
DYNAMIC LEARNING ENVIRONMENTS: E.N.H.A.N.C.E. –[ING] LEARNING WITH INSTRUCTION-AL TECHNOLOGIES

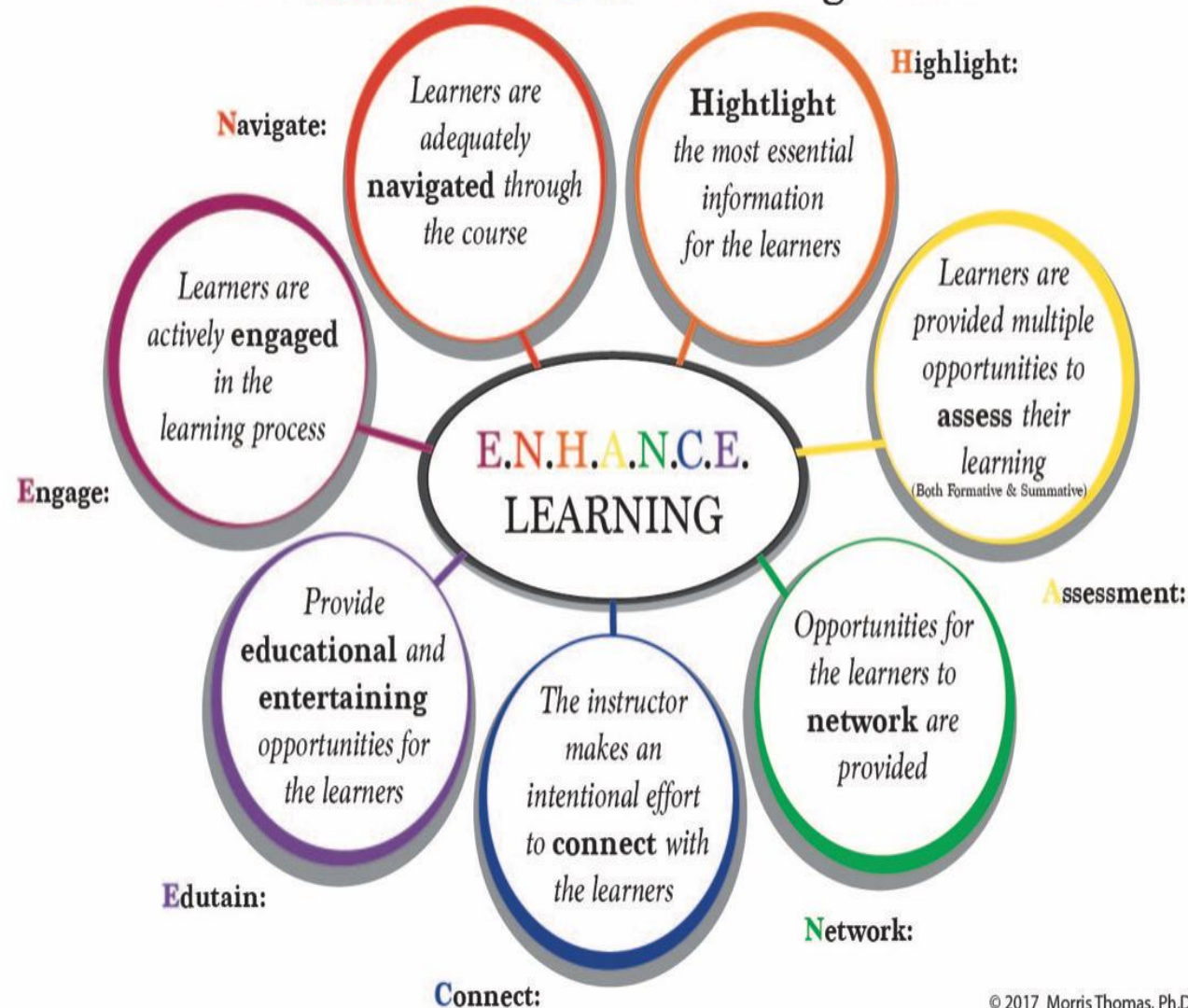
Dr. Morris Thomas (Howard University)

Dr. Angela Bullock (University of the District of Columbia)

OBJECTIVES

- Explain the **E.N.H.A.N.C.E.** learning model as an instructional strategy.
- Identify technological tools for instruction.

