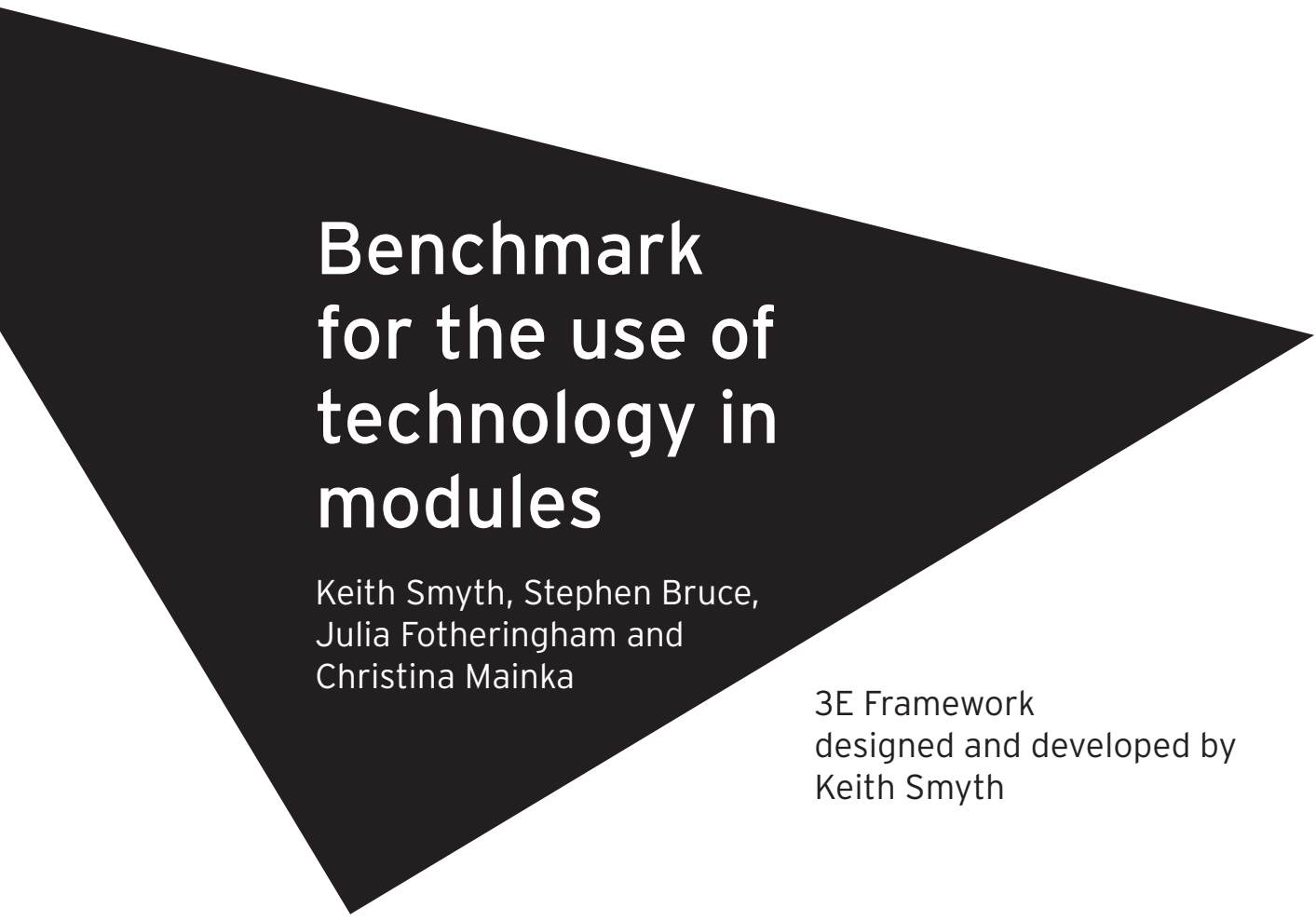


Benchmark for the use of technology in modules

Keith Smyth, Stephen Bruce,
Julia Fotheringham and
Christina Mainka

3E Framework
designed and developed by
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Benchmark for the use of technology in modules

1. Introduction

The purpose of this short guide is to assist staff to meaningfully incorporate technology into the learning and teaching approach of their modules, and to meet the new benchmark approved by the University LTA Committee which is to:

To make active use of technology to meaningfully enhance the learning, teaching and assessment experience across all modules.

