COURSE HANDBOOK:

Assessment, Learning and Digital Education

[EDUA11319]

Session 2018/19

Contents

Welcome

Welcome to Assessment, Learning and Digital Education, or ALDE for short.

This course explores how the assessment of students and their learning is rapidly evolving in ways that capitalise on developments in digital technologies considering pedagogical and technological considerations, as well as conceptual and practical issues. Underpinning our exploration is a review of key assessment purposes, processes and guiding principles which allows us to take a more questioning eye to newly emerging and more established directions in digital education and assessment.

The focus throughout the course unit is on post-compulsory education, i.e. on assessment in universities and colleges. But the perspectives adopted and issues pursued are likely to be mirrored at other levels of education, and in the related domains of training and professional development in the public and private sectors. And since assessment practices are inescapably bound up with what's being learned in a given setting and at a particular level, we'd like to encourage you to relate course themes to your own professional practice and interests.

The assessments for this course draw on what we think are some key challenges for assessment in digital education: multimodality and digital literacy; assessment literacy; feedforward and feedback; and collaborative assessments. The assignments include an individual 'think piece', exploring the challenges of multimodality assignments; a group-authoring assignment that gives both a collaborative experience and an opportunity to focus in depth on topics that might be of most relevance to you; and an individual position piece on an emerging theme in digital assessment.

As your course tutors, we are committed to working with you dialogically and to helping to build a rewarding "community of learners" — in other words, a course experience from which everyone concerned (and that includes us!) has a great deal to learn. Your part in creating that community is to demonstrate a commitment to the collaborative activities and engage fully with the learning opportunities offered.

We look forward to the coming weeks, and anticipate many interesting debates and discussions!

Course team and contact information

For help and advice on any aspect of the course, contact the Course Coordinator in the first instance:

Clara O'Shea (Course Coordinator)
Email: clara.oshea@ed.ac.uk
Tel.: +44 (0)131 651 6116
Skype: clara_oshea

Dai Hounsell
Email: dai.hounsell@ed.ac.uk
Tel.: +44 (0)1929 427 612
Skype: dai.hounsell

Tim Fawns
Email: tfawns@ed.ac.uk
Tel.: +44 (0)131 242 6536
Skype: tim_fawns

The Programme Secretary is:
Victoria McIntyre
Email: digitaled@ed.ac.uk
Tel.: +44 (0)131 651 1196

Course learning outcomes

By the end of the course you will be able to:

- demonstrate an analytical grasp of assessment purposes and practices relevant to both online and more conventional forms of assessment
- critically evaluate the potential pedagogical benefits of, and limitations to, the use of online assessment in educational settings
- be familiar with a range of conceptually and empirically grounded frameworks for reviewing and enhancing developments in digital assessments
- identify and review prospects for online assessment that reflect your subject area and academic and professional interests in relation to the higher and post-compulsory education sectors

Delivery and workload

ALDE – as with all our courses – is delivered entirely online, using as its main delivery platform the virtual learning environment Moodle, but also making use of collaborative working spaces (such as Google Docs) and synchronous spaces (such as Adobe Connect) for seminars.

The approach to teaching in the course takes various forms. Most weeks will include guided core and follow-up reading from a range of sources, alongside various activities like forum discussions, group authoring, and synchronous seminars. In particular, in this course, we value sharing our experiences and insights with one another, alongside what we discover along the way – a new idea or application, for instance, or an unfamiliar term that can be put to good use. And through the assignments, you will have the chance to review developments in digital assessment in a field of your own choosing.

Successful participation in this course will require around 7-10 hours a week in discussion, reading, exploration and writing, with more than this likely around the time of assignment completion. As suggested in the introduction to this handbook, you will need to make a significant commitment to the course in order to contribute to class discussions, activities and the collaborative work. We would recommend logging in to Moodle almost every day to keep track of class discussions. You will also need to set aside good chunks of time three or four times a week for undertaking course activities, doing the readings and keeping apace with the course work.

