1 | LEARNING MANAGEMENT PEDAGOGY THAT WORKS

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Abstract

This chapter firstly describes the background of the learning management conference. The term learning management is defined and the contents of the book are briefly outlined.

Introduction

We are pleased to present this selection of papers from the inaugural Central Queensland University conference *Learning Management: Pedagogy that works* in 2007 at Twin Waters on the Sunshine Coast in Queensland, Australia. The conference themes are designed to explore the capacity for educators to make a difference to student learning through the application of evidence based pedagogies and practices.

The Bachelor of Learning Management (BLM) is an innovative teacher education degree at Central Queensland University that focuses graduates to be oriented to the future and be able to initiate change management in the knowledge-based economy. The concept of learning management explores pre-service and in-service practicing teacher arrangements that respond to the needs of education systems. It signifies an emphasis on the design of pedagogical strategies that achieve learning outcomes.

The intent is that the Learning Management practitioner — the Learning Manager — is one who is able to achieve learning outcomes in learners .... The 'design' approach signals a change in the balance given to 'curriculum development' and 'pedagogy'. It does not mean 'either' curriculum or pedagogy but it does imply a shift in the balance towards pedagogical practice and the science of learning. The emphasis is definitely on pedagogical strategies that, in turn, are derived from research on teaching as well as practical 'on the job' know-how under the guidance of expert mentors (Smith, Lynch and Knight, 2007, p. 3)

The emphasis of this collection highlights instructional design strategies that are derived from research on teaching as well as the practical know-how. The research that will be presented will highlight those aspects that actually make a difference to student learning. Instructional design frameworks such as Dimensions of Learning (Marzano &

Pickering, 1997), a model using knowledge about learning to define the learning process, will be explored and applied to school based learning environments in an Australian context.

The underlying issues addressed in this collection are related to the exploration of Learning Management as a construct. Learning managers need to weave creativity and innovation into their work in the 21st century as new technologies and contemporary learners challenge many previously conceived notions of the role of a teacher in learning.

This book is highly relevant for the modern day learning manager, teacher, administrator, policy maker, researcher, academic and indeed anyone concerned with the business of learning. The chapters in this book explore a number of themes, firstly the development of metacognition and the design of the learning process. This is followed by a discussion of the Dimensions of Learning Framework (DOL) and research exploring pre-service teachers use of DOL and the importance of DOL in fostering students' resilience. The consideration of building partnerships is the next theme discussed, and finally applications of ICT as integral components of the learning process are explored.

Chapter 2 discusses the important concept of metacognition. Elizabeth Peters defines metacognition and outlines research on its learning advantages for students. Useful practical strategies for promoting students' metacognitive thinking are presented.

Chapter 3 explores the Learning Design Process, an instructional design framework that focuses the teacher to the learner, the learning that needs to occur and the means by which is will occur. Angelina Ambrosetti demonstrates, using explicit planning strategies with both a primary school and a tertiary reference, how to use this teaching and learning framework when planning for learner diversity in 21st century classrooms.

In Chapter 4, Jeanne Allen and Mark Sinclair explore Dimensions of Learning (DoL) and the efficacy of the implementation of this framework for improving student learning outcomes. DoL is a pedagogical framework that has featured in Australian primary, secondary and tertiary institutions since the 1990's. The DoL framework has become popular in educational settings due to the evidenced-based research that underpins the development of this approach. As such, the notion of 'what works in practice' is defined by DoL and has relevance in the context of the conference themes. This chapter explores the research supporting DoL and reports a number of cases where DoL was implemented.

The level of use that teacher education (Central Queensland University Bachelor of Learning Management) students self- report when incorporating Dimensions of Learning, including Habits of Mind, in their school based placements is reported in Chapter 5. Bruce Allen Knight and Helen Apthorp report the results of a study using a concurrent mixed methods design that focuses on sample groups from each of two CQU regional campuses, Noosa and Mackay. The chapter discusses findings relevant to students' perceptions regarding the successful transition of university coursework to the classroom context and outlines Implications for the teacher education program at CQU.

In Chapter 6, Cecily Knight focuses on resilience education as a practice, drawing direct reference from two distinct pedagogical frameworks to analyse what makes a difference for student learning. The chapter explores how teachers can specifically design for learning that fosters resilient behaviours, empowering students to believe in themselves and their ability to create their own future.

The teaching school model, as it is constructed in the Bachelor of Learning Management undergraduate teaching degree, is detailed by David Turner in Chapter 7. Notions of quality assurance, responsibility for students and apprenticeship are used to clarify the purpose and operation of the teaching school model.

The learning management concept entails the building of partnerships between schools, teachers, their employers and their communities in a coordinated course of action.

Chapter 8 presents a discussion that explores teacher education partnerships that are embedded in the context of teaching practice. In this chapter, Tina Doe outlines a professional learning package in the teaching school model. The phases of implementation of building a partnership are described.

Chapter 9 identifies the current agenda involving the infiltration of ICT into the lives of contemporary learners in a digital age. The impacts of teaching in this environment are developed by Sarah Prestridge to pose the challenges that teachers face in the 21st century to make schools relevant, meaningful and challenging as they engage with ICT. This chapter explores a strategy of dialogic and critical reflection to enhance a learning managers' capacity to plan and interact with students in order to make learning a rich and meaningful experience using ICT as an integral component of the learning process.

The final chapter by Paul O'Neill, Hanan Harrison, and Dale Dittman explores the implementation of digital portfolios as contemporary tools to document learning. In this chapter the authors outline two digital portfolio models that are enhanced through the incorporation of thinking frameworks and reflective activity in the documentation process. These models are seen to have positive effects on participants' thinking when compared to earlier models of digital portfolios that documented or captured the end product of student work, similar to a scrapbook. Digital portfolios are defined in this chapter and the results of a case study to identify how these tools can make learning visible are discussed.

We believe that the emphasis we place on learning management is a core element of education system capability. The contents in this book are the result of the commitment of educators to examine issues that relate to maximising student learning outcomes in the 21st century. We trust that the ideas presented here will inform debate on learning and teaching now and in the future.

References

Marzano, R.J., & Pickering, D.J. (1997). *Dimensions of Learning: Teacher's manual, 2nd edition.* Aurora, CO: McREL

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