Moodle 2.5 and the 3E Framework

Here are some ideas about how you might meaningfully incorporate the use of some of Moodle's activities into the *3E* element of the TEL Quality Framework.
Note: This is a list of possible applications, not an exhaustive list of ways in which you could use each of Moodle's activities.

Framework / Activity	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.
Assignments	Create assignment 'dropboxes' to enable students to submit their work electronically. Ensure that there are clear instructions and information for students in the description.	Have students peer review each other's assignments. See Workshop.	Have students contribute to the assessment criteria for assignments and then peer review. See Workshop.
Big Blue Button	Make recordings of virtual classroom sessions available to all students (see Extend).	Schedule live virtual classroom sessions with students around key topics – assessment and feedback, for example. These sessions could be student-led, where they are asked to bring along specific questions to ask to the group.	Have students suggest and vote on themes for virtual classroom sessions. Students are tasked with facilitating of the online sessions.
Chat	Create a one-off chat, based around a specific theme, e.g. *final assessment*. Make transcript available for students.	Arrange regular 'out of office hours' chats around specific themes e.g. *final assessment* or *how to reflect.* Students participate in a facilitated chat. Transcripts are made available	Ask students to suggest themes for 'out of office hours' chats. Allow students to organise and facilitate chat sessions. Have transcripts made available.
Choice	Setup a choice activity to quickly test students' understanding of a topic.	Use the choice activity to facilitate student decision-making, for example allowing students to vote on a direction for the course, on assignment questions/titles or on topics for online debates.	Have students propose choice questions to ask other cohort members. Use the data generated to come to conclusions or inform learning.
Database	Create entries in a database related to key concepts within the chosen academic discipline. Ensure that each entry contains: concept, name of the main academic theorist, link to a journal article, link to a key text, link to key website, link to any relevant media.	Ask students to conduct their own research and add entries to the database. Allow students to rate, review or comment on each other's entries.	Have students create entries around their specific research interests or questions. They can then use this data to identify any areas of common interest amongst peers.
Forum	Create a general help forum for students to ask questions about the course.	Create a discussion forum to encourage debate around a specific theme, topic or reading. Have students rate and comment on their peers' forum posts – students should justify the rating by responding to the post with an added comment.	Nominate student groups to moderate weekly forum debates. Student moderators should be responsible for encouraging participation, keeping the discussion on track and summarising the key outcomes.
Glossary	Create a primary glossary of key terms related to a specific academic discipline. Have the entries auto-linked throughout the Moodle course.	Create a secondary glossary for each theme or topic which students have to populate by doing their own research.	Have students rate and comment on each other's glossary entries – students should justify the rating by responding to the entry with a comment. The most highly rated terms get promoted to the primary class glossary.
Quiz	Create a short quiz for students to formatively test their understanding of the subject area.	Create several themed formative quizzes drawing random questions from a question bank. Provide students with detailed feedback and scores.	Allow students to generate their own quiz questions for a practice question bank (requires the use of the Quiz creator role). Create a formative quiz drawing random questions from the student question bank.
Wiki	Create a module/assignment knowledgebase for students.	Create a *lecture notes* wiki. Ask student groups to take responsibility each week for populating the wiki with a summary of the lecture/seminar.	Have students work in groups to create and manage a wiki to demonstrate evidence of planning and preparation for a group work project.
Workshop	Enable students to submit files for formative peer review.	Have students come up with some of the criteria against which all work will be assessed by peer reviewers.	Allow peer review activities to be taken into account for summative grades.