

ocTEL. Open Course in Technology Enhanced Learning.  
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Available online <http://ocTEL.alt.ac.uk/course-materials/>

# Activity design for online learning

## #ocTEL Week 3 Webinar

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Edinburgh Napier University



## What we'll cover

1. Exploring activity design
2. Designing for active engagement
3. Structuring activities across a course
4. Some concluding practical considerations

With time for discussion and questions as we go. But first...

# But first, introductions

- I'm here...



- Who and where are you?

# 1. Exploring activity design

## Brainstorm activity

- #ocTEL Week 3 has offered a number of different theories to support the design of online learning activities (including social constructivism, connectivism, PBL, experiential learning)
- Whatever your own theoretical leanings, what do you think is the main purpose of activity design either generally, or for online learning?



# What is the purpose of activity design?

Answers on the whiteboard please...anything that you think might be relevant!



**Engagement with the subject**

**Engagement with peers**

**Developing knowledge and skills**

**Providing structure to learning (and courses)**

**Assessing learning**

**Interaction with educational resources**



## A 'convergence of affordances'

<u>Constructivist principle</u>	<u>Technology</u>	<u>Potential affordance(s)</u>
Exposure to multiple and competing perspectives	Hypertext material, asynchronous and synchronous tools	Rich understanding of concepts and issues, transferable knowledge
Reflective and self-gauging opportunities	Asynchronous discussion boards, online self-assessment	Increased participation in deeper exchange of views, metacognition
Collaborative learning including with experts	Asynch boards, virtual classrooms, Web 2.0	Engagement in complex tasks and within/across professional communities
'Authentic' knowledge and environments	Audio/video/animation/simulations	Enhanced visualisation, assimilation, recall and knowledge transferability
Self-paced and needs-based learning	Web-based learning environments that integrate some or all of the above	More efficient and personally meaningful learning, at times most conducive to learning

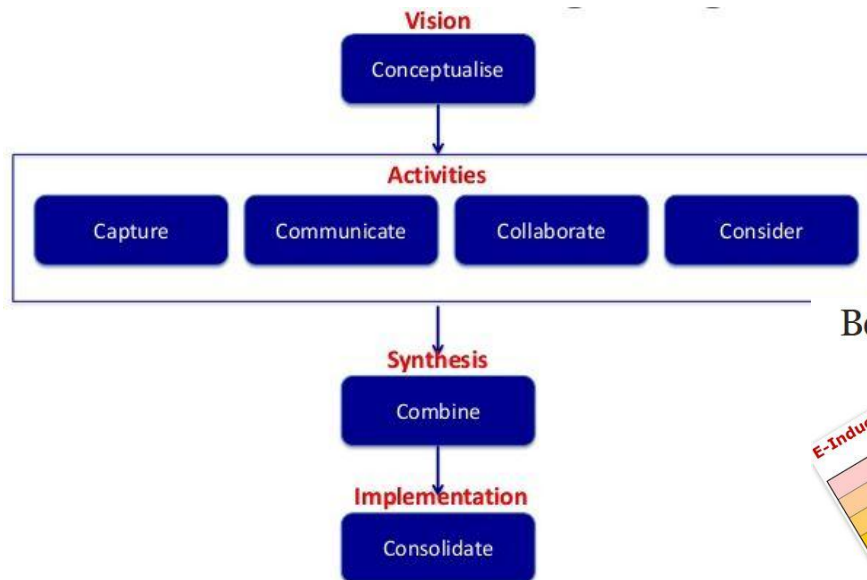


## But there are challenges

- While more educators are engaging in TEL within their practice, many of us are unsure about the kinds of activities that are most conducive to effective learning in online contexts
- To develop a practical appreciation of how effective technology-supported activities can be designed and implemented, we need to look first at the learning and teaching needs educators want to address in their practice

## 2. Designing for active engagement

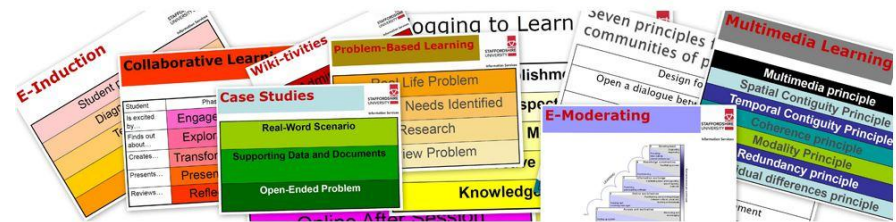
# Recommended models



Grainne Conole's  
7C's of Learning Design

<http://e4innovation.com/?p=628>

## Best Practice Models for e-learning



Helen Walmsley's Best Practice  
Models for eLearning

<http://learning.staffs.ac.uk/bestpracticemodels/>

## Welcome to Best Practice Models



This page gives more information about the Best Practice Models project run in the Learning Development and Innovation team at Staffordshire University and details of how you can get involved.

