from each other as they discussed the tutor's reflective piece in the sequence. The model of the lecturer as co-inquirer was shown to be a useful one, helping to create a 'safe' environment by encouraging honest writing; the safety of the environment may also have been aided by the discussion being online rather than face-to-face. In order to help this task, ground rules for discussions online were established.</p> <p>The activity empowered the students to become more autonomous in terms of taking responsibility for their learning, including in locating and evaluating information resources for the module.</p> <p>The design demonstrates that complexity in activity sequencing, or in the use of tools, is not a necessary requirement for effective design for learning.</p>
<p>Part 3</p>	<p><i>The revised (new) learning design</i></p> <p>The tutor would adopt the same activity steps in another iteration of the learning design, as this sequence worked well. She would consider looking at ways in which other tools within LAMS might further enhance students' progression through the same over-arching process. She would also consider creating the sequence for running in WebCT Vista.</p>
<p>Author(s) and date</p>	<p>Who completed this case study and when? Please include a contact email address</p> <p>Case study created by DeSILA team with Penny Simons (p.simons@shef.ac.uk)</p> <p>April 2008.</p>

DeSILA Project: Design for Learning Case Study (3)



Case study title	Blogg1
Part 1	<i>The rough version of the learning design</i> The rough version of the learning design consisted of a

	<p>sketch drawn up in Word, using an audio interview as a starting point to ask students to explore the world of blogs and blogging. This resulted in one long sequence, which was subsequently split into three parts after discussions between the tutor and pedagogical support, keeping the interview as the main point around which activities evolved. The first of these three sequences was completed synchronously by students in class, the remaining two asynchronously in students' own time.</p>
Part 2	<p><i>Narrative section using headings below to describe the current use of the learning design, the revised design, reflections on the change process and the contribution to effective practice</i></p>
Background	<p><i>Give brief details of the context and situation</i></p>
The design challenge	<p><i>Identify the issues that required attention or which prompted a re-assessment of the original design</i></p> <p>The sequence was designed for a group of twenty Masters students on an Information Systems degree. Whereas many of the main components of the degree programme are rather more technology-oriented, the module incorporating LAMS follows a social science approach. The tutor prefers re-designing materials/activities on a year-to-year basis to avoid 'getting stuck', and also asks students regularly for formative feedback, supplementing the department's summative feedback collection. This student feedback has changed the overall teaching style from lecture-oriented to more discussion-based. Being scheduled in a computer classroom prompted the use of LAMS to combine individual activity and discussions. Finally, having a considerable proportion of international students influenced the decision to use LAMS as a way of allowing these students to learn at their own pace and be able to return to material after the original teaching session. Anecdotal evidence from departmental use of the VLE suggested that an online approach might benefit these international students. The sequence design allowed students to complete the first sequence in a face-to-face environment in class, and the remaining two sequences in their own time. Students were led to LAMS via a link on the institutional VLE.</p> <p>The envisaged key outcomes can be summarised as follows:</p> <p>Students were to engage with the concept of blogs and blogging and issues arising. The use of links to news websites asked students to consider current thinking on blogs and identify avenues for potential research, bearing in mind current culture.</p> <p>The sequence was embedded into an inquiry-based learning approach. Following their engagement with the sequence, students would discuss what research questions to ask, how to research them and what methods to use. The tutor went through some of the actual research findings in relation to certain topics, such as Web 2.0.</p>

<p>Tool used to assist learning design</p>	<p><i>Briefly describe how any learning design tool was used for example LAMS, Moodle Lesson or Workshop module, or a pedagogic planner</i></p> <p>The learning design was drafted in Word and further designed in LAMS. The LAMS tools used were: Sequence 1: Notice board (1x), Resources and Forum (4x), and Survey (3x).</p> <p>Sequence 2: Notice board (6x), Resources and Forum (5x), Q&A (3x) and Survey (1x).</p> <p>Sequence 3: Notice board (3x), Resources and Forum (2x)</p> <p><u>Blogging 1</u></p> <p>(1) Notice board: The tutor outlined the aims and objectives of this sequence in this notice board.</p> <p>(2) Resources & Forum: The students were directed to visited one specific blog and discuss some its features in the forum.</p> <p>(3) Notice board: The tutor shared with students his own perception of the blog in question.</p> <p>(4) Notice board: The tutor directed the students to visit the BBC technology news web site and examine what issues and controversies blogging has raised.</p> <p>(5) Resources & Forum: The students were asked to visit the BBC technology news web link provided in the resources section and discuss some of the recent technology news about blogging in the forum.</p> <p>(6) Q & A: The students were asked whether they thought blogging was a significant phenomenon and why?</p> <p>(7) Resources and Forum: The students were asked to search for and explore blogs on a topic of their choice via two well-known sites, namely Blogger and Technorati.</p> <p><u>Blogging 2</u></p> <p>(1) Notice board: The tutor outlined that the aim of this sequence was to explore the different aspects of blogging in depth.</p> <p>(2) Resources & Forum: The students were presented with a podcast of the author of the blog they had initially explored in the first sequence. The podcast had an interview format and explored the author's views on blogging. Students were then asked to discuss their responses to the podcast in the forum.</p> <p>(3) Q & A: Students were asked for their views on what the</p>
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interviewee said about the relationship between bloggers and their audience in his podcast.

(4) Notice board: The tutor prepared students for the upcoming task of looking at a number of blogs of interest to the students.

(5) Resources & Forum: Students were directed to visit several blog directory websites and discuss the interesting blogs they find in the forum.

(6) Notice board: The tutor listed some interactive features of blogs on this notice board.

(7) Resources & Forum: The students were directed to listen to the second part of the podcast on blog interactivity and discuss it in the forum.

(8) Q & A: Students were asked about difference between interactive blogs in concept and in reality.

(9) Notice board: The tutor used this notice board to prepare the next section of the sequence on online communities.

(10) Resources & Forum: The students were directed to listen to the third section of the podcast on blogs and online communities and were asked to discuss it in the forum.

(11) Q & A: Students were asked questions on the differentiation between 'online interactions' and the idea of 'community'?

(12) Notice board: The tutor introduced the concept of Web 2.0 and directed his students to go to wikipedia for a definition of the concept.

(13) Resources & Forum: The students listened to the fourth section of the podcast on web 2.0 and were asked to discuss it in the forum.

(14) Notice board: The tutor thanked the students for completing the sequence.

(15) Survey: The tutor directed his student to spend 5 minutes reflecting on the learning activity and state one key thing they have learnt about blogging in the feedback survey.

Blogging 3

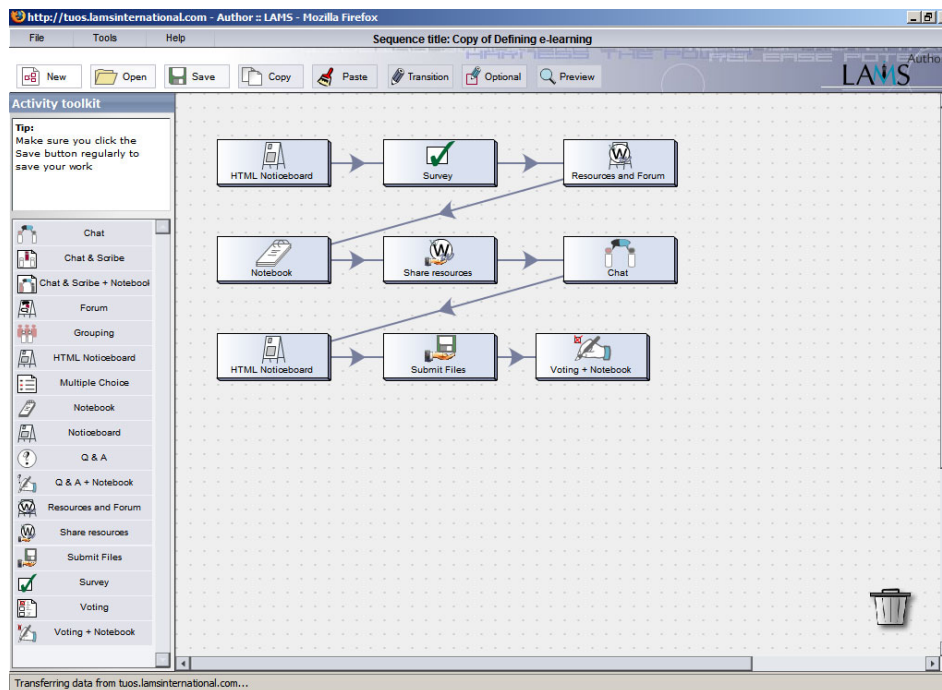
(1) Notice board: The tutor stated the aim of this third blogging sequence was to explore the relation between blogging and the media.

(2) Notice board: The students were presented with the

	<p>optimists' view and the sceptical commentators' views on the relationship between blogging and the media.</p> <p>(3) Resources & Forum: The students were asked to explore web resources on the relationship between blogging and the media and asked to discuss it in the forum.</p> <p>(4) Resources & Forum: The students were asked to listen to the fifth section of the podcast on the relationship between the blogging and the media and they were asked to discuss their views in the forum.</p> <p>(5) Notice board: The tutor encouraged his students to post messages on blogging and the media on the discussion board if they wanted to.</p>
<p>Process reflections</p>	<p><i>Describe what has been learnt from reviewing and changing the design</i></p> <p>In feedback prior to the assessment of students' work, the tutor commented that although he felt the pedagogical objectives had been achieved, this was not necessarily due to the use of LAMS. He did, however, state that he did not feel using LAMS for one teaching session gave the tool 'a fair chance'. Comparing LAMS to the institutional VLE, he stated that the VLE has the advantage of being used across all modules and courses, bringing with it a sense of familiarity for students. The tutor felt torn between attempting one long, intense immersion into LAMS, and shorter, bite-size interaction with LAMS, which he felt would be difficult to achieve successfully alongside the institutional VLE. "It is one of those things that critical mass will give it, if people immediately knew what LAMS was and it was built into the whole course then it would easier."</p> <p>The tutor felt that LAMS was easy to use, stating it had taken a couple of days to design all three sequences. At the same time, however, he stated that the ease of use was at least partially due to the fact that "it does not produce anything massively fun to use. It doesn't invite you to put some pictures in there. You can but it doesn't prompt you to."</p> <p>During the face-to-face session, the tutor had communicated with students who had a query via LAMS. Whilst this was seen as a useful feature (allowing for immediate action when otherwise the student might not have had the initiative to ask for help), the institutional VLE was cited as the easier vehicle for this kind of engagement.</p> <p>Learner feedback was provided in the form of one student interview with a non-native speaker of English. The student's point of view was that LAMS was more activity-oriented and encouraged collaboration better than the institutional VLE. As this feature was not available during</p>

	<p>the asynchronous use of LAMS, she chose to complete all sequences in the classroom environment. The student believed that some students had not found the inquiry-based use made of LAMS very successful as it went against the (much more directed) teaching style they were used to in their native country.</p>
<p>Key points for learning design and effective practice</p>	<p><i>Briefly identify the most important points in the case study for other practitioners – these may include risks as well as benefits</i></p> <p>The tutor commented that he felt that LAMS was useful in terms of re-usability and scalability, but added that his personal situation and teaching preference meant he had less need for these features than other tutors might.</p> <p>There was a perceived need for closer engagement with the tool, preferably via communication with staff who had used LAMS successfully, and to make time to look through successful sequences. The tutor commented on this aspect as follows:</p> <p>“I would have liked to talk to people who were also using it. They might have been able to, especially during the early stages which might have prevented me from falling into the traps I fell. I never looked at other sequences apart from one. [...] There was a introductory session which was on ‘here is this tool’, but I already knew how to use it so I didn’t want to go to that but if you said there is a session on people who have used it and how they did and integrated it into their teaching then yeah I might have turned up.”</p>
<p>Conclusions and recommendations</p>	<p><i>A summary of how and to what extent the design and practice outlined here has been effective</i></p> <p>The tutor felt his use of LAMS might be more successful if it had been employed more consistently at more regular intervals, with shorter sequences. Support and discussions at the design stage were considered very important to getting the best out of the tool.</p>
<p>Part 3</p>	<p><i>The revised (new) learning design</i></p> <p>If supported, the tutor would consider using LAMS again, introducing it earlier in the module and in smaller, bite-sized chunks, and potentially as a voluntary add-on to other teaching.</p>
<p>Author(s) and date</p>	<p><i>Who completed this case study and when? Please include a contact email address</i></p> <p>Case study completed by DeSILA team with the tutor. May 2008</p>

