

INTRODUCTION

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This volume on LAMS (Learning Activity Management System) and learning design, published by the Journal of Teaching English with Technology (TEwT), has two overarching aims: firstly, it draws attention to the growing international importance of the multifaceted and innovative research area known as learning design; secondly, it emphasises the forefront role LAMS has played in helping educators put learning design principles into practice in a conceptually-grounded way. There are however two central challenges for educators in this revolutionary IT age: (1) assessing the implications for learning in light of such an astounding rate of technological advancement; (2) finding ways to disseminate new discipline knowledge learned to a wider audience. Thus this volume also attempts to collate research experiences and thoughts in a way that may help to improve our understanding of some of the major issues in learning design research.

This fourth TEwT publication on LAMS and learning design¹ comprises eleven papers. The first paper, which is by Antri Avraamidou and Anastasia Economou of the Cyprus Pedagogical Institute, describes and evaluates the process of transferring a learning design innovation to elementary and secondary education teachers in the Cyprus context. It also analyses the impact of such a learning design on teacher practice and considers barriers obstructing its uptake. Paper two, written by Emil Badilescu-Buga of Macquarie E-Learning Centre of Excellence (MELCOE), reviews relevant research papers that have been published in recent years with the aim of analysing key elements that may block the adoption of learning design. In paper three, Kay Carroll of the Australian Catholic University reports on findings from multi-site case studies which focus on bridging the pedagogical disconnect by investigating the ICT experiences and pedagogy of history teachers in K-12 Catholic schools.

Paper four is written by Leanne Cameron of Macquarie E-Learning Centre Of Excellence (MELCOE). The paper outlines the theoretical underpinnings that supported the 'Implementing Effective Learning Designs' project which created a framework and design guidelines to provide a comprehensive scaffold to assist academics in the development of learning design examples and supportive activities. Paper five is by James Dalziel of Macquarie E-Learning Centre of Excellence (MELCOE), Macquarie University and Bronwen Dalziel of the School of Medicine, University of Western Sydney. The paper reflects on experiences from two recent higher education projects in teacher training and medical

¹ The original call was announced in a LAMS newsletter on <http://lamscommunity.org/dotlm/clubs/educationalcommunity/forums/message-view?message%5fid=1319343>

education; it also considers the advantages and disadvantages of templates as compared to learning designs with embedded discipline content. Paper six, by Carina Dennis of the University of Technology (Sydney), reports on an ongoing professional learning experience within the LAMS digital environment.

In paper seven written by Eva Dobozy of Curtin University, five interlocking de Bono LAMS sequences are introduced as a new form of generic template designs. This transdisciplinary knowledge-mobilising strategy is based on Edward de Bono's attention-directing ideas and thinking skills, commonly known as the CoRT tools. The eighth paper is by Matthew Kearney, Glynis Jones of the University of Technology, Sydney, Australia and by Lynn Roberts of the Institute of Education, University of London. This paper describes an emerging learning design for a popular genre of learner-generated video projects: *Ideas Videos* or *iVideos*. Paper nine is written by Chris Campbell, Simone Smala, and Jung-Sook (Sue) Lim of the School of Education in the University of Queensland. In this paper the authors provide a language learning design principle using the Learning Activity Management System (LAMS) as a platform in authentic classroom situations. Paper ten, which is by Miriam Tanti of the Australian Catholic University, looks at the role certain digital technologies may play in the development of literacy skills in the primary classroom. The final paper in the volume is by Candela Contero Urgal, Antonio Brenes Castaño, Gregorio Rodríguez Gómez, Miguel Ángel Gómez Ruiz, and Beatriz Gallego Noche of the University of Cádiz. The paper considers how tools such as LAMS could be useful in the teaching of Foreign Languages.

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