This guide provides:

- The 3E Framework to support the meaningful incorporation of technology into learning, teaching and assessment by providing illustrative and real examples
- a set of practical considerations for the implementation of technology
- a point of reference to promote a shared ethos around the incorporation of technology into learning, teaching and assessment across the University

2. Overview of 3E Framework

To assist staff with the practical implementation, a 3E Framework based on an *Enhance-Extend-Empower* continuum has been developed, with illustrative simple-but-effective examples that might be **incorporated as a minimum (Enhance)**, through to uses 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*).

For those staff already using technology at the minimum Enhance level, then further developing practice at the Extend and Empower levels, where appropriate and desired, may be a natural progression. As an example, a possible application of the 3E Framework for encouraging early engagement in key concepts is provided below:

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
Encouraging early engagement in key concepts		
Have students take turns in defining one or two key terms or concepts for each week for inclusion in an online class glossary (e.g. in a wiki)	Have students work in pairs to create an online guide to a particular topic (e.g. a 'scavenger hunt' of places on the web for peers to explore)	The use of online resources (collaborative spaces, links to readings, video clips) that students can use in case and problem based learning tasks

3. Background and strategic alignment

For a number of years the University has pro-actively developed and promoted technology-enhanced learning (TEL), and beyond the well-established Virtual Learning Environment (VLE) a rich range of new and currently emerging technologies are being effectively used to support learning in classroom, blended and online contexts. While predominately used in our undergraduate provision, TEL is increasingly effective in supporting postgraduate programmes and in widening the university's reach into new markets of CPD and work-based learning. TEL has also become a key mechanism for meeting students' wider academic and support needs, particularly around articulation and induction activities to support the University's widening access agenda, and in improving support for students out on placement.

Feedback from the 2009 MLE Evaluation highlighted that Edinburgh Napier students expect all their modules to be supported online, and that they value a balance of face to face contact with online interaction. While few modules or programmes can be taught fully online, an underlying principle of the benchmark is that all modules can adopt technology to benefit some aspect of the learning, teaching and assessment experience. This could involve the use of technology to:

- free up time for face-to-face contact
- allow students to study at times which are most conducive to their learning
- provide opportunities for self-testing to reinforce factual knowledge
- facilitate the collection of and feedback on assignments
- encourage peer support and greater participation from all students
- enable effective learning within and across different groups of learners, in learning from guest experts, and engaging with relevant professional groups

- foster the development of key skills and attributes including collaborative skill, autonomous learning ability, and digital literacy

The benchmark builds on the previous minimum administrative online presence, by promoting the active use of technology in modules. In this respect it aligns directly with the [University's Academic Strategy](#) which states the need to focus on “*promoting the assumption that technology-supported learning and teaching has progressed beyond the stage of being considered as a ‘special’ method and has become an accepted norm for all staff.* In addition TEL has an important role in supporting the [University's LTA Strategy](#), and has particular relevance for key statements such as *student learning being at the heart of what we do, our teaching being pedagogically informed, and ensuring that feedback supports effective learning.*

4. The 3E Framework explained

Recognising the iterative nature of adopting technology, the 3E Framework is based on a tried and tested *Enhance-Extend-Empower* continuum for using technology to effectively support learning, teaching and assessment across disciplines and levels of study. The three broad stages within the continuum are:

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 students' 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 reflect how knowledge is created and used in professional environments*

Within the 3E Framework, a *small blends* approach is suggested as the starting point for making active use of technology in modules. At a **minimum**, this should involve identifying two or more straightforward interventions at the **Enhance** level that need only require a modest workload to implement, and which facilitates the active engagement of students throughout the trimester.

The 3E Framework comprises illustrative examples for a range of LTA activities that might be incorporated as a minimum (to *Enhance*), and which advances the use of technology to underpin more sophisticated learning, teaching and assessment activities (at *Extend* and *Empower* levels) where desired and appropriate.

In using the 3E Framework, staff are directed towards the illustrative and real examples in Sections 7 and 8, and the LTA Resource Bank (see Footnote 1) which has searchable 3E categories. In considering how they might adopt or adapt similar approaches within the context of their own modules, staff should also consider the further support available to them as outlined in Section 6.