The E.N.H.A.N.C.E. Learning Model



© 2017 Morris Thomas, Ph.D.

THE E.N.H.A.N.C.E. LEARNING MODEL (ELM)

A framework providing (7) strategies to enhance learning through intentional course design and delivery (Thomas, Harris & King-Berry, 2017).

E.N.H.A.N.C.E.



Three Types of Interaction



ENGAGE

ENGAGE: Andragogy; The Science & Art of Helping Adults Learn (Merriam, Caffarella, Baumgartner, 2007).

Self-Concept or Self-Directed Learning	✓
Experience	✓
Readiness to learn (depend on need)	✓
Problem (Solution)-Centered- Application	✓
Internal Motivation	✓
What's in it for me? (W.I.I.F.M.)	✓

E.N.H.A.N.C.E.



NAVIGATE

NAVIGATE	
Learners know where to begin	✓
Learners understand what is expected	✓
Learners are updated on where they are in a lesson, module, course, etc.	✓
Learners are clear on any modifications	✓

E.N.H.A.N.C.E.

HIGHLIGHT

Learners are informed of the most important course content	✓
Content included in instruction is aligned with course objectives	✓
Content covered in the instruction is aligned with allotted time-frame	✓

The idea of highlighting involves informing learners of the most important content in a particular course.
(Harrison & Thomas, 2019).

HIGHLIGHT



E.N.H.A.N.C.E.

ASSESSMENT

Assessment is ongoing	✓
Assessment is seen as a part of the learning process	✓
Assessment is not punitive	✓
Assessment is formative	✓
Assessment is summative	✓
Assessment is aligned with materials, activities, assignments, technology, etc.	✓

ASSESSMENT



E.N.H.A.N.C.E.

Are your courses fostering an environment to maximize the learners' networking potential?

NETWORK

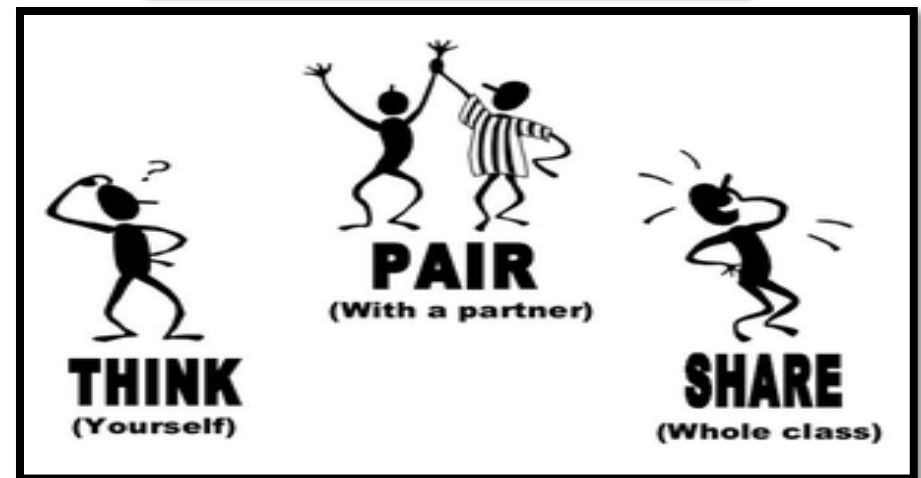
Learners are provided with opportunities to get to know their peers

✓

Learners understand the importance of networking as it pertains to content/profession(s)

✓

NETWORK



E.N.H.A.N.C.E.