Design for Learning Case Study (4)



Case study title	Students as Designers - designing for Information Studies
Part 1	<p><i>The rough version of the learning design</i></p> <p>This module required students to design and implement a virtual learning environment in response to a topic agreed between the tutor and the students. The students were required to use both the institutional VLE (WebCT) and LAMS in an integrated way to satisfy the learning outcomes identified. Initially, the students were asked to work through one pre-designed LAMS sequence (on e-learning) before using LAMS to design their own sequences. Therefore, no sequence was designed specifically for the purpose of teaching this module – instead, the tutor facilitated the process of students designing with LAMS, rather than designing with LAMS himself.</p>
Part 2	<p><i>Narrative section using headings below to describe the current use of the learning design, the revised design, reflections on the change process and the contribution to effective practice</i></p>
Background	<p><i>Give brief details of the context and situation</i></p>
The design challenge	<p><i>Identify the issues that required attention or which prompted a re-assessment of the original design</i></p> <p>The learning design consisted of the re-use of one of the DeSILA team’s training sequences (on e-learning) which was given to post-graduate students as a way to explore the tool. Following this, the students were asked to design their own sequence. The design challenge, in this case, was thus placed more directly with the students than with the member of staff, and part of the design challenge was to allow students to explore an online tool without</p>

	<p>centering it too much around the specific technology.</p> <p>The key factor which prompted the tutor to use LAMS rather than the institutional VLE was a conversation with a colleague and a visit to a workshop run by the DeSILA team. This sparked the desire to try something new and the willingness to engage in mutual learning with the students:</p> <p>“I am giving them access to LAMS so they can develop their own sequences obviously I have got no control over what factors come into that and how they go about it. At the moment, I am not planning to use LAMS this semester to deliver anything but as a result of working with students to develop their own sequences and hoping that my own conception and understanding of it and my skills of using it will improve.”</p> <p>In planning the use of LAMS for this context, the tutor decided students would work in small groups to design a sequence. This plan had to be revised due to the small numbers actually taking the module (5 students). In discussion with students, it was decided that they would design a sequence individually.</p>
<p>Tool used to assist learning design</p>	<p><i>Briefly describe how any learning design tool was used for example LAMS, Moodle Lesson or Workshop module, or a pedagogic planner</i></p> <p>The sequence which was re-used to introduce the students to LAMS had the following features:</p> <p>Notice board (2x), Survey (1x), Resources + Forum (1x), Notebook (1x), Share resources (1x), Chat (1x), Submit files (1x) & Voting + Notebook (1x).</p> <p>(1) Notice board: This introductory section of the sequence highlights the objective of this e-learning task which was to explore the perceptions of e-learning through a combination of internet, research, collaboration and reflection.</p> <p>(2) Survey: Students were provided with a survey which was designed to identify their initial perceptions of e-learning. There were 8 e-learning definitions, allowing students to tick as many as they felt applied. They were also encouraged supply their own definitions in text format.</p> <p>(3) Resources + Forum: Students were asked to review web pages which had content on e-learning definitions and then use the forum to share their comments with the rest of the group. They were also required to reply to two other people’s comments before moving on.</p> <p>(4) Notebook: Students were asked to jot down their own personal definition of e-learning in their own notepads as reflective pieces which would be shared with other students at the end of the sequence.</p>

	<p>(5) Share resources: Students were directed to 4 different BBC online news articles and asked to read at least 2 of them. They were also required to search and upload one BBC article which they considered to be relevant to the topic. This e-activity was manually held by tutor so all students could only enter the chat section of the sequence when everyone had completed the e-activity. In this way, students who finished the task quickly could carry on reading other articles added by others while they waited to move on.</p> <p>(6) Chat: Students were asked to chat with peers about their discoveries and findings on e-learning.</p> <p>(7) Notice board: Students were told to use the notebook tool to summarise their thoughts as a result of the chat and save it, then to open a Word document and compose a 250 word reflective entry.</p> <p>(8) Submit files: Students were asked to upload their 250 word reflective pieces for assessment.</p> <p>(9) Voting + Notebook: Students were required to vote by ticking statements in a survey that most accurately described their reaction to this LAMS sequence. They were given the option of providing any additional thoughts in their notebooks regarding the LAMS sequence.</p> <p>As mentioned above, this sequence was intended as a broad introduction to the tool which students were then required to use themselves when they designed their own sequences.</p>
<p>Process reflections</p>	<p><i>Describe what has been learnt from reviewing and changing the design</i></p> <p>The tutor stressed that LAMS in the version used did not easily lend itself to students designing sequences – several difficulties arose, such as:</p> <p>Access – students had to be given Designer and Teacher access in order to successfully design and preview the sequence.</p> <p>Submission of work – Whilst LAMS supports the uploading of documents, designing a sequence as part of an assignment is more complex, necessitating a move out of the system by saving and emailing the sequence.</p> <p>This tutor had intended to trial LAMS version 2.0 for the session, but at the last minute had to revert to version 1 due to technical difficulties.</p> <p>As students in this case were the main designers of sequences, further process reflection is available from them, through conversations with the tutor:</p> <p>“When [the students] were critical, it was about acclimatisation, for example not being able to tailor the look of any learning object. You can link to an image but you can’t upload an image. You can link to a document but you can’t upload a document. You can’t branch. So it is</p>

fairly restrictive in terms of what it can do the students said.”

The use of LAMS in this teaching and learning environment was deemed successful by the tutor insofar as the main learning objective was for students to use and evaluate a tool for design for learning. The students had engaged with LAMS and completed their sequence designs, thus achieving the learning objectives, but the tutor stressed that the choice of tool in this case was secondary to the learning objectives.

Students enjoyed using LAMS, finding it an easy tool to work with. Although the sequences they created are not available, the tutor reports that very good work was produced. The linearity and lack of branching prompted thinking about the suitability of a tool such as LAMS for learning and teaching, and the tutor feels that this linearity deflected some of the opportunities for inquiry-based learning. Overall, it was felt that the level of inquiry-based learning used by students will depend on their approach, with little influence from the tool. There was a feeling that LAMS was more suitable as a training tool to encourage sequenced completion of various content-driven tasks. The tutor stated that, whilst it was possible to design sequences with a more inquiry-based approach, it would possibly be easier to engage students using a face-to-face learning environment.

Collaborative components were considered to be easier and quicker to use than in the institutional VLE. The tutor mentioned the Forum and the Chat and Scribe tools specifically, stating that these would be harder to recreate in the VLE or face-to-face.

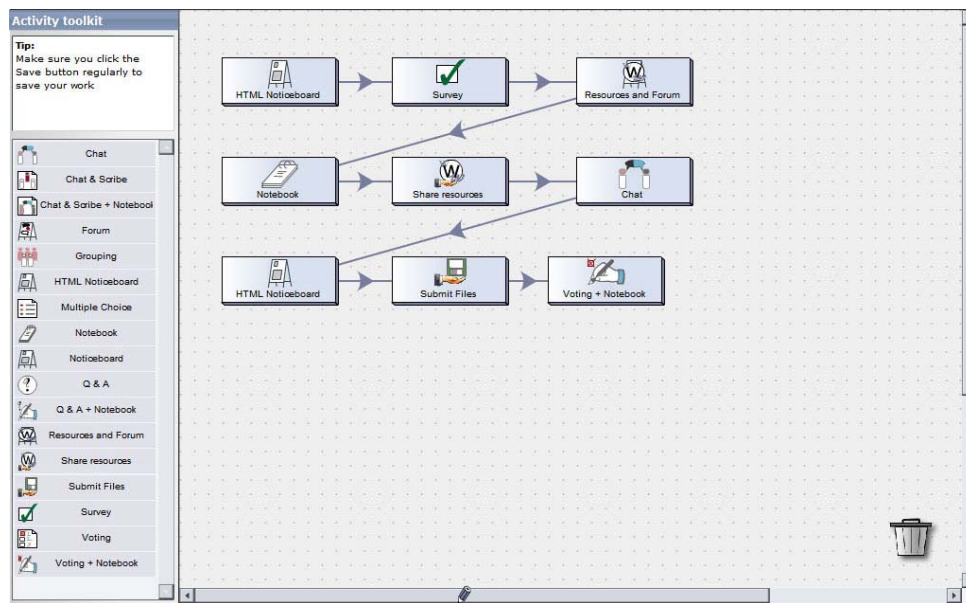
Feedback directly gathered from students supported the tutor's impressions and elaborated on them. Judging the tool from a designer's perspective, students commented on the sense of 'human interaction' which appears to be more prevalent in LAMS than in other VLEs. The ease with which tools could be added and moved around was also cited as a positive feature, as was the layout and information available on the LAMS website. On the other hand, students did find the tool restrictive and linear, influencing their choice during the design process.

Quantitative feedback from the 5 students showed the following:

- 4 out of 5 students enjoyed using LAMS, and all 5 found the activity useful.
- None of the students found LAMS flexible to use.
- 3 out of 5 students found the LAMS interface attractive.
- 4 out of 5 students would like to use LAMS again.
- All 5 students agreed that LAMS was quite different from the institutional VLE (WebCT).

	<ul style="list-style-type: none"> • Four out of the 5 students were undecided whether LAMS had helped them carry out some useful research or exploration (one student agreed).
<p>Key points for learning design and effective practice</p>	<p><i>Briefly identify the most important points in the case study for other practitioners – these may include risks as well as benefits</i></p> <p>This case is particularly noteworthy due to students becoming the learning designers. Certain issues, such as designer access (which meant students could in principle delete or alter any other sequence in the university's common section) make this approach unsuitable for large student numbers or immature students.</p>
<p>Conclusions and recommendations</p>	<p><i>A summary of how and to what extent the design and practice outlined here has been effective</i></p> <p>The tutor recommended the adoption of LAMS by the institution, favouring choice as an important factor in the use of technology for teaching:</p> <p>“It is a useful tool amongst many tools to have at one's disposal. It fulfils a different pedagogical approach like say something like WebCT. There is not anything that I have got that is equivalent to it so therefore so it will be worth the university keeping it.”</p> <p>The learning objectives were achieved. As an evaluative task, it was successful, as LAMS' features are easy enough to grasp in a short space of time, allowing students to develop a good overall understanding for their evaluation.</p> <p>This case illustrates ways in which learning design tools may be used 'once removed' from their original purpose. As such, re-usability of sequences to illustrate certain online tools (rather than to impart content knowledge) becomes an important feature which is not currently addressed, although it was a recurring idea of staff members.</p>
<p>Part 3</p>	<p><i>The revised (new) learning design</i></p> <p>The learning design was, essentially, not connected to LAMS specifically, requiring students to design a learning environment and to assess a tool's suitability. In previous instantiations, students had used the institutional VLE to carry out the same task. As such, the learning design remains unchanged, although the tutor is uncertain whether LAMS will be used again for this assignment.</p>
<p>Author(s) and date</p>	<p><i>Who completed this case study and when? Please include a contact email address</i></p> <p>Case study created by DeSILA team with Peter Stordy (peter.stordy@sheffield.ac.uk).</p> <p>May 2008</p>