In considering the 3E Framework, and what it generally indicates about the kinds of changes to learning, teaching and assessment practice that can be effectively supported through technology, the following points should be kept in mind:

1. Although the 3E levels can be seen as a continuum of change in technology-enhanced learning and teaching practice, they should not be viewed as mutually exclusive. In any single module context, there may be a range of learning tasks and activities that align with any of the three levels within the Framework.
2. Similarly, although the 3E Framework is most likely to be applied within a modular context, it can equally be applied at programme level where common technology-enhanced approaches are used across modules, or to support a progression to more advanced learning across as programme stages.
3. In being part of a continuum the 3E levels are not clearly distinct categories, and it is to be expected that some technology-enhanced activities will blur the boundaries between one level and another. This point perhaps applies particularly at the Enhance and Extend levels, and maybe less so at Empower.
4. Where students are likely to be largely unfamiliar with the subject matter then activities at primarily the Enhance level are going to be most appropriate. Similarly for new undergraduates a balance towards predominantly Enhance level activities will be more appropriate
5. Enhance activities can work well in any subject at any level of study. In encouraging the development of learner autonomy and other key graduate attributes required in the workplace then an increase in Extend and especially Empower activities would be more appropriate.
6. The 3E Framework does not promote the Empower level as an ideal, and an important part of the approach is that tutors and their students will start from (and may end up at) different points on the 3E continuum in terms of applying and using technology in a particular learning, teaching and assessment context.
7. If the tutor is doing a lot of work at the Extend level, then aiming for the Empower level in some aspects of what they do would be very worthwhile. However, if a tutor wants to begin by Enhancing several aspects of what they already do, then this is an equally valuable step in the adoption of technology-enhanced learning.
8. Classroom to fully online? Although Enhance represents simple adjustments to existing practice, and Extend a more purposively blended approach, Empower does not imply fully online. Although practice at the Empower level could result in fully online courses, this is not the intended end-point for the use of technology in learning, teaching and assessment *except* where fully online provision is being purposefully developed at advanced levels of study.

9. As students transition along the 3E continuum the tutor is relinquishing more control and responsibility to their learners. While this brings benefits, it can take adjusting to and requires the tutor to be comfortable with assuming a facilitating role or, for some kinds of activities, a co-learning role (e.g. student-led seminars).

5. Practical considerations for implementing technology

Regardless of mode of delivery, the principles underpinning designing effective approaches to learning, teaching and assessment are the same. However, there are several key additional issues to consider when developing blended and online activities and resources. These apply whether your aim is to enhance aspects of what you do in the classroom, or to enable predominantly or fully online learning.

- **Start small.** If you are completely new to using technology in your teaching, there are simple ways in which to *Enhance* your module while becoming familiar with online tools before incorporating them more fully into your teaching. For example, begin by using an asynchronous discussion as an online problems forum before moving on to moderating a subject-related discussion.
- **Consider who your students are.** If they are new to HE, will they have the skills to work effectively in blended and online contexts, and be able to cope with aspects of your module that you *Extend* or *Empower* through the use of technology? If they are distance students, what interaction might they want from an online course? What IT skills might they have, and what equipment will they need access to?
- **Consider your subject before the technology.** What are your students to learn, and how might technology support this? If critical understanding is important, might you *Extend* or *Empower* your module through use of discussion forums or blogs to offer a more reflective exchange of views? For the coursework they are undertaking, would your students benefit from having a rich range of resources 'up front' (for example to support problem-based learning activities), or having shared online working spaces (e.g. wikis)?
- **Make online learning purposeful.** Provide students with a need to use online resources such as having continuous coursework that requires students to engage with subject resources and with each other online, over the duration of a course. Ensure students understand their own responsibilities as learners, and are aware of the benefits of self-paced, autonomous or collaborative learning, and the importance of time management.
- **Highlight the benefits of tasks which are using technology.** Students are more likely to participate when they understand your rationale and how their learning experience will be improved. For example, if you are *Enhancing* your module with online self-tests, describe the subject coverage and how they relate to the overall module assessment. If *Extending* a group work activity using wikis, explain how wikis make individual contributions transparent and can be used in promoting a fairer approach to assessment of group projects.