Participation etiquette

When taking part in the Moodle forum, the synchronous sessions, or contributing to the class wiki, please apply the basic rules of netiquette outlined for An Introduction to Digital Environments for Learning:

> *When taking part in online discussion, some basic rules of netiquette apply. Please keep contestation polite and try to make sure others' contributions are responded to. Contributions to the discussion don't have to be beautifully structured and written in formal, typo-free academic prose, but they should be reasonably clear and – most important – should function to drive the discussion along in a positive way. Try also to keep your discussion board postings reasonably short and to the point – long, very intricate contributions tend not to be read, and can put others off contributing themselves.*

Networking and connecting

As well as using different digital spaces for formal course discussions, we would strongly encourage you to make connections informally. Twitter, Skype, and Discord, for instance, have all proved useful for networking, after class discussions, debriefs and the occasional 'wee blether' (a random chat about nothing in particular). Guidance on setting up accounts for some of these technologies is in the Technologies Handbook which is available online at https://www.wiki.ed.ac.uk/display/mscdetech.

The Moodle course has a 'course contacts' section on the course home page. This is a great place to keep your classmates and tutors up-to-date with your preferred contacts and a very handy way to find others' contacts when you feel like starting a 'corridor' conversation. It's a wiki – so please add your own details. If you need help, just email Clara.

Computer skills and equipment you need

The Technologies Handbook (https://www.wiki.ed.ac.uk/display/mscdetech/) will give you the background information that you will need (for example, about browser configuration) in order for you to access the University systems and some of the environments we use.

You do not need to be an advanced computer user to do any of the courses on the programme, though you will need a basic level of competence in the use of your computer. You should know how to use a web browser, email, and a word-processor, and should be reasonably confident in managing files on your computer and downloading files from the internet.

As with all MSc courses, to participate you will need regular access to a computer capable of connecting to the Internet and to the course's Moodle site. You should consult the Programme's Technologies Handbook for further, more specific advice and guidance.

For the synchronous seminars, a headset with microphone will be useful or else just standard headphones and built in computer mic.

Course structure and format

ALDE runs over a 12 week semester, from Monday 17 September until Sunday 9 December 2018. A week of study on this course includes the weekend, i.e. each week of work runs from Monday to Sunday.

There is an orientation week (week 0) starting Monday 10 September. This is an opportunity for you to explore the course, make your introductions and settle in.

The course outline is given here, and you'll find more detail in the course Moodle site itself. Throughout the course, we will have occasional, synchronous sessions in Adobe Connect. The sessions will be recorded for those that aren't able to attend. There will be more on the seminar series in the course Moodle site.

Week 1: Assessment purposes and perspectives

The course opens with an opportunity to review your experiences of being assessed and share with others your initial thoughts on what makes for a good assessment. We then turn to the fundamental question of what purposes can underlie assessment, how different 'stakeholders' tend to vary in which purposes they value most, and what tensions may arise from these differences.

Weeks 2-3: Frameworks and principles

A recurring theme in the assessment literature is the problematic interrelationship between assessment-for-grading ('summative assessment') and assessment- for-learning ('formative assessment'), allied to concerns that the former has all too often flourished at the expense of the latter. Here we invite you to take a critical look at a number of frameworks and manifestos that each seek to put assessment-for- learning to the forefront and articulate evidence-informed guiding principles.

Week 4: Digital contexts and multimodal assessments

Novel, online forms of assessment provoke new questions about what the informal ground-rules (and even the implications for more formal assessment regulations) might be. This theme explores the implications for assessment in digital environments. We will examine a variety of actual online assessments and consider how they open up opportunities for students to communicate what they know, understand and can do and how they ask us, as educators, to consider the interpretative role of the assessor and to re-think conventional wisdom about assessment and feedback.

Week 5: Assignment preparation

We pause teaching activities this week to work on our first assignment (the individual 'think piece') and allow time for students to share drafts and comment on each other's work.

Week 6: Feedback, feedforward and dialogue

Here we focus on the opportunities digital environments afford to enhance assessment-for-learning by facilitating and boosting guidance and feedback to students on their progress and performance. We will consider applications that range from comments on coursework assignments, through initiatives that enable students to self-test periodically, to electronic voting systems that provide a systematic check on how well what has been taught has been understood.

Week 7: Assessment literacy

Traditionally, assessment has been a relatively arcane and mysterious practice - understood only by those few judged sufficiently expert to be assessors in a given field and taking place in private, behind closed doors. But the mysteries of assessment have been falling away, and there has been growing recognition that it's hard for students to perform consistently well if they don't have a good grasp of what high-quality work looks like, *and* of how to go about achieving it. This 'insider' view of assessment practices is precisely what 'assessment literacy' aims to develop in students. Here we explore emerging perspectives on assessment literacy and the activities designed to promote it, such as peer review and the use of exemplars.