Aim of the E-learning Best Practice Models Project at Staffordshire University:

- to identify and model good practice in facilitating eLearning using descriptions which practitioners (both novice and experienced) can adopt easily as part of the course design process to enhance learner-centred, flexible learning.

## Join the Community

All e-learning practitioners are invited to join the community to view, discuss and share experience of using the models

[Login with an existing account](#)

[Login with your Staffordshire University login](#)

[Create a new account](#)

[View and Join the Facebook Group](#)

[View the Delicious Links](#)

# Background to the 3E Framework

- Originally developed as the 3E Approach on the cross-institutional FE-HE technology and transformation project TESEP (Transforming and Enhancing the Student Experience through Pedagogy)...where we quickly came to realise that 'transformation' is a troublesome concept!
- Used in the redesign of a range of modules and courses at various credit levels in FE and HE and across disciplines  
[http://www2.napier.ac.uk/transform/transformation\\_pc.htm](http://www2.napier.ac.uk/transform/transformation_pc.htm)

- › [Academic Practice](#)
- › [Business Engagement](#)
- › [ELIR 2011](#)
- › [HEREN \(Hub for Education Research at Edinburgh Napier\)](#)
- › [Learning, Teaching and Assessment Strategy and Resource Bank](#)
- › [Partnerships and Collaboration](#)
- › [Pedagogy and learning technology: a practical guide](#)
- › [Professional Development](#)
- › [Programme Leadership](#)
- › [Research Ethics](#)
- › [Teaching Fellowship Scheme](#)
- › [University benchmark for the use of technology in modules](#)
- › [Feedback for Learning](#)

## 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 student's 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



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## Quick Links

- › [0. Benchmark for the use of technology in modules](#)
- › [1. Introduction](#)
- › [2. Overview](#)
- › [3. Background and strategic alignment](#)
- › [4. The 3E Framework explained](#)
- › [5. Practical considerations for implementing technology](#)
- › [6. Further support](#)
- › [7. The 3E Framework with illustrative examples](#)
- › [8. Edinburgh Napier modules mapped to the 3E Framework](#)
- › [PDF of full document](#)



# Enhance: learners collectively create content for timely engagement with key concepts



## Blended learning

This term can refer to any educational process that combines different methods of learning; however, in this context, it refers to learning that combines forms of face-to-face or tutor-engaged learning, with processes supported by inspired Technology. The Wikipedia page ([http://en.wikipedia.org/wiki/Blended\\_learning](http://en.wikipedia.org/wiki/Blended_learning)) last accessed Tuesday 9/10/08, defines the area and offers some useful pointers to further reading.

## Blook

Blook or blog books are a collection of information provided by the blogger or blog community, for example:

C--p Towns: The 50 Worst Places to Live in the UK began life on the website of The Idler, house journal of the s form, the author didn't fancy slogging around the country inspecting down-at-heel shopping centres so they ask the country's most hideous places. ie he got someone else to do the work.

Blogger Catherine Sanderson, from York, wrote about her experiences while working in the Paris office of an a Petite Anglaise, writing about her boyfriend "Mr Frog", the foibles of French life and her "old school" colleagues indiscreet enough to get herself a book deal--- and the sack from her job

Kristin Espinasse, who began a web diary account of her struggle to learn French while living in the south of Fr husband and children (<http://www.french-word-a-day.typepad.com>). The resulting book, Words in French Life, h the Blookers (the blog equivalent to the booker prize)

