

Technology Enhanced
Learning Quality Framework
2012-15



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Introduction

Frameworks for technology enhanced learning (TEL) can adopt an approach driven by either the technology itself, or the pedagogical principles that underpin the learning that happens within the virtual environment. Each approach has merits and pitfalls. It is for this reason that we have adopted a combined approach that prompts staff to consider not only what tools they will use but how they will use them to facilitate student learning and what type of learning it is they wish their students to engage in.

Through engagement with this TEL framework and active consideration of what and how you use technology to facilitate learning and teaching, you will be working within the UK Professional Standards Framework (UKPSF). The UKPSF underpins a sector wide approach to

ensuring the quality of teaching and learning and this includes the expectation that staff are committed to continuing professional development and evaluation of their pedagogic practice. This is important as evidence of engagement in developing technology enhanced learning can help staff gain recognition through the YSI Recognising Academic Practice CPD Framework.

The purpose of this YSI framework is to assist staff to meaningfully incorporate technology into the learning and teaching approach of their modules in ways that are underpinned by the principles of the Learning & Teaching and Assessment Strategy 2011-2015 as they focus on:

- Learning environment
- Collaborative learning opportunities
- Learners' autonomy.



This document combines the 3E Framework which is based on an Enhance-Extend-Empower continuum, drawn from the TESEP (2007) project, with quality statements devised by a group of YSJ University e-Pedagogy Teaching Fellows, and staff from Learning & Teaching Development. The 3E principles are underpinned by a socio-constructivist approach with a focus on active learning, learning as a community, frequent formative assessment and personalised learning through choice. The aim is to improve student engagement, achievement and retention.

The 3E framework considers how activities can 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).

The framework encourages the use of technology as a pedagogic tool. It should be used by tutors to aid the design and planning of the use of technology to support or facilitate a learning experience. In essence, it should help tutors to 'think through' what it is they want their students to do and how they want them to learn, using technology.

The quality statements relate to firstly a set of minimum expectations and secondly ideas that would further develop learning and teaching activities involving the use of Technology Enhanced Learning (TEL). Together, the 3E framework and this series of statements comprise the YSJ TEL Quality Framework. This framework will be revised and updated on a 3 year basis to ensure relevance with existing and emergent environments and technologies.

How to use the framework

The primary aim of the YSJ TEL quality framework is to facilitate and encourage a consistent and well considered approach to the use of Technology Enhanced Learning across the university. The intended audience of this document is academic tutors who are responsible for teaching on credit bearing modules. To achieve this, it is recommended that tutors use the framework to:

1. Help them consider how they want their students to learn and to what extent they would like them to be independent in their learning. Tutors should consider what this means in terms of the 3E Framework and how they might use technology.
2. Help them consider the tools they will use to facilitate that learning and check the quality statements to ensure that they are using the tools in ways that meet minimum expectations.

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.

As an example, a possible application of the 3E Framework for encouraging early engagement in key concepts is provided below. Further examples are given later in this guide.

ENHANCE	EXTEND	EMPOWER
Encouraging early engagement in key concepts		
Have students take turns to define one or two key terms or concepts for each week using an appropriate activity such as a class glossary or wiki.	Have students work in pairs to create an online guide to a particular topic (eg 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

In considering the 3E Framework, the following points should be kept in mind:

1. The three E's do not match against academic levels. For example, you should not be limited solely to enhance activities at level 1, extend at level 2 and empower at level 3.
2. 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.
3. The 3E Framework can be applied at programme level where common technology enhanced approaches are used across modules to support student progression to more advanced learning.
4. 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.
5. Where students are new undergraduates or likely to be largely unfamiliar with the subject matter then activities at primarily the Enhance level may be most appropriate.
6. 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.
7. 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.
8. 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 worth while. However, if a tutor wants to begin by Enhancing several aspects of what they already do, this is an equally valuable step in the adoption of technology-enhanced learning.
9. Classroom to fully online? Although Enhance represents simple adjustments to existing practice, and Extend a more purposely blended approach, Empower does not imply fully online.
10. As students transition along the 3E continuum the tutor is relinquishing more control and responsibility to their learners. While this brings benefits, it can require the tutor to adjust and to be comfortable with assuming a facilitating role or, for some kinds of activities, a co-learning role (e.g. student-led seminars).

