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**Introduction**

Welcome to the *Introduction to digital game-based learning* course. This course is one of the optional elements of the MSc in e-Learning at the Moray House School of Education of the University of Edinburgh. For more information about the full MSc Programme you should contact the Programme Director, Dr Christine Sinclair (Christine.Sinclair@ed.ac.uk).

This course guide will give you information on the course structure, the assessments, and other organisational details that you will need. For further details about this course in particular you should contact Dr **Hamish Macleod**, the Course Organiser (H.A.Macleod@ed.ac.uk).

Hamish Macleod

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**Co-Tutor**

Noreen Dunnett

This is Noreen's first time teaching on the Digital Education programme. But she is a graduate of the programme herself (2012) and is currently a PhD student supervised by Sian Bayne and Hamish Macleod. As a former school teacher she is interested in engagement and learning, particularly social learning strategies surrounding videogames, how they might be cognitively engaging learners who are disengaged from formal learning, and whether such strategies could be transferred to the classroom. She is a keen gamer and currently involved in developing Minecraft learning resources for teachers and lecturers.
Prerequisites
It is assumed that participants on this course will previously have taken the foundation course for the MSc in e-Learning An introduction to digital environments for learning (IDEL). The present course will make use of some of the technologies (such as the VLE, the Programme Blog (or other blogging tool) and Twitter) that are introduced on the IDEL course, but we will take time to review these as necessary. It will also (obviously) involve engagement with some games, and game environments; although no particular experience of, or enthusiasm for, digital, non-digital or online games will be assumed; although enthusiasm for exploration and learning will be assumed.

Aims and learning outcomes
The formal aims and anticipated learning outcomes for the Introduction to digital game-based learning course are as follows.

Aims
The course is intended for teachers, and those variously involved with the support of learning, within post-compulsory education and training, although most of the material will be relevant to other areas of education. It is addressed at those who wish to explore the potential of game-based, or game-informed, approaches in their practice. As this is a highly contested area of educational endeavour, the approach taken will be an exploratory and experiential one, allowing participants to range across a wide variety of sources depending on their own interests. The coherence of the course will be preserved by a series of core readings, including a key textbook, with which all participants will engage.

Learning outcomes
On completion of the course, you will:

- understand the features, history and taxonomy of computer-based, and technologically supported, games;
- be able critically to evaluate a range of games and game environments through direct experience and immersion;
- be able to evaluate and critically assess the relation between play, games and learning in formal and informal settings;
- be able to describe original approaches to using the potential of game-based approaches in your own practice.

Delivery and workload
The course will run for 12 weeks from Monday 19th September until Sunday 12th December 2016. The course will become ‘live’ and accessible in Moodle one week before the formal work begins; that is on Monday 12th September.

The work of the course will be structured week-by-week, with activities blending from one week into the next. Some of the work will involve participants, working in teams, alternately creating playful challenges for others to address, and taking up the challenges set by others.
An important aspect of the course will be the participants’ engagement, either together or individually, with a range of games, or game-like, activities and environments. It is vital that participants take the time to play, explore and experience, and the weight of reading recommended for the course is correspondingly lighter than might be the case for some other courses in the programme. A significant amount of time must be invested in learning to play most games before one is in a position to analyse and discuss the game, and participants must feel able to give that time. ‘Digital games’ here will not be understood to mean simply video- or computer-games, but might involve the use of a range of technology-based tools to create, or engage in, playful, competitive, collaborative and challenging activities. An important definition of ‘game’ (which we will discuss further) is that ‘Playing a game is the voluntary attempt to overcome unnecessary obstacles’. This course will involve the contriving of obstacles for others, and the attempting to overcome obstacles contrived for you by others; either your peers on the course, or the wider game-playing community. But the voluntary bit is crucial; there will be an element of Samuel Taylor Coleridge’s ‘willing suspension of disbelief’. You will have to play along.

Although less reading will be recommended than in some other courses, reading will nevertheless be a key activity. Some will be provided online as e-reserve, or through journals and e-books in the University Library. Some key texts are available as e-books, but purchase might be considered. We will take a ‘distributed cognition’ approach to the academic knowledge acquisition aspect of the course, as it is likely that participants will become local experts in a number of different game areas, or theoretical domains. As elsewhere in the programme, peers will be expected to serve as resources for one another.

