

University of the Highlands and Islands
Oilthigh na Gàidhealtachd agus nan Eilean

Exploring a Design Framework to Engage Staff in Active and Creative use of the VLE


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Scot-BUG – Perth College UHI – 12th June 2015


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Overview


- Development of the 3E Framework
- Applications and adaptations
- Direct alignment to engagement with VLE
- A couple of questions




Development of the 3E Framework



The TESEP project




Tesep
University of the Highlands and Islands
Perth College
NAPIER UNIVERSITY



The 3E Approach

Enhance	Extend	Empower
Simple adjustments to teaching practice that give more responsibility to learner	New and further developed opportunities that require learner to make key decisions about how and what they learn	Teaching is re-designed to ensure that learners needs and interests drive the learning experience
The active learner	The engaged learner	The autonomous learner
Peer support opportunities		Collaborative practice
Comparable kinds of tasks as they might be implemented at each stage		
Online problem forums improve tutor/peer support	Student-led online seminars	Online discussion tasks generate rather than complement core content
Links to relevant online case studies for students to explore	Students source and debate their own case studies online	Students produce an online case study on a chosen topic
Classroom lessons involve group break-out tasks for investigating key issues	Classroom lessons are alternated with weekly research and report tasks	A problem-based project provides the focus for learning from the outset




3E Framework

Enhance	Extend	Empower
Adopting technology in simple and effective ways to actively support students and increase their activity and self-responsibility	Further use of technology that facilitates key aspects of students' individual and collaborative learning and assessment through increasing their choice and control	Developed use of technology that requires higher order individual and collaborative learning that reflects how knowledge is created and used in the professional environment.

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- Essays
- Groupwork and groupwork management
- Lectures
- Tutorials (preparation and participation)
- Seminar participation
 - Enhance: Provide a discussion board for students to post/discuss more equal engagement in seminars have students work in pairs or small groups to follow-up comments (queries, issues that are still not clear) to that week's seminar to be grouped to produce a summary of that week's seminar to be posted online, perhaps with a follow-up question to be tackled
 - Extend: by having students take turns (in pairs or small groups) to produce a summary of that week's seminar to be posted online, perhaps with a prepared topic and approach
 - Empower: Design and lead online seminars for particular units, with guidance from tutor on their planned topic and approach
- Making teaching more interactive



Benchmarking good practice

Enhance	Extend	Empower
Adopting technology in simple and effective ways to actively support students and increase their activity and self-responsibility	Further use of technology that facilitates key aspects of students' individual and collaborative learning and assessment through increasing their choice and control	Developed use of technology that requires higher order individual and collaborative learning that reflects how knowledge is created and used in the professional environment

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Level 7 (first year undergraduate modules)
EL5E7152 Foundation Mathematics Undergraduate module
HIS07103 The Community Context of Youth Work Undergraduate module
LANG7105 Pre-Intermediate English 1 Undergraduate module
HIS07115 Recording Studio Theory and Practice 1 Undergraduate module

Enhance	Extend	Empower
Practical and technical issues that students are put into groups for a practical task or for students to ask course-related and subject-specific questions that can be answered by the tutor or by peers.	Recording group	The recording has then to be submitted to the U.S. and peer feedback will with regard to the technical used and content of the recording.

PSY07100 Individual Differences 1
Undergraduate module
(reimagined based on how this module could be redesigned)



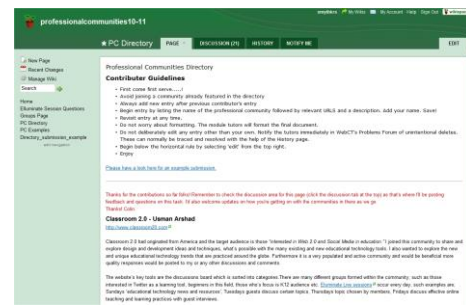
Enhance - Collaborative content creation



Extend - Student led seminars



Empower - Joining professional communities



Empower - cross-cohort online learning



Global Issues in Nursing module providing an internationalised learning experience (courtesy Dr Karen Strickland from RGU)



