

News from the LD front



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Overview

- UNFOLD Berlin CoP meeting
- New version of the spec
- New articles, papers etc
- New projects
- New events/work
- New examples

- 20 questions

The UNFOLD Berlin CoP meeting

- The final UNFOLD CoP meeting will be held on **Monday 28th & Tuesday 29th of November**
- Immediately prior to Online Educa which is 30th Nov., 1st & 2nd of December
- The location is the Hotel Ambassador Berlin
- More details on the UNFOLD site

New version of the spec

- IMS Learning Design 1.1 in 2006
- Primarily to address XML schema problems
- Could also tick-off some minor points such as spelling errors
- That's it

New articles: Special issues

- Journal of Interactive Media in Education (JIME)
 - special issue - Advances in Learning Design
 - <http://jime.open.ac.uk/2005/01/>
- IEEE Journal of Educational Technology & Society
 - Special Issue January 2006 Learning Design
 - <http://www.ifets.info/>
- Computers in Human Behavior
 - Special Issue “Education and pedagogy with learning objects and learning designs”, 2006

New journals

- Journal of Learning Design
 - <http://www.jld.qut.edu.au/>
- Association for Information Systems Special Interest Group on Reusable Learning Objects (AIS SIGRLO) Newsletter "Learning Objects and Learning Designs"
 - http://sigrlo.org/LOLD1_1_April_05.pdf

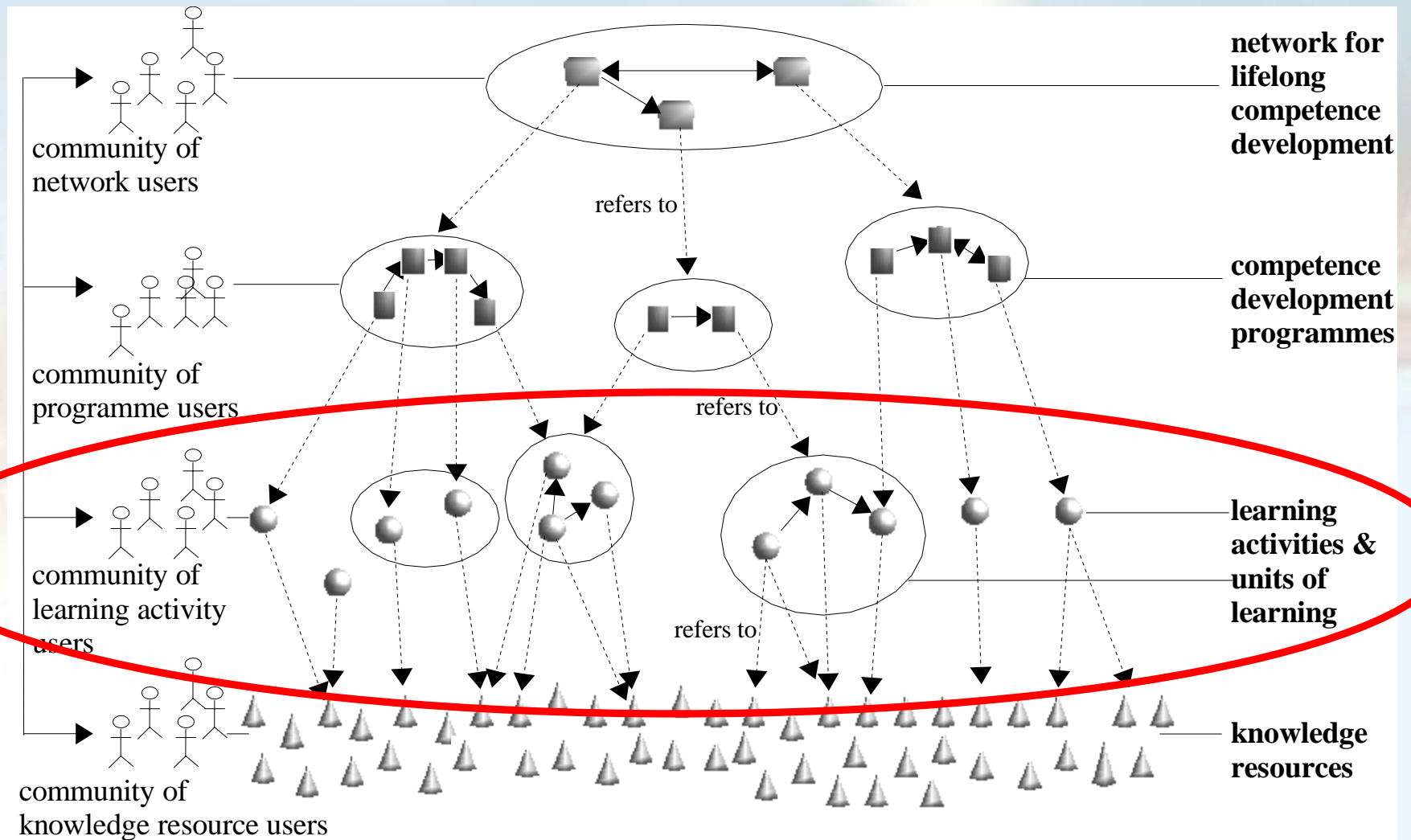
Don't forget ...