- **Provide relevant supplementary resources.** Modules *Enhanced* with a glossary and links to further reading can help students try and resolve any difficulty in understanding at the point it occurs, and can place the core subject matter in a wider context for those who wish to explore this.
- **Foster a distance learning community.** Modules that are offered predominantly or fully online must have regular opportunities for online communication and collaboration between students to enhance learning, reduce isolation, and help ensure retention. In addition consider creating an informal discussion area ('chatterbox', 'teatime') for students to socialise online throughout the term.
- **Provide a secure assessment process.** If you are accepting the electronic submission of coursework, considering using the feature for this within the VLE, as this will automatically verify submission to the student and ensure work is collected at a central point. Regardless of how coursework is submitted, there should be some means of confirming its safe receipt.
- **Consider a range of assessed activities.** There are a wide range of assessed online activities that can *Extend* and offer *Empowered* learning opportunities to complement face- to-face lectures and seminars. Examples include; peer assessment of student publications, reflective learning journals, collaborative projects, portfolios, student-created tests and graded discussion participation.
- **Consider your own role.** Students should be aware of how frequently you will update resources and be available to provide online support. Ensure you monitor student engagement, and follow up absent students privately via e-mail for support. Participate in professional development seminars and workshops on online teaching and learning in order to gain and improve technical and pedagogical skills and to become aware of emerging technologies.
- **Provide appropriate orientation.** In advance of formal teaching, ensure your students are provided with an opportunity to familiarise themselves with the online learning environment. In advance of a summative objective test for example, provide a sample quiz to allow students to become familiar with the test format and identify any technical issues. Provide links to online study skills guidance for students, including online communication protocols.
- **Ensure just-in-time guidance is available.** This could take the form of explicit task-related pointers and instructions embedded within the online environment itself, and serve as additional guidance that is offered at the point in time it is most relevant. For example, use the online announcements tool remind of current activities, and provide timely feedback to student queries.

6. Further Support

There are a number of sources of further support available for embedding technology into your learning, teaching and assessment practice, and these are a combination of contacts for one-to-one support, staff development events, and online resources.

- The Edinburgh Napier publication *Pedagogy and Learning Technology: a Practical Guide* (revised 2010) provides practical tips, advice and reusable examples covering a wide range of technology-enhanced learning, teaching and assessment approaches. The PALT guide has previously been distributed across the University and copies of the revised guide are available from the Office of the Vice Principal (Academic). A PDF copy of the PALT guide including links to the themed Units is available at <http://staff.napier.ac.uk/services/academicdevelopment/LTApractice/TEL/Pages/PALTguide.aspx>
- The [Professional Development Programme](#) includes a *Technology-enhanced Learning* strand that offers a range of seminars and hands-on workshops, and short online courses. This includes events that are focused around working with the 3E Framework and from session 2011/12 all TEL events in the programme will explore applications of the 3E Framework.
- The Academic Development Advisors within the OVP (Academic) offer tailored development and support to meet the particular needs and priorities identified by faculties, schools, subject areas and individuals.
- The University's [MSc Blended and Online Education](#) is a fully online, part-time accredited programme for lecturers and other education-related professionals who wish to learn about using blended and online approaches in their own teaching and student support activities, or to take what they are already doing even further. Edinburgh Napier staff, as well external participants from School, FE, and HE sectors can study the MSc BOE, and a small number of sponsored places are available for Edinburgh Napier staff. The 3E Framework is studied within key aspects of the MSc BOE.
- A number of Schools have academics in **Online Learning Advocate** roles to provide local support and advice in technology-enhanced learning, while every Faculty has staff being sponsored to complete the Pg Cert element of the MSc BOE to help disseminate and support good practice within their area.
- The University Learning, Teaching and Assessment Strategy is supported by an online [LTA Resource Bank](#) consisting of a wide range of learning, teaching and assessment resources, case studies, exemplars, guidance, many of which relate to technology-enhanced learning including the 3E Framework.

- The **3E section of the Transform website** developed by the TESEP project has a range of resources relating to the 3E Framework in original form (as the 3E Approach) http://www2.napier.ac.uk/transform/rethinking_tl_2.htm, including a video case study. In addition the series of Practitioner Case Studies available elsewhere on the site provide further examples of how those involved in the TESEP project worked enhanced their own modules through adopting the 3E Framework in various ways.

7. The 3E Framework with illustrative examples

The 3E Framework and associated guidance was originally developed in the context of the [TESEP Project](#)¹ as a means for thinking about and introducing technology-enhanced opportunities for increasing student autonomy in the redesign of courses. The Academic Strategy recommends that the TESEP principles should continue to inform teaching and learning in the University, and the 3E Framework itself has been adapted by the University for use in the module approval process (see [Module Descriptor Guidance Notes](#)).

The 3E Framework below provides illustrative examples for a range of common LTA activities. Many of the activity categories match those in the [LTA Resource Bank](#), and work is ongoing to map the LTA Resource Bank case studies to the Framework.

