

SPECIAL TEWT EDITION ON LAMS AND LEARNING DESIGN

INTRODUCTION TO VOLUME II

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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-two special edition on Lams and Learning Design.

Volume Two comprises five papers. The first paper, by Lorna Burns (Barnet College, UK) and Simon Walker (University of Greenwich), describes how using LAMS to support English to Speakers of Other Languages (ESOL) learners has been shown to enhance learning in a Further Education College in North West London, UK.

In the second paper, Leanne Cameron (Macquarie University, Australia) looks at how LAMS Chat and Forum tools can be used to conduct in-class online conversations with second year university students to raise the level of engagement with their compulsory class texts.

Paper three, by Christine Dennis (ACU National University, Australia), provides a description of a preliminary formative evaluation of the use of LAMS as a cognitive tool for promoting student reflective thinking within the context of the first year of a teacher education programme.

The fourth paper in this special edition is by Matt Bower (Macquarie University). This paper recounts a critical classroom experience that occurred when teaching technology-based learning design to trainee teachers, and discusses the implications of the incident for teaching and learning.

Paper five in this series is by Erik Engh, Quality Management Software AS (Norway). This paper attempts to describe how using LAMS as a design tool requires the teacher to reflect on the activities introduced to the students in a structured and logical manner.

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