

# Activities

## Uses for the LAMS Activities

The LAMS activities are grouped into four categories of learning.



### Informative Activities

These tools provide Learners with information, or allow them to share information with others.

#### Informative Activities

- **laimsc11** — The Common Cartridge tool allows sequence authors to use **IMS Common Cartridge** packages as well as **IMS Basic LTI** as content in their sequences.
- **lapixl10** — **Pixlr** is a powerful online flash-based image editor that can be included as a LAMS activity. The editor has powerful image creation and editing features, and the interface will be familiar to anyone who has used Paint, or more advanced editors like Photoshop or GIMP.
- **latask10** — The **Tasklist activity** allows authors to create a series of tasks which are marked off as completed by Learners. Each individual task may be compulsory or not, or require the completion of other tasks to become available.
- **larsrc11** — This tool allows teachers to add content into a sequence, such as URL hyperlinks, zipped websites, individual files (Adobe PDF's, Powerpoints, Flash Files) and even complete learning objects.
- **laimag10** — The **Image Gallery** tool allows authors and learners to upload a series of image to LAMS and review and rate them.
- **lanb11** — The **Noticeboard Activity** provides a simple way of providing information and content to the learners. The activity can display text, images, links and other HTML content.

The Noticeboard in LAMS 2.0 supersedes both the *Noticeboard* and *HTML Noticeboard* tools from LAMS 1.0.

- **lasprd10** — The **Spreadsheet Activity** allows a sequence author to provide data in a spreadsheet format to Learners. Learners can then perform their own calculations on and manipulations of the data.

### Assessment Activities

Assessment tools provide a fast and efficient way of collecting Learners responses to a topic.

#### Assessment Activities

- **laasse10** — The Assessment tool allows sequence authors to create a series of questions with a high degree flexibility in total weighting. In future revisions, the tool will interface with a 'question bank' allowing the author to automatically create randomised questions for learners.
- **lasbmt11** — The **Submit Files Activity** allows learners to submit one or more files to the LAMS server for review by a teacher. The teacher can then input grades into the system based on these files, which can then be viewed by the learners.

- **lamc11** — The **Multiple Choice** activity allows teachers to create simple automated assessment questions, including multiple choice and true/false questions. These questions can be used for summative assessment with scores, or formative assessment with feedback.

## Collaborative Activities

Collaborative tools involve Learners working together to achieve learning outcomes.

### Collaborative Activities

- **labbb10** — The **Web Conferencing Activity** provides a simple way to integrate **Big Blue Button** web conferences into a LAMS sequence.  
Web Conferencing is a web service that provides document, whiteboard and desktop sharing through a browser environment, which means that there is no software to download for attendees.
- **lagmap10** — The **Google Maps** activity allows sequence Authors to create maps or satellite images with annotated place markers. During the running of the activity, Learners can add their own markers to the map and view markers placed by other learners.
- **lafum11** — The **Forum Activity** provides an asynchronous discussion environment for learners, with discussion threads initially created by the teacher.
- **laddim10** — The **Dimdim Activity** provides a simple way to integrate Dimdim web conferences into a LAMS sequence.  
Dimdim is a web service that provides document, whiteboard and desktop sharing through a browser environment, which means that there is no software to download for attendees.
- **lachat11** — The **Chat Activity** runs a live (synchronous) discussion for learners. This is similar to *Instant Messaging* (IM) software that most learners will be familiar with.
- **lascrib11** — The **Scribe Activity** is, by default, not enabled as a stand-alone activity, but is used in 'dual-screen' roles, such as with a **Chat, Forum** or **Submit Files** activity. It allows a group of Learners to collaborate and create a written report with one Learner as the 'Scribe,' or Writer for the report.
- **lawook10** —
- **lawiki10** — The **Wiki Tool** allows for authors to create content pages that can link to each other and, optionally, allow Learners to make collaborative edits to the content provided.

## Reflective Activities

The most powerful aspect of LAMS, these tools 'capture' learning from the Learners themselves.

### Reflective Activities

- **lamind10** — The new Mindmap activity allows Teachers and Learners to create, edit and view mindmaps in the LAMS environment.
- **ladaco10** — The **Data Collection tool** allows Authors to create database style lists for Learners to populate.
- **lasurv11** — The **Survey Tool** is similar to **Multiple Choice**, in that it presents learners with a number of questions for responses. However, unlike Multiple Choice there are no right or wrong answers - the system just collates all answers for analysis by the teacher in the monitoring area.
- **laqa11** — The **Question and Answer Activity** allows teachers to pose a question or questions to learners individually, and after they have entered their response, to see the responses of all their peers presented on a single answer screen.
- **lantbk11** — The **Notebook Activity** is a tool for learners to record their thoughts during a sequence.
- **lavote11** — The **Voting Activity** allows teachers to provide learners with a list of options to "Vote" on.
- **lavidr10** — The **LAMS Video Recorder** tool allows authors to record instructions for their learners and embed them into a sequence.
  - The **Notebook** activity is doubly powerful, as it can be added to the end of specific activity.
  - **Survey** and **Voting** can be used to create a 'double reflection'; Learners first provide their own reflective responses, and can then reflect on trends and patterns in the cumulative data.