LTA Activity	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
Essays	Create a series of short weekly announcements (e.g. using the VLE pop-up announcement tool) that tell students where you expect them to be in the essay research/writing process by the end of that week	Create a short 4 or 5 item self-test quiz on a particular topic that 'releases' an example of a good essay on successful completion Provide online spaces for formative tutor and peer review of drafts	Have students engage critically and directly with the public knowledge base in their area by having them write accurate scholarly pieces for online resources like Wikipedia
Groupwork and groupwork management	Make the group working more manageable and 'visible' by having each group post a weekly update of progress to a private discussion board visible to the group and tutor	Consider the use of wikis for the authoring of group reports to aid version control, provide a space for formative feedback and to see the pattern of individual contributions	Use wikis and other online spaces to allow peer review and assessment of group reports (e.g. reviewing a report online, then completing a peer review survey in the VLE)

¹ Including the section on the 3E Approach at http://www2.napier.ac.uk/transform/rethinking_tl_2.htm

LTA Activity	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
Lectures	Provide skeleton notes online for students to explore ahead of the next class, and to assist with their note taking in the lecture itself	Have students work individually or in small groups to prepare a mini presentation slot on a particular topic as part of a lecture	Provide skeleton lecture slides for small groups of more advanced students to research and complete as the basis for a lecture they facilitate or co-facilitate for students at earlier stages
Tutorials (preparation and participation)	Provide links to online case studies for students to explore ahead of discussion in class	Have students work individually or in pairs in sourcing relevant case studies to be shared online (via a discussion board, wiki, or social bookmarking') prior to a tutorial	Have students work individually or in small groups to produce a online case study on an allocated topic to be presented and discussed in class and within the VLE
Seminar participation	Provide a discussion board for students to post follow-up comments (queries, issues that are still not clear) to that week's seminar to be picked up during first part of the next week's lecture	Encourage more equal engagement in seminars 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 follow-up question to be tackled	Have students work in pairs or small groups to design and lead online seminars for particular units, with guidance from tutor on their proposed topic and approach
Making teaching more interactive	Use copyright cleared online video and multimedia clips to reinforce points and examples in class	Bring guest experts into discussion forums or live virtual classrooms	Have groups of students to make short audio or video recordings relating to the main topics to be covered
Supporting large cohorts	Direct students to use 'problems forums' to handle any general questions about the subject matter or coursework, so that the tutors answers to common questions are there for all to see and to encourage peer support in large groups	Online spaces are used to bring more experienced peers into the cohort as part of a student mentoring arrangement	Where possible use online tools and spaces to support creative and authentic projects that drive collaborative learning from the outset, thus reducing the reliance on teacher-led instruction in large groups

LTA Activity	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
Student evaluation and student-staff liaison	Use the online version of the module feedback survey perhaps with the inclusion of 'feed forward' questions that can be used to provide additional online guidance for future cohorts	Use an asynchronous discussion board (anonymised or not) to allow students to reflect on and articulate views on the effectiveness of module delivery and ask questions that 'link forward' to what comes next	SSLC runs through a more open and visible means for participation with a collaborative online area where agendas and minutes can be shared and questions raised in advance, and where a tool like Elluminate can allow remote participation in meetings
Self-testing	Use short online MC-style self-tests to allow students to gauge their understanding of key terms and concepts	Link self-tests to the release of different sections of material including model answers to common questions or the 'tutors view' on complex or contentious issues	Have students collaborate in designing online self-tests that can be reused with future cohorts
Encouraging timely engagement in key concepts	Have students take turns in defining one or two key terms or concepts for each week for inclusion in an online class glossary (e.g. in a wiki)	Have students work in pairs to create an online guide to a particular topic (for example a 'scavenger hunt' of places on the web for their peers to explore)	The use of online resources (collaborative spaces, links to readings, reports and video clips) that students can use in case and problem based learning tasks
Supporting engagement with guest experts and in relevant professional communities	Provide links to the websites of relevant professional groups and the private websites or blogs of noted experts in the field for exploration online and as part of class activities	Online guest expert sessions are constructed by the participants themselves who collectively determine questions to be asked and discussed	Participants find, engage in, and report back on relevant online supported professional communities that could support continued CPD post-graduation (and in doing so create an online directory of groups and communities e.g. in wiki)

