Title: **Employing the 3E (enhance-extend-empower) framework to underpin institutional practice in the active use of technology**

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Abstract:

Session Learning Outcomes

By the end of this session, delegates will be able to:

- Identify a range of key ways in which technology-enhanced learning can help meet learner needs, common teaching challenges, and institutional challenges in HE
- Discuss how HE institutions have tended to approach introducing minimum benchmarks for the use of technology in learning, teaching and assessment
- Describe and reflect upon the rationale for Edinburgh Napier University's new 3E Framework approach to embedding the active use of technology across modules.
- Consider how the 3E Framework approach could be adapted to their own institutional strategy and culture in technology-enhanced learning, including through supporting staff development provision and informing teaching practice

Session Outline

For a number of years a basic administrative online presence for all modules was an institutional target at Edinburgh Napier University, as at many other HEIs. However in response to staff and student feedback from an evaluation of technology-enhanced learning (TEL) in 2009, and our increasing institutional knowledge about effective TEL, a new benchmark for the use of technology was approved. This proposes that all modules make *active* use technology to enhance aspects of the learning, teaching and assessment (LTA) experience, and to engage students throughout the trimester.

A 3E Framework, based on an *Enhance-Extend-Empower* continuum of TEL that has been successfully implemented in a range of contexts (e.g. Smyth, 2009; TESEP, 2009), 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). The suggested starting

point for staff new to using technology in their teaching is a 'small blends' Enhance approach of two or more simple but effective interventions.

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, teacher and staff developer standpoints, and to consider what a similar benchmark standard might mean within their own institution including the challenges this may present.

Session Activities and Approximate Timings

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

10 mins: Introduction to session including TEL in today's HE context

10 mins: What does a minimum threshold use of technology mean in your institution, and are minimum thresholds useful? (Open floor discussion of approaches taken, experiences in implementation, and value)

20 mins: Introducing the 3E Framework. Interactive exploration of the online 3E Framework resources including how the Framework is being used at Edinburgh Napier University to underpin the transition from a minimum use of the VLE that is passive, to the active use of the VLE and other technologies to engage students throughout the semester.

10 mins: Engaging with the 3E Framework part 1. Participants with primarily teaching interests are asked to map their modules 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 around TEL or could be adapted to support staff development provision in TEL (Individual activity)

20 mins: Engaging with the 3E Framework part 2. Participants are asked to discuss and critique the 3E Framework and the extent to which this, or a similar framework, would work in their institutional contexts from teaching, staff development and strategic perspectives. There will be an emphasis here on what challenges would need to be addressed (Small groups activity).

15 mins: Benefits and implications for institutions seeking to adopt an active benchmark for the use of technology. (Open floor 'report back' discussion).

5 mins: Concluding evaluation of session.

Please note: As a result of this session participants will also know how to access and use the 3E Framework examples and guidance that Edinburgh Napier University will be making openly available for use and re-use under a Creative Commons license.

References

Nichols, M. (2008). Institutional perspectives: the challenges of e-learning diffusion. *British Journal of Educational Technology*, Vol. 39 (4), pp. 598-609.

Smyth, K. (2009). Transformative online education for educators: cascading progressive practice in teaching, learning and technology. In: Remenyi, D. (ed). *Proceedings from the 8th European conference on e-learning.* University of Bari, Italy, 29th to 30th October. Academic Conferences International, pp. 549-557.

Smyth, K., Bruce, S., Fotheringham, J. & Mainka, C. (2011) *Benchmark for the use of technology in modules.* Edinburgh, Edinburgh Napier University. Available from: http://staff.napier.ac.uk/services/academicdevelopment/TechBenchmark/Pages/home.aspx [Accessed: 22 August 2011].

TESEP (2009). *Rethinking your practices: 3E Approach* [Online]. Available from: http://www2.napier.ac.uk/transform/rethinking_tl_2.htm [Accessed: 22 August 2011]