Week 8: Collaborative learning and assessment

Digital technologies have opened up exciting new opportunities for students to work collaboratively, whether through new forms of communication and interaction as they pursue shared or pooled tasks, or through co-authoring tools that allow writing and revising of joint publications, presentations or other output. But assessing such collaborative activities also poses tricky issues for educational systems that have traditionally evaluated and rewarded individual rather than group endeavour and where the borderlines between cooperation and collusion may be fuzzy rather than clear-cut.   During this theme we will tease out some of our own ways of working collaboratively in preparation for our own group-based assessment.

Weeks 9-10: Emerging themes and the 'big questions' assignment

> In these weeks, we will explore some of the emerging challenges that new technologies might bring to traditional understandings of the relationship between teacher, student and assessment. We will also be engaging in our group-based assessment for the course, our 'Big Questions' assignment (see the section on **'assessment'** below for more information on the assignment).

Assessment

Assignment types and deadlines

1. Individual 'think piece' (25% of your final mark), due Sunday 21 October 2018 (end of week 5)
2. 'Big questions' collaborative assignment (50% of your final mark), due Sunday 9 December 2018 (end of week 12)
3. Individual position piece (25% of your final mark), due Sunday 23 December 2018 (two weeks after the teaching period ends)

Assessment criteria

All assignments on this course will be marked according to the Postgraduate Common Marking Scheme criteria of
- Knowledge and understanding of concepts
- Knowledge and understanding of literature
- Constructing academic discourse

These criteria are laid out in full in the Programme Handbook (available via the Hub handbooks section at http://hub.digital.education.ed.ac.uk/handbooks/).

However, as findings in the emerging field of assessment literacy suggest, being given information about assessment criteria isn't in itself sufficient to acquire a firm grasp of what counts as work of an appropriate quality. What also helps is to look at a range of examples of other students' work, to use this to sharpen a sense of what is good, and to gain practice in producing work of your own that meets your thinking about standards. That might sound a tall order, but the way forward lies in engaging fully with our first assignment, being open to sharing your writing processes with your peers and embracing the critical friend role in the collaborative work - putting in contributions of your own, and reading, reflecting on and responding to the contributions of your fellow students. We shall also be using the Moodle forum, during the

course, to provide opportunities for further discussion of assessment requirements and the nature of the individual and group assessments.

1. The individual think piece
(25% overall grade, due 21 October 2018)

Rationale: Our intention in this course is to take a scaffolded, cumulative approach to assessment. In this first assignment we invite you to think about the ways that assessment practice is affected by new and emerging opportunities to construct and convey meaning in richly digital ways. To do this we want you to engage with the literature that sheds light on the sometimes complex relationship between multimodality and assessment. By taking a scenario-based approach in this assignment we wish to emphasise how the approaches we take in the design and delivery of assessment exercises can be informed by the application of research and critical discourse to practice.

Briefing: At the recent meeting of tutors from the postgraduate-level Generic Humanities course, discussion turned to the possibility of allowing students to complete the summative assessment exercise in a digital multimodal form of their choice. In this new arrangement a student could choose to complete a conventional 4000-word essay as had been the case in previous iterations of the course, or they might instead present their work in digital multimodal form. There was broad enthusiasm for this new approach during the meeting on the basis that it would enable the Generic Humanities course and its students to keep up with some of the changes taking place in education and society more generally. At the same time however some of your colleagues had concerns over how they might 'sell' the idea to students. Other members of the team were unsure as to how they would support students in the completion of the assignment.

As the member of the Generic Humanities team with most interest in assessment and learning in digital environments, it was agreed that you would go away and prepare a short document outlining suggestions for your colleagues on how they might encourage students to embrace the opportunity to present their work in a digital multimodal format, alongside the issues that would be important in supporting students as they take this approach. In order to reassure and convince your colleagues you will need to engage with the relevant literature.

The criteria you will be applying to the artefact are:
- Knowledge and understanding of concepts
- Knowledge and understanding of literature
- Constructing academic discourse

These criteria are laid out in full in the Programme Handbook (available via the Hub handbooks section at http://hub.digital.education.ed.ac.uk/handbooks/).

In keeping with the scenario described above, your briefing should be presented in the form of a 1000-word document that will help your fellow tutors to recognise and understand the key issues and approaches at stake. This will require you to write in a clear and direct way (particularly bearing in mind how busy your colleagues are at this stage of the semester) and in reference to the literature. Please do not worry if are unfamiliar with the kind of document described in the scenario: what we are interested in is how you critically engage with the literature and then think about how it relates to assessment in practice.