Design for Learning Case Study (5)



Case study title	International E-Learning
Part 1	<p><i>The rough version of the learning design</i></p> <p>Much of the design for the overall course was achieved through communication within the course tutor team; there are no rough versions available for this learning design. As the case constitutes the re-using of a sequence and an exploratory discussion about the experience using Skype, no further notes or plans were necessary.</p>
Part 2	<p><i>Narrative section using headings below to describe the current use of the learning design, the revised design, reflections on the change process and the contribution to effective practice</i></p>
Background	<p><i>Give brief details of the context and situation</i></p>
The design challenge	<p><i>Identify the issues that required attention or which prompted a re-assessment of the original design</i></p> <p>The learning design consisted of the re-use of one of the DeSILA team's training sequences (on e-learning) which was given to a group of both British and international (Chinese) learners as part of a fully online staff development course. Learners were asked to explore the sequence before designing their own. The overall goal of the professional course was to deepen participants' understanding of international e-learning, specifically between the UK and China. All learners were themselves experienced educators, so the learning objectives linked to the use of LAMS were in fact the same for tutor and learners, namely:</p> <ul style="list-style-type: none"> • Students and tutor will gain some experience of using LAMS to design learning activities for their

	<p>students.</p> <ul style="list-style-type: none"> • Students and tutor will critically evaluate the strengths and weaknesses of LAMS as a result of their use. <p>Course content and materials were deliberately slim, as the course adopted an approach of collaborative knowledge construction, whereby all education professionals would work together to learn from each other through feedback and communication:</p> <p>“The learning on the course is being achieved by collaboration and joint knowledge construction and so what is more important than the content or the materials is the process by which people learn. People learn in this course through computer supported collaborative learning and so the really important part of the course is not in the materials or resources, it is in the learning community and the communication, because that is when you get the conceptual understanding being developed and the deconstruction and reconstruction of knowledge and that is where people are developing new knowledge” (tutor comment).</p> <p>As the tutor predominantly engages in online teaching, she believes in designing with the actual tool that will be used for teaching, whether this be at VLE or LAMS. As the overall course was taught using Moodle, LAMS had to be connectable and stable in this environment. LAMS was used with a sub-set of six students from the larger course cohort.</p>
<p>Tool used to assist learning design</p>	<p><i>Briefly describe how any learning design tool was used for example LAMS, Moodle Lesson or Workshop module, or a pedagogic planner</i></p> <p>The sequence, which was re-used to introduce the students to LAMS, had the following features: Notice board (2x), Survey (1x), Resources + Forum (1x), Notebook (1x), Share resources (1x), Chat (1x), Submit files (1x) & Voting + Notebook (1x).</p> <p>(1) Notice board: This introductory section of the sequence highlights the objective of this e-learning task, which was to explore the perceptions of e-learning through a combination of internet, research, collaboration and reflection.</p> <p>(2) Survey: Students were provided with a survey which was designed to identify their initial perceptions of e-learning. There were 8 e-learning definitions, allowing students to tick as many as they felt applied. They were also encouraged supply their own definitions in text format.</p> <p>(3) Resources + Forum: Students were asked to review web pages which had content on e-learning definitions and</p>

	<p>then use the forum to share their comments with the rest of the group. They were also required to reply to two other people's comments before moving on.</p> <p>(4) Notebook: Students were asked to jot down their own personal definition of e-learning in their own notepads as reflective pieces which would be shared with other students at the end of the sequence.</p> <p>(5) Share resources: Students were directed to 4 different BBC online news articles and asked to read at least 2 of them. They were also required to search and upload one BBC article which they considered to be relevant to the topic. This e-activity was manually held by tutor so all students could only enter the chat section of the sequence when everyone had completed the e-activity. In this way, students who finished the task quickly could carry on reading other articles added by others while they waited to move on.</p> <p>(6) Chat: Students were asked to chat with peers about their discoveries and findings on e-learning.</p> <p>(7) Notice board: Students were told to use the notebook tool to summarise their thoughts as a result of the chat and save it, then to open a Word document and compose a 250 word reflective entry.</p> <p>(8) Submit files: Students were asked to upload their 250 word reflective pieces for assessment.</p> <p>(9) Voting + Notebook: Students were required to vote by ticking statements in a survey that most accurately described their reaction to this LAMS sequence. They were given the option of providing any additional thoughts in their notebooks regarding the LAMS sequence.</p> <p>As mentioned above, this sequence was intended as a broad introduction to the tool which students were then required to use themselves when they designed their own sequences.</p>
<p>Process reflections</p>	<p><i>Describe what has been learnt from reviewing and changing the design</i></p> <p>The tutor considered using LAMS in her specific context was very easy – a link was pasted into Moodle for students to go through the sequence, and subsequent discussions about the tool were held via Skype. She also commented that, as LAMS was new to everybody, it was more culturally neutral than another tool might have been, allowing all students to approach their evaluation from the same starting point. Being able to re-use an existing sequence was mentioned as a further advantage. The tutor raised the point that, as all course participants were e-learning professionals, they immediately wished to use LAMS to design their own sequence after going through the re-used one, showing a natural progression for the</p>

	<p>task. Part of the impact LAMS made was due to the way it was different from the generic VLE (Moodle), and the tutor felt that this difference also was a positive feature.</p> <p>The tutor sees LAMS as an additional tool in the development of e-learning, not as a substitution for other tools. The tutor further commented that the British and Chinese professionals evaluated LAMS slightly differently – whilst the British learners were concerned about the linearity of the tool, this seemed to be better suited to the more teacher-driven approach adopted in China.</p> <p>The tutor had attended the international LAMS conference and had a particularly good understanding on where the tool might go in future. This prompted her to the following comment:</p> <p>“The real significance of LAMS is not what it is now but what it is going to be in 2-3 years time. In a virtual setting you definitely need efficiency otherwise everyone is lost. LAMS has precision and that look and feel and efficiency and that is beneficial in a way. I feel what is disappointing is the linearity, and the interactivity is not as much as it could be. At the moment it can only have a limited place in what we are doing. I believe we have scope to get student response to it.”</p>
<p>Key points for learning design and effective practice</p>	<p><i>Briefly identify the most important points in the case study for other practitioners – these may include risks as well as benefits</i></p> <p>As a specialist in networked collaborative learning, the tutor felt that LAMS as a tool focuses on technology over pedagogy , but was impressed with the developers’ responsiveness to ideas from practitioners – this is an important component of a learning design tool that is intended to work in a variety of situations.</p> <p>The tutor commented that variety was key to successful learning design:</p> <p>“From my experience I believe it is boring if you just stick to using a discussion board and PDFs but LAMS gives you something to do which has a beneficial effect.”</p> <p>Having a variety of tools necessitates clear guidelines regarding their use. There was a feeling that trying to equate LAMS with a VLE would result in frustration and lack of student engagement. Developers of learning design tools can help here by stating clearly what their tool is intended to be – or not to be.</p>
<p>Conclusions and recommendations</p>	<p><i>A summary of how and to what extent the design and practice outlined here has been effective</i></p> <p>This case illustrates ways in which learning design tools</p>

	<p>may be used 'once removed' from their original purpose. As such, re-usability of sequences to showcase various tools of LAMS (rather than to impart content knowledge) becomes an important feature which is not currently addressed, although it was a recurring idea of practitioners in the DeSILA project.</p> <p>The tutor felt it would be beneficial for the university to adopt LAMS as an additional tool, but cautioned against seeing it as a substitute for VLEs. It was her view that LAMS fulfilled the specific purpose of encouraging communication among students in a quick and easy way, without encouraging too much in-depth conversation (which would result in long messages). This feature was particularly useful for learners whose first language was not English, as they found the communicative aspect easier to deal with. On the other hand, the tutor also felt strongly that LAMS in the version used did not lend itself to an inquiry-based learning approach, as it did not offer enough in the way of students branching off and pursuing their own interests.</p>
Part 3	<p><i>The revised (new) learning design</i></p> <p>At the moment, there are no plans to repeat the course LAMS was used for as part of this case study. However, the tutor suggested that, if the opportunity were to present itself again, she would collaborate with other course tutors to ensure the entire cohort would experience LAMS, not just her personal tutees.</p>
Author(s) and date	<p><i>Who completed this case study and when? Please include a contact email address</i></p> <p>Case study created by DeSILA team with Sheena Banks (s.b.banks@shef.ac.uk).</p> <p>May 2008</p>

Design for Learning Case Study (6)

No screenshot available.

Case study title	Russian Translation
Part 1	<p><i>The rough version of the learning design</i></p> <p>There are no rough versions available of this sequence, although the same task has been taught in the past in the classroom, using pen and paper. The sequence order itself was first established on paper, then further developed during a meeting between the tutor and pedagogical staff from the DeSILA team.</p>
Part 2	<p><i>Narrative section using headings below to describe the current use of the learning design, the revised design, reflections on the change process and the contribution to effective practice</i></p>
Background	<p><i>Give brief details of the context and situation</i></p>
The design challenge	<p><i>Identify the issues that required attention or which prompted a re-assessment of the original design</i></p> <p>The sequence was developed for a post-graduate module on Russian translation and completed by the 5 students of this module. The tutor identified one difficulty of translation being the students' lack of ability to engage repeatedly with the source text in order to achieve a coherent, fluent English translation. Instead, students would get too frustrated by exact word meanings, resulting in artificial translations. The purpose of the sequence was to invite students to compare their translations with those of others and comment critically on each other's work, resulting in a better understanding of various approaches towards translating text. As such, the sequence embraced inquiry-based learning as the main teaching modus.</p> <p>As the translation was to take place between Russian and English, a further technical challenge presented itself in the use of the Cyrillic script for at least some part of the sequence.</p> <p>Part of the tutor's motivation to use LAMS was the experimentation with a learning environment which allows the tracking and supervision of students – although the tutor was uncertain in advance what his response to such an environment would be.</p> <p>The small cohort of five students means that appropriate technology-rich teaching spaces are not often available, so the sequence was used asynchronously by learners in their own time.</p> <p>The tutor's specific learning objectives were that students would:</p>

	<ul style="list-style-type: none"> • Gain experience in working on translating a fairly complex, bureaucratic text; • Compare the processes related to the initial translation of a foreign text versus the revision of somebody else's translation.
<p>Tool used to assist learning design</p>	<p><i>Briefly describe how any learning design tool was used for example LAMS, Moodle Lesson or Workshop module, or a pedagogic planner</i></p> <p>The tools used in this sequence were: Notice board (3x), Share resources (3x), & Submit files (1x).</p> <p>(1) Notice board: The tutor provided the instructions for his students regarding the objective of the sequence and also information regarding the use of LAMS. This included the need to click the "Finished" button in order to move to the next activity as well the instruction not to click through the entire sequence because of the tool's restrictions in moving backward.</p> <p>(2) Share resources: The students were required to download a Russian source text in this section and save it into their own drive and work on it at home (asynchronously). The tutor also instructed them to shut down LAMS at this stage of the sequence without clicking through the rest of the sequence. They were only to come back into LAMS when they had translated the downloaded Russian source text.</p> <p>(3) Notice board: The tutor provided instructions for his students regarding the next activity where they had to upload their translation into LAMS. They were also instructed that they had to download a fellow student's translation in the next section and revise it as their next activity. Students were provided with the name of the student whose translation they had to revise.</p> <p>(4) Share resources: The students were directed to upload their translations in this section of the sequence and download the one they were supposed to revise. The tutor made it clear that they were not to click the "Finished" but simply shut down LAMS when they have uploaded their translation and downloaded their new translation. LAMS version 1 doesn't have a log out button so the only way to exit LAMS was to shut it down.</p> <p>(5) Share resources: The students uploaded their revision of their fellow student's translation and clicked "Finished".</p> <p>(6) Submit files: Students were directed to upload a confidential evaluation document of the LAMS exercise for the tutor.</p>
<p>Process reflections</p>	<p><i>Describe what has been learnt from reviewing and changing the design</i></p> <p>Whilst the tutor felt his learning objectives had been met</p>

better than in previous incarnations of the exercise using just pen and paper, he commented negatively on the rigidity of LAMS. On the other hand, he felt this rigidity helped to impart to students the discipline to work their way through the various aspects of the translation and revision exercise. He felt that clear instructions meant that students were better able to complete the work away from the classroom and more likely to return to the next lesson with the work completed. He elaborated as follows:

- “It was much better than the paper because when I told them to revise on paper, what they did was they came in and they hadn’t really done much. [...] They’d underline stuff in someone else’s text, but they hadn’t actually, done anything with it, whereas when I said electronically “you can either revise using the track changes function or you can revise using the comments function”, then suddenly they went away and did that. Partially that was due to the fact that LAMS made me think about it more clearly because they had to do it on the computer and upload it on the computer, and when I said “revise the document” I was thinking “make changes.” On the paper version I hadn’t specified how I wanted them to make changes. I thought they would just correct things, but it turned out some of them used that as an opportunity to say they didn’t really understand what I meant by ‘make changes’.”