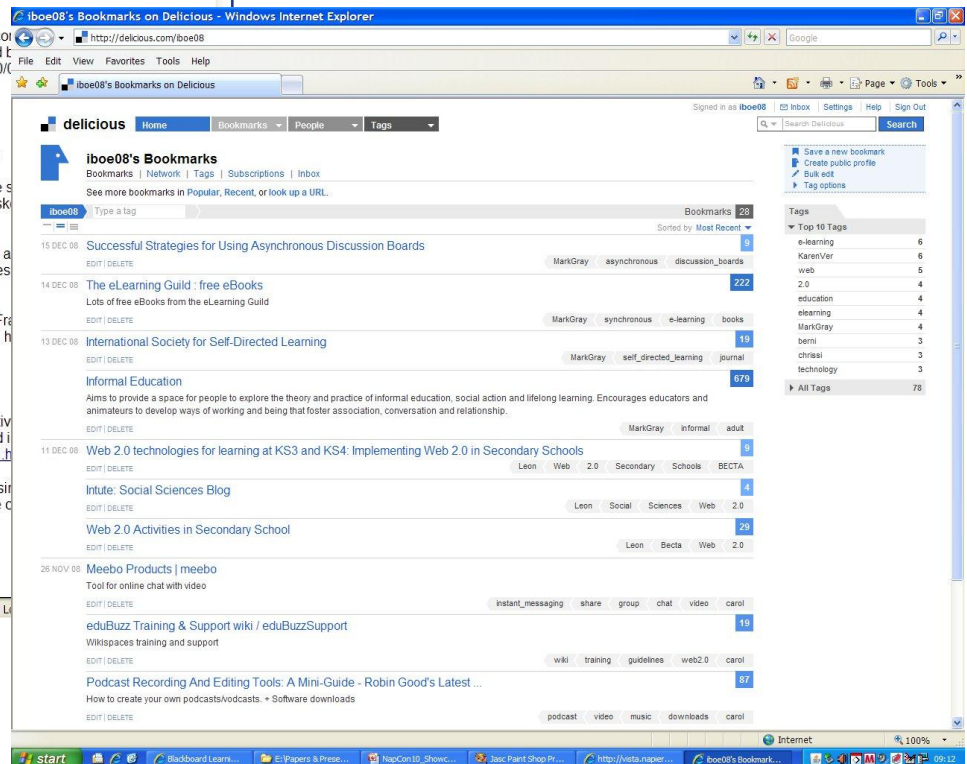
## Cognitivism

Where as behaviourism developed in the 1960s relies on the strict focus on observable behaviour, the cognitive "vent inside the head of the learner". This approach challenged the perceived limitations of behaviourism and i structure and process into their learning theories. ([http://www.personal.psu.edu/users/w/x/wx139/cognitive\\_1.htm](http://www.personal.psu.edu/users/w/x/wx139/cognitive_1.htm))

"The cognitive approach & cognitive theories emerged as a new perspective employing "information-processing" behaviouristic assumptions that the learner is determined by his environments and so passively adapts to the c

([http://www.uib.no/People/sinia/CSCL/web\\_struktur-834.htm](http://www.uib.no/People/sinia/CSCL/web_struktur-834.htm)).

## References



# Questions forums for group and peer support

Blackboard Learning System - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Address <http://vista.napier.ac.uk/webct/cobaltMainFrame.dowebct>

Google [napier craighouse campus pictures](#)

My WebCT | Accessibility | Help | Log out

Build Teach Student View **EDU11100 Introduction to Blended and Online Education - [TR1 001 2009-2010]**

**Course Tools**

- Course Content
- Announcements
- Assessments (H)
- Assignments (H)
- Calendar (H)
- Chat (H)
- Discussions
- Learning Modules (H)
- Media Library (H)
- Search (H)
- Web Links (H)
- Who's Online
- WebCT Student Help (H)

(H) = Hidden

**Instructor Tools**

- Manage Course
- Assessment Manager
- Assignment Dropbox
- Grade Book
- Group Manager

**Discussions**

Topic	Author	Date
<a href="#">MyLibrary further guidance</a>	KEITH SMYTH	16 September 2009 11:00
<a href="#">Re:MyLibrary further guidance (New)</a>	VIVIANNE CARR	22 September 2009 2:00
<a href="#">Back to Viv</a>	CHRISTINA MAINKA	23 September 2009 2:00
<a href="#">Back to Viv again about MyLibrary</a>	CHRISTINA MAINKA	24 September 2009 4:00
<a href="#">Re:Back to Viv again about MyLibrary</a>	VIVIANNE CARR	24 September 2009 9:00
<a href="#">Re:Back to Viv again about MyLibrary (New)</a>	MICHAEL BROWN	27 September 2009 10:00
<a href="#">Re:Back to Viv again about MyLibrary (New)</a>	VIVIANNE CARR	28 September 2009 11:00
<a href="#">Re:Back to Viv again about MyLibrary (New)</a>	MICHAEL BROWN	28 September 2009 9:00
<a href="#">Back to Viv- still with ebook problems (New)</a>	CHRISTINA MAINKA	29 September 2009 3:00
<a href="#">Re:Back to Viv-</a>	VIVIANNE CARR	29 September 2009 5:00

start 3 Internet Explo... KS Work Removable Disk (H:) enhancing\_campu... Bolton\_Uni\_PgC... Norton 09:38



# Extend: Student-led online seminars

Blackboard Learning System - Windows Internet Explorer

http://vista.napier.ac.uk/webct/cobaltMainFrame.dowebct

File Edit View Favorites Tools Help

Microsoft Outlook Web ... Blackboard Learning ...