See some examples of how you might apply the framework to various teaching scenarios, in appendix B.



The quality statements

The statements are intended to establish a minimum standard in the use of a particular technology/ tool and to ensure a consistent student experience across the University. They are also intended to support tutors by providing examples of how to move beyond the minimum expectations towards the University's vision of creating an exceptional student experience. The minimum expectation statements could be expressed as the lowest standard expected regardless of whether that particular technology is used to enhance, extend or empower students' and their learning. It is particularly important that when you consider the tools you want to use e.g. quizzes, resources etc. that you bear in mind how it will develop students' learning along the 3E continuum.

Virtual Learning Environment (Moodle)

L&T Principle 1 - Learning environment

Course Design & Layout

Minimum expectations

1. Relevant information about the module is made available to students from the first topic area, including information such as:
 - a Assessment deadlines
 - b Assessment criteria
 - c Timetable information
 - d Staff contact information
 - e Plagiarism information.
2. Reading list is linked.
3. Content is relevant and up to date.
4. Links to content are descriptive and do not use the file name eg week1 powerpoint2011-12.pptx should be linked to with more clarity: Week 1Powerpoint File.
5. Content is linked to from appropriate places within the VLE eg Week 4 content resources are in the area for Week 4.
6. Content should be designed to be as inclusive as possible.
7. Information related to plagiarism advice is clearly linked.
8. A link is provided for students to run their work through TurnitinUK in accordance with the YSJ policy on the use of TurnitinUK (see appendix A 1).
9. Where appropriate, codes of conduct/ practice should be made clearly available.

Development may include

1. Scanned chapters (through the CLA licence) and/or e-books of core readings are available.
2. Links to external reading such as relevant websites and journals are available.
3. Readings are organised into topics or weeks and labelled as core or secondary.
4. 3rd party content is either embedded or linked out to from within the VLE, such as Prezi or RSS feed information.
5. Relevant reusable learning objects are used and sourced from reputable repositories, such as YSJ DigiRep, Jorum, Edina NLN etc.
6. Use is made of web applications for developing and delivering content (Prezi, Slideshare, Youtube, Delicious).

Activities

Minimum expectations

1. The announcements tool is used to communicate important information to students.
2. Links are available for electronic submission of assignments.
3. Instructions for submission are detailed and clear.
4. Dates are consistent with information in the handbook.
5. A mock assignment is available for practice.
6. Instructions on how to submit are available for students.
7. Where possible and relevant, past assignments or exemplar materials are made available to students.

See appendix A 2 for further e-submission, marking and feedback resources.

Development may include

1. The use of communication tools goes beyond announcements to include moderated discussion and debates.
2. Students are using online tools to reflect on their own learning (wiki, forums, Mahara e-Portfolio).
3. A link to a TurnitinUK Assignment is offered, allowing students to formatively assess their written work.
4. A range of VLE tools are in use to help manage and administer the course (groups, choices, calendar, feedback, grade book, reports).



5. Structured pathways through materials and activities allows students to check understanding and access additional materials if necessary (lesson activity).
6. Quizzes are being used to provide meaningful feedback both for correct and incorrect responses. Students may be encouraged to provide each other with appropriate constructive feedback.
7. Students are expected to engage with online activities and in some cases, this may be necessary in order to satisfy the assessment criteria for the course.
8. A way of booking tutorials is available to students. This could be via the online tutorial booker system.
9. Where appropriate, students are engaged in the creation and evaluation of content, using a range of tools both within and outside the VLE.

Digital Resources

L&T Principle 1 - Learning environment

The following statements relate to the production, presentation and sourcing of content to support TEL activities.

Minimum expectations

1. Content must be designed to be inclusive. Basic principles include users being able to:
 - a Change the font size
 - b Change the font colour
 - c Change the background colour
 - d Use a screen reader to read the content
2. Microsoft Office documents used within a module should be formatted to a consistent style.
3. All materials made available to students are used legitimately and without copyright infringement.

4. Students are provided with guidance and advice on how to print effectively to minimise cost and reduce the impact on the environment.
5. Students are provided with guidance and advice on how to manage electronic content and files.
6. Students are provided with guidance and advice on how to submit documents in a preferred format.