The tutor felt that the terminology linked to LAMS was not necessarily intuitive, and suggested that this was possibly due to the many different environments the tool was intended to be used in. He felt there was a distinct dichotomy between the use of the tool for designing, where ‘playing around’ is encouraged due to the ease of use, and the use for learning, where students have to be careful not to press the wrong button so that they were not go beyond the current point in the sequence, unable to return. The tutor’s explicit mention to students that they would not be able to return to earlier sections of the sequence had impact on the monitoring – several students simply did not click the final ‘Completed’ button (although they had in fact finished), so the tutor wrongly assumed they had not finished the sequence until he entered the sequence himself to check on the work they had completed.

The tutor found that LAMS was well suited for the intended task, mainly because there was a series of processes and activities students had to complete in the correct order to achieve the intended learning outcomes. He felt that the tool helped him to think through the learning design more carefully and to ‘break things down mentally’ into the various components.

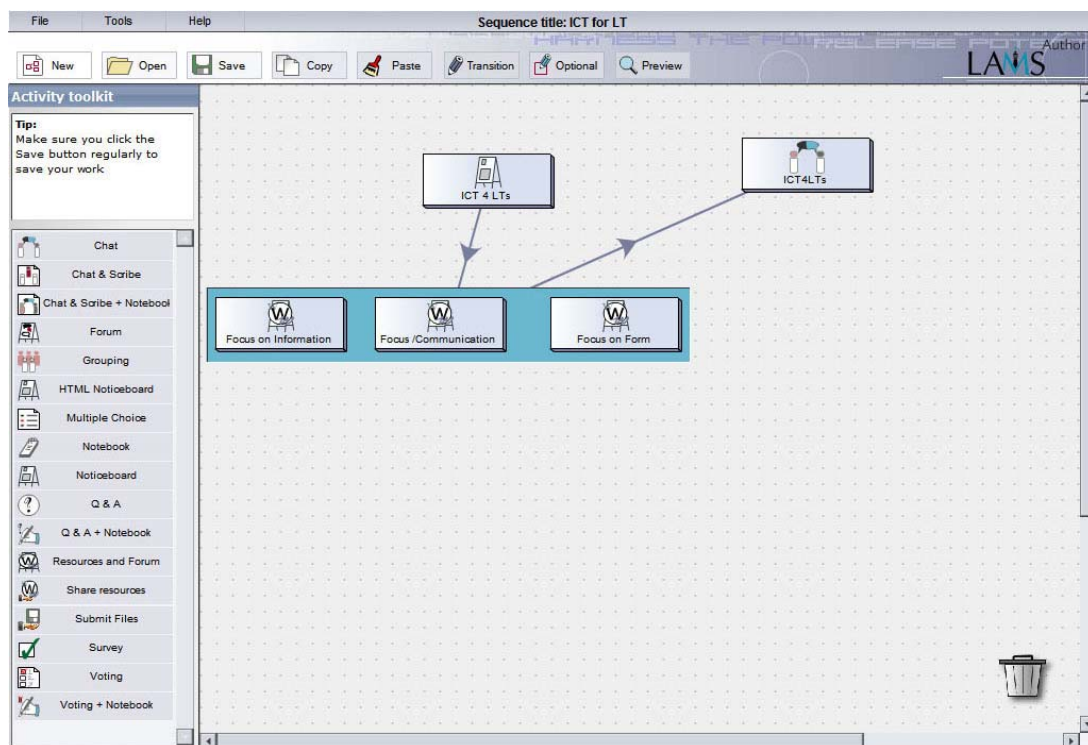
On the subject of language-specific sequences, the tutor had difficulties, as LAMS did not support foreign fonts as part of the main interface. This problem was circumvented by making the Russian component part of a downloadable Word document.

Quantitative feedback is available from four of the students

	<p>who completed the sequence: All students enjoyed working with LAMS. One student found LAMS flexible, three students disagreed with this. Both the statements 'I found LAMS difficult to use' and 'I found the LAMS system too restrictive' had the most divided response, with one student each ticking 'Strongly Agree', 'Agree', 'Undecided', 'Disagree' respectively. Students commented positively on the option of handling documents electronically and the ease with which they could upload and download documents. One student stated that</p> <ul style="list-style-type: none"> • "For this translation exercise LAMS enabled me to consider translation and approaches to translation in a different way from previous tasks." <p>The linearity and restrictiveness regarding moving backwards in a sequence were cited as negative aspects.</p>
<p>Key points for learning design and effective practice</p>	<p><i>Briefly identify the most important points in the case study for other practitioners – these may include risks as well as benefits</i></p> <p>One key point regarding this sequence was the tutor's very careful design to avoid students having to deal with the technical difficulties of the tool. Through detailed knowledge of the tool's shortcomings, these were circumvented, showing that, although laborious, these issues can be overcome.</p> <p>These signposts, coupled with the fact that the sequence could not be altered once students had started it, also resulted in the following comment: "It forced me to be very clear at each point about exactly what I wanted from the students because you have to write those little[...] signposts for them and you know that it's happening asynchronously. So you can't [...] change your mind and add something at the last minute and give them oral instructions or send them an email of something. It all should be there."</p> <p>It is important to not treat a monitoring section as a fail-safe system. Like VLEs, which may tell you how long the students had a particular section open (but not whether they actually looked at it), a system which requires students to click 'finished' to indicate they have completed a section may need additional monitoring from the tutor. Where possible, careful design could avoid such mishaps.</p>
<p>Conclusions and recommendations</p>	<p><i>A summary of how and to what extent the design and practice outlined here has been effective</i></p> <p>The tutor felt his learning objectives had been achieved. Going through the learning design tool trying to plan for all eventualities can help make the design more fluid and coherent to the learner. Having instructions written down can further help students if they are to complete part of a</p>

	<p>specified task at home.</p> <p>Having dedicated support available to support the learning design (both technical and pedagogical) had a positive impact on the tutor, suggesting that such support is vital for the integration of new tools into an institution's e-learning strategy.</p> <p>In adopting new tools, small departments with distinctive needs (such as foreign fonts) should not be overlooked by the institution, potentially, a check list of needs which any new tool ought to meet could be drawn up for staff responsible for making decisions about new learning technologies.</p>
<p>Part 3</p>	<p><i>The revised (new) learning design</i></p> <p>The tutor indicated that he would use LAMS again in the future if institutional support for use continued to be made available. If LAMS is adopted an institutional level by the University, the reflective aspect of the sequence ('How is the revision of a translation different from the act of translating itself?') could be expanded further to give students more opportunity to engage with their own learning as part of the experience.</p>
<p>Author(s) and date</p>	<p><i>Who completed this case study and when? Please include a contact email address</i></p> <p>Case study created by DeSILA team with Neil Bermel (n.bermel@shef.ac.uk).</p> <p>May 2008</p>

Design for Learning Case Study (7)



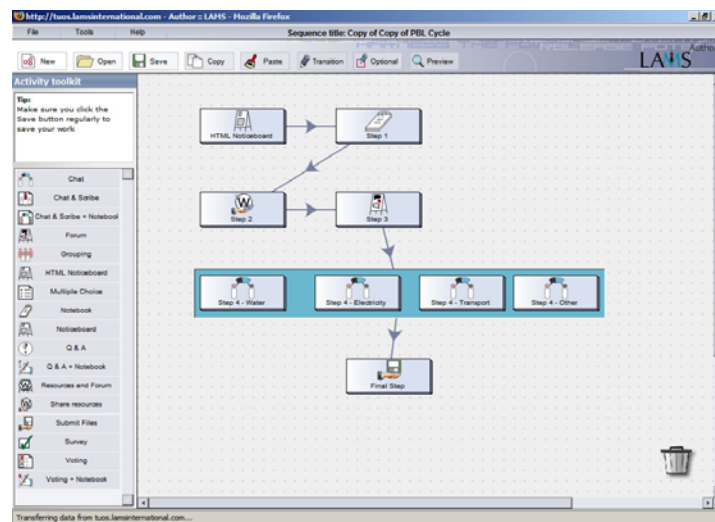
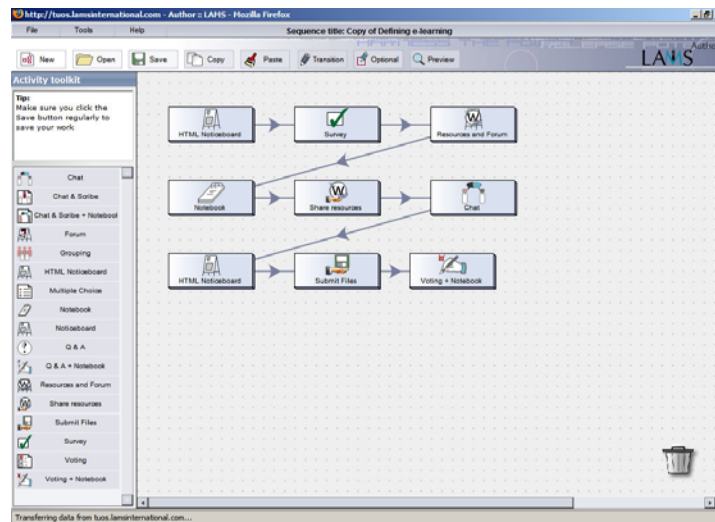
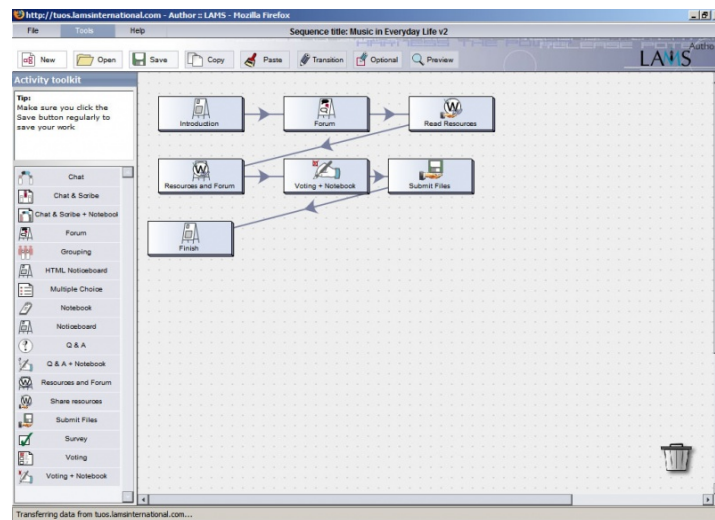
Case study title	Introduction to Language Teaching
Part 1	<p><i>The rough version of the learning design</i></p> <p>The sequence was initially designed with pen and paper, using squares to illustrate the LAMS tools and connecting these with lines. This draft was then translated into the final sequence using LAMS.</p>
Part 2	<p><i>Narrative section using headings below to describe the current use of the learning design, the revised design, reflections on the change process and the contribution to effective practice</i></p>
Background	<p><i>Give brief details of the context and situation</i></p>
The design challenge	<p><i>Identify the issues that required attention or which prompted a re-assessment of the original design</i></p> <p>The module the sequence was used in was taken by 13 post-graduate students. The module used the institutional VLE as a main online component in an otherwise face-to-face module; however, students had not in the past participated in online discussions to the level envisaged by the tutor. In the classroom, discussion was encouraged through pair or small group work, and the tutor felt LAMS would mimic this environment better than WebCT.</p> <p>The communicative methodology of language teaching focuses on an approach known as 'present, practice, produce', this being the methodology students would be most familiar with. This particular exercise departed from this methodology, focusing more on discussion and knowledge construction among peers. This turn towards inquiry-based learning was the aspect to be supported via LAMS. As the tutor expressed it: "The activities are the</p>

