# Adapted eTivities Framework

| **Structure**  | **Reason**  |  | **Done?** |
| --- | --- | --- | --- |
| Title  | * Enticement to take part, keep it short but interesting
 |  |  |
| Purpose  | * Explain. If you complete this section/activity you will be able to...
* You will understand better how to....
* You will find it essential for the assignment X....
* Link directly with your outcomes and/or objectives for the unit, module, course, programme
 |  |  |
| Brief summary of overall task  | * If you find you have more than one major activity or question, divide into more e-tivities
* Clear but brief overview.
* Check that the task/s are self contained and clear to follow
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| Individual contribution  | * Set expectation for individual response and/or contributions. Specify exactly what the participant has to do in response to the spark, with what media (e.g. discussion board, audio file, etc) and by when (i.e. day and date). Tell them the length of contribution required.
* Clearly indicate where the response should be posted, e.g. a link to a submission point, forum etc
 |  |  |
| Dialogue begins  | * If students are required to collaborate - request a response from individuals to others. State how long, where and by when. Students come online to see if others have read and responded.
* If students are working individually, how can they ask questions and communicate about the task? FAQs in a discussion board provide a useful space for peer support as well as teacher guidance
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| E-moderator interventions  | * Clearly indicate what the moderator will do and by when.
* Explain that the moderator will summarise, give feedback and teaching points to close the activity, and when this will happen.
 |  |  |
| Schedule and end-time  | * Total calendar/elapsed time allowed for this activity, completion date, estimated total study time required (e.g. 2 x 1hour)
 |  |  |
| What next?  | * Link to next e-tivity
* You may suggest additional resources to help with the task - indicate whether they are required or optional.
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*Adapted from Salmon, G. (2002) E-tivities: a key to active online learning.  Routledge, London.*