LTA Activity	Enhance	Extend	Empower
<p>Work-based learning</p>	<p>Adopting technology in simple and effective ways to actively support students and increase their activity and self-responsibility</p> <p>Provide online work-based learning tips and guidance for those new out on placement, including a discussion board where general questions can be handled</p> <p>Help maintain social connections and support amongst students on placement through setting up a Twitter group or #tag for the cohort</p>	<p>Further use of technology that facilitates key aspects of students' individual and collaborative learning and assessment through increasing their choice and control</p> <p>Hold weekly or fortnightly work-based learning meet-up sessions via Elluminate or similar real-time tool. Consider students taking turns to share their work and lessons learned from their placements</p>	<p>Developed use of technology that requires higher order individual and collaborative learning that reflects how knowledge is created and used in the professional environment</p> <p>Consider technology-supported forms of assessment that will allow students to engage with the academic side of their work placement as an integrated part of the experience (e.g. maintaining a reflective blog that leads in the development of a final report, documentary, or Patchwork Text).</p>
<p>Preparing for and undertaking laboratory and field work</p>	<p>Provide links to video or narrated visual tutorials of safe laboratory and field work procedure as a means to prepare effectively. Consider linking these to a short online self-test to help students gauge their readiness for practice</p>	<p>Make lab and field work more engaging through the use of mobile applications including: QR codes for 'point of use' information and explanation of equipment and field samples; personal technologies such as cameras, video and mobile phones to record lab and field work; applications which employ 'pin drop' features to record locations; and the use of Geocaching to provide a structure and focus to field activities</p>	<p>Have students work in small groups to prepare a 'virtual field trip' or 'virtual lab tour' that will bring together a range of relevant resources (e.g. documents, websites, video clips) that can be assessed as an output of their lab or field work and used as a learning artefact for future students on the same module</p>

LTA Activity	Enhance	Extend	Empower
<p>Supporting transition and articulation</p>	<p>Adopting technology in simple and effective ways to actively support students and increase their activity and self-responsibility</p> <p>Provide incoming direct entrants and international students with links to pre-arrival information and resources about the institution and studying in HE, and to information about the course itself. Feature wherever possible the voices of students who have successfully made the transition</p> <p>For useful Edinburgh Napier resources in this general area see: http://college2uni.podbean.com/ http://www2.napier.ac.uk/getready/ http://www2.napier.ac.uk/SPICE/</p>	<p>Further use of technology that facilitates key aspects of students' individual and collaborative learning and assessment through increasing their choice and control</p> <p>Allow direct entrants to have online access (pre-arrival and/or on arrival) to lecture materials, online readings, and online discussions from core modules that ran in the year(s) before their entry to the programme</p>	<p>Developed use of technology that requires higher order individual and collaborative learning that reflects how knowledge is created and used in the professional environment</p> <p>Provide new students including direct entrants with pre-entry access via online social network groups to the peers they will be studying alongside (see University of Bradford's Develop Me! Social network for a great example http://developme.ning.com/)</p> <p>Create formal learning opportunities between current students and those from FE that are on an articulation route for a named programme (e.g. by having FE HNC/HND students undertake joint online tasks including discussions with those in the cohort they will be joining)</p>

8. Edinburgh Napier Modules Mapped to the 3E Framework

Please find below a selection of undergraduate and postgraduate modules from across the University mapped to the 3E Framework, illustrating how activities at the Enhance, Extend and Empower levels are being used in practice across a range of subjects.

	Enhance	Extend	Empower
<p>Undergraduate modules</p>	<p>Adopting technology in simple and effective ways to actively support students and increase their activity and self-responsibility</p>	<p>Further use of technology that facilitates key aspects of students' individual and collaborative learning and assessment through increasing their choice and control</p>	<p>Developed use of technology that requires higher order individual and collaborative learning that reflects how knowledge is created and used in the professional environment</p>
<p>LNG07105 Pre-Intermediate English 1</p>	<p>Links to a teachers' resource bank are provided as part of the weekly directed learning activities</p> <p>Audio files from the BBC's 'World English' pages are also used for directed learning activities</p>		
<p>MUS07115 Recording Studio Theory and Practice 1</p>	<p>Problems and technical issues discussion topic set up for students to ask course-related and subject-specific questions that can be answered by the tutor or by peers</p>	<p>Students are put into groups for a practical recording project. The recording has then to be uploaded to the VLE and peer feedback left with regard to the techniques used and success of the recording</p>	
<p>PSY07100 Individual Differences 1 Mapping based on how this module could be redesigned</p>	<p>Each project group has their own discussion board where weekly progress updates against defined targets are posted (approximately 20-30 groups in large cohort of 120)</p>	<p>Wikis are used to support the development and writing of final group reports</p>	<p>Illuminate is used to facilitate real-time group meetings and support effective collaboration for mixed groups with members from a range of programmes that offer the module</p>