	<p>content for this week.”</p> <p>The tutor was aware of a range of abilities in the classroom and keen to design learning experiences that would engage students of all levels of ability.</p> <p>As the students were post-graduates on their way to becoming teachers of languages themselves, the tutor also intended to enable students to reflect on their learning experience from the perspective of future teachers.</p> <p>The tutor’s main teaching objectives were that students should:</p> <ul style="list-style-type: none"> • develop a heightened awareness of how learning is constructed • develop the ability to empathise with their future students • improve their skills in the use of ICT.
<p>Tool used to assist learning design</p>	<p><i>Briefly describe how any learning design tool was used for example LAMS, Moodle Lesson or Workshop module, or a pedagogic planner</i></p> <p>The tools used in this sequence were: Notice board (1x), Resources & Forum (3x) in a grouping cache & Chat (1x).</p> <p>(1) Notice board: This outlined the aims and objectives of the session. The students were directed to join one of the three available discussion online groups: Focus on Information, Focus on Communication and Focus on Form. The students had to discuss in their group the best resources for the task at hand and then appoint a scribe to present their ideas to other groups in the chat room.</p> <p>(2) Resources & Forum (Grouping tool): Students were asked to review web pages and resources provided by the tutor. They chose one of three groups, each dealing with a different aspect of language teaching using ICT, and were sent into one of the three corresponding resources and forum sections created in the LAMS sequence. Each group was asked to review which resources and technologies could be used to develop and practice language and communication skills in the target language?</p> <p>(3) Chat: One student (the scribe) from each group was asked to relay their group’s main ideas and conclusions to the rest of the class in the chat room.</p>
<p>Process reflections</p>	<p><i>Describe what has been learnt from reviewing and changing the design</i></p> <p>The tutor faced difficulties when students did not divide themselves evenly over the three groups available, and contacted technical support for help during the session. Further difficulties stemmed from all students working at a different pace, resulting in different arrivals in the chat room. Once students reached the chat room, however, they did communicate with each other, more so than when using the institutional VLE. The tutor felt that using LAMS in a face-to-face environment was an inauthentic way to</p>

	<p>use the tool. She did feel that the explorative aspect of the sequence was successful.</p> <p>The timing of the session this case refers to was unfortunate (the last session before exams). As a result of this, the tutor was uncertain of students' opinions, and no feedback was gathered. The tutor was further uncertain whether, in retrospect, she knew enough about the tool to gain the best results, and stated that recurrent use would probably assist tutors in gaining confidence in their ability to work with LAMS. Difficulties encountered by the students were particularly related to being restricted in their movement backwards through a sequence, and the tutor felt this aspect of the tool needed improvement.</p> <p>The tutor commented positively on the ease of use when it came to designing in LAMS, and stated that the template system was a "neat" way of going about designing for learning.</p> <p>The tutor felt that working with LAMS had prompted her to re-assess some of her pedagogical thinking, and found this a positive experience:</p> <p>"I guess I am so used to having people in the same place and at the same thing and this is something I can think about. Perhaps I am too much of a control freak (laughs) but this is sort of let them go and do it in their own time and report back to me. I can see that working for a project group I have got coming up so we don't all have to..., so I can let them go and work in groups, and this is something that, this is kicking in, will they do it?"</p> <p>The tutor thought that LAMS was well suited to designing inquiry-based learning activities</p> <p>"Yes you can set them off, suggest a few resources and let them run with it. I think it will be very useful. Yes, what do I want to know about this? And why? And how do I find out about it?"</p> <p>She stated that she would like to have another go with designing a sequence, putting in place some of her realisations.</p>
<p>Key points for learning design and effective practice</p>	<p><i>Briefly identify the most important points in the case study for other practitioners – these may include risks as well as benefits</i></p> <p>The ability to use a tool repeatedly can help build confidence and skill among tutors. As all case studies produced from this project were initial implementations, there is no history of developmental journeys from the tutors' point of view – each individual case is a new venture into unknown territory for those involved. Bearing this in mind can help both tutors and support staff to develop successful learning experiences for students. A fast response from support staff (including on-call during the actual teaching sessions) will help to raise confidence levels among staff and could increase willingness to experiment with new technologies.</p> <p>An open-ended task can easily lead to a dispersion of students in an online environment, even if they all start</p>

	<p>from the same point. Tasks which bring students together again, such as a chat room, can be used in these sequential designs to ensure communication between students is maintained.</p>
<p>Conclusions and recommendations</p>	<p><i>A summary of how and to what extent the design and practice outlined here has been effective</i></p> <p>The tutor faced severe technical difficulties during her teaching with LAMS, resulting in a loss of confidence in the tool and her ability to handle it. She felt that, in order for the university to adopt LAMS, a “shining example” of use ought to be found. She felt that the availability of templates helped speed up the design experience, thus commenting on a different aspect of re-usability.</p>
<p>Part 3</p>	<p><i>The revised (new) learning design</i></p> <p>The tutor did initially plan to use LAMS again in a different implementation (i.e. not a re-designed version of this one). However, time pressures and the uncertain future of LAMS meant that this second use of LAMS did not occur.</p>
<p>Author(s) and date</p>	<p><i>Who completed this case study and when? Please include a contact email address</i></p> <p>Case study completed by DeSILA team and Lesley Walker (l.walker@shef.ac.uk).</p> <p>May 2008</p>

Design for Learning Case Study (8)



<p>Case study title</p>	<p>Designing for staff development (using LAMS for inquiry-based learning)</p>
<p>Part 1</p>	<p><i>The rough version of the learning design</i></p>

	<p>This case study encompasses several uses of LAMS. Two sequences were designed in LAMS itself – one (e-learning) was a case of re-use and adaptation of an existing sequence, but initially designed using pen and paper, as the LAMS server was down. There are no copies available of the draft stages, which mainly consisted of changing the order of activities to achieve a good ‘flow’ in the sequence.</p>
Part 2	<p><i>Narrative section using headings below to describe the current use of the learning design, the revised design, reflections on the change process and the contribution to effective practice</i></p>
Background	<p><i>Give brief details of the context and situation</i></p> <p>The DeSILA team ran a number of workshops and presentations aimed at introducing members of staff to LAMS as a tool for learning design. These sessions were normally held in a computer lab, and consisted of an introduction to the project and a demonstration of LAMS, followed by time for staff to explore the tool for themselves by working through a sequence, looking at other sequences in the university’s pool, or adapting/designing a sequence of their own. Pedagogical and technical support staff were on hand during this time to assist with this process where necessary.</p>
The design challenge	<p><i>Identify the issues that required attention or which prompted a re-assessment of the original design</i></p> <p>The sequences illustrated in this case were never intended to be used in teaching, although they were intended as examples of good teaching practice and therefore follow a topic or area of study in a coherent fashion. In one case (Music in Everyday Life), the sequence was designed specifically for a departmental away-day. Another sequence (E-learning) deliberately added a few activities on after the natural flow was finished, in order to showcase specific tools – when demonstrating, this was always pointed out.</p> <p>The main design challenge inherent in all the training sequences was situated with the intention to not only showcase the tool, but more specifically, how it can be used for inquiry-based learning. At the time the design process began, few other sequences were available from a higher education background, and there had been no attempt as yet to design specifically for inquiry-based learning. As the tool was to be used with this remit as part of the project, training sequences had to illustrate its suitability for inquiry-based learning wherever possible. As tutors’ ideas of inquiry-based learning also differed with regards to scale and innovativeness, the training sequences were intended to show inquiry-based learning as open as possible.</p> <p>The learning outcomes for the sequences in this case study then, were that staff should:</p> <ul style="list-style-type: none"> • Develop an understanding of the various tools available in LAMS, and how these might be used

	<p>for inquiry-based learning;</p> <ul style="list-style-type: none"> • explore the idea of sequencing learning activities and begin to view this from their own discipline's perspective; • identify ways in which LAMS might or might not be integrated in their own teaching.
<p>Tool used to assist learning design</p>	<p><i>Briefly describe how any learning design tool was used for example LAMS, Moodle Lesson or Workshop module, or a pedagogic planner</i></p> <p>Music in Everyday Life:</p> <p>Notice board (2x), Forum (1x), Share resources (1x), Resources & Forum (1x), Voting + Notebook (1x), & Submit files (1x).</p> <p>(1) Notice board: This notice board welcomed and provided instructions for the learners regarding the purpose of this sequence activity.</p> <p>(2) Forum: Learners were asked to share their thoughts on where they encounter music in their everyday life in the LAMS forum. They were also encouraged to use the additional Notebook for notes and reflections.</p> <p>(3) Share resources: Learners were asked to review 5 music resources. This section intended to showcase the variety of sources usable with LAMS, and thus contained a web site, an online video, an online sound file, and a link to a journal article, directly accessible through the university's firewall after additional log-in.</p> <p>(4) Resources & Forum: Learners were then asked to open a new web browser and find resources and articles that relate to music in everyday life. They were invited to discuss their findings in the forum.</p> <p>(5) Voting + Notebook: Learners were asked to vote from a list of seven options ranging from consumers to the government who should be responsible for the music in everyday life. They also had to record their opinions of the collective voting results in their notebook.</p> <p>(6) Submit files: Learners had to submit their reflective entries at this stage.</p> <p>(7) Notice board: The designer thanked her learners for participating and asked them to keep their reflective notes for future class sessions.</p> <p>E-learning:</p> <p>Notice board (2x), Survey (1x), Resources + Forum (1x), Notebook (1x), Share resources (1x), Chat (1x), Submit files (1x) & Voting + Notebook (1x).</p> <p>(1) Notice board: This introductory section of the sequence</p>

highlights the objective of this e-learning task which was to explore the perceptions of e-learning through a combination of internet, research, collaboration and reflection.

(2) Survey: Students were provided with a survey which was designed to identify their initial perceptions of e-learning. There were 8 e-learning definitions, allowing students to tick as many as they felt applied. They were also encouraged supply their own definitions in text format.

(3) Resources + Forum: Students were asked to review web pages which had content on e-learning definitions and then use the forum to share their comments with the rest of the group. They were also required to reply to two other people's comments before moving on.

(4) Notebook: Students were asked to jot down their own personal definition of e-learning in their own notepads as reflective pieces which would be shared with other students at the end of the sequence.

(5) Share resources: Students were directed to 4 different BBC online news articles and asked to read at least 2 of them. They were also required to search and upload one BBC article which they considered to be relevant to the topic. This e-activity was manually held by tutor so all students could only enter the chat section of the sequence when everyone had completed the e-activity. In this way, students who finished the task quickly could carry on reading other articles added by others while they waited to move on.