WebCT Edinburgh Napier

My WebCT | Accessibility | Help | Log out

Build Teach Student View

**EdDev workshops - Emerging technologies-what's next?**

**Course Tools**

- Course Content
- Announcements
- Discussions
- Web Links
- Who's Online

(H) = Hidden

**Instructor Tools**

- Manage Course
- Grade Book
- Grading Forms
- Group Manager
- Tracking
- Notes
- Selective Release

We're looking forward to exploring emerging technologies and their potential impact on education now and in the future with all of you over the next 2 weeks!


See you online, Chris, Karen & Janis

Week 1: w/b Monday 27th April

Review Resources (Web Links on left hand menu) and join our online discussion (see Instructions for Seminar Participants).

Week 2: w/b Monday 4th May

Join us in Elluminate to participate in an online discussion about emerging technologies on **Friday 8th May at 19.30hrs** with our Guest Speaker - Jane Hart!



[Jane's Blog](#)

Blackboard Learning System - Windows Internet Explorer

http://vista.napier.ac.uk/webct/cobaltMainFrame.dowebct

File Edit View Favorites Tools Help

Microsoft Outlook Web ... Blackboard Learning ...

WebCT Edinburgh Napier

Accessibility | Help

Build Teach Student View

**EdDev workshops - Digital Literacy Webquest (Berni and Leon)**

Your location: Home Page

**Digital Literacy Webquest**

Berni and Leon's Seminar

**Weeks 5 to 7 : Monday 2nd March to Sunday 15th March**

Hello all and welcome to our WebQuest! We are very pleased to have you here and we hope that you enjoy your Quest. Thanks Berni and Leon.

**Webquest Instructions**  
Click on this link to view the WebQuest instructions.

**Webquest Answers**  
Submit your answer to the Webquest here by Friday 6 March 2009 10am. There's an area in this submission box for typing or pasting your response.

**Digital literacy and Webquest discussion**  
Please join us in our discussion from w/b 9th March. We have posted your submissions, our responses and now look forward to an engaging discussion based upon six questions.

**Problems, Questions or Resources you find along the way**  
Post any issues or questions relating to this seminar here and we will try to get back to you as soon as possible. Additionally if you find any useful resources along the way you can also post them here.

# Learners as co-tutors/tutors as co-learners

The screenshot shows a web browser window displaying a Ning forum page. The address bar shows the URL: <http://supportingtheonlinelearner.ning.com/forum>. The page header includes the Ning logo and navigation links: MAIN, INVITE, MY PAGE, MEMBERS, TASKS, READING, FORUM, VIDEOS, GROUPS. The forum title is "supporting the online learner" with a subtitle "a seminar to enhance the online student experience".

The forum is titled "Discussion Forum (3)" and has a search bar and a "Search Forum" button. The discussions are sorted by "Latest Activity". The following table summarizes the visible discussions:

Discussions	Replies	Latest Activity
<b>Helpline</b> Please use this discussion if you have experience any issue with the wiki, resources etc. Started by Beta Chriissi (observer)	10	8 hours ago <a href="#">Reply by Beta Chriissi (observer)</a>
<b>Enhancing Richard's Online Experience - ends 8th March</b> After studying carefully Richard's story and the literature, which support issues should in your opinion be addressed immediately? Plea... Started by Alpha Usman (Observer)	47	1 day ago <a href="#">Reply by Beta Chriissi (observer)</a>
<b>DEBATE</b> Uni21 is currently reviewing existing elearning strategy and after consultation with stakeholders there seem to be 2 parties within the u...	0	1 day ago

On the right side of the forum, there is a user profile for "Christina Mainka" with options to "Sign Out", "Inbox (1 new)", "Alerts", "Friends - Invite", and "Settings". Below this is a "Quick Add..." button and a section titled "About supporting the online learner" with a beta tester notice.

A student-led online seminar implemented in ning

# Wikis for authoring group reports

The screenshot shows a Wikispaces page for a group named 'iboe groupA'. The page is titled 'Course Overview' and has a sub-header '2. Overview of the course'. The main content area contains text about the D02811 course, its learning outcomes, and the teaching approach at Lauder College. The page includes a sidebar with navigation links, a search box, and a group admin section. On the right, there are advertisements by Google.

**iboe groupA** guest · Join · Help · Sign In · wikispaces

**Course Overview** [Edit This Page](#) [page](#) [discussion](#) [history](#) [notify me](#)

**2. Overview of the course**

[D02811](#) (SQA, 2007) sits within Scottish Qualifications Authority (SQA) Intermediate 2 Biology and develops knowledge/understanding of mammalian nutrition, homeostasis, circulation/gas exchange and the nervous control of organisms. The learning outcomes, curriculum, modes of assessment and core skills profile are nationally agreed. Learning and teaching processes are, however, open to change/development at local level. In examining how Lauder College tutors support students through ETs, the emphasis on parity of opportunity at the heart of such national frameworks will be key to our study.