Learners are more likely to maximize their learning experiences when they perceive a deeper connection to their instructors (Maki & Maki, 2007).

CONNECT

Instructors connect with learners by sharing appropriate/relevant personal information

✓

Instructors are available to learners

✓

Instructors incorporate anecdotes/experiences to further connect learners to themselves and the content

✓

CONNECT



E.N.H.A.N.C.E.

Edutain is the combination of the terms educate and entertain (Harrison & Thomas, 2018).

EDUTAIN

Instructors include creativity and innovation into learning experience	✓
Learning environments fosters interaction and activity	✓
Technology is leveraged	✓
Learners allowed to play an active role in instruction	✓

EDUTAIN



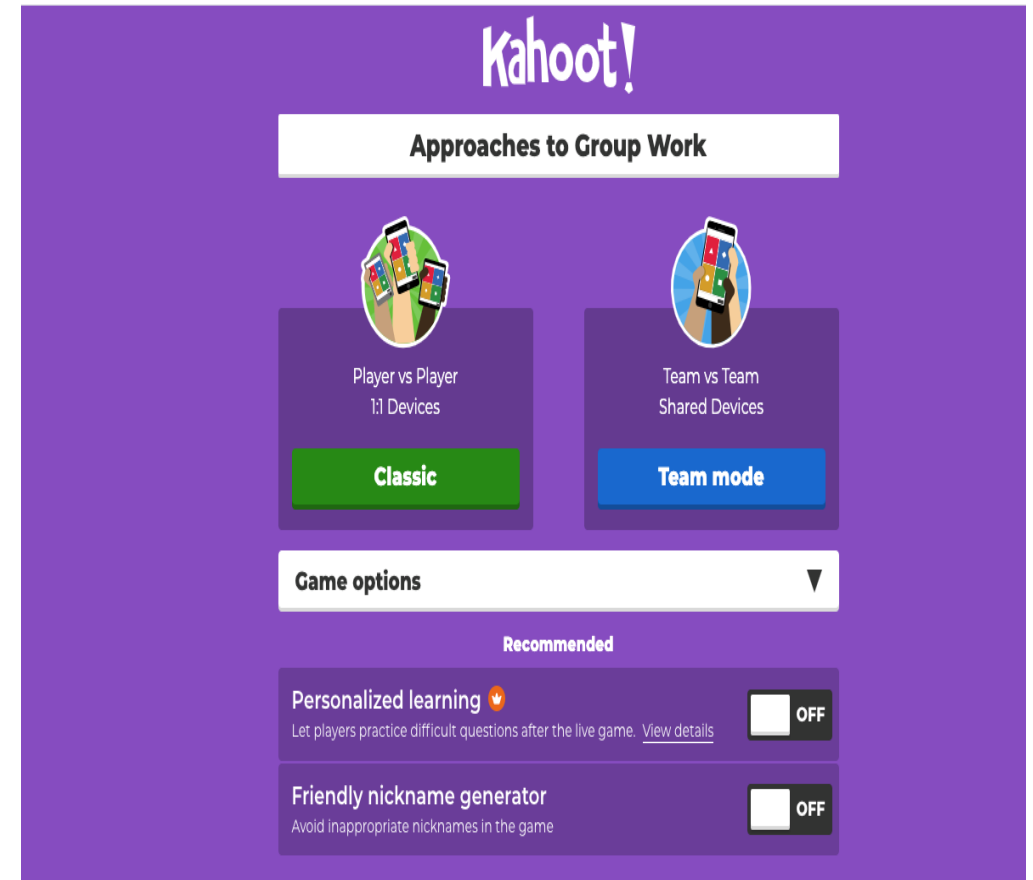
Kahoot!



Kahoot Instructions

Instructor: Kahoot.com

Learner: Kahoot.it



Kahoot!

Instructor View

Join at **www.kahoot.it** or with the **Kahoot! app**
with Game PIN:

472994

2
Players

Kahoot!

