

# Keynote Addresses

Keynote Address 1: Tuesday 7th July, 9.30am

## Learning design at the OU – visualising, guiding and sharing designs

**Grainne Conole**  
*The Open University, UK*

The keynote will provide an update on the OU Learning Design Initiative (<http://ouldi.open.ac.uk>). OULDI aims to provide support for the entire design process; from gathering initial ideas, through consolidating, producing and using designs, to sharing, reuse and community engagement. The vision is of a learning design methodology and suite of practical tools and resources that bridge good pedagogic practice and the effective use of new technologies. Tools and approaches are clustered around three main aspects of design: visualising and representing pedagogy, guiding and supporting the design process, and sharing and discussing ideas; each informed by an evolving understanding of the design process.

The presentation will provide an update on the visualisation tool for design, CompendiumLD and a social networking site, Cloudworks, for sharing learning and teaching ideas linked to designs (Conole, Culver et al., 2008, Conole and Culver, forthcoming). The presentation will describe recent work in which we are exploring how these tools can be used to describe both learning activities and design at the curriculum level.

Recently we have been exploring how these tools and approaches can be used to help with the design and reuse of Open Educational Resources (OER). The keynote will describe how CompendiumLD and Cloudworks are part of the core technical infrastructure for Olnet (<http://olnet.open.org>)— a global network designed to support users and researchers of OER.

***Biographical notes***

Gráinne Conole is Professor of e-Learning at the Open University, with research interests in the use, integration and evaluation of Information and Communication Technologies and e-learning and impact on organisational change. She was previously Chair of Educational Innovation at Southampton University and before that Director of the Institute for Learning and Research Technology at the University of Bristol. She has extensive research, development and project management experience across the educational and technical domains; funding sources have included HEFCE, ESRC, EU and commercial sponsors. Recently funded projects include the HEFCE-funded E-Learning Research Centre, the JISC/NSF funded DialogPlus digital libraries project and the ESRC National Centre for Research Methods. She serves on and chairs a number of national and international advisory boards, steering groups, committees and international conference programmes.

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Keynote Address 2: Tuesday 7th July, 10.00am

## The evolution of Learning Design: From pedagogic neutrality to good teaching ideas

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**Professor James Dalziel**  
*Macquarie University, Australia*

Learning Design can be seen as a reaction against the impoverished teaching and learning theory underlying online courseware and related technical standards. In particular, Learning Design drew attention to the astonishing absence of collaborative learning in many early e-learning approaches. By way of a solution, Learning Design sought to build a more comprehensive model of educational activities and processes that could encompass many different pedagogical methods. The goal of this meta-model was to be able to describe a wide range of different pedagogical approaches and methods - hence the model's controversial but worthy aspiration to "pedagogic neutrality" in terms of a descriptive framework for educational activities (not content). While ongoing development of the meta-model, Learning Design software and technical standards is required, significant progress has been made in the past decade. The more important challenge, now, is to use the fruits of Learning Design to capture and share good teaching ideas among the world's teachers. This presentation will provide an overview of the evolution of Learning Design towards the effective sharing of good teaching ideas, including discussion of new developments in LAMS V2.3 and the Activity Planner.

### **Biographical notes**

James is the Director of the Macquarie E-Learning Centre Of Excellence (MELCOE) in Sydney, Australia, and also a Director of the LAMS Foundation and LAMS international Pty Ltd. He is known nationally and internationally for his research into and development of innovations in e-learning, and technical standards. James has directed and contributed significantly to e-learning projects such as the Meta-Access Management System project (MAMS), The Collaborative Online Learning and Information Services project (COLIS), and the Learning Activity Management System (LAMS) project.

### **Contact**

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