The Lauder College cohort taking D02811 comprise ["mainly access groups"](#) of full and part-time flexible learners, according to Isabel McKay (undated). The tutor's practice, particularly in the use of ETs, has been enhanced by the [TESEP](#) (Transforming and Enhancing the Student Experience through Pedagogy) project (JISC, 2007). TESEP favours increasing student activity, offering frequent formative assessment, emphasising peer learning and personalising learning tasks. ETs lend themselves to developing creative and flexible courses; results in the first year of the enhanced D02811 have seen a 100% pass rate for the full-time students. [Students have enthused](#) (D'Sylva, 2007) about the 'new' teaching style and feel themselves to be better prepared for HE. However, the part-time students achieve less positive outcomes.

The module, which is primarily based in a [learning lab](#) employs face-to-face contact with the tutor, practicals and group work, all supported by use of the College Virtual Learning Environment (VLE) to access supporting materials (web pages, interactive learning materials and videos). National Learning Network (NLN) materials are also used, but students are encouraged to explore widely and are not taught solely to the assessment demands.

Throughout the module, the tutor is clearly aiming to achieve constructive alignment (Biggs, 2003) of the

**Actions**

- [Join this Space](#)
- [Recent Changes](#)
- [Manage Space](#)

Search

**Navigation**

**Report**

- [Home](#)
- [Title page](#)
- [Contents](#)
- [1. Introduction](#)
- [2. Overview of the course](#)
- [3. Core Issue](#)
- [4. Key Issue](#)
- [5. Conclusions](#)
- [6. Future Development](#)
- [7. References](#)

**Group Admin**

[Dates](#)

[edit navigation](#)

**Ads by Google**

**1 rule of a flat stomach:**  
Cut down 9 lbs of stomach fat every 11 days by obeying this 1 good rule  
[FatLoss41d1ots.com](#)

**Eddington Hook Bookseller**  
Open Univ. Course/Set Books, Toursim, Catering & Hospitality  
[www.eddington-hook.co.uk](#)

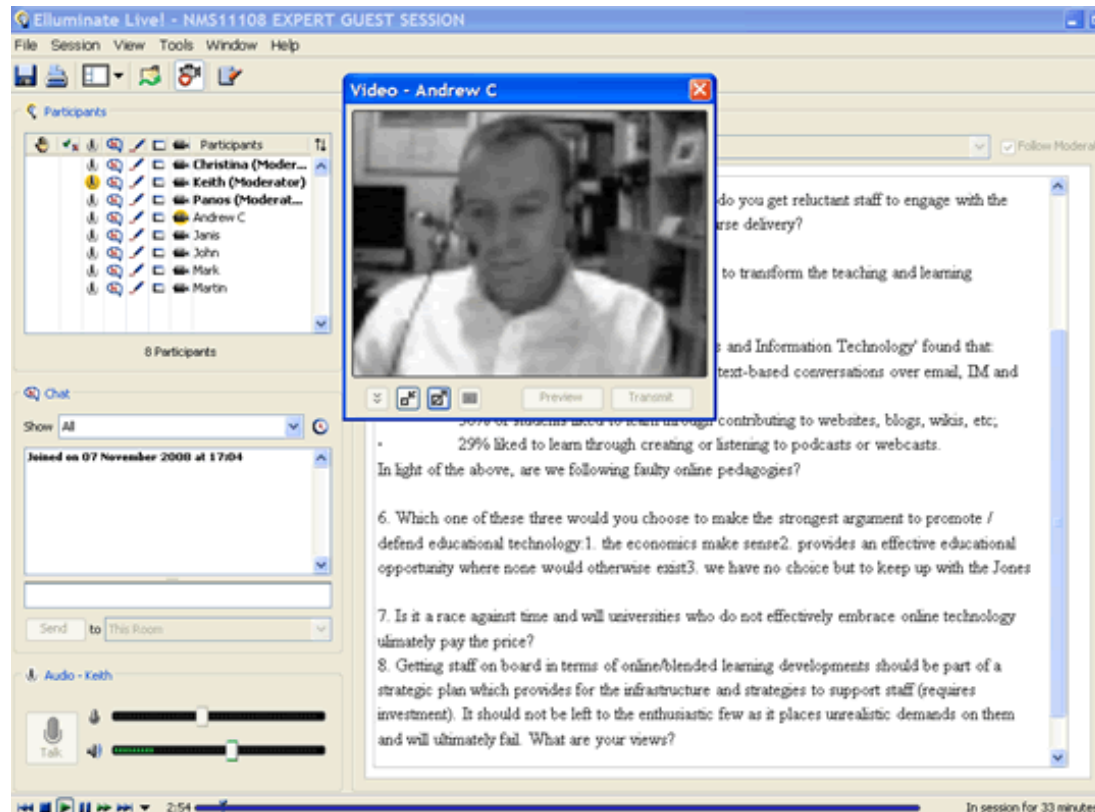
**New Live Music: The Mill**  
Get info on the acts, view listings free music downloads & free tickets  
[www.themill-live.com](#)