- The OUNL's Dspace server:
 - dspace.learningnetworks.org

New projects

- TENCompetence *Integrated Project*, starting December 1st 2005, 4 years, over 400 person months
 - will support individuals, groups and organisations in Europe in lifelong competence development by establishing the most appropriate technical and organizational infrastructure, using **open-source, standards-based**, sustainable and innovative technology.
 - Problem: “The **pedagogical models** that are applied in training, schools and universities **do not meet the demands** and possibilities of lifelong competence development and the new learning technologies that are available.”
 - Aim: To research and develop innovative, standards-based methods and tools for the creation, storage, use and exchange of **formal and informal learning activities and units of learning**. This includes tools for the assessment of the learning process and learning outcomes.

Core functional services in the service layer of the TENCompetence System



Partic. Nr	Participant name	Participant short name	Country
1	Open Universiteit Nederland	OUNL	Netherlands
2	Software de Base, S.A	Altran	Spain
3	LogicaCMG	LogicaCMG	Netherlands
4	Fundació Barcelona Media Universitat Pompeu Fabra	UPF	Spain
5	GIUNTI Interactive Labs s.r.l.	GIUNTI	Italy
6	Centre for Research and Technology - Hellas	CERTH	Greece
7	Universität Hannover	L3S	Germany
8	Institut Europeen d'Administration Des Affaires	INSEAD	France
10	The University of Bolton	UB	United Kingdom
11	Universiteit van Amsterdam	UvA	Netherlands
12	Sofia University "St. Kliment Ohridski"	SU	Bulgaria
13	Stichting SURF	SURF	Netherlands
14	Synergetics	SYN	Belgium

More project news coming

- May well be new Framework 6 projects starting which also use IMS LD

New events/work

- LORNET workshop on LD
- Online Educa workshop
 - “Did you hear the one about the ELF, the model and the learning technologist? E-Learning Reference Models explained and examined”
 - LADIE, eP4all, FREMA, XCRI and COVARM
 - UNFOLD

New events/work

- LD & LAMS work
- Moodle integration work
 - Version 1.6 coming soon
 - Version 1.7
 - Preliminary support for IMS LD Level A, allowing import and export
 - Version 2.0
 - Complete support for IMS LD standard, via
 - Conditional activities, allowing dependencies and forced paths
 - Improved Groups, allowing groups to be defined at site and activity level
 - Improved Roles implementation, allowing custom roles at site, course and activity level

Moodle export

Issue	Moodle feature-component	IMS LD structure	Remarks
0	Full course	1 <u>UoL</u> , 1 play, 1 act, 1 activity structure (type selection)	
1.1	Setting: Full name	Title of Learning Design	
1.2	Setting: Short name	Title of Play	
1.3	Setting: Hidden sections	Activity <u>Structure:isVisible</u>	Possible, but suggested for a next iteration
1.4	Setting: summary	LD learning objectives	
1.5	Setting: Your word for Students	<u>roles: learner: title</u>	
1.6	Setting: Your word for Teachers	<u>roles: staff: title</u>	
2.0	Topic	Learning activity	If a resource or an activity is defined there will be an environment Is it possible to use the label directly above a resource as a linked title? If YES, suggestion of using this issue to generate sub-environments
2.1	Topic 0	Learning activity (first one)	
2.2	Summary of Topic	Activity Description	

New examples

- Work on integration with SCORM
- Full 'What is Greatness' coming soon to clear the waters
- More showcases

Any more news from your side?

