

## Exploring and applying the 3E Framework for technology-enhanced learning

### Keith Smyth

Office of the Vice Principal (Academic)  
Edinburgh Napier University

Dr Keith Smyth is a Senior Teaching Fellow and Senior Lecturer in Higher Education, and Programme Leader for Edinburgh Napier's online MSc Blended and Online Education. His research interests in technology-enhanced learning are in the areas of curriculum design, staff development, institutional strategy and the student experience. Recently he has been leading Edinburgh Napier's development of their 3E Framework for technology-enhanced learning, which has begun to be adapted and re-used in various ways since it was made available as an open educational resource in late 2011.

### Panos Vlachopoulos

Centre for Learning Innovation and Professional Practice  
Aston University

Dr Panos Vlachopoulos is the Programme Director of the Post-graduate Certificate in Professional Practice in Higher Education. He has international experience of working with academic staff in areas of learning design with new and emerging technologies. His research interests include online and blended learning design, online tutoring, reflective practice and student-directed learning. He holds a PhD in Online tutoring from the university of Aberdeen, a Master of Education in Educational Technologies from the University of Manchester and a first degree in Philosophy and Pedagogy from Aristotle University in Thessaloniki Greece.

### Intended audience and degree of expertise/past experience required

Lecturers, Staff Developers, Learning Technologists, Heads of Department, and other participants who have an active role in using or promoting technology-enhanced learning, or who lead institutional strategy in this area.

### Statement of objectives for the workshop

The overall aim of this workshop is to engage participants in exploring a framework for good practice in technology-enhanced learning that is based on principles of active engagement, learner autonomy, and students as co-creators of learning resources and experiences, and which has successfully been used and adapted within a range of Higher Education and Further Education institutions within and also beyond the UK.

The key objectives for this interactive workshop are for participants to:

1. Identify a range of key ways in which technology-enhanced learning can help meet learner needs, common teaching challenges, and institutional challenges in Higher Education
2. Discuss how Higher Education institutions have tended to approach introducing minimum benchmarks and quality guidance for the use of technology in learning, teaching and assessment
3. Explore the rationale and design of the 3E (Enhance, Extend, and Empower) Framework for embedding the active use of technology in learning, teaching and assessment, and the range of ways in which it has been adapted to support good practice within and beyond the UK
4. Consider how the 3E Framework as a Creative Commons open educational resource (OER) could be adapted to their own teaching practice, programme design, and institutional strategies in TEL

### Detailed description

For a number of years a 'minimum' online presence for all modules was an institutional target at Edinburgh Napier University, as it has been within many other Higher Education institutions. However in response to staff and student feedback from an evaluation of technology-enhanced learning (TEL) in 2009, and our increasing institutional knowledge and experience in TEL, a new benchmark for the use of technology was approved by the

University. This proposes that all modules make an *active* use technology to enhance key aspects of the learning, teaching and assessment (LTA) experience, and to engage students with their subject,

The 3E Framework, based on an *Enhance-Extend-Empower* continuum of TEL that in an earlier form had been successfully implemented in a cross-institutional e-learning transformation project funded by the Scottish Funding Council, was developed as the basis for the benchmark and a means for staff to consider aspects of their modules that could meaningfully adopt technology to benefit the LTA experience.

The 3E Framework (Smyth et al, 2011) provides guidance with examples across a range of LTA activities that show how technology might be incorporated at a minimum level to increase active learning (Enhance), through to further developed uses of technology that underpin more sophisticated, higher level learning that reflect how knowledge is created, shared and applied in professional contexts (Extend and Empower).

This session explores the ethos and design of the 3E Framework, including illustrative and real examples which demonstrate how technology can be used across a range of LTA activities and disciplines at each of the 3E stages. Session activities will allow participants to engage with the Framework from strategic, educator and staff developer standpoints, and explore how the 3E Framework as a Creative Commons open educational resource (OER) has been used for a range of purposes, in a range of contexts, across several institutions. This will include applications of the 3E Framework in course design, teaching, staff development, evaluation, and quality enhancement projects and initiatives in the UK, New Zealand, and Greece.

Participants will also be supported in exploring how the 3E Framework, or key aspects of it, could be used to inform TEL practice within their own professional practice and institutions.

This session will be highly participative, and involve interactive exploration of online resources, individual activity, and group and open floor discussion as follows:

- Part 1: Introduction to session including discussion of TEL in today's Higher Education context
- Part 2: What does TEL mean in your institution? (Open floor discussion of approaches taken, experiences in implementation, and institutional guidelines and expectations)
- Part 3: Introducing the 3E Framework. Interactive exploration of the 3E Framework including how the Framework is being used at Edinburgh Napier University to underpin the transition to an increasingly active use of institutional and other technologies to engage and support students
- Part 4: Short break
- Part 5: Exploring the 3E Framework in different institutional and cultural contexts. Facilitated activity exploring and drawing lessons learned from the application of the 3E Framework within a range of different contexts and institutions, with participants working in small groups to identify aspects of the approaches explored that they feel could be usefully adapted.
- Part 6: Applying the 3E Framework. Individual activity in which Participants with primarily teaching interests are asked to map their teaching to the 3E Framework in terms of their current or planned use of technology. Participants with primarily strategic or staff development interests are asked to explore the illustrative and real examples in the 3E Framework, and consider how these may map to strategic aims or could be used in supporting staff development provision.
- Part 7: Benefits and implications for institutions. Participants work in groups to consider the challenges that need to be addressed in adopting an active 'benchmark' for the use of technology within institutions. (Group discussion with open floor 'report back').
- Part 8: Concluding evaluation of session.