**1 rule of a flat stomach:**  
I cut down 16 lbs of stomach fat in 2 months by obeying this 1 old rule  
[Wu-YiSource.com](#)

**Friends, Friends.**

Done [Internet](#)

# Bringing guest experts into the classroom



Online guest expert sessions (recorded for revisiting) allow student to interact with and learn from national and international experts

# Empower: Joining professional communities

professionalcommunities10-11

smythkrs · My Wikis · My Account · Help · Sign Out · wikispaces

★ PC Directory PAGE DISCUSSION (21) HISTORY NOTIFY ME EDIT

New Page  
Recent Changes  
Manage Wiki  
Search

Home  
Eliminate Session Questions  
Groups Page  
PC Directory  
PC Examples  
Directory\_submission\_example  
edit navigation

## Professional Communities Directory

### Contributer Guidelines

- First come first serve.....!
- Avoid joining a community already featured in the directory
- Always add new entry after previous contributor's entry
- Begin entry by listing the name of the professional community followed by relevant URLS and a description. Add your name. Save!
- Revisit entry at any time.
- Do not worry about formatting. The module tutors will format the final document.
- Do not deliberately edit any entry other than your own. Notify the tutors immediately in WebCT's Problems Forum of unintentional deletes. These can normally be traced and resolved with the help of the History page.
- Begin below the horizontal rule by selecting 'edit' from the top right.
- Enjoy

[Please have a look here for an example submission.](#)

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Thanks for the contributions so far folks! Remember to check the discussion area for this page (click the discussion tab at the top) as that's where I'll be posting feedback and questions on this task. I'd also welcome updates on how you're getting on with the communities in there as we go.  
Thanks! Colin.

### Classroom 2.0 - Usman Arshad

<http://www.classroom20.com>

Classroom 2.0 had originated from America and the target audience is those "interested in Web 2.0 and Social Media in education." I joined this community to share and explore design and development ideas and techniques, what's possible with the many existing and new educational technology tools. I also wanted to explore the new and unique educational technology trends that are practiced around the globe. Furthermore it is a very populated and active community and would be beneficial more quality responses would be posted to my or any other discussions and comments.

The website's key tools are the discussions board which is sorted into categories. There are many different groups formed within the community; such as those interested in Twitter as a learning tool, beginners in this field, those who's focus is K12 audience etc. [Eliminate Live sessions](#) occur every day, such examples are; Sundays 'educational technology news and resources', Tuesdays guests discuss certain topics, Thursdays topic chosen by members, Fridays discuss effective online teaching and learning practices with guest interviews.

In this example a cohort on the last module of a Pg Cert have collaborated on a 'directory' of online professional communities to support their continued development beyond graduation



# Learning across course communities

The screenshot displays a web browser window showing a Wiki page for the 'International Nursing module'. The page header features the logos of Edinburgh Napier University and Western Carolina University. The main content area is titled 'Welcome to Week 6-Compare and contrast social issues'. Below the title is a large image of various national flags. The page includes a sidebar with navigation links such as 'Wiki Home', 'Projects', 'Pages and Files', 'Members', 'Recent Changes', and 'Manage Wiki'. The main text area contains a task assignment for the 'Week of October 10, 2011 Edinburgh Napier and Western Carolina University Students (Nursing)'. The task is to 'Determine the relationship between health & social care trends in both countries' and to 'Please post to the Wiki under October 10 Week Six'. The task is assigned to 'Deborah (Scotland) (Leader)' and 'Jill (WCU) Summariser'. The task instructions are: 'Please determine the relationship between general health & social care trends in both countries over the past century.'

International Nursing module

Edinburgh Napier UNIVERSITY

Western Carolina UNIVERSITY

Wiki Home  
Projects  
Pages and Files  
Members  
Recent Changes  
Manage Wiki  
Search Wiki

All Pages  
home  
Assignment Discussion Page  
Edinburgh Napier Guidance on using wikis  
Welcome  
Week 4  
Welcome to Week 2- Educational Preparation for Nurses in Your Country  
Welcome to Week 3-Exploring Nursing Specialization and Roles  
Welcome to Week 5-Compare and Contrast Social Issues with Health Care Issues  
Welcome to Week 6-Compare and contrast social issues  
Welcome to Week 7- Development of Nursing Roles from Society's Health Care Issues and Trends  
Well done so far

Welcome to Week 6-Compare and contrast social issues

flag.jpg

Week of October 10, 2011 Edinburgh Napier and Western Carolina University Students (Nursing)

Determine the relationship between health & social care trends in both countries

Please post to the Wiki under October 10 Week Six

(Napier Edinburgh and Western Carolina University)

For All Nursing Students

Deborah (Scotland) (Leader)

Jill (WCU) Summariser

Please determine the relationship between general health & social care trends in both countries over the past century.