Development may include

1. Use of re-usable learning objects from relevant digital repositories (see appendix A 3).
2. Appropriate use is made of web-based materials from non-academic repositories (see appendix A 4).
3. Where appropriate, access to content is provided in a variety of formats, such as text, video and audio.



e-Portfolio

L&T Principle 1 - Learning environment

The only e-Portfolio system available and supported by the TEL team within the University is called Mahara. It is available via Moodle or it can be found at this URL: <http://eportfolio.yorksj.ac.uk>. All students and staff are able to access and use the e-Portfolio system. This tool has been implemented at YSJ to allow students to collate evidence, reflect and develop. Students are in control of the content displayed and added to their e-Portfolio space and therefore this tool facilitates independent and autonomous learning. This means that effective use of the e-Portfolio for learning and/or assessment within a programme requires students to have an understanding of the expectations of tutors.

Minimum expectations

1. All students provided with clear guidance/training in use of e-portfolios as part of programme content, including information to enable them to use the e-portfolio to support internal and external development activities and opportunities. For example, academic tutorials, professional development opportunities and career development.
2. Students supported in collation of materials and maintenance of e-portfolio by either module tutors or Academic Tutors.

3. Module tutors and/or Academic Tutors and other staff supporting e-portfolio process provided with relevant training to ensure exceptional levels of support.
4. According to University policy (see Appendix A 5), necessary restrictions placed on wider access to ensure data protection - training provided in data protection as part of introduction to e-portfolios at programme/Academic Tutor level.
5. Exporting of portfolio and ownership by student of portfolio materials explained and encouraged, as appropriate.

Development may include

1. Lecturers and Module Directors make use of shared e-portfolio materials as formative assessment to inform planning for individuals and groups, as appropriate.
2. E-portfolio activities are set at module level to support module content and reflect progression across modules and programmes. For example, the creation of reflective journals.
3. Students share e-Portfolio activities including files, resources, reflections and any other relevant evidence, with members of teaching staff and other students as appropriate.



4. Where appropriate, tutors share good practice related to the effective use of e-Portfolios within their programmes and modules.
5. Where e-portfolios are being used for formative or summative assessment, feedback should be provided. This could be formal feedback from module tutors and or academic tutors. Alternatively, peer assessment methods could be used to provide feedback, using Mahara's 'Groups' feature.
6. Students are given ways to provide collaborative feedback on the use of the e-Portfolio within their programme of study.

Collaborative Online Learning

L&T Principle 2: Collaborative learning opportunities

There are many opportunities for students to collaborate using web-based technologies. Some of these are provided and controlled by the University, others are available via the www.

Minimum expectations

1. Instructions for the use of the activity or tool are available to students.
2. Information about the availability of the information/content to a wider audience is made clear.
3. Clear directions are given as to how students should contribute to the activity.
4. Expectations in relation to the outcome of the collaborative activity are clear.
5. Information about how the activity will be managed is made clear (i.e. tutor will check the contributions weekly, or students are working independently).
6. A designated person's details are available to help resolve disputes, issues and/or provide support.

Development may include

1. Activities are regularly facilitated by a tutor or other designated person.
2. Contributions are regularly monitored and feedback given.
3. A summary of the outcomes of the collaborative activity is made available to all students after the exercise.
4. Students are creating or co-creating, then sharing new knowledge and or content.



Wordcloud of collaborative activities and tools.

Formative use of quizzes

L&T Principle 3 - Learners' autonomy

The Quiz activity module in Moodle allows the tutor to design and build quizzes consisting of a large variety of question types, including multiple choice, true-false and short answer questions. These questions are kept in the Question Bank and can be re-used in different quizzes. (appendix A 6) Although quizzes within Moodle can be used summatively, the following statements apply where the quiz activity within Moodle is to be used formatively.

Minimum expectations

1. The link to the quiz is placed in a relevant location within the course design.
2. Students are provided with general feedback immediately on completion of the quiz.
3. Students are able to see a summary report about the questions they answered correctly or incorrectly.
4. Students are given a numerical score
5. Students are able to re-take the quiz multiple times.

Development may include

1. Students are provided with correct & incorrect feedback for each question within the quiz.
2. Students are given banded feedback, e.g those who achieved 50%-60% receive different feedback to those who achieved 70%-80%.