Jane Doe

John Doe

Start

Learner View

kahoot.it

Kahoot!

Game PIN

Enter

Play more, anywhere and anytime, on your own or with friends. Get our new app!


Download on the
App Store


Create your own kahoot for FREE at kahoot.com

[Terms](#) | [Privacy](#)



Instructor View

This type of group is a voluntary group & members provide each other with various support. 



17

0
Answers

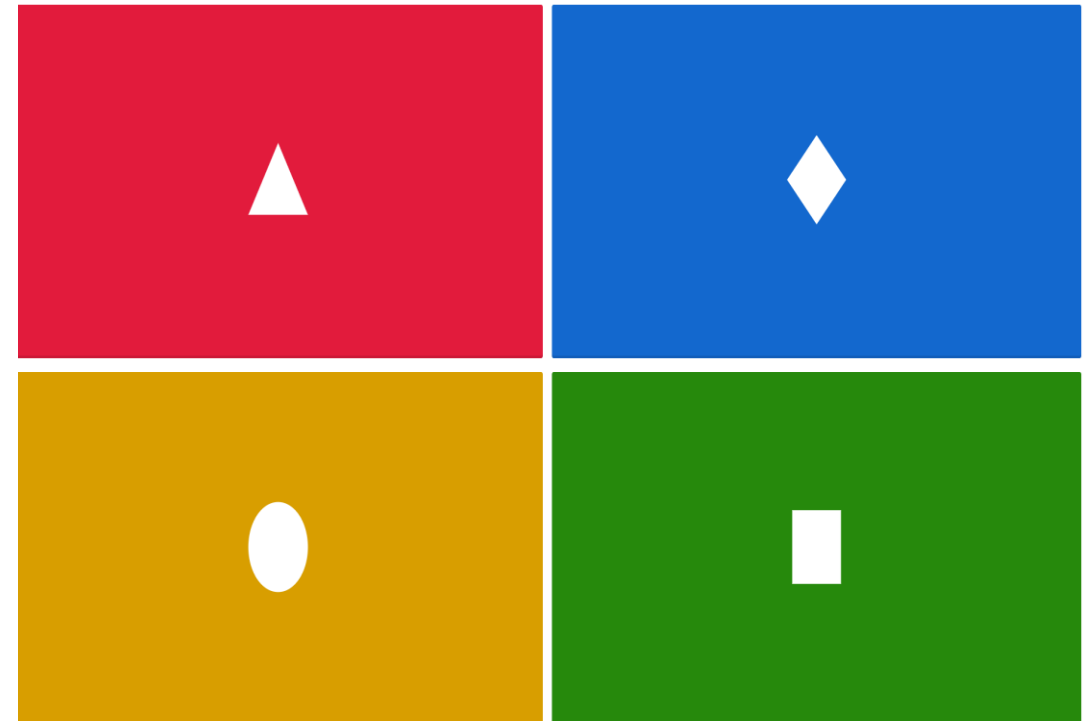
Skip

▲ Educational Group	◆ Task Group