(6) Chat: Students were asked to chat with peers about their discoveries and findings on e-learning.

(7) Notice board: Students were told to use the notebook tool to summarise their thoughts as a result of the chat and save it, then to open a Word document and compose a 250 word reflective entry.

(8) Submit files: Students were asked to upload their 250 word reflective pieces for assessment.

(9) Voting + Notebook: Students were required to vote by ticking statements in a survey that most accurately described their reaction to this LAMS sequence. They were given the option of providing any additional thoughts in their notebooks regarding the LAMS sequence.

Problem-based Learning Cycle

Notice Board (x1), Grouping Tool (x1), Discussion Forum (x1), Share Resources (x1), Chat + Scribe (x4), Submit Files (x1)

(1) Notice Board: Students were welcomed to the task and shown an image of the problem-based learning cycle,

	<p>linked to the question: “What can the university do to lessen its impact on the environment?”. Following the four steps inherent to the cycle (What do we know that might connect? What do we need to find out? What do we want to focus on? What are we doing next?), students were invited to use the Notebook feature accompanying LAMS to write down their initial thoughts, ready to share with others.</p> <p>(2) Notebook: Individually, students were asked to note down their initial thoughts.</p> <p>(3) Share Resources: Students were asked to go through a PowerPoint presentation which gave some statistical information about the university and showed pictures intended to kick-start further discussion.</p> <p>(4) Forum: Students were invited to share their thoughts and begin discussions in order to arrive at common interests and foci.</p> <p>(5) Grouping Tool: Students were asked to pick one of four areas of interest (Water, Electricity, Recycling and ‘Other’).</p> <p>(6) Chat + Scribe: This tool incorporated steps three and four of the problem-based learning cycle, with groups discussing what they wanted to focus on and developing an action plan for the group. The scribe was to note down these plans, ready to share with the other groups.</p> <p>(7) Submit Files: The scribe of each group was to upload the group’s report – this was then intended to feed back into a face-to-face discussion.</p>
<p>Process reflections</p>	<p><i>Describe what has been learnt from reviewing and changing the design</i></p> <p>As the sequences were used for training purposes in a variety of contexts, it was possible to reflect on their usefulness by comparing the various staff development scenarios. The developer reflected as follows:</p> <p>“I think in demonstrating something there’s only so much you can do and I think the sessions where people have had the time afterwards to do something that was useful, but I do think the most useful sessions, to be honest, were the ones where I would go to visit somebody because that one-to-one support just allowed people to go through a sequence and see it from their subject’s point of view and immediately ask questions based on their own subject area and immediately say “Well, if I wanted to link it to a dictionary would it do that?” “Yes, it would.” And those kind of questions some people choose not to ask in a bigger environment; or if somebody does ask them then other people just switch off because they feel it’s not relevant to them. So I think the one-to-one support definitely has worked best in trying to get those across.”</p>

	<p>Feedback from staff included positive responses regarding the fact that LAMS could link directly to a journal article, through the university's firewall (with additional log-in), as well as surprise at the ease with which a template for a sequence could be put in place, drag-and-drop-style.</p>
<p>Key points for learning design and effective practice</p>	<p><i>Briefly identify the most important points in the case study for other practitioners – these may include risks as well as benefits</i></p> <p>Having a variety of 'showcase' uses of new technologies can greatly help staff develop an understanding of these tools, especially if examples are tailor-made for specific contexts. This can be of particular importance when one specific pedagogical approach is the focus of the tool's use.</p> <p>Although labour-intensive, one-to-one support is the most effective way to ensure staff are happy to engage with new technologies.</p>
<p>Conclusions and recommendations</p>	<p><i>A summary of how and to what extent the design and practice outlined here has been effective</i></p> <p>See above.</p>
<p>Part 3</p>	<p><i>The revised (new) learning design</i></p> <p>None of the sequences above were re-designed for the duration of the project; however, several smaller sequences were designed after conversations with staff, who queried whether certain things were possible in LAMS. These sequences were never used for teaching or demonstration purposes.</p>
<p>Author(s) and date</p>	<p><i>Who completed this case study and when? Please include a contact email address</i></p> <p>Case study completed by DeSILA team. May 2008.</p>

Design for Learning Case Study (9)

Screenshot not available.

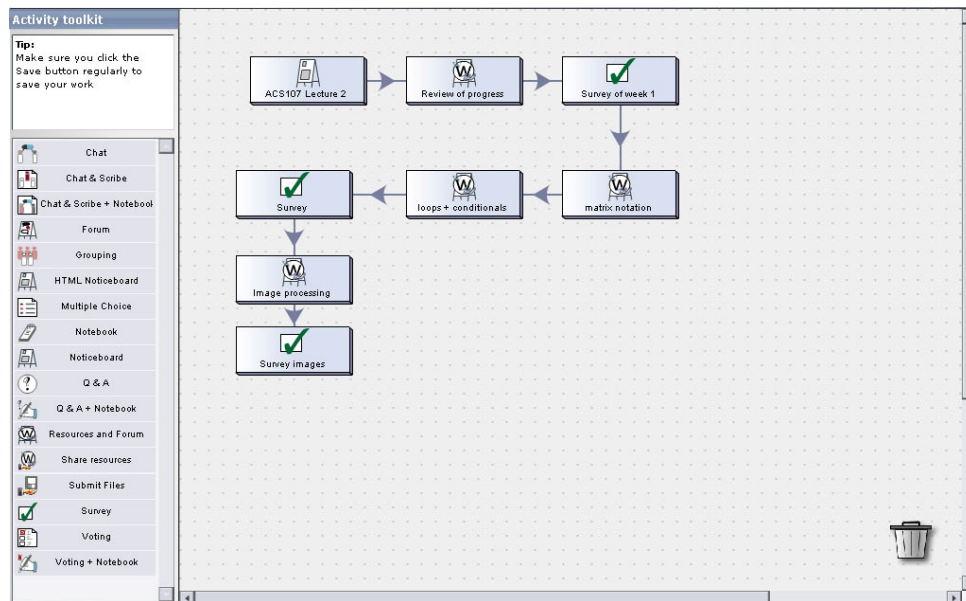
Case study title	Learning Styles and Communication Preferences
Part 1	<p><i>The rough version of the learning design</i></p> <p>The rough version of the design is not available, however the tutor explained that the original plan involved students creating LAMS sequences in order not only to familiarise themselves with Google and other websites but to make a teaching sequence; part of the activity would be to teach their fellow students and also learn how to create content to teach. Considerations regarding students' familiarity and confidence regarding new technologies led to a change in the original plan, which subsequently involved the use of LAMS sequences to take people through the task of creating their teaching materials and discussing and evaluating them.</p>
Part 2	<p><i>Narrative section using headings below to describe the current use of the learning design, the revised design, reflections on the change process and the contribution to effective practice</i></p>
Background	<p><i>Give brief details of the context and situation</i></p>
The design challenge	<p><i>Identify the issues that required attention or which prompted a re-assessment of the original design</i></p> <p>The module in question introduced an inquiry-based learning component simultaneously to introducing LAMS, making one – in part – a vehicle for the other. Uptake of the module had increased rapidly from 30 to 70 post-graduate students due to the module being included as a core module in another Masters programme for the first time that year. This challenged tutors to find ways to maintain an activity-based module despite the sharp rise. LAMS was seen as one option for this. The design changed shape as tutors found out more about LAMS, shifting the overall module design between the institutional VLE (WebCT) and LAMS.</p> <p>In preparation for his use of LAMS, the tutor stated he looked at a number of available sequences, both from within the institution and internationally. He commented that this was a useful feature, although he was not certain that all sequences available were of equal pedagogical value. The summarised objectives of using LAMS were that</p> <ul style="list-style-type: none"> • Tutors should move towards a paradigm shift in thinking about design for learning using innovative and new learning and teaching technology • Students will know appropriate search strategies which they might be unaware of • Students will have positive learning experiences using LAMS

<p>Tool used to assist learning design</p>	<p><i>Briefly describe how any learning design tool was used for example LAMS, Moodle Lesson or Workshop module, or a pedagogic planner</i></p> <p>The tools used in this sequence were: Notice board (2x), Survey (1x), Share resources (2x), Forum (1x), & Chat & Scribe (1x) in a grouping cache</p> <p>(1) Notice board: This outlined the aims and objectives of the sequence.</p> <p>(2) Survey: Students had to complete a learning style survey based on Kolb theory.</p> <p>(3) Share resources: Students were asked to download the communication survey results they had completed the previous week.</p> <p>(4) Forum: Students had to study the communication survey results and answer some questions in this activity section. They also had to post a comment in the forum in response to what other students have posted.</p> <p>(5) Notice board: Students' names were posted on this notice board and they were allocated to one of seven groups which had to review a learning style theory.</p> <p>(6) Share resources: Students had to download the learning style model resource which their group was working on in this section.</p> <p>(7) Chat & Scribe: Students entered into their group's chat room and discussed their assigned learning model with other members. One of the students had to be a scribe who took notes of the group's discussion.</p>
<p>Process reflections</p>	<p><i>Describe what has been learnt from reviewing and changing the design</i></p> <p>The tutor is part of a group of tutors in the same department who used LAMS for a variety of purposes. He describes how initial interest in the tool led to a number of applications, and how the various members of staff engaged in an exchange about their use of LAMS.</p> <p>The tutor commented that LAMS was beneficial as a way to design an activity-focused learning experience:</p> <p>"I think my pen and paper is more oriented towards the content. I have found it more effective just looking at LAMS and deciding how do I start? And actually playing around with it. Since the content is rather secondary I find myself thinking about the activities and the sequences is probably best done on the screen. Thinking about the content, I will probably go for coffee and do it with pencil and paper. Having it down on paper then I will make it available so that I can then drag it into LAMS as needed."</p> <p>Close support and a community experience were valued highly by the tutor, as was the fact that LAMS was very user friendly to adopt. He suggested that pedagogic</p>

	<p>change was easier to achieve with a tool that took less time to master, and described a certain thrill regarding his involvement:</p> <p>“It is fantastic, in ten minutes I have created an embryo of something. It could be because of the novelty effect, it is a new system, and there is an evaluation, the excitement, the CILASS team working on the latest developments. It has got that attraction about it. It is quite effective in terms of getting out of the Stone Age and thinking more as I know I ought to be thinking in terms of teaching and learning.”</p> <p>After more in-depth engagement with LAMS, the tutor stated that the ease of use might be counter-intuitive to reflective learning design, commenting:</p> <p>“It is very, very easy to build up the box, the discussion forum and to chain them up into a sequence and before you know where you are, you have a sequence of one thing leading to another.”</p> <p>The tutor’s initial excitement changed to frustration when a technical error with the system led to problems, meaning that he could not preview any sequence. The problem was alleviated shortly before teaching commenced, but meant students had fewer sequences to engage with than anticipated. Further engagement with the tool led the tutor to consider it to be too restrictive for many of his purposes. Further reflection, though, led to the following comment:</p> <p>“I have had different stages in approaching LAMS. Initial excitement, followed by feeling ‘gosh this is constraining, I am struggling to do what I would like to’. To a further realisation that maybe I can do what I want to do and I can benefit from the different focus – if you like the pedagogy – this thing seems to want to, not impose on me, but make easy for me by its default position.”</p> <p>The tutor argued that, due to the linearity, LAMS had limitations in relation to some pedagogical objectives, but that it has a place both as a design and as a teaching tool. One particular advantage he mentioned was that the collaborative learning design process had encouraged him to communicate more with his colleague on design for learning and teaching:</p> <p>“The gentle pushing towards different pedagogic models and possibilities. Thinking much more about what students are actually doing and how they are learning rather than just giving them content. I think that is the main advantage that I have personally found. “</p>
<p>Key points for learning design and effective practice</p>	<p><i>Briefly identify the most important points in the case study for other practitioners – these may include risks as well as benefits</i></p> <p>The tutor saw both the advantages and disadvantages of having a very intuitive learning design tool, on the one hand advocating the ability to develop a number of sequences in rapid succession, on the other hand getting carried away with the ease of the design process at the</p>

