



LADiE & the Learning Activity Reference Model

Isobel Falconer
Caledonian Academy,
Glasgow Caledonian University
Isobel.falconer@gcal.ac.uk

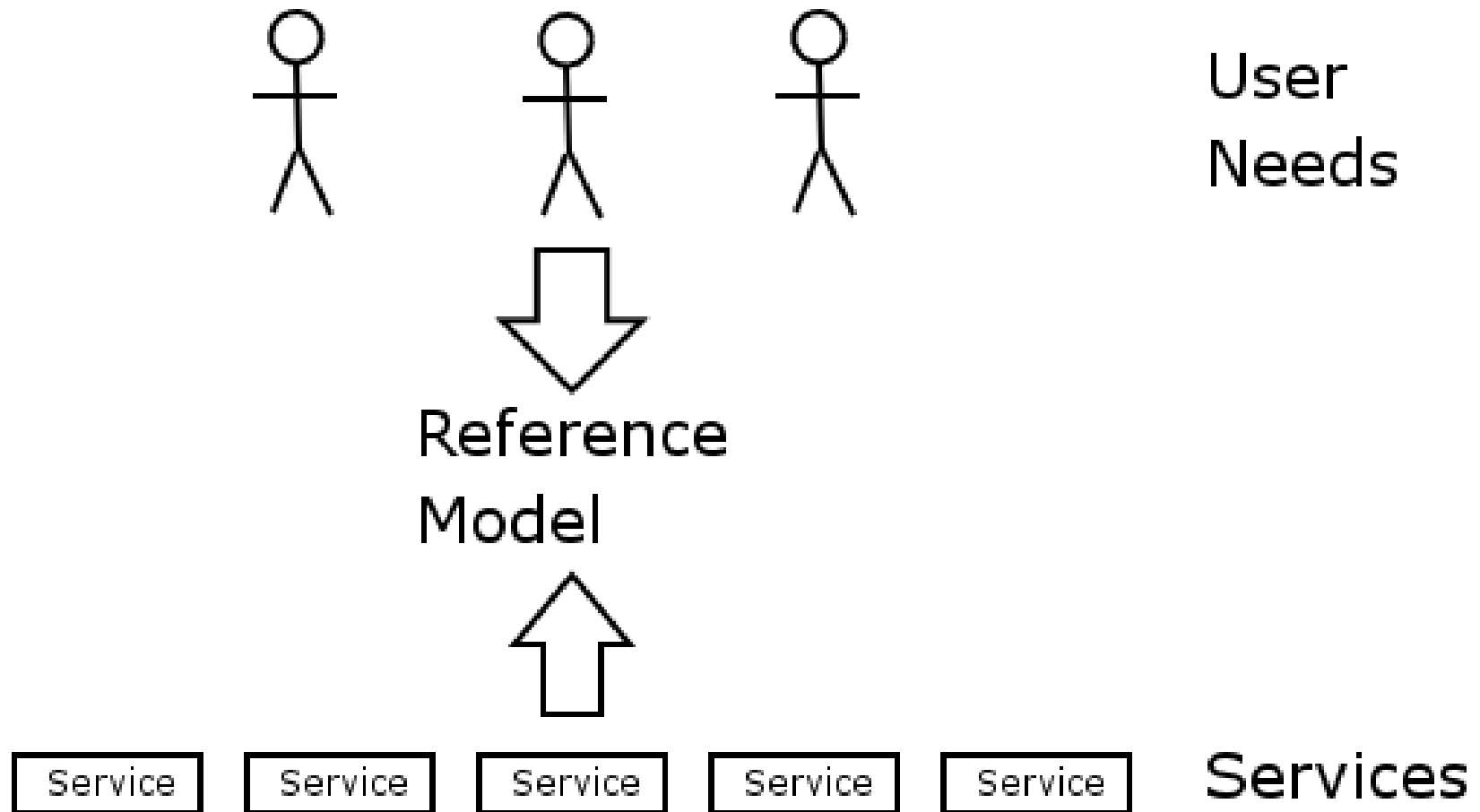
LADiE Aim

- to develop a learning activity reference model firmly based in practical experience of teaching and learning
- <http://www.elframework.org/refmodels/ladie/>

What is a learning activity?

- *an interaction between a learner or learners and an environment that is carried out in response to a task with an intended learning outcome (Beetham 2004)*
- Eg. Reading a book, researching and writing a report, doing an experiment, designing a product

LADiE approach



Top-down

- 16 detailed use cases
- series of practitioners workshops
- analysis of use cases
- extraction of common services
- extraction of “structure” of activity
- gap analysis

Bottom-up

■ Interoperability

- Ability to exchange learning activities at a platform/service independent level
- Ability to use existing activity designs as templates for new activities