● Self-Help Group	■ Therapeutic Group

Learner View

PIN: 472994 3 of 14

John Doe 0

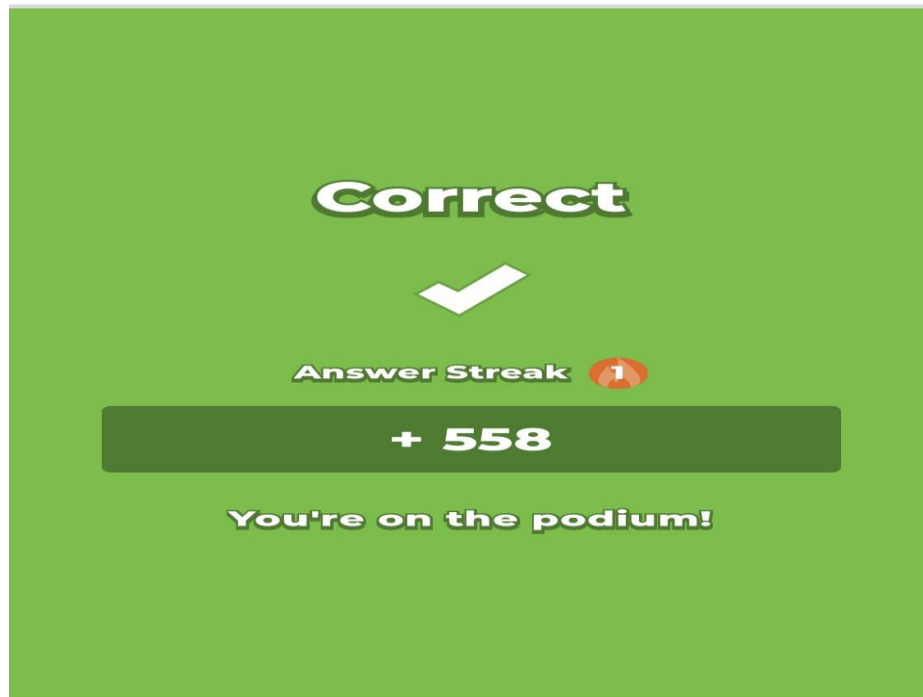




Learner View: Correct Response

PIN: 472994

3 of 14



Jane Doe

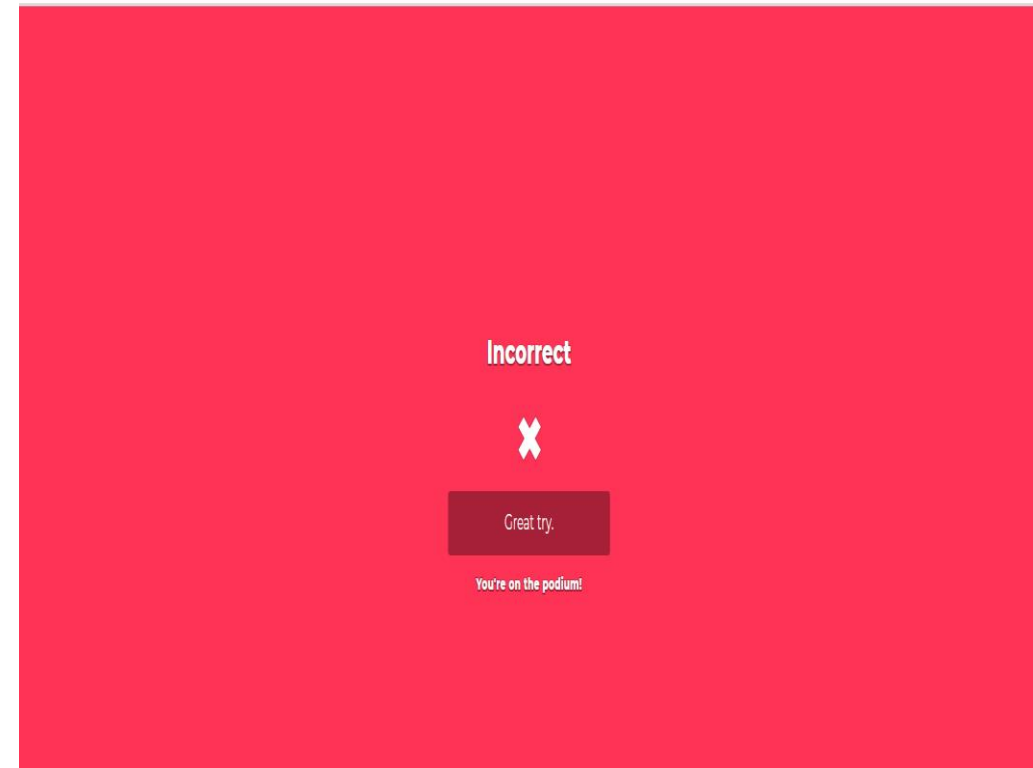
558

Learner View: Incorrect Response

PIN: 472994 3 of 14

John Doe

0



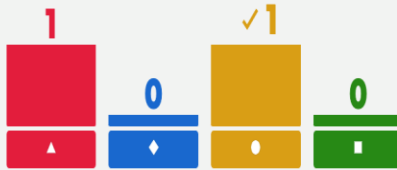


Instructor View

This type of group is a voluntary group & members provide each other with various support.