Internet | Protected Mode: Off

International Nursing module using a wiki to support an internationalised learning experience (courtesy Karen Strickland from Edinburgh Napier)

# Cross-institutional staff development

Me ▾ Blogs ▾ Info ▾ Follow ▾ New ▾ Shortlink ▾ Search

## Online PBL trial within Academic Development

*an MSc Research Project (Edinburgh Napier University)*

Home About Facilitating PBL PgCert participants Resources Task 1 Task 2 Task 3 Teams

### PBL

Here you will find very useful materials about PBL in general.

#### Why PBL?

- "To integrate knowledge and skills from a range of multidisciplinary (themes)
- To acquire knowledge through self-study
- To teach participants how to work in groups and manage group projects (online)
- To improve problem solving skills
- To encourage self-motivation, curiosity and thinking
- To make learning fun!"

source: [Busfield, J & Peijs, T \(2003\) Learning Materials in a Problem Based Course](#)

Please study the guide below. It will help you gain a better understanding about what is involved in PBL.

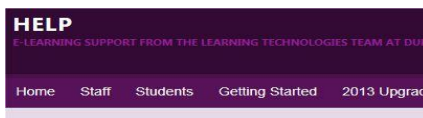
**A warm welcome...**  
... to the online PBL trial space.  
Please have a look around and get in touch if you have a question or would like to make a comment.  
Post your question directly into a blog post or access [our questionsboard](#)

**PBLonline**

Email Subscription

Chrissi Nerantzi at University of Salford has been exploring online problem-based learning across Pg Cert cohorts of new teaching staff

# Applications of the 3E Framework



## 3e Framework

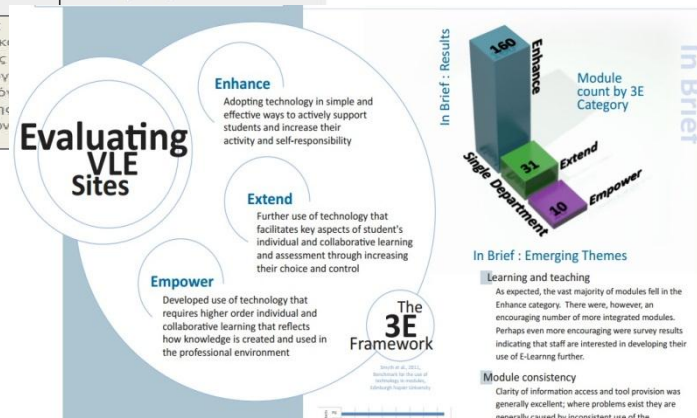


When bringing together this documentation, we need a simple method to help staff and students get the best out of it. We want this site to go beyond a simple set of steps (recipes). We hope these articles will help you reflect and consider how using these techniques and approaches could change your learning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

Ενίσχυση	Επέκταση	Ενδυνάμωση
Υιοθετώντας της τεχνολογία σε απλούς και αποτελεσματικούς τρόπους για να στηρίξει ενεργά τους φοιτητές και να αυξήσει τη δραστηριότητά τους και την αυτο-ευθύνη.	Περαιτέρω χρήση της τεχνολογίας που διευκολύνει τις βασικές πτυχές της ατομικής και τη συνεργατική μάθηση και την αξιολόγηση των μαθητών μέσω της αύξησης των επιλογών των ελεγχό τους.	