Embedding at Edinburgh Napier 2012/13


Introduced in tandem with move to new VLE	'3E' learning and teaching awards
MSc Blended and Online Education	Staff development




Applications and adaptations



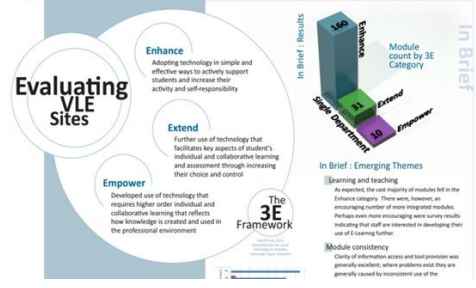
Redesign of schools curricula



Ενίσχυση	Επέκταση	Ενδυνάμωση
Υποβλήθηκε της τεχνολογία σε απλά και αποτελεσματικούς τρόπους για να στήριξη ενήλικους φοιτητές και να αυξήσει τη δραστηριότητά τους και την αυτο-εύρεση.	Παρατήρησα χρήση της τεχνολογίας που διακοσμήσε τις βασικές πτυχές της σωματικής και τη συνεργαστική μάθηση και την αβελόνηση των μαθητών μέσω της αίσθησης των σπινθηρών και των έλλογών τους.	Ανάπτυξη χρήση της τεχνολογίας που απαιτεί ανεξάρτητη σωματική και τη συνεργαστική μάθηση που αντικατοπτρίζει το πως η γνώση δημιουργείται και χρησιμοποιείται στο επαγγελματικό περιβάλλον.



Evaluating institutional TEL provision



Enhance
Adopting technology in simple and effective ways to actively support students and increase their activity and self-responsibility

Extend
Further use of technology that facilitates key aspects of student's individual and collaborative learning and assessment through increasing their choice and control


Empower
Developed use of technology that requires higher order individual and collaborative learning that reflects how knowledge is created and used in the professional environment

The 3E Framework

In Brief: Results
166 Enhance
31 Extend
19 Empower
Module count by 3E Category

In Brief: Emerging Themes
Learning and teaching
As reported, the vast majority of modules fell in the Enhance category. There were, however, an encouraging number of more integrated modules. Perhaps even more encouraging were survey results indicating that staff are interested in developing their use of E-Learning further.

Module consistency
Quality of information access and tool provision was generally excellent, where problems exist they are generally caused by inconsistent use of the



Providing common language




HELP
E-LEARNING SUPPORT FROM THE LEARNING TECHNOLOGIES TEAM AT EDINBURGH UNIVERSITY

Home Staff Students Getting Started 2013 Upgrade Student Services


3e Framework

When bringing together this documentation, we need a simple method to help staff and students gets the best out of it. We want this site to go beyond a simple set of steps (inopes). We hope these articles will help you reflect and consider how using these techniques and approaches could change your learning and teaching.

We decided to use a framework. There are lots of these around. After some consideration, we have adopted the 3e framework, which was originally developed at Edinburgh Napier University and generously released under a Creative Commons agreement – see their website. This provides a continuum for using technology to effectively support learning, teaching and assessment across disciplines and levels of study.



Institutional strategy



Technology Enhanced Learning Quality Framework 2012-15

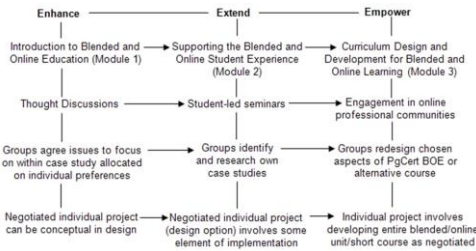
York St John University

MARJON

Framework for the enhanced use of technology in learning & teaching




Postgraduate programme design



Enhance	Extend	Empower
Introduction to Blended and Online Education (Module 1)	Supporting the Blended and Online Student Experience (Module 2)	Curriculum Design and Development for Blended and Online Learning (Module 3)
Thought Discussions	Student-led seminars	Engagement in online professional communities
Groups agree issues to focus on within case study allocated on individual preferences	Groups identify and research own case studies	Groups redesign chosen aspects of PgCert BOE or alternative course
Negotiated individual project can be conceptual in design	Negotiated individual project (design option) involves some element of implementation	Individual project involves developing entire blended/online unit/short course as negotiated