Next



Show media

End game

▲ Educational Group



◆ Task Group



● Self-Help Group



■ Therapeutic Group



Learner View

Scoreboard



Next

Jane Doe

558

John Doe

0

A.B.

0

End quiz

Kahoot!

Kahoot Activity Report



Overview

Social Welfare I

Played on	8 Nov 2017
Hosted by	abullock3
Played with	9 players
Played	20 of 20 question

Overall Performance

Total correct answers (%)	60.45
Total incorrect answers (%)	39.55
Average score (points)	11529

Feedback

How fun was it? (out of 5)	4.75%
Did you learn something?	100%
Do you recommend it?	87.00%

Switch tabs/pages to view other result breakdown

NEARPOD INSTRUCTIONS

Using your smartphone, go to Google Play or the App Store and download NearPod.

- Once you have downloaded NearPod, click “Join” and enter the following code:
 - **NAWD**

You can also access NearPod on your laptop by going to <https://nearpod.com/>

- Once you access the website, enter the following code:
 - **NAWD**

Please enter your full name when prompted

[How it Works](#)[Explore Lessons](#)[Schools & Districts](#)[Students](#)[Schedule Demo](#)[Log In](#)[Sign Up For Free](#)

Transforming Teaching. Together.

Ready-to-run K-12 lessons delivered through an award-winning interactive learning platform

For Teachers

Interactive learning experiences your students will love

[Start Exploring For Free!](#)

or

[Create your own lesson →](#)

For Schools & Districts

The award winning all-in-one instructional software used in 3 out of 5 U.S. school districts

[Learn More](#)

<https://nearpod.com>

Reach every learner.

Provide equal access to opportunities with five FREE lesson bundles.

[Get started](#)



Lesson: Chapter 7 Approaches to Groupwork

Open Ended Question Define power.

Date	Nickname	Other	Response	Poll Stats
10/18/2017	Dianne Hawkins			
10/18/2017	genesis			
10/18/2017	Jocelyn			
10/18/2017	PAL			
10/18/2017	Tiaria			
10/18/2017	Ursula			



No Answer



Free Text

Open Ended Question Identify knowledge you gained from this week's class discussions.

Date	Nickname	Other	Response	Poll Stats
10/18/2017	Dianne		I learned the difference between discrimination, prejudice, oppression and power on Monday. Today I learned the difference between Ethnocentrism and Ethnorelatism	
10/18/2017	genesis		From this week's discussion I have observed in myself of how the world is viewing of how we judge to then being perceived through experiences/ ethnic values	
10/18/2017	Jocelyn		The knowledge that I gained from this week class was a constant reminder of how to maintain my focus on issues which may result in being bias and to do what is	