	<p>cost of well thought-out pedagogy. He advised a reflective period as part of the design process to ensure it was not led by technology.</p> <p>The tutor recommended a review of the tool and the inclusion of more tutor-led grouping and branching options, allowing the design to complement a greater range of learning and teaching styles. He felt that more design options regarding layout would also help with this.</p> <p>The tutor commented favourably on the exchange with a colleague when it came to discussing designs for learning. This exchange had been partially triggered by the participation in the project and the introduction of a new tool.</p>
<p>Conclusions and recommendations</p>	<p><i>A summary of how and to what extent the design and practice outlined here has been effective</i></p> <p>Due to the technical difficulties, the learning outcomes for students were not fully achieved. The tutor however stressed that his own expectations had been met and exceeded:</p> <p>“My expectation was that here was a new exciting system, and how interesting it would be to play with it. I don’t think my expectation was that I was going to use this for real. In some way they have been exceeded because I am now thinking semester 2, great – so let’s use LAMS.”</p> <p>The tutor’s experience shows that one bad experience with technology need not be the end of exploration and innovation, but that an open mind can help seeing the experience in a positive light, as a means to enhance design skills and pedagogical thinking.</p>
<p>Part 3</p>	<p><i>The revised (new) learning design</i></p> <p>Although there is no revised learning design available for this particular sequence, the tutor did comment on how he would change his approach if he were to design another sequence in LAMS:</p> <p>“So really my major difference will be not to go in and start playing. [...] It will really be to sit back and design it, before I start dragging things around, I will think how I am going to sequence this? Where I am not going to sequence this, how am I going to present parallel activities? So, much more thinking about the design sequences before I ever go to the computer I think.”</p> <p>Furthermore, the tutor commented that future use would likely involve students designing their own sequences, making the design part of the learning process.</p>
<p>Author(s) and date</p>	<p><i>Who completed this case study and when? Please include a contact email address</i></p> <p>Case study completed by DeSILA team with Nigel Ford (n.ford@shef.ac.uk).</p>

Design for Learning Case Study (10)



Case study title	Using Matlab in Engineering
Part 1	<p><i>The rough version of the learning design</i></p> <p>No rough notes of the design are available. The tutor explained that he planned the initial sequence in his head before translating and designing it directly in LAMS.</p>
Part 2	<p><i>Narrative section using headings below to describe the current use of the learning design, the revised design, reflections on the change process and the contribution to effective practice</i></p>
Background	<p><i>Give brief details of the context and situation</i></p>
The design challenge	<p><i>Identify the issues that required attention or which prompted a re-assessment of the original design</i></p> <p>The sequence was used to increase 20 undergraduate first year students' understanding of Matlab, a statistical package used in Engineering.</p> <p>According to the tutor, the discipline necessitates a sequential move through content so that desired learning outcomes can be achieved. Inquiry-based learning in the discipline often takes the shape of problem-based learning (PBL), after students have acquired the basic knowledge necessary:</p> <p>"And if you try to make it too much PBL, [...] they will not really know how to start, how will I discover what skills I need? You have got to give them some basis of information, data and knowledge to get started. So that later you can then say here is a problem, I am not going to give you any hints, use what you have got to see what progress you can make with it. So as we go through the course, we gradually tell them a bit less and expect them to work it out for themselves a bit more by doing a bit searching, a bit of exploration."</p> <p>The challenge according to the tutor was to gauge just how</p>

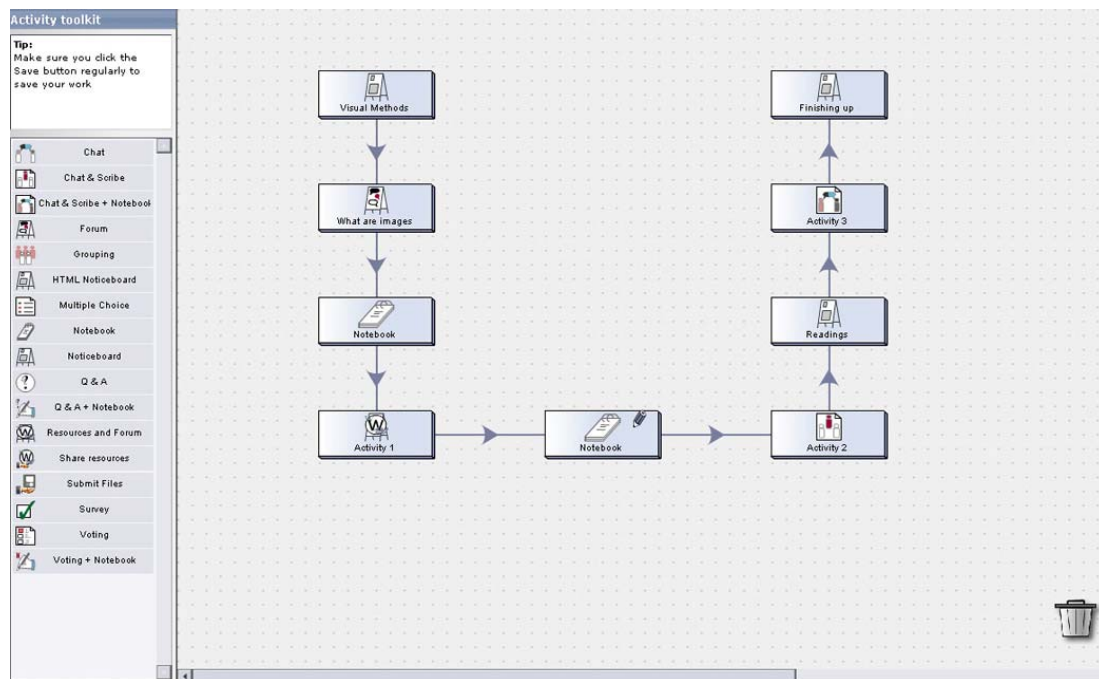
	<p>much information to give to students at any time, with years one and two normally more content- than activity-driven. The tutor commented that learning how to use Matlab was akin to learning a foreign language, so practice outside the classroom is necessary in order to reach fluency.</p> <p>The tutor commented on the need to explore teaching techniques the students would find engaging and useful. Whilst collaboration was one such technique, students did not always find it motivating. The continuous search for techniques and technologies that helped student motivation was the tutor's main motivation to trial LAMS.</p> <p>The tutor felt that the sequentiality of LAMS would scaffold students as they individually moved through the necessary content:</p> <p>"The fact that you can click this finished button will encourage them to work through the material in a logical sequence rather than try to jump to the end. What they do is, you do a lecture and you say to the students here is a problem you need to solve by the end of the week. So they dive straight into the problem rather than thinking before I can solve this problem first I need to go away and learn how to solve these other bits. So I am hoping that LAMS, by having this fixed structure, they have to click these buttons and go through it, it will encourage them to actually go a bit slower and make sure they can do the key bits before they move to the problem they need to solve."</p>
<p>Tool used to assist learning design</p>	<p><i>Briefly describe how any learning design tool was used for example LAMS, Moodle Lesson or Workshop module, or a pedagogic planner</i></p> <p>The key tools used by the tutor were: Notice board (1x), Resources and Forum (4x), and Survey (3x).</p> <p>(1) Notice board: Students were asked to work through the entire LAMS flow chart at their own pace and encouraged to share any good ideas and Matlab code with their peers.</p> <p>(2) Resources and Forum: The tutor directed his students to look at the attached Word document summary based on the previous week's problems located within the Resources tool. The students had been exposed to Matlab (a statistical tool for Engineering) the previous week for the first time. The tutor encouraged the students to share their working solutions with their peers within the Forum tool.</p> <p>(3) Survey: Students completed a 10 question survey to see whether they had acquired the Matlab skills introduced the previous week.</p> <p>(4) Resources and Forum: The tutor directed his students to look at the attached Word document which contained some problems in basic algebra and Matlab notation. He also provided a forum discussion board for students to share their working codes and solutions with their peers.</p> <p>(5) Resources and Forum: The tutor directed his students</p>

	<p>to look at the attached Word document which contained some problems on conditionals and loops. He also provided another forum discussion board for students to share working codes and solutions with their peers.</p> <p>(6) Survey: The tutor asked his students to take another 10 question survey which was designed to check whether they were confident tackling the taught mathematical equations.</p> <p>(7) Resources and Forum: The tutor directed his students to look at the attached Word document which contained more problems that required the students to use Matlab. He provided a forum discussion board for students to share their experiences with their peers.</p> <p>(8) Survey: The tutor provided an open ended survey question box for students to provide 'any last comments' regarding their Matlab experiences for their peers. This was designed to get them to reflect on the knowledge they had gained.</p>
<p>Process reflections</p>	<p><i>Describe what has been learnt from reviewing and changing the design</i></p> <p>The sequence set-up required students to decide for themselves whether they had mastered an appropriate skill before moving on to the next section. Their self-assessment was not always accurate, leading the tutor to speculate about the potential of more manual delay points controlled by the tutor. He did comment, however, that this would only be appropriate in longer-term sequences, with clear instructions to. He further felt that, whilst a lot of teaching in his department was sequential, this sequentiality was a hindrance when students failed to complete all necessary steps in one activity, yet decided to move on, unable to return later:</p> <p>"I think you have to be able to go backwards and forwards. As soon as you prevent the going backwards, it loses its power. It becomes useless because the essential part of learning allows you to go backwards. Did I really understand that? Let me go back and check."</p> <p>He stated that the same issue applied if students were asked to take a quiz, then to review earlier resources if they had failed to reach a certain level, retaking the quiz at the end of their revision. Designing this cyclical approach to revision in a sequential way resulted in a lot of unnecessary duplication.</p> <p>The tutor used LAMS in conjunction with the institutional VLE (WebCT) and found this an additional issue, as he felt students were unlikely to check both tools for information and/or tasks they needed to complete.</p> <p>Both quantitative and qualitative feedback is available from 17 of the 20 students. The students stated that they enjoyed the ease with which the tool was operated, and they found it easy to keep track of their progress. The inability to move backwards through the sequence was</p>

	<p>universally cited as the tool's biggest disadvantage. Quantitative feedback reveals that, out of the 17 students:</p> <ul style="list-style-type: none"> • 14 would want to use LAMS again, found the activity useful and stimulating, and enjoyed using LAMS (three were undecided in each case) • 13 students agreed that LAMS had helped them learn something about their subject, and 8 stated it had helped them carry out research and/or exploration, the remaining students (4 and 9 respectively) were undecided. • 11 students stated they found the LAMS interface attractive (4 were undecided and 2 disagreed) • All students had an opinion on whether LAMS was different to WebCT, with 6 each either agreeing strongly or agreeing, and 5 students disagreeing. • 10 students preferred using WebCT to using LAMS, 5 were undecided, and 2 preferred LAMS to WebCT. <p>Students' views regarding the restrictiveness of LAMS were divided:</p> <ul style="list-style-type: none"> • 1 student strongly agreed that it was too restrictive, 6 agreed, 5 were undecided, 4 disagreed, and one disagreed strongly.
<p>Key points for learning design and effective practice</p>	<p><i>Briefly identify the most important points in the case study for other practitioners – these may include risks as well as benefits</i></p> <p>The tutor had just one week between being introduced to the tool himself and using it in his teaching, and suggests that a longer run-up time would be beneficial in order to iron out technical difficulties that might occur.</p> <p>The students completed the sequence in real time, within a face-to-face environment. This helped to alleviate some of the issues which arose immediately, such as students not following instructions. The tutor was able to remedy the situation on the spot by advising students accordingly. The tutor stated that a longer time for the sequence might have been beneficial, allowing students to complete it in their spare time. Clear written instructions, either as part of the sequence or on a separate sheet of paper, could assist here to work around the tool's shortcomings.</p>
<p>Conclusions and recommendations</p>	<p><i>A summary of how and to what extent the design and practice outlined here has been effective</i></p> <p>The tutor commented that sequences were easy to design, and that about 50% of students had completed the intended learning outcomes, the other 50% struggled with the interface. He felt that the tool had potential, but would need to be fully integrated within the institutional VLE in order to be useful to his everyday teaching.</p> <p>The tutor had a number of suggestions for improving the interface for successful learning design. These included:</p> <ul style="list-style-type: none"> • A more detailed flow chart of the activity with a description of what each step contained, accessible