Do draw on the literature we have covered in the course so far to help substantiate your argument. You can bring in additional literature if you would like to, but that is not essential. This is a think piece rather than a literature review, so the emphasis is both on the argument you want to make and on making sure that argument is persuasive by spelling out the justification for the points you make.

There will be a space in the Moodle forum to discuss further what is meant by phrases like 'a persuasive argument' and what 'supporting your argument' might mean.

Word count: 1000 words +/-10% (references excluded from word count)

Format: Negotiable. You can create a straightforward Word or PDF document or a slideshare (Powerpoint, Prezi etc). However, if you wish to try something else, that's fine, just talk to a tutor beforehand.

Due date: Sunday 21 October 2018 (end of week 5)

Submission process: Please use the assignment tool in Moodle.

2. The collaborative assignment: Big questions on emerging themes (50% overall grade, group mark, due 9 December 2018)

Rationale: As an integral part of your work in this unit, you will have the opportunity to experience a collaborative, online assessment first hand. This will give you the opportunity to explore in depth a topic of some interest to you, but also to surface and reflect on the challenges of collaborative, online assessments. Your reflections might provide a stimulus for your final assignment.

Briefing: In this assignment, you will work with others to tackle one of our "Big Questions" - key questions or statements for digital assessment - that require a co-authored, critical and synthesised response from your group and a supportive, interdependent approach for the whole class.

For this assignment, your group will be expected to demonstrate that you're well-versed in your chosen topic, and that you can get to grips with concepts that are relevant to the aspects or areas of online assessment you've chosen to engage with. You'll also be expected to have tracked down, and made use of, the published literature — whether that's in traditional printed form or from appropriate online sources. Most importantly, you'll be expected to take a questioning, critical approach to your material. That could mean weighing what progress has and has not been made in a particular area; probing beyond the rhetoric (and perhaps even 'hype') about a new form of online assessment to reflect on its educational benefits, or reviewing what evidence there is to date that bears out the claims made.

There will be warm up activities during the early weeks of the course that will help you gain familiarity with the technical side of collaborative authoring and for the class as a whole to develop some shared understandings of the social practices involved in this kind of group work.

Each group will have their own area in the Moodle forum and there will also be a Moodle forum for more general discussions about the assignment.

The main period for working on the assignment will be during weeks 8-12. In week 8 this work will go alongside course activities about collaborative assessment and will involve working with your group to decide on your group processes and approach to responding to the topic statement. In weeks 9-12, there will be no other course activities so that groups can focus fully on developing their Big Question response.

Group allocation and the critical friend role: Early in the semester, you will be asked to vote on your top 3-4 preferences for Big Question topics, from a selection Big Questions.

Mid-way through semester, a sign up sheet will be made available where you can allocate yourself to your preferred Big Question group, where you will help co-author this second assignment.

You will also be able to allocate yourself to a second Big Question topic, where you will be a critical friend for another group, acting as a support for them as they tackle their own Big Question. (It is this second Big Question that will form the basis for your third assignment, the position piece, see below).

The critical friend role is not graded, but we value it very highly. First, like David Nicol (2013), we see peer feedback as a means of enhancing skills in evaluating work of this kind; secondly, we believe that first-hand experience of giving feedback to (and receiving feedback from) one's fellow students offers insights that simply reading the literature can't achieve.

Marking: To meet the assessment requirements for this assignment, you will need to contribute regularly as both a co-author and a reviewer. To acknowledge and underpin the collaborative nature of this work, each group response to a Big Question will be graded as a whole will be awarded one mark that all members of the course group will share.

Format: As a group, you can come to a decision about your preferred authoring space (you can use the programme wiki space if you wish, or you might prefer Google Docs, WordPress or some other space).

Word count: An exact word count is a little complicated for a multimodal assignment. In general, each topic response will be around 3,500 words with the usual +/-10% and references excluded from the count. However, we would like to acknowledge the role images, video, audio, links and other modalities may play in contributing to the content of the final piece. And so, instead of 'word count' per se, we suggest this 3,500 word length is thought of as a 'word count equivalent' and suggest groups discuss with tutors any concerns they have about meeting or over-reaching the word count equivalent.

In the meantime, do not hesitate to ask if you have any pressing questions or concerns about any aspect of the course assignments.