In addition to the more traditional academic sources, the nature of the field means that valuable information is often to be found in web-based sources such as news sites and weblogs. Links to a few useful examples will be provided, and participants will be expected to be searching for further resources of this sort. Twitter (#deidgbl) will be a good way of highlighting such information for colleagues.

Participants will keep a personal weblog in which they will record a reflective account of their own learning and explorations. The weblog record will form the basis of the final course assignment. The term ‘weblog’ may also be interpreted loosely. Depending on personal practice, or on the courses previously encountered on the programme, participants may have developed various online ‘lifestreaming’ practices with which they feel comfortable. The key point is that a ‘diary’ should be kept, from which a synopsis of course-related experience can be produced as one of the assessed elements of the course. In passing, notions such as ‘lifestreaming’, ‘lifelogging’ and ‘the quantified self’ may be considered to form parts of a playful orientation to self-presentation online.

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2 http://en.wikipedia.org/wiki/Socially_distributed_cognition

3 http://en.wikipedia.org/wiki/Lifestreaming

4 http://en.wikipedia.org/wiki/Lifelog

5 http://en.wikipedia.org/wiki/Quantified_Self
Participation etiquette

All participants on this course will be assumed also to have participated earlier (or be participating concurrently) in the foundation course *An introduction to digital environments for learning*, and will be expected to import their experiences from that setting. As participants on this course, you are expected to contribute regularly to the collaborative activities of the class. When you do so the basic rules of ‘netiquette’ will apply. Computer-mediated routes (or any forms of mediation for that matter) change the social nature of the communication as compared with our customary (and evolutionarily prepared) experience of the face-to-face (f2f) exchange. Communicating through avatars in virtual worlds, or online role-play games, may represent a particularly extreme form of this influence. Add to that the explicit attempts we may be making to play roles that are quite different from our customary personae, it is clear that you will need to take thought for the feelings of your fellow participants (not to mention the tutors!). ‘The Trickster’ is a well-known archetype in myths and stories, and may form part of our concerns here, but this needs to be bounded by sensitivity for others. Be aware too that competition can be a powerful source of motivation, but also emotional engagement with those against whom we compete. In the context of online gaming we may be in competitive conflict with other people we have never encountered before, in situations where customary inhibitions against antisocial behaviour can be greatly reduced. Play nice. And remember too that the social and emotional experiences that you encounter during participation will be important aspects of what you should be recording in your blog.

A particular word should be said about the business of avatar characters within online worlds such as *Second Life* (SL) or the game environment of *World of Warcraft* and *Minecraft*. It will be in the nature of our explorations into these worlds that we will recognise avatars within the environment as being representations of colleagues that we encounter in other ways in RL (‘real life’). It is usually considered a breach of etiquette to address an avatar by the name that the owner of the avatar uses in RL. You may, of course, individually renegotiate that boundary, but it would be wise to assume the boundary as a starting point. Others (outside the course) that you may meet, for example, within SL should certainly be accorded that courtesy in the first instance. Similar assumptions would be wise in interactions in any other immersive virtual worlds and role-playing games.

Twitter

Twitter has become a standard vehicle for course participants across the Programme to record and share links to relevant resources found on the Web, and to maintain light social communication with one another. As a lot of what we will be doing on this course will involve reference to current, and sometimes quite ephemeral, media sources, Twitter will be particularly relevant for us. For Tweets or re-Tweets relevant to the course use the tag #deidgbl.

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6 The concept of ‘Wheaton’s Law’ is often referred to in the context of online gaming. It has a simpler formulation, but can generally be understood to be counsel against allowing competitiveness to get out of proportion in a competitive situation.
Computer skills and equipment/software that you will need

This course is likely to have participants whose previous experience of the subject matter will vary enormously from one to the other. In general, there is no assumption that participants on this course will be advanced computer users, although you will be expected to be a regular user of the computer for communication, information search and retrieval, and for writing. In particular, no previous experience of computer or video games will be assumed. Neither will the ownership of any dedicated games console equipment be assumed, although many ‘casual’ and ‘mobile’ games are routinely played on Android or iOS smartphones, and we will certainly look at such game phenomena as *Ingress* and *Pokémon Go*. Those with a lot of gaming experience will be important sources of information for their colleagues about game culture and practices. The naïve perspective of those with little or no gaming experience will bring a critical dimension to the explorations of the course, and should not be withheld. The observation that there are no such things as silly questions holds in any area of intellectual endeavour, but may be particularly salient in the domain of games, where we can be messing with the very fabric of reality. Play along; but if you don’t get it, say so. And of course this is no place for

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.