	Enhance	Extend	Empower
<p>Undergraduate modules</p>	<p>Adopting technology in simple and effective ways to actively support students and increase their activity and self-responsibility</p>	<p>Further use of technology that facilitates key aspects of students' individual and collaborative learning and assessment through increasing their choice and control</p>	<p>Developed use of technology that requires higher order individual and collaborative learning that reflects how knowledge is created and used in the professional environment</p>
<p>TSM08108 Conference Management (Distance Learning)</p>	<p>Component 1 of the module assessment comprises a portfolio of online activities, including quizzes, discussions and written reports. Quizzes and discussion boards are run using VLE tools. Reports are uploaded to the assignment dropbox</p> <p>The Announcements facility is used to remind students of deadlines, and to pass on any other module news</p> <p>The student gradebook facility is used to help students keep track of how their portfolio marks are contributing to their final C1 grade</p>	<p>Component 2 takes the form of a group activity, where they use a wiki to collaboratively create an event plan. They have free choice in how the wiki looks, and which destination they choose for their event</p>	
<p>LNG09105 Upper Intermediate English</p>	<p>Provision of web links on topics that feed into the weekly tutorials are explored in advance via the VLE</p>	<p>There is a current plan to explore extending this by requiring students to post evaluations of the tutor-provided web links and their own recommended links to the VLE and engage in reflection on the material</p>	
<p>MHN09103 Substance Misuse over the Lifespan</p>	<p>Provision of skeleton lecture notes in advance to aid preparation for and participation in lectures</p>	<p>Use of discussion board to share responsibility for the preparation of group work tasks including presentations</p>	

	Enhance	Extend	Empower
<p>Undergraduate modules</p>	<p>Adopting technology in simple and effective ways to actively support students and increase their activity and self-responsibility</p>	<p>Further use of technology that facilitates key aspects of students' individual and collaborative learning and assessment through increasing their choice and control</p>	<p>Developed use of technology that requires higher order individual and collaborative learning that reflects how knowledge is created and used in the professional environment</p>
<p>NMS09100 Principles of Research and Evidence Based Practice</p>	<p>Students are provided with an introductory screencast using Camtasia for each new unit</p> <p>Online theoretical content is interspersed with key learning activities where students are asked to draw upon their learning so far</p> <p>YouTube clips to relevant sources of were employed to add interest and inform students about research</p>	<p>Peer engagement in discussion boards and posting of questions to extend discussion allows students to shape the depth of learning</p> <p>Use of online discussion boards for students to share, question and provide peer feedback on current practice and reflections on theory and its application</p>	
<p>NMS09128/NMS11130 (combined UG/PG group) Therapeutic Options in Malignant Haematology</p>	<p>Open education materials for use in lectures are sourced from online charity websites which increases the students' ability to access educational resources in the future beyond the academic course</p> <p>Weekly office hours over Elluminate are used to provide real-time tutor support</p> <p>Academic Supervision space in journal format to gain quick feedback from tutors</p>	<p>Bookmarking site diigo used to collaboratively explore and appraise current literature base from critical and evidence-based practice perspectives</p> <p>Students have fixed discussion board activity and the ability to inform and drive the online discussion activities by highlighting current issues of interest through a designated discussion site, enabling the students to engage and focused professional issues</p>	<p>Building and supporting a professional development network through online CPD events for those currently in professional practice</p>

	Enhance	Extend	Empower
<p>Undergraduate modules</p>	<p>Adopting technology in simple and effective ways to actively support students and increase their activity and self-responsibility</p>	<p>Further use of technology that facilitates key aspects of students' individual and collaborative learning and assessment through increasing their choice and control</p>	<p>Developed use of technology that requires higher order individual and collaborative learning that reflects how knowledge is created and used in the professional environment</p>
<p>PSY09101 Work Psychology</p> <p>Mapping based on how this module could be redesigned</p>	<p>Groups of students are linked to external job holders. Each group is responsible for the identification of relevant literature that links that job role to the module topics (selection, stress, motivation and safety)</p>	<p>Job holders participate in class discussions. Students generate questions in advance online and the expert is invited to discuss their questions. Material is built up over the year for future re-use</p>	<p>Aspects of the jobs are analysed for theoretical material that students report on through an interactive presentation to the class</p>
<p>TSM10106 Airline Marketing and Management</p>	<p>Use of online video clips within class to illustrate key points</p>		<p>Wiki based online tutorial requiring students to work in small groups to read an article before debating and collectively answering key questions. Answers from each group collated by tutor and posted online as formative feedback for class</p>
<p>TMS10107 Leadership and Innovation in Tourism, Hospitality and Events</p>	<p>Explored in class an example of an online Twitter debate as a case study of social media power</p>		<p>Held Twitter debate for and against the motion that organisations have the right to challenge what is said about them online</p>