And now for the twenty questions

- You'll see some statements together with multiple choices of answers;
- Please write down, individually, the letter associated answer you agree with most;
- Following the statements, we'll do a show of hands per statement, and perhaps discuss a few points.

Statement 1

Learners are fairly happy with today's e-learning

- A. I agree
- B. I disagree
- C. No idea

Statement 2

Teachers are fairly happy with today's e-learning

- A. I agree
- B. I disagree
- C. No idea

Statement 3

Teachers are biting at the bit to introduce alternative pedagogies into their teaching contexts

- A. I agree
- B. I disagree
- C. No idea

Statement 4

IMS LD is primarily for distance education

- A. I agree
- B. I disagree

Statement 5

My organisation is ..

- A. Doing nothing with IMS LD
- B. Doing R&D with IMS LD
- C. Evaluating IMS LD
- D. Using IMS LD in production/systems development

Statement 6

The major stumbling block to my organisation's use of LD is ..

- A. The 'business case' is not yet clear
- B. Shortcomings in tooling
- C. Other, namely

Statement 7

In the short term, LD offers the most benefit to ..

- A. Researchers
- B. Teachers
- C. Educational Technologists
- D. System Developers
- E. Nobody
- F. Other, namely

Statement 8

In the **long** term, LD offers the most benefit to ..

- A. Researchers
- B. Teachers
- C. Educational Technologists
- D. System Developers
- E. Nobody
- F. Other, namely

Statement 9

Interoperability is a binary concept; you can't be 80% interoperable

- A. I agree
- B. I disagree

Statement 10

The UNFOLD community is a user of reference models

- A. I agree
- B. I disagree

Statement 11

As a first priority, we need better

- A. IMS LD editors
- B. IMS LD players

Statement 12

Forget about generic editors and players, the future is in {domain | institute | pedagogy} specific tools

A. I agree

B. I disagree

Statement 13

It is in the interests of VLE vendors to support IMS
LD

- A. I agree
- B. I disagree

Statement 14

A commercial VLE vendor will offer IMS LD support by 2007

- A. I agree
- B. I disagree

Statement 15

What would really help me in my job today would be

...

- A. An IMS LD compliant VLE
- B. A set of LD-based lesson plans
- C. A set of running showcases of great IMS LD based e-learning
- D. Other, namely

Statement 16

As a first priority, we need to integrate an IMS LD player with

- A. A QTI player
- B. A SCORM player
- C. Simulations and games
- D. Learner admin databases
- E. ePortfolios
- F. Other, namely

Statement 17

We need to progress the integration of learning services in IMS LD players by

- A. Choosing a small set of popular tools and writing specific code to integrate them
- B. Coming up with a generic solution
- C. Other, namely

Statement 18

If a new book on (IMS) LD were to be written, it should primarily ...

- A. Deal with the benefits of LD
- B. Focus on pedagogy and LD
- C. Contain concrete examples, tricks and wisdom
- D. Include Scott's architecture diagrams
- E. Other, namely ...

Statement 19

In the TENCompetence, in the Learning Activities and UoLs workpackage, give priority to:

- A. Develop new and existent flexible pedagogical models
- B. Select and adapt existing tools
- C. Develop a formal specification model for new assessment types
- D. Develop a formal specification to connect communication & collaboration services to LD runtime engines like CopperCore
- E. Experiment with, and evaluate the usability of the components for learning activities & units of learning.
- F. Research and develop models and methods to stimulate and organise the creation, storage, search, retrieval, use, reuse, pro-active sharing and quality rating of learning activities & units of learning

Statement 20

When you do this exercise again Colin, please ask the following question ...

Q:

A.

B.

C.