A good speed of broadband access to the Internet will be advantageous for participation on this course, because of high reliance on games systems such as *World of Warcraft*. There is no wish to exclude anyone however, and if particular circumstances limit your ability to participate in some of the course activities please don’t worry. There will be more than enough to keep us occupied, and nobody should feel obliged to engage in everything. If you have any anxieties in this area, it will probably be a good idea to discuss them with the Course Organiser.

You may wish to print copies of the recommended reading materials – unless you are comfortable reading from the screen – in which case access to a printer will be necessary.

The basic software applications that you will require will be:

− a web browser to access the Moodle resources and other recommended sites;
− Acrobat Reader to access course readings;
− the (free) *Second Life* client software installed on your machine;
− the (free) *Google Earth* client;
− the smartphone apps for *Ingress* and *Pokémon Go* (for free).

There is a cost involved in acquiring the app for *Minecraft*.

You are also likely to want a word processing application for your writing.
Participants may also want to acquire some computer game programs for use during the period of the course. The best way to approach this will be discussed during the introductory weeks.

Some brief periods of access to certain game environments that we will want to look at may be achieved by making use of time-limited trial copies of software. In particular, we will encourage particular use of the massively multiplayer online role-play game (MMORPG) World of Warcraft which can be accessed free to play up to a certain level of progression through the game. Those who already play the game can participate as ‘themselves’, but for those who are not already players no costs need be incurred. More information about this will be provided online in the course Moodle site. In particular, if we are going to play together – which is the hope, and part of the point – we will have to establish our presences on one particular game server. So please don’t spend a lot of effort getting yourself set up in the game before we have established these basic requirements. You might usefully take thought to downloading the game software in advance, at some point when you don’t need your computer to be doing much else. The download will take some time.

Course structure and format

Introduction to digital game-based learning runs over 12 weeks from the start of the First Semester of the 2016 / 17 academic session, from Monday 19th September until Sunday 11th December 2016.

Little will be said about the details of the course content below. Although some domains of knowledge are best unfolded through a particular order of events, with the understanding of some areas being predicated on the earlier mastery of other areas, there is no real sense in which the study of games and learning should work like that. Material might be ordered historically, or by game genre, or by a number of other organisational devices. However, we do want to keep course participants in some degree of synchrony so that discussion and collaboration can take place. A course structure will therefore be imposed, based on the unfolding of some set tasks. These tasks will primarily involve the playing, designing and creating of games, or game-like activities. One particular thread of this game-playing activity will involve participation in the game worlds of Minecraft and World of Warcraft (WoW).

The course is intend to allow the participants to spend, and to endorse their spending, significant amounts of time playing games, and familiarising themselves with game environments. For this reason, the expectation of time invested in reading on this course will be correspondingly less. Of course there is no shortage of potentially relevant reading for a course in this area. We have therefore tried to arrange the reading in two ways. First of all, we are recommending a number of key books – and one in particular. These are listed in the Course Reading section below. These are chosen to structure your general overview of the course, its philosophy and themes. In addition, we have gathered together a range of resources under a number of key themes which we believe to be relevant to the domain of game-based learning. We suggest that you devote some time to exploring at least three of these themes over the period of the course. You may, of course, wish to dip into more than three; and will no doubt find that the boundaries between these themes will be rather permeable. While your
choice of themes should be directed by your own interests, and while these interests will develop, and may change, across the period of the course, we will ask participants to elect and covenant to develop expertise in certain themes, and thereby serve as consultants to their colleagues. Deriving a name from the World of Warcraft parlance, we will term one who cultivates this domain expertise a Theme Crafter.

The course content outline below will also be left intentionally vague, so as not to 'spoil the surprise’ in relation to some particular tasks and puzzles which the course sets for participants. There will be points, for example, when it is important that you participate in a certain game experience before doing a particular piece of reading. Please do 'play along’ with such suggestions.

Outline content
The course will be structured by two ‘vertical’ threads (developing and unfolding over the weeks of the course) and one ‘horizontal’ thread (being present in the background across the entire course period).

The Vertical Threads will be elements of game play and design. The first of these will be engagement in the MMORPG World of Warcraft which will be used as an archetypal game, illustrating game elements and dynamics, and serving as a place of social contact among course participants. The second of these will be a series of week-by-week game play, design and creation activities that will be orchestrated primarily through the Moodle discussion forums. Details of these will be provided within the course Moodle site.