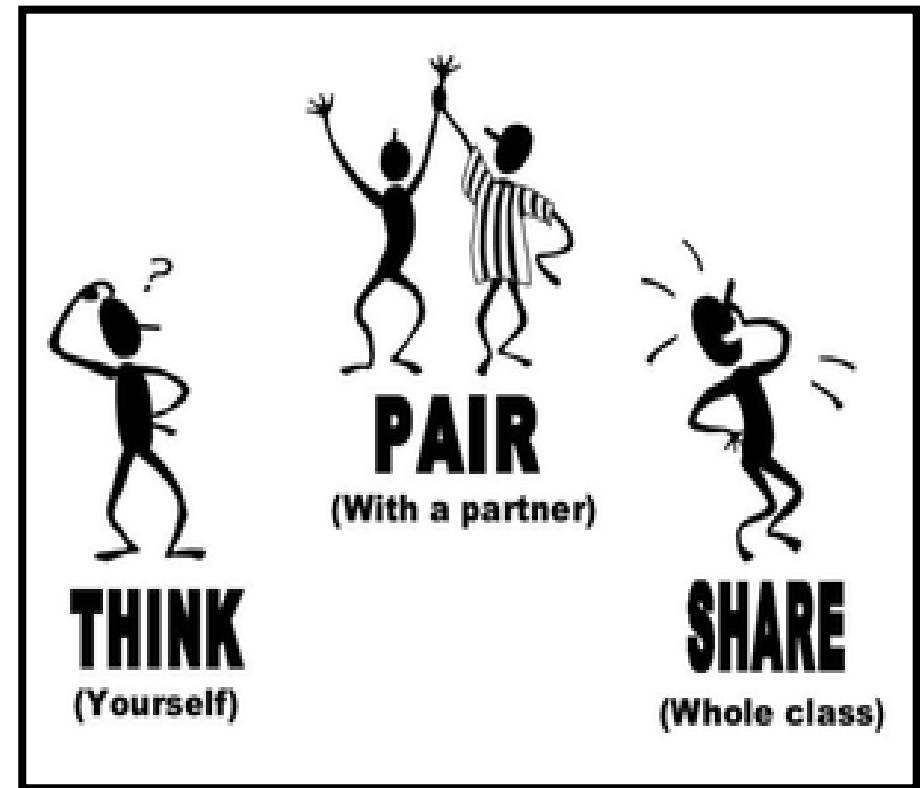
No Answer



Free Text

Reflection Activity

Tools	What Component of the ELM does these tools address?	How would you use these tools in your courses?
Kahoot		
Nearpod		
Other technology tools???		



THANK YOU FOR ATTENDING OUR
SESSION!

DYNAMIC LEARNING ENVIRONMENTS:

E.N.H.A.N.C.E.—[ING] LEARNING WITH
INSTRUCTION-AL TECHNOLOGIES



REFERENCES

- Harrison, E. & Thomas, M. (2019). "Employing the ENHANCE Learning Model to Inform a High-Impact Course Design." *Ubiquitous Learning: An International Journal* 12 (3): 9-18. doi:10.18848/1835-9795/CGP/v12i03/9-18
- Harrison, E. & Thomas, M. (2018) ENHANCE Learning Model: A Case Study in Moving the Learner Needle from Novice to Proficient. *American Research Journal of Humanities and Social Sciences*, vol 4, no. 1, 2018, pp. 1-12.
- Maki, R. H., & Maki, W. S. (2007). Online courses. In F.T. Durso (Ed.), *Handbook of applied cognition* (pp. 527–552). New York: Wiley & Sons, Ltd. doi:10.1002/9780470713181.ch20
- Merriam, S. B., Caffarella, R. S., & Baumgartner, L. M. (2007). *Learning in adulthood: A comprehensive guide* (3rd ed.). San Francisco: Jossey-Bass.
- Rovai, A. P. (2002). Development of an instrument to measure classroom community. *The Internet and Higher Education*, 5(3), 197–211. doi:10.1016/S1096-7516(02)00102-1
- Smith, K. A. (2000). *Going Deeper: formal small-group learning in large classes*. In *New Directions for Teaching & Learning*.
- Thomas, M., Harris, R. & King-Berry, A. (2017). Creating inclusive online learning environments that build community and enhance learning. In *Handbook of Research on Innovative Pedagogies and Technologies for Online Learning in Higher Education*.
- Thomas, M., Hilton, A. A., & Ingram, T. (2015, November). Campus environments: their importance and impact. *Paper presented at the Association for the Study of Higher Education (ASHE) 40th Annual Conference*.