Postgraduate modules	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
TSM10105 Business Tourism	<p>Three past exam answers are scanned and uploaded onto the VLE, for student guidance</p> <p>Students undertake a small reflective piece of work, based on a tutorial activity. This is submitted via the Assignment dropbox on the VLE</p> <p>Turnitin is used for students to check their academic writing prior to submission of assessments</p>	<p>The exam answers are used to support exam revision, via a VLE blog. Students are invited to provide feedback on the answers. Tutor feedback is then uploaded with comment on how it relates to that given by the students, and highlighting key learning points</p>	
EDU11105 Effective Learning and Teaching in Higher Education Contexts	<p>Students are provided with an audio introduction for each new unit that highlights the purpose of the unit and provides direction for completion</p>	<p>Students have a choice of online discussion activities with which to engage that are focused around key theoretical and professional issues</p>	
EDU11104 Assessment Evaluation and Support	<p>Provision of links to key policy documents and external sites in the areas of assessment, evaluation and support of students for module participants to explore and draw upon in assessment and practice</p>	<p>Use of online discussion boards for students to share, question and provide peer feedback on current practice and reflections on theory and its application</p>	
EDU11111 Supporting the Blended and Online Student Experience	<p>Weekly podcasts with associated links are listened to and explored as an introduction to key topics in each unit</p>	<p>Peer review and assessment of student-led online seminars</p>	

	Enhance	Extend	Empower
Postgraduate modules	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
EDU11108 Curriculum Design and Development for Blended and Online Learning	Weekly Elluminate sessions are used for real-time tutor support and to co-ordinate group work within geographically distributed cohort	Online guest expert sessions are constructed by the students themselves who collectively determine questions to be asked and discussed with guest experts	Students find, engage in, and report back on relevant online supported professional communities that could support their continued CPD post-graduation
EDU11150 Applied Practice in Blended and Online Education	Students maintain a weekly reflective blog that builds over time to provide the material for their final written submission in the form of an online Patchwork Text	Online peer support mechanisms for mutual reviewing, commenting on and discussion of individual projects	Students on this advanced stage module become online mentors/co-tutors for peers at earlier stages of programme
LNG 11105 Advertising as Cultural Discourse	<p>Regular use of announcements for instructions on Directed Learning</p> <p>Use of Discussion Forum for clarification of key terms and concepts (students who email tutor directly with questions are asked to place these on the forum if this is thought to be relevant to the whole student cohort)</p> <p>Formative use of Turnitin (for students to evaluate suitability of essay material)</p>	<p>Wiki set up for various aspects of collaborative work – database of image and comments, reflections on reading of academic articles, reports on group and peer discussions held in tutorial time</p> <p>Use of a LOC (learning object creator) to test the knowledge of some key terminology</p>	<p>Embedding of assessment (report on academic articles) in wiki – students to report on the contribution of the articles they have read (and written a short report on) to a specific question (the debate over globalisation vs glocalisation in advertising). The academic articles are selected by the students so there should be provision for diversity of input.</p> <p>This will contribute to a database of personal reflections and academic references which will provide background knowledge and food for thought (on the premise that the whole is more than the sum of its parts). It will also be a useful source of reference for examination revisions</p>

	<div style="display: flex; justify-content: space-between; padding: 0 10px;"> Enhance Extend Empower </div>		
Postgraduate modules	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
TSM11103 International Conference Management	Links to journal articles are provided on the VLE in support of each week's lecture Turnitin is used for students to check their academic writing prior to submission of assessments	Students have a group presentation exercise. The slides and notes from this are uploaded onto the VLE, giving all students the opportunity to learn from each other's work	
MUS11000 Studio Practice 1	Online provision of links for research into subject area. A general discussion area for peer-led support and an answer-base for student queries	A series of scheduled discussions to examine and analyse the concepts within the module and to share working practices and discuss real-world experiences in these areas. Peer-review of recordings via upload and discussion forum.	Operation of Digital Audio Workstations (DAWs) within Elluminate, followed by autonomous practical exercises, informed by the discussion topics. The results of these are uploaded and shared via the VLE or a recognised online file storage site