The Horizontal Thread will be the development of academic knowledge and engagement around a number of key themes relating to games, play education and learning. Participants will elect to become domain experts, and thus serve as sources of information for their colleagues, in three of these theme areas. These themes will include such things as (and in no particular order) :

- Transfer
- Competition and Collaboration
- Constraint & Creativity
- Games Ethics & 'Cheating'
- The Place of Failure
- Motivation, Emotion & Unpredictability
- Story & Narrative
- Identity
- 'Gamification'

Course reading
All core references for the course are provided online. In some cases these readings are made available as e-reserve – published papers or chapters for which specific copyright clearance has been obtained, and which are held by the University Library as Portable Document Format (PDF) files. You would be well advised to keep a systematic collection of these readings on your computer for future reference. Participation on the course entitles you to access and use these materials, but access may not continue beyond the end of the course in some cases, for copyright licensing reasons.
Introduction to digital game-based learning

Other readings will be available for free download from publicly accessible websites. Much of your additional reading will found on the web, in the form of news reports, personal blogs and research web sites. The online encyclopaedia Wikipedia will be a useful source for general reference: http://en.wikipedia.org/wiki/Main_Page

A key reading for the course will be James Paul Gee’s (2007) excellent book *What video games have to teach us about learning and literacy* (published by Palgrave Macmillan). This book is a personal, though scholarly, account of Gee’s own experiences with computer games. In it he enumerates 36 learning principles that he holds to be present in successful games. The basic thesis is that games will not be commercially successful if they are either too difficult to learn, or are so easily mastered that they present no challenge. The 36 principles represent a detailed analysis of what contributes to the learn-ability and challenge. The book does not argue that games could or should be used as vehicles for the delivery of curricular ‘content’, but rather that an understanding of the design of games can inform the educator’s efforts to construct useful and engaging learning tasks and environments. You may very well want to buy a copy of this book, although it is available as an e-book from the University Library.


Both these title are available as e-books through the University Library.

**Assessment**

Assessment of the course will be based on three elements:

1. a reflective paper, based on a weblog record
2. a review
3. a game design

**1. Weblog, and the Reflective Paper**

In the context of the exploratory nature of this course, participants will begin by reflecting on their own starting relationship with games and gaming (whether computer-based or more traditional), deciding on a learning trajectory that they want to follow, then exploring that trajectory through active participation and online research. The unfolding of this learning trajectory will be recorded in some form of online ‘diary’ activity.

The diary should contain a record of personal experiences of game play, an account of the participant’s development as a player of digital games, and any insights gained about the potential application of game-informed approaches in their professional practice. The diary will also form a record of the reading and researching that the participant carries out around the
area of game-based, or game-informed, learning, and a reflective account of the way in which their thinking about the area has developed.

**A Synoptic Paper**

Participants should import the insights gained from the use of the weblog in the *Introduction to digital environments for learning* (IDEL) course, or perhaps the ‘lifestreaming’ activities explored in courses such as *Education and digital culture*. Unlike the practice current on IDEL however, participants will be required to *use* the record from the weblog to construct a synoptic account of their explorations in games, and game-based and game-informed learning. The account should convey the evolution of the author’s understanding of the potential of games, and other playful activities, to support and encourage learning, and using appropriate examples, should provide an evaluation of the relevance of this for their own professional practice.

Your paper should be approximately **2,000 words in length** (+ / - 10%). The paper will be due at the end of the last Sunday before the start of the Second Semester. It should be an account of the developing, changing and elaborating of your thinking about the place of play and games in learning. Of course, no particular trajectory will constitute the ‘right answer’; enthusiasm may be enriched or dissipated; scepticism may be reinforced or dispelled; understanding of definitions may change and develop. The account should however be resourced by reference to concrete examples of games and game-like activities, and by reference to relevant academic and popular literature. The paper may be a conventional linear text, or may use multi-media or hypertext formats. However presented, the paper should be an account of the development of ideas over the period of the course, and based on the record as preserved in the ‘diary’.

**Assessment criteria**

The paper will be assessed on the basis of the degree to which it:

- provides a reflective, progressive and coherent narrative of the authors engagement with games and play;
- calls upon relevant examples to illustrate arguments being presented and developed;
- makes use of the literature in a critical analysis of the place of games and play in education and learning;
- relates the themes explored to the author’s professional practice;
- is accessible in presentation format and writing style.