3. Feedback includes links to further information and resources for students.
4. The quiz makes use of images, audio and video.
5. The quiz includes a range of question types.
6. The quiz is linked in with other Moodle features, such as conditional release.
7. Tutors review the quiz questions with students, providing the opportunity to assess understanding and misconceptions.
8. Tutors analyse the quiz results to assess and address areas of potential mis-understanding.

Learner creation and sharing of resources

L&T Principle 3 - Learners' autonomy

The following statements apply to resources which have been created by students as part of a well-planned and designed learning activity.

Minimum expectations

1. Students are made aware of the aims of producing the resources within the context of the area of study.
2. There are clear instructions and guidance about how to create the desired resources.
3. If the resources are hosted on a 3rd party service such as Vimeo, YouTube, iTunes etc. students are made aware of the risks involved in publishing their material online. For example, their work may be open to a public audience.
4. If the resources are hosted on a 3rd party service, students are advised as to which privacy settings provide the best personal security. For example, not allowing other people to comment on resources, hiding them from public view, or restricting access to individuals.
5. Feedback is given from either peers or tutors on the quality of the resources.



Development may include

1. The resources are made available in a secure environment such as the VLE or e-Portfolio.
2. The resources are open to peer review and commenting.
3. There is a constructively critical open dialogue based on the quality of the resources.
4. Tutors provide feedback on the quality of the resources.

Formative plagiarism detection using TurnitinUK

L&T Principle 3 - Learners' autonomy

TurnitinUK is a plagiarism detection service, or PDS. It is a 3rd party service, provided by iParadigms and supported by Northumbria Learning. It is integrated into our VLE, Moodle, as an activity. There is permanent link within Moodle to a generic course area; (see appendix A 7) which all students have access to. This allows them to use the TurnitinUK service and meets the statements below.

The following statements apply where TurnitinUK is being used formatively, in accordance with the university policy (see appendix A 1).

Minimum expectations

1. There is a link on the VLE for students to submit work through TurnitinUK.
2. Information is provided about how TurnitinUK is used at YSJ.
3. Instructions related to submitting an assignment are available.
4. Information related to interpreting originality reports is available.

Development may include

1. A link to the generic course is made available from within a particular module.
2. A link to a bespoke TurnitinUK assignment for a particular module is available.
3. Tutors provide feedback on the originality reports generated, prior to students submitting a final version for assessment.
4. Always using the same Turnitin settings whenever a TurnitinUK assignment is created, to ensure a consistent student experience.

Appendix A – Resources and further information

1. TurnitinUK Resources
<http://tinyurl.com/tiuk>
<http://tinyurl.com/tiuk-policy>
2. E-Submission, Marking and Feedback website for tutors
<http://tinyurl.com/elec-submission>
3. UK FE and HE national repositories for reusable learning objects
www.jorum.ac.uk
www.edina.ac.uk
www.nln.ac.uk
<http://www8.open.ac.uk/score/finding>
4. Non education specific focussed repositories of information may include:
www.youtube.com
www.screenr.com
www.prezi.com
www.slideshare.net
5. YSJ Data Protection Policy
<http://tinyurl.com/ysj-data-protection>
6. Information on setting up quizzes in Moodle, including links to effective practice
http://docs.moodle.org/20/en/Quiz_module
7. Open access TurnitinUK module in Moodle
<http://moodle.yorks.ac.uk/course/view.php?id=3984>

Appendix B – Example uses of the TEL framework in teaching activities

ENHANCE	EXTEND	EMPOWER
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

ENHANCE	EXTEND	EMPOWER
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

ENHANCE	EXTEND	EMPOWER
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 an online case study on an allocated topic to be presented and discussed in class and within the VLE

ENHANCE	EXTEND	EMPOWER
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

ENHANCE	EXTEND	EMPOWER
SUPPORTING TRANSITION		
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.	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 an in the year(s) before their entry to the programme	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/)

Appendix C - You can use the following tables to map your teaching and learning activities against each of the 3 Es.

Module title/code.....

ENHANCE	EXTEND	EMPOWER
YOUR L&T ACTIVITY		

Module title/code.....

ENHANCE	EXTEND	EMPOWER
YOUR L&T ACTIVITY		

ENHANCE	EXTEND	EMPOWER
YOUR L&T ACTIVITY		



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