	<p>by clicks in any direction;</p> <ul style="list-style-type: none"> • A holistic overview which gave students an idea of what the whole sequence would contain; • Inclusion of a main window with instructions, with several clickable links leading to resources or discussion boards, making discussions external to the overall flow so one discussion could continue as an accompaniment to the rest of the sequence; • Greater flexibility of tools used in combination; <p>The tutor felt that, whilst there would always be a number of students failing to follow instructions properly, the current design of the version tested (version 1) was too flawed to allow students to get back on track, resulting in a larger number of 'casualties' than necessary.</p>
Part 3	<p><i>The revised (new) learning design</i></p> <p>At the moment, the tutor is not planning to use LAMS again, and is against the institution adopting LAMS in its current form. Once the issue of sequentiality has been resolved and work completed on designing a single sign-up system with the institutional VLE, uses for the tool might become more apparent.</p>
Author(s) and date	<p>Who completed this case study and when? Please include a contact email address</p> <p>Completed by DeSILA team with Anthony Rossiter (J.A.Rossiter@sheffield.ac.uk).</p> <p>May 2008</p>

Design for Learning Case Study (11)



Case study title	Visual Methods in Research
Part 1	<p><i>The rough version of the learning design</i></p> <p>There were plans for three sequences on the topic of qualitative research methods and data analysis. The first of these was designed using LAMS, the other two were bullet-pointed in Word regarding the flow of activities. However, as the first sequence was not taught due to lack of students, the other two were not developed further. A fourth evaluation sequence was also envisaged, but neither planned nor designed.</p>
Part 2	<p><i>Narrative section using headings below to describe the current use of the learning design, the revised design, reflections on the change process and the contribution to effective practice</i></p>
Background	<p><i>Give brief details of the context and situation</i></p> <p>The sequence was designed for a very small group of post-graduate doctoral students to help them explore the use of visual methods. The session was designed based on one of the qualitative research method workshops run face-to-face during the semester.</p>
The design challenge	<p><i>Identify the issues that required attention or which prompted a re-assessment of the original design</i></p> <p>The sessions are online, for part-time and distance learning students, but are based on existing face-to-face workshops, and heavily geared towards collaborative tasks. The tutor had been asked, by her department, to find ways in which the three areas of thesis writing skills, qualitative computing software and qualitative methods</p>

	<p>could be translated into online learning scenarios, and decided LAMS had potential for the area of qualitative methods. Design had to take place before the cohort was determined, which meant that age, gender, group size and cultural background were all unknown quantities. With all these aspects unknown, the two intended learning outcomes were:</p> <ul style="list-style-type: none"> • Encouraging students to learn in groups • Enabling students to learn from each other. <p>Additional outcomes were envisaged for the three activity sequences as per the corresponding module outcomes, however, the reason for using LAMS was linked mainly to the collaborative aspects listed above.</p>
<p>Tool used to assist learning design</p>	<p><i>Briefly describe how any learning design tool was used for example LAMS, Moodle Lesson or Workshop module, or a pedagogic planner</i></p> <p>The tools used in this sequence were: Notice board (1x), Forum (1x), Notebook (x2), Chat & Scribe (1x), Resources + Forum (1x), & Chat & Scribe + Notebook (1x).</p> <p>(1) Notice board: The tutor outlined the aims and objectives of the session in this notice board.</p> <p>(2) Forum: Students were asked to post their initial brainstorming thoughts on the idea of an ‘image’ in the forum.</p> <p>(3) Notebook: Students were asked to record their thoughts about what their peers had said in their notebooks.</p> <p>(4) Chat & Scribe: Students were asked to chat about how to research the role of friendships in children’s lives. These students were allocated into groups and had to appoint a scribe who made notes of group members’ input for submission. They had to discuss the methods, advantages and challenges of such a research.</p> <p>(5) Resources & Forum: Students were asked to view a photo by French photographer Robert Doisneau and comment on it in the LAMS forum.</p> <p>(6) Notebook: Students were asked jot down the characteristics of visual interpretation in their notebooks.</p> <p>(7) Chat & Scribe + Notebook: Students were asked to read a brief outline of a specific research question and then determine how they would approach the research using content analysis and discourse analysis.</p>
<p>Process reflections</p>	<p><i>Describe what has been learnt from reviewing and</i></p>

	<p><i>changing the design</i></p> <p>As the sequence was never used in teaching, reflections are restricted to the design process. However, the tutor commented positively on the usability of LAMS, and stated that it was possible to “dip in and out of” the learning design process, making it a flexible design experience for those who had to fit designing sequences in around their teaching.</p> <p>The tutor commented on the differences between designing for collaboration using a VLE (WebCT) and LAMS. LAMS compared favourably as far as group work was concerned. The sequentiality meant that students had to take part in discussions as and when envisaged by the tutor and the design, whereas a VLE did not allow designers to set pre-requisites about the order in which students engaged with material as easily.</p> <p>The tutor felt that uncertainty as to whether LAMS would be available following the pilot influenced her thinking, but she did see potential in using LAMS for learning design.</p>
<p>Key points for learning design and effective practice</p>	<p><i>Briefly identify the most important points in the case study for other practitioners – these may include risks as well as benefits</i></p> <p>The tutor made a point of differentiating between time spent on reflection about the pedagogy behind the learning design and the physical creation of sequences using the associated tools. She commented that using LAMS to design the learning sequence was very quick, but this did not necessarily influence time spent on her pedagogical thinking. If anything, the ease with which LAMS could be used necessitated further thinking pre-design with the tool. Spending more time on paper before moving directly into LAMS might thus remove some of the issues encountered.</p>
<p>Conclusions and recommendations</p>	<p><i>A summary of how and to what extent the design and practice outlined here has been effective</i></p> <p>Although the sequence was never used, the tutor underwent the design process and suggested the availability of visual online tutorials to allow designers to grasp the application of the various tools with ease. She further stated that, in her opinion, LAMS and WebCT complemented each other well and could be used in a powerful combination as part of the learning design process.</p>
<p>Part 3</p>	<p><i>The revised (new) learning design</i></p> <p>The tutor was happy to consider using LAMS again, but has not done so since the case described.</p>
<p>Author(s) and date</p>	<p>Who completed this case study and when? Please include a contact email address</p> <p>Completed by DeSILA team with Terri Ferguson</p>

T.Ferguson@sheffield.ac.uk.

May 2008

Design for Learning Case Study Template (12)

Screenshot not available.

Heading/sub-heading (field)	Description
Case study title	Checkpoint for forming groups
Part 1	<p>Groups of 2-4 students were working on a formative task, as outlined below. We wished to address explicitly the issue of how they were going to work together on this task. The aims of the sequence were to:</p> <ul style="list-style-type: none"> a) Encourage students to discuss how their groups were going to communicate and work together to achieve their task; b) Provide them with a checklist of actions to contribute to smooth running of the groups; c) provide a meaningful in-class LAMS activity that would enable the facilitators to ensure that students were comfortable with using LAMS and could navigate their way round it (since the aim was for students to subsequently use other LAMS sequences in their own time) <p>Therefore the focus was on incorporating key questions that needed consultation between group members to be answered, and interactivity and discussion around the issue of group working.</p> <p>The LAMS sequence was developed purely through brief discussion with the module coordinator and through work in LAMS itself.</p>
Part 2	
Background	<p>The overall context was a core module “Information Resources and Information Literacy”, taken by approx. 70 Masters students (study for the MA Librarianship and MSc Information Management). The intervention to which this activity contributed was the “search/teach” task. The aims are to improve students’ knowledge and skill in using specific information resources relevant to their course, and to develop skills in producing material to support others in learning how to use these resources. Students form small groups. Each group is allocated an information resource (e.g. Google Scholar). The group members familiarise themselves with their source (search functions, scope etc) and, over the course of two weeks produce a printed guide to the resource and an electronic guide (e.g. a weblog) to other support material. In a final lab session the students swap guides and evaluate each others’ guides using pre-specified criteria. The guides are shared via the Virtual Learning Environment.</p>
The design challenge	<p>LAMS had already been identified as the tool to carry out this group activity, and seemed appropriate as the activity was linear rather than iterative and it required interactivity. The main challenge was caused by a technical error in our implementation of LAMS which was subsequently rectified.</p>

<p>Tool used to assist learning design</p>	<p>Students went through the LAMS sequence in their groups, in a face to face lab. Tutors circulated whilst they were going through the sequence.</p> <ol style="list-style-type: none"> 1. A noticeboard set up the task and its aims 2. The students moved to a Resources element. A few websites had been chosen, with emphasis on ones which engaged the students in a quiz or other activity, to stimulate discussion about what makes a good team and the roles within each team. Students could suggest new resources to add (though in practice none did) 3. Students moved to two surveys, with two sets of statements to agree or disagree with. They are given below. Once the students had completed each survey, they were presented with a list of things they still had not done – therefore giving them an action list for their group. 4. The students were presented with a closing screen that reminded them to complete the missing actions and thanked them for participating. <p><i>Checklists of questions:</i></p> <p>A (concerned with communication) We have not decided whether we will use WebCT discussion board We have not decided whether we will exchange email addresses We have not decided whether we will exchange phone numbers We have not decided how we will record our decisions about the Search-Teach task We have not decided when and where we will next meet We have discussed and made decisions about all of the above!</p> <p>B (concerned with organisation and management) We have not done an audit of skills and knowledge of group members, to see who already has relevant expertise for the Search-Teach task We have not decided what we will do if a group member does not complete an allocated task on time We have not decided whether we are going to have a leader for our group We have not worked out a plan and deadlines for the task We have discussed and made decisions about all of the above!</p>
<p>Process reflections</p>	<p>1) We felt justified in using a face to face session to introduce LAMS, since a) we were able to help students who were confused about how to use LAMS; b) it was important for this exercise that as many group members as possible were present, to ensure issues were talked through with the whole group, and c) the face to face situation meant that the facilitators could interact with the groups, and spot any groups that were potentially</p>

	<p>problematic (most obviously because groups had identified a good number of tasks on the checklist that needed completion, but also when behaviour of members in their groups alerted facilitators to potential challenges and allowed intervention at an early stage)</p> <p>2) As anticipated, LAMS suited this linear activity well. Although a number of students needed help in navigating the interface, students engaged with the steps in the sequence and each group was able to work through at their own pace.</p> <p>3) Most groups took a quiz about team roles on an external website (linked as a resource), and this activity appeared to prompt relevant discussion about roles within the search/teach task. However, a danger here was that, as the site was not under our control, it could be withdrawn without notice.</p>
Key points for learning design and effective practice	<p>1) Sending the students away with a list of actions: something which ties the LAMS exercise effectively into the overall “search/teach” activity.</p> <p>2) Familiarising learners with LAMS in face to face mode, so that they feel confident in using it on their own, later.</p>
Conclusions and recommendations	See above.
Part 3 The revised (new) learning design	The design worked as intended and we did not see a need to revise it.
Author(s) and date	Sheila Webber 13 June 2008, s.webber@sheffield.ac.uk