**The ‘Diary’ Tool**

The ‘diary’ tool may be the weblog system that you have already used on *An introduction to digital environments for learning*; that would probably be the simplest option. But there may be other practices developed on other courses that you have taken, or you may already be a regular blogger, and wish to incorporate the record to be kept for the purposes of this course into those regular practices. Or perhaps the regular blogger will not wish to mix that element of their lives with their speculation on games and gaming, and so choose to start a new blog for that purpose. The choice is yours. The point is that a full and regular record should be kept, and this may best be done through the explicit development of a new practice, or by the extension of some existing practice.
The IDEL blog tool was specifically selected for the control that it gives us over the permissions and privacies associated with individual weblog postings. Postings can be made entirely private, entirely public, or restricted to any one of a series of pre-defined groups, and this is entirely under the control of the weblog author (you). This is exactly the degree of control we want here, allowing programme participants to post log entries relevant to any of their courses (or indeed none), addressing the entry to any desired audience. For example, a programme participant could choose to post an entry to:
- an entire course group;
- a selected subset of colleagues within a course group;
- a Course Tutor, plus a few others;
- a group of colleagues spanning a number of courses;
- both Tutors on two courses on which she is concurrently participating;
- and so on.

Unlike the pattern on *An introduction to digital environments for learning*, you are encouraged to share some or all of your postings with trusted colleagues on the IDGBL course, or on the wider programme, so as to gather feedback and insights that will be relevant to the construction of your final synoptic paper.

On the *Introduction to digital game-based learning* course we want you to use the weblog as a diary of your exploration of various games, and your developing insights about the nature of games and play and their relevance to education. This developing record, accumulated over the period of the course, as indicated above, and then distilled into a synoptic report, will contribute 50% to the overall course grade.

One thing that seems to be important in the construction of a weblog is the nature of the audience to which the writing is addressed. You may want to invite a small subset of course members – people you have met on courses you have worked on earlier – and ask them to be part of your audience for these posts. Or this may be an opportunity to draw new colleagues into your circle of discussants. They may comment on your posts, and thus provide you with additional stimulus to further writing. Or you may choose to cast caution to the wind and post your assessed contributions to the entire course group; or beyond. The decision is yours; although that decision may, of course, be made in consultation with the Course Tutors if you wish. And indeed the way in which you work with the weblog may change across the period of the course.

What will be assessed will be your synoptic paper, and not the weblog per se. The weblog will be a place for note-taking and conversation. So by sharing your ideas with a group you will generate more stimuli to thought, and thus contribute to the contents of your final paper.

Finally, please remember that you should not expect as much direct commenting by the Tutors on your weblog in this course as was the case in the *Introduction to digital environments for learning* (IDEL) course. The overall Programme sees the IDEL course as intentionally more highly tutor-supported than the other courses that follow it. Having said this, if there are ideas and questions in the weblog that you particularly want the Tutors’ comments on, or reassurances about, feel free to alert us to them directly by email. In this activity, as in any other aspect of the course,
the Tutors are there, and keen to help. Do not hesitate to ask if you have any questions or anxieties.

2. Review

Participants on the course will write a review of some game, or game-informed activity, that is directly relevant to the game-based learning theme of the course. This may either be a game or activity that has been directly and specifically designed with some formal educational or training intent, or you might choose some commercially developed game (sometimes referred to as a COTS game; a ‘commercial, off-the-shelf’ game). In either case, some attention should be given in the review expressly to evaluate the educational or training potential of the game.

This review should be approximately **1000 words** in length (+ / - 10%). The grade awarded for this exercise will **contribute 20%** of the variance in the overall course grade. The report will be due for submission at the end of the 5th week of the course.

Given the relatively early due date for this assignment, students should engage quickly with the business of choosing a topic. There will be a discussion forum in Moodle reserved for suggestions, and discussion of, this choice. The early due date is intended to give course participants timely experience of formative feedback.

**Review assessment criteria**

Below are set out the criteria by which the quality of your review will be assessed. In general terms, these should translate into guidance about the report’s form and content. The criteria will be:

- clarity of description of the resource under consideration;
- quality of the analysis (providing evidence and argument) of the advantages, or strong points, in the resource under description;
- quality of the analysis (providing evidence and argument) of the limitations, or weak points, in the resource under description;
- evidence of consideration of the relevance, or applicability, of the resource to an area of educational or training practice, with which you may, or may not, be directly involved;
- use of the literature of games, education and learning.

