

JIME Special Issue: Advances in Learning Design

Colin Tattersall, Rob Koper

This special issue of the Journal of Interactive Media in Education centres around the book [Learning Design: A Handbook on Modelling and Delivering Networked Education and Training](#), from Springer-Verlag. The book was conceived towards the end of 2003, written in 2004 and published in February 2005, the same period in which UNFOLD, a European Commission 6th Framework Support Project, was being established. These two impulses have helped spark a range of new work in various countries and with a variety of different perspectives on both learning design and Learning Design (the distinction between these two terms is explained in the Preface to the book, available as part of this special issue).

The 16 articles in this special issue include contributions from France, Germany, Canada, the UK, Cuba, the Netherlands and Spain and cover topics such as the design of LD tools (editors and players), the role of ontologies and patterns in learning design, introducing LD in institutions and using LD with other specifications. Fifteen of the book's chapters have associated articles; the sixteenth contribution to the special issue has a wider scope, touching on many aspects of the book. It records the results of a discussion involving 'teacher-developers' in the Moodle community and examining what it might mean to use IMS Learning Design together with the open source course management system Moodle.

The nature of the contributions varies from those describing completed work or providing new insights to those describing the first steps in ongoing research. In all cases, the articles are intended to provoke discussion in the e-learning community, and we invite your comments in the forums provided with the articles.

We hope you find the contributions stimulating and helpful, and that they encourage reflection on the use of learning design and Learning Design in your own context.

Colin Tattersall & Rob Koper

Special Issue Editors

Commentaries:

All JIME articles are published with links to a commentaries area, which includes part of the article's original review debate. Readers are invited to make use of this resource, and to add their own commentaries. The authors, reviewers, and anyone else who has 'subscribed' to this article via the website will receive e-mail copies of your postings.

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