Submission Dates: Before the final submission date, we are offering two feedforward opportunities, and so there will be three submission dates in total:

1. **Submission of group plan: Sunday 11 November (end of week 8)**
   ○ Use a post on your Moodle group area on the forum titled "Group plan". It could include the full plan or a link to where you plan is located (e.g. wiki, Google Docs). The tutors and your critical friends can then comment on your plan via that Moodle post.
2. **Submission of draft response: Sunday 25 November 2018 (end of week 10)**
   ○ As with your first feedforward, use a post in your Moodle group area on the forum to point tutors and critical friends to your draft.
3. **Submission of final version: Sunday 9 December 2018 (end of week 12)**

What is feedforward?

Feedforward is feedback on a draft before the final submission. We strongly believe this will help you improve your work, make for a better learning experience, and hopefully reduce the anxiety of the assessment process so we can all make the most of it as both an opportunity learn as well as to demonstrate learning. We aim to give that feedforward in a timely manner, so you can make best use of it in the lead up to submission.

The downside to feedforward is it can be costly on tutor resources (it takes additional time on top of the marking process). So the 'pay off' for feedforward is that our feedback on the final assignments will be brief and focus on explaining our grading decisions rather than giving in depth advice on how to improve your work for next time (we think that bit will be covered in our feedforward!).

There are two feedforward opportunities on the Big Questions assignment.

1. **Feedforward on the group plan: early in week 9**
   At this stage, your group will have produced a plan that outlines your response to your Big Question. This plan could include:
   ● a breakdown of the topic statement or question - which terms do you need to define? how will you define them? are there different interpretations for the topic statement? which one are you likely to use
   ● an outline of the group processes - do you have a plan for work? are you intending to have Skype chats? work asynchronously? when are you each available? will you each work across the whole piece or be responsible for specific aspects of it?

- ideas for how you might co-author your response - will you take a text-based approach? do you want to write with one, shared voice or create spaces in the response for multiple perspectives?

The tutor feedforward at this stage will focus on helping your group focus on analysing the topic statement, considering useful resources for developing your argument and sharing insights into managing the group process. Tutors will add their feedforward as a comment on your Moodle group area.

2. **Feedforward on the draft response: early in week 11**
   For this feedforward, we would like each group to nominate 3 things they would particularly like tutors (and critical friends) to focus on. You can do this simply by having some brief text at the top of the page (e.g. 'Is our definition of the term 'inclusive' persuasive?', 'Does our argument about accessibility and assessment make sense?', 'Does what we've written hang together as a coherent whole?').

   Tutors will meet, read your draft and make an audio recording of their response to your suggestion for feedforward, alongside any other comments they think might be of benefit to your group. Audio recordings will be uploaded to the group's Moodle forum area.

   Tutors will also provide some more general written feedforward for the entire class which will also be uploaded to the Moodle forum (in the general Big Questions discussion area).

Submission process: Submit a link to your assignment via the Moodle assignment tool. (One person for the group can submit the link.)

3. The individual position piece
(25% of overall grade, due Sunday 23 December 2018)

Rationale: The intention with this assignment is twofold: firstly, to let you explore in some depth another emerging theme; secondly, to both motivate and allow you to capitalise on your role as a critical friend during the Emerging Themes weeks.

Briefing: This is an opportunity for you to reflect on the current state of affairs for your critical friend topic and to do some 'blue skies' thinking about where that area might develop.

You are encouraged to draw on the assignment developed by your peers in weeks 9-12, the resources recommended for that topic and the wider literature covered throughout this course and your other courses. However, this is not a literature review. Instead, the literature should help you position your own perspective – your argued for take on the topic in hand.

What we are looking for here is a readiness to question, analyse and evaluate the concept at hand, drawing appropriately on the relevant literature. We want you to ask "Where is the field at, where could it go or does it need to go? Where next for [your topic]?"

Word length: around 1000 words (+/-10% and excluding references)

Format: Negotiable. You can create a straightforward Word or PDF document. However, if you wish to try something else, that's fine, just talk to a tutor beforehand.

Submission process: Please submit via the assignment tool in Moodle. If you are using a format that does not work with this tool (e.g. wiki page, video), please the submit the url of your work via the assignment tool instead.

Due date: Sunday 23 December 2018 (two weeks after the end of the teaching period).