## Evaluating VLE Sites





**Over to you**

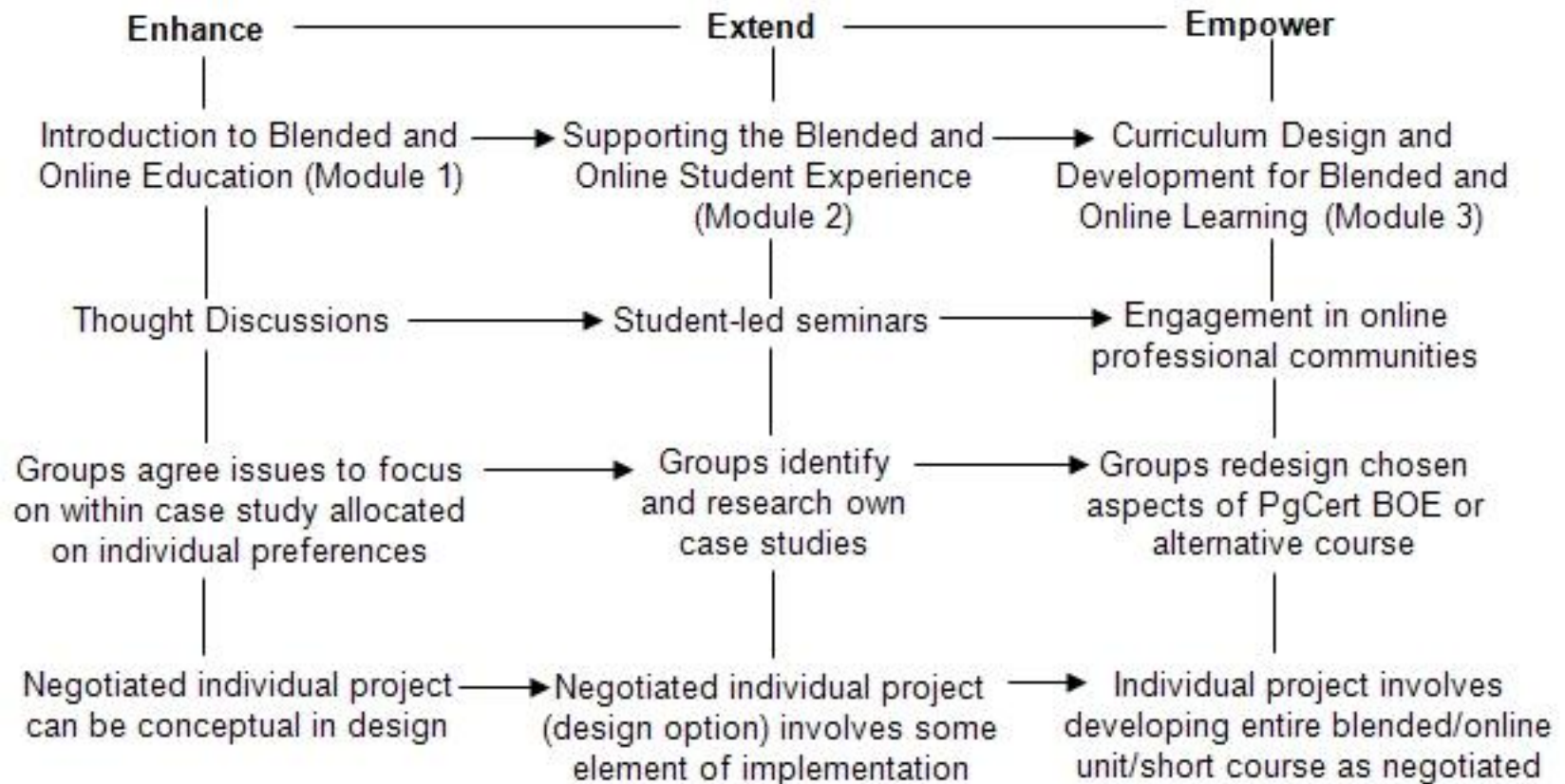


## Practical activity (3-4 mins)

- Download the 3E Framework mapping template via [http://octel.alt.ac.uk/?attachment\\_id=3024](http://octel.alt.ac.uk/?attachment_id=3024)
- Or from direct link to Word doc <http://bit.ly/ZVAjBe>
- Follow the instructions on the sheet, and be prepared to report back in 3-4 mins!

## **3. Structuring activities across a course**

# The 3E Framework on the MSc BOE



## Chat room activity

- How do you currently structure activities so they support learning across a course context?
- What do you think about in terms of the relationship between activities at different stages of a course?
- What would you recommend as good practice for others to think about?

## 4. Some practical considerations

- Learners don't have well developed, culturally-informed expectations about TEL so we need to make guidance and assessment criteria for online activities explicit.
- Early social and 'no risk' opportunities for exploring and joining online environments and cohorts are critical to engagement and retention (e.g. many online courses have no formal learning in Week 1, or have a Week 0)
- Blended and online courses that are not heavily content-based and driven, and instead engage learners in relevant activities, can be easier for tutors to keep current

- Provide a clear indication what support learners can expect, and when, as well as what is expected of them
- Provide multiple opportunities for learners to engage, and align activities with periodic deadlines for coursework
- Consider a Weekly Virtual Office Hours session to support online activities, especially in fully online contexts, to complement general ‘questions’ or ‘problems’ forums.



# Thank you

Keith Smyth [k.smyth@napier.ac.uk](mailto:k.smyth@napier.ac.uk)

Skype and Twitter @smythkrs

Blog <http://3eeducation.org/>