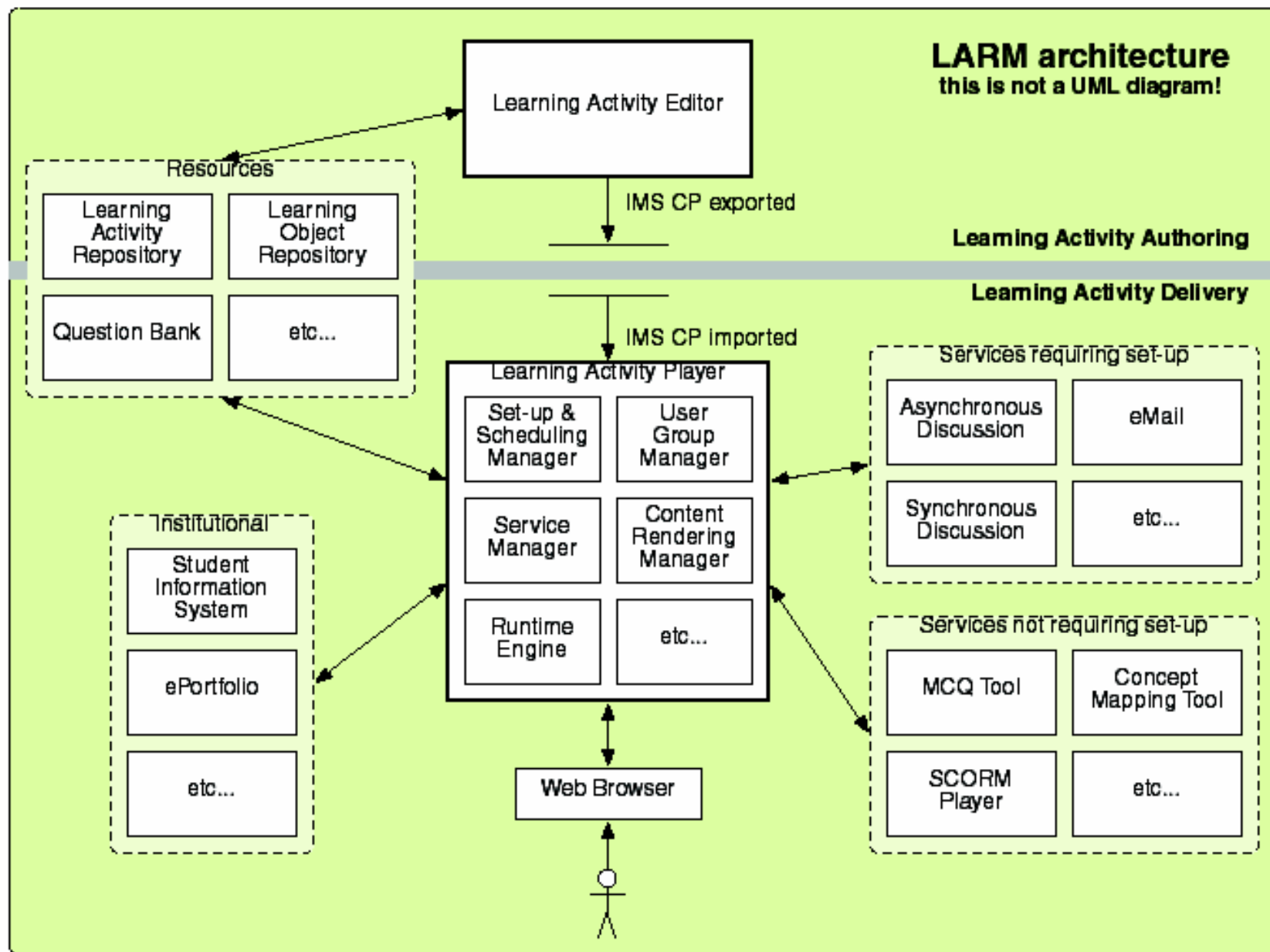
■ Flexibility

- Ability to configure an activity with different services for the same purpose
- Ability to change configuration with time (from one year to the next)

LARM Guides

- Pedagogy Guide
 - Aimed at tutors and practitioners
- Implementation Guide
 - Aimed at learning technologists
- Services Guide
 - Aimed at vendors and developers
- <http://www.elframework.org/refmodels/ladie/>

LADiE & the Learning Activity Reference Model



LARM Pedagogy Guide

- Background
- Learning Activity Reference Model (LARM)
- What the LARM can do for you
 - Learning Activity Authoring
 - Learning Activity Delivery
- Creating a Learning Activity
 - Description of the characteristics of a Learning Activity
 - Glossary of Teaching Approaches
 - Glossary of Techniques
 - Template for designing a Learning Activity
 - Example of a completed Template

LARM Implementation Guide

- Background
- What is the Learning Activity Reference Model (LARM)
- LARM architecture
- Candidate Orchestration Technologies
 - IMS Learning Design
 - BPEL
 - Simple Sequencing
 - LAMS
 - VLE + Tools Interoperability
 - Hybrid of above (IMS LD and BPEL)
- Use Case 7 example

LARM Services Guide

- Background
- What is the Learning Activity Reference Model (LARM)
 - Business Case - why develop this?
- Overview of LARM architecture
- Description of LARM Services
 - Detailed Functionality
 - Related specifications/standards
 - Function calls

Walk through of Use Case 7

A 1st year HN Journalism class (Scotland) studying the UK print industry. Introductory session on structure of industry. The session would begin with a brief exposition on industry, followed by a brainstorm on categorising newspapers within the industry framework. The brainstorm would have the purpose of building dialogue and enabling validation of prior learning. An agreed model of the industry would be developed. A testing activity would follow to establish understanding and then a research based task.

Use Case 7 (cont)

Typical, in having:

- A number of different components
- In sequence and in parallel
- Blended learning (classroom and computer elements)

Common components:

- Discussion
- Quiz
- Brainstorming
- Concept Mapping

Use Case 7 Forum

- Forum:
 - Message threads in discussion
 - Changes to forum structure, message expiry date, access permissions during activity
 - Generation of text summary of selected forum messages
 - Summary saved on ePortfolio

Use Case 7 Test

- Test:
 - Automated and personalised feedback
 - Individual and collated class results for teacher
 - Voting (if presented synchronously)
 - Automated generation of quiz questions

Use Case 7 (cont)

- How to orchestrate this activity
 - Use IMS Learning Design
 - Integrate with services

Issues & Findings

- Capturing current practice vs. future practice
- Constructivist bias of use cases
- Function calls vs. document exchange
- How much is controlled by Learning Activity and how much by the player?
- Functionality part of Learning Activity Player or separate service?
- Practitioners want flexibility before, after and during run time
- Moving from modelling the known to the unknown