Note that this final criterion may be allowed to carry less weight, because of the early stage at which this assignment has to be submitted. But you must not ignore the literature.

3. Game design

You will create a simple scenario for a game, or game-informed task or role-play (with, or without dependence on digital technologies) directed towards the promotion of some specified learning outcome. The description of this game scenario will be a maximum of **2000 words** (+ / - 10%). The grade awarded for this exercise will **contribute 30%** of the variance in the overall course grade. The exercise will be due for submission at the end of Week 12 of the course.
**Game design assessment criteria**

Below are set out the criteria by which the quality of your game design exercise will be assessed. Some of these criteria will be more or less prominent, depending on the details of your scenario. In general terms, the criteria should translate into guidance about the form and content of the exercise. The criteria will be:

− clarity of description of the exercise that you have designed;
− evidence of reflection on theories of play and games (with reference to the relevant literature), and their relevance to the conception and development of your design;
− evidence of reflection on the practical and technical constraints which apply to your design;
− clarity of description of the practical deployment of your design, with relevant description of the characteristics of the target group of learners for whom the exercise is intended;
− clarity of description of the putative educational advantages of your approach, how these might be assessed, and your approach refined in the light of experience.

**Submission dates**

A summary of the submission dates for the three assessed elements of work is given below:

1) **Synoptic Paper.** Regular entries to the weblog will be made over the entire period of the course. The synoptic paper will be due for submission at the end of the Sunday before the start of the Second Semester; **Sunday 15th January 2017.**

2) **Review.** Submission is due at the end of Week 5 of the course; **Sunday 23rd October 2016.**

3) **Game design exercise.** Submission is due at the end of Week 12 of the course; that will be **Sunday 11th December 2016.**
The postgraduate common marking scheme

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

<table>
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<th>Mark (%)</th>
<th>Grade</th>
<th>Description</th>
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<tr>
<td>90-100</td>
<td>A1</td>
<td>An excellent performance, satisfactory for a distinction</td>
</tr>
<tr>
<td>80-89</td>
<td>A2</td>
<td>An excellent performance, satisfactory for a distinction</td>
</tr>
<tr>
<td>70 - 79</td>
<td>A3</td>
<td>An excellent performance, satisfactory for a distinction</td>
</tr>
<tr>
<td>60 - 69</td>
<td>B</td>
<td>A very good performance</td>
</tr>
<tr>
<td>50 – 59</td>
<td>C</td>
<td>A good performance, satisfactory for a masters degree</td>
</tr>
<tr>
<td>40 -49*</td>
<td>D</td>
<td>A satisfactory performance for the diploma, but inadequate for a masters degree</td>
</tr>
<tr>
<td>30-39**</td>
<td>E</td>
<td>Marginal fail</td>
</tr>
<tr>
<td>20-29</td>
<td>F</td>
<td>Clear fail</td>
</tr>
<tr>
<td>10-19</td>
<td>G</td>
<td>Bad fail</td>
</tr>
<tr>
<td>0-9</td>
<td>H</td>
<td>Bad fail</td>
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The pass mark is grade D (40%).

For more detail on the regulations which govern the course and the programme you should consult your Programme Handbook and the University’s Degree Regulations and Programmes of Study (DRPS) which are to be found on the Web at:

http://www.drps.ed.ac.uk/

Follow the links from there to the general regulations, or to those regulations that apply particularly to taught postgraduate programme.

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 on the Web at:

http://www.scqf.org.uk/

The full MSc in e-Learning will comprise one foundation course (An Introduction to Digital Environments for Learning), four additional 20 credit courses, plus a dissertation. The list of options is available on the programme web site at:

http://www.education.ed.ac.uk/e-learning/
Introduction to digital game-based learning

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

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. Please do not allow any day-by-day concerns to go unaddressed however. We ask you to be patient with any technology-related problems that we may encounter. But please feel free to raise any questions or issues with the Tutors when they arise, be they academic or technical, and we will do our best to amend, or work around. We want you to get the most possible out of the course, and all feedback will be valuable for the future development of the course, and of the programme of which it is a part.

Contact information

For help or advice on any aspect of the course, please contact the Course Organiser, Hamish Macleod, who can also advise and provide first point of contact for any more general questions about the Programme as a whole. The normal academic business of the course can be conducted through the Moodle discussion forums, but if you wish to attract attention more urgently it will be better to use ‘Internet’ email to the address below.

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