

SPECIAL TEWT EDITION ON LAMS AND LEARNING DESIGN

INTRODUCTION

One valuable outcome of this special edition on LAMS and Learning Design may be the realisation of how the eclectic nature of LAMS-related research is bringing together many researchers from diverse fields of specialisation. Such a sharing of ideas in turn raises awareness of some of the key issues, helps to guide future research, and evidences commitment to an important and growing area of study. Another outcome of this special issue is the recognition of how the act of disseminating research to a wider audience may provide impetus for thoughtful change of practice in an increasingly integrated education community at large. It is therefore with great pleasure that the Journal of Teaching English with Technology presents its volume-one special edition on Lams and Learning Design.

Volume one comprises six papers. The first paper, by Eva Dobozy of Edith Cowan University, Australia, looks at the use and usefulness of non-assessed discussion forum learning design. The findings of some exploratory research draw attention to the need to reassess how learning and assessment tasks as a linear progression are currently conceptualised. A key point in this paper concerns how the use of a pointing system to reward students for collaboration in online tasks may be counter-productive, as this method may emphasise the need to comply with the task, rather than actually engage in learning in the task. In the second paper, Simon Walker (Greenwich University UK) and Liz Masterman (Oxford University UK) present an investigation into the reusability of learning designs. Benefits of the CAMEL model of collaboration are discussed as a potential means of addressing perceived disparity between theory and reality of reuse.

Paper three provides a description of the implementation of the LAMS Tool Contract to include Moodle learning activities within the highly visual context of LAMS. Its authors, who are from Macquarie University E-Learning Centre of Excellence (MELCOE) Australia and The University of Ramon Llull (Spain), are Ernie Ghiglione, Marina Rodríguez Aliberas, Lluís Vicent, James R. Dalziel. The fourth paper in this special edition is by Leanne Cameron of Macquarie University E-Learning Centre of Excellence (MELCOE) Australia. Here Leanne Cameron presents a rich source of literature on planner tools used for sharing and reusing good practice and provides an overview of ideology behind the LAMS activity planner.

Paper five in this series is by Chris Alexander of The University of Nicosia (Cyprus). This paper aims to provide some initial ideas on how LAMS might be utilised in Teaching English To Speakers of Other Languages (TESOL). It is maintained that a pre-while-post sequence could be one way of providing a foundation structure learning-design template on which teachers might draw on their experience to build sequences for the practice of these language skills. The final paper is by Eva Dobozy and Romana Pospisil of Edith Cowan University (Australia). In this paper the authors address some of the issues surrounding the use of educational technology solutions with first year net generation students in an introductory education studies unit. It is claimed that findings may have implications for policy design and show a need for timely research to better inform lecturers of their students' digital literacy, acceptance and access, and use of innovative learning designs.

The Journal of Teaching English with Technology would like to kindly thank Professor James Dalziel—Guest Editor and Director of Macquarie University E-Learning Centre of Excellence (MELCOE)—for his support of this project.

Chris Alexander, *April 2009*
The University of Nicosia, Cyprus