The postgraduate common marking scheme
Grades will be awarded in line with the University's postgraduate common marking scheme:

Mark (%)	Grade	Description
90-100	A1	An excellent performance, satisfactory for a distinction
80-89	A2	An excellent performance, satisfactory for a distinction
70 - 79	A3	An excellent performance, satisfactory for a distinction
60 - 69	B	A very good performance

50 – 59	C	A good performance, satisfactory for a masters degree
40 -49*	D	A satisfactory performance for the diploma, but inadequate for a masters degree
30-39**	E	Marginal fail
20-29	F	Clear fail
10-19	G	Bad fail
0-9	H	Bad fail

The pass mark is grade D (40%).

For a breakdown of the assessment criteria in relation to these marks, please see the Programme Handbook (available via the Hub handbooks section at http://hub.digital.education.ed.ac.uk/handbooks/).

For more detail on the regulations governing the course and the programme you should consult your Programme Handbook and the University's Degree Regulations and Programmes of Study (DRPS), which can be found at: http://www.drps.ed.ac.uk/18-19/

In particular, relevant regulations are included at: http://www.ed.ac.uk/schools-departments/academic-services/policies-regulations/regulations/assessment.

Extensions, late penalties and special circumstances

The programme handbook covers what is required if you need an extension for an assignment or submit late without having sought an extension (available via the Hub handbooks section at http://hub.digital.education.ed.ac.uk/handbooks/).

Please read the sections "Assessment regulations" (for information on extensions, late submissions or non-submissions) and "Special Circumstances" (particularly for where extensions of more than 7 days is required).

Good academic practice on this course

During this course you will be doing quite a bit of reading, alongside the activities and course discussions. It will be particularly helpful at this early stage to get into the good note - taking habit of always including the sources of quotes or summaries you are jotting down. This will prevent having to retrace your steps to find sources later on, and the danger of accidentally using words or ideas you've read, without attribution, in assessed work. Copying and pasting key passages from online sources and PDFs is convenient, but you have to remember to reference them; accidental lack of attribution in assessed work is still considered academic misconduct, so you should always be attentive to this. It's also important to keep track of the sources of images and videos, and to credit these if you use them in your own work. The programme handbook provides more guidance on referencing, and your blog tutor will be happy to discuss any questions you have.

Academics and researchers tend to each have their own (sometimes arcane) systems for collecting references. If you can get into the habit now of saving all the references you are reading and using in one place, this will help you a lot in your assignments on this and future courses. There are a number of really good online and hybrid systems that can help you. EndNote Web is available to all University of Edinburgh students, and there is guidance on using it in the programme handbook. If you can get into the habit now (if you aren't already) of saving all the references you are reading and using in one place, this will help you a lot in your future work.

Credit and continuation of study

Successful completion of this course will give you 20 Scottish Credit and Qualifications Framework (SCQF) points at postgraduate level 11. More details of the SCQF can be found at: http://www.scqf.org.uk/.

The full MSc in Digital Education will comprise the foundation course Introduction to digital environments for learning (IDEL; 40 credit points) and four additional 20 credit courses which must include Research Methods, [or the 20 credit version of IDEL followed by five additional 20 credit courses] plus a dissertation. The list of available options is available on the programme web site at: http://digital.education.ed.ac.uk/courses.

The regulations governing satisfactory progress for continuation to Masters level by work on, and submission of, a dissertation are given in your Programme Handbook.

Readings

You are not required to purchase any books for this course. All core readings are provided in the course Moodle space. Some are provided through e-reserve, which means they have been copyright-cleared specifically for this course, and are available to download in PDF format from the course site. Others are journal articles made available via the University of Edinburgh e-journal collections, or are openly available on the web.

Beyond the core readings, most topics of study will guide you toward useful secondary and additional readings. Some of these may require you to track down journal articles or book chapters yourself, using the University Library's search tools. References to secondary and additional readings are collected together in the relevant areas of course content. The Digital Education Hub also contains a list of relevant journals, all of which are either open-access or available via the University of Edinburgh library online.

The collection of resources and readings referred to is quite large. Please don't be put off by this, or feel you have to read everything! The core readings for each block of study will always be made clear. Any readings recommended beyond this are simply to follow up on if you wish to, particularly for your final assignment.

Course evaluation

There will be a formal, questionnaire - based evaluation at the end of the course and we will greatly appreciate your contributions at that point. But please do not let any concerns that you have about how things are progressing go unaddressed. Do raise any questions, issues or technical difficulties *as* you encounter them, and we will do our best to help and support you.

Good luck with your studies, and we look forward to seeing you online!