Pg Cert Blended and Online Education (Edinburgh Napier)



Direct alignment to engagement with VLE



Embedded guidance in the VLE at YSJ

Moodle Activities and the 3E Framework

by [Sally Bentley](#) [View profile](#)

When you create an activity within Moodle now, you should see some additional guidance and support that references the Technology Enhanced Learning Quality Framework. We have edited the Moodle help information (see below) so it now provides ideas on how to deploy that activity based on a tried and tested Enhance-Extend-Empower continuum. Several of the examples are currently being used on a credit bearing module delivered here at York St John University.



The web page module enables contributors to edit and create their pages. Users can be collaborative, with anyone being able to edit a page, unless someone has their permissions set to the contrary.

Activity of previous versions of Moodle in the area is used, but the table made by each participant.

Below is an example of how the site acts, can be used in conjunction with the 3E element of the TQL Quality Framework.

- Enhance** - Create a module management responsibility to students.
- Extend** - Create a module with our student groups to use requirements from their knowledge of the site with a commitment to the framework.
- Empower** - Give students work in groups to create and manage a web page responsible for learning and preparation for a group work project.



Design tools at NMIT

Find your way around >

First thing - make a plan

This section provides guidance on what NMIT Online can do to support blended learning and how to create a plan. The first thing to do is contact the Flexible Learning Team (FLT) to introduce yourself and start to work out what you want to achieve for your students. NMIT is using the 3E Framework to help staff understand how to use digital technologies to enhance student learning.

3E Framework - Examples of using technologies to enhance, extend and empower students. Looking for some quick examples of how you can apply the use of technology tools to support your teaching approach? Check out the 3E Framework support site.

3E Inquiry Project Template [View](#)

3Es Activity Improvement Planning Template [View](#)

Use the 3E Framework to create an action plan on extending your use of technology to empower your students.

Moodle Tool Guide for Teachers

Use Blooms taxonomy to show which tools in Moodle support the types of information sharing or learning activities you may want to use.

[General Videos - Moodle 2](#)



Screencasts at DCU

Interested in Collaborating on Moodle 2

MAR 25 [Posted by markahms](#)

Everybody connected in some way or another with Moodle is aware that the system has undergone significant changes when it moved from Moodle 1.9 to Moodle 2. Some institutions are lucky to have significant resources at their disposal to cope with these changes – other institutions are not so lucky. Most of us have built up our training and support resources over a number of years. But the advent of Moodle 2 has put everybody onto the same starting point. To that end I have a suggestion for the open source nature of Moodle.

We can potential share training resources i.e. training manuals and screencasts. In theory this level of collaboration is great, in practice though, there can be a great deal of difference between two different Moodle instances so my instructions on how to do x,y, or z is not applicable to your institution. That said, I do feel sharing instructional resources is a very useful idea and potentially a great starting point for collaboration between two or more institutions. However I have a specific suggestion on how to collaborate through Moodle.

I would like to collaborate on Moodle 2 orientated around an initiative led by Napier University in Scotland. This initiative is referred to as the 3E framework. The framework is based on an Enhance-Extend-Empower continuum. This was developed, with illustrative simple-but-effective examples that might be incorporated as a minimum (Baseline), through to use of technology that give students more responsibility for key aspects of their learning (Extend), and to underpin more sophisticated, authentic activities that reflect the professional environments for which they are preparing (Empower).



Further info and examples

<http://3education.org/>



Questions

What tools or frameworks help staff make informed choices about how to use Blackboard at your institution?

Could the 3E Framework – or some adaption of it – have some practical value in your own institutional context?

Is there an opportunity for Scot-BUG or wider Blackboard community to collaborate around the 3EF?



A few references

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