

Postgraduate Online Learning Open Days 2025

MSc Digital Education

Dr Janja Komljenovic,
Programme Director

Session Time 11:00 am – 12:00 pm (BST)



MSc in Digital Education



Introduction

Dr Janja Komljenovic

Senior Lecturer, Programme Director



THE UNIVERSITY
of EDINBURGH

EDINBURGH
extraordinary futures await

Flexibility
Numerous and diverse option courses

Student-centred approach to teaching: we give you opportunity to pursue the themes and questions around digital education that you find personally or professionally meaningful.

Our research is our teaching: we are active and well-known researchers in this field.

Research
All our teaching is research led, we are part of an internationally esteemed research centre

The OG
The first academic programme of its kind, established in 2006 and still at the leading edge

Study online and part-time, to fit around your professional and personal commitments.

Take a critical and research-informed approach to understanding fast-paced developments in education technology.

Combine theory and practice in creative ways to further your professional development.

Love
[This one might be too over the top]

We love what we do. We love researching digital education. We love teaching about it. We love learning from our students. It might sound corny, but we genuinely care and it shows in what we do and how we'll interact with you.

Student diversity is an asset: learn from the experiences of 50+ countries.

By enrolling on the programme, you will join a network of teachers, research, alumni and students who have shaped, and our continuing shape, digital edge.

The generation of actionable knowledge to inform your thinking and practice around education and technology.

Shape the futures of our field.

Diversity
Benefit from the wonderfully diverse, richly experienced and globally distributed cohort.

Join a global network of professional educators and technologists.

Inspiration & creativity
Be a part of innovative and inspirational educational experiences that will develop your critical and creative approaches to teaching, learning and assessment.

Connect with the digital education leaders of today and tomorrow



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DIGITAL EDUCATION PROGRAMME

Home / Digital Education Programme

DIGITAL EDUCATION PROGRAMME



Learning, teaching and training are profoundly affected by the challenges of the digital age.

In almost 20 years, our Digital Education postgraduate programme (MSc, PgCert, PgDip) has been at the forefront of critically exploring the intersections of technology in education, noting how these intersections have political, social, and equitable ramifications, and crafting creative and confident responses to these critiques. Since 2006, when our MSc was born, we have given professionals in higher and further education and training and development the critical insight they need in this fast-moving and richly diverse field.

Watch the video below for our Manifesto for Teaching Online, or download the manifesto [here](#).

Fully online and flexible

All our students are part-time, which allows a high level of flexibility. You will work with your fellow students and tutors properly supported, collaborative and vibrant online learning environment.

About

Critical and practical

We give professionals in higher and further education and training and development the practical skills and critical insight they need in this fast-moving and richly diverse field.

Courses

Research- based teaching

The programme is delivered by experienced teachers who are also active researchers in the field. Our programme is linked to the work of the Centre for Research in Digital Education.

Team

Global community

Although this is a distance-learning programme, you won't be alone: you will have the opportunity to work closely with your fellow students and tutors in a properly supported, collaborative and vibrant online learning environment.

Spotlight

MSc in Digital Education



MSc in Digital Education



- Research aspect
- Community aspect
- Programme
 - Overall structure
 - Courses
 - Assessment



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Research aspect

1. Academics actively researching digital education
2. Variety of approaches and disciplines
3. Tutors are those who 'wrote the book'



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Research in Education

Open Access | Published 27 Sep 2017
First published online April 13, 2018

Mediating educational technologies: Edtech brokering between schools, academia, governance, and industry

Carlos Delgado, Markus Decapens, and Ben Williams [View all authors and affiliations](#)

[OnlineFirst](#) | <https://doi.org/10.1177/00945237241242990>

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Abstract

The use of educational technologies in schools is being reshaped by a new kind of intermediary organization that brokers relations between schools, academia, governance, and industry. In this article, we examine 'edtech brokers' as organizations that operate between the edtech industry, research centers and governments, guiding schools in the procurement and pedagogical use of edtech. Edtech brokers have remained mostly unexplored despite their potential to redraw the public education and the global edtech market. We claim that edtech brokers have become relevant in the past years, embedding new types of professionalities into education, a role in co-creating and updating schools' digital infrastructures, the evidence-making edtech, and the pedagogical practices around edtech. The article proposes three distinct edtech brokers – ambassador, search engine, and data brokers – and explores their potential. By doing so, we outline the potential effects that brokers can have on schools and education, disentangle their specific imaginaries of the future of education they promote, often in policy discourses for reform.

Exploratory

Taylor & Francis Online

Journal
Learning, Media and Technology
Volume 43, 2018: Issue 1

Error keywords, authors, DOI, etc.

506 Views
0 Cited citations to date
31 Abstracts

The digital university and the shifting time-space of the campus

Philippa Sheail [View all authors and affiliations](#)

Pages 55-65 | Received 22 May 2016, Accepted 27 Sep 2017, Published online 12 Oct 2017

[Download citation](#) | <https://doi.org/10.1080/17439884.2017.1387130> | [Check for updates](#)

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Open Access

Hopeful futures for refugees in higher education: cultivation, activation, and technology

Michael Gallagher¹, Sandra Nanyunja², Martha Alejo², Apollo Mukondo² and Juan Jose Miranda¹

¹Correspondence: michael.gallagher@ed.ac.uk
²Centre for Research in Digital Education, University of Edinburgh

Abstract

This paper discusses hopeful futures for higher education and the use of technology in realising those futures through the lens of refugee education in Uganda. Through an analysis of qualitative research done with refugee students and teachers participating in a blended education programme, designed to prepare students for entry and success in higher education, we explore the concept of translocality, of being 'simultaneously situated' in more than one place, in the context of 'distance' education in the digital university. The author proposes a concept of critical time to propose an additional term, trans temporality, to a multiple times and temporalities engaged and interwoven in digitally connected and studied. The paper draws on interview material from an institutional case study in digital education, paying particular attention to student locations in the digital university.

Making distance visible: Assembling nearness in an online distance learning programme

Jen Ross
University of Edinburgh

Michael Sean Gallagher
Institute of Education, University of London

Hamish Macleod
University of Edinburgh

doi: <https://doi.org/10.19173/mediv44.1545>

Keywords: online learning, distance education, e-learning, higher education

Abstract

Online distance learners are in a particularly complex relationship with the educational institutions they belong to (Bayne, Gallagher, & Lamb, 2012). For part-time distance students, verbiage and

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HOW TO CITE

Ross, J., Gallagher, M. S., & Macleod, H. (2013). Making distance visible: Assembling nearness in an online distance learning programme. *The International Review of Research in Open and Distributed Learning*, 14(4). <https://doi.org/10.19173/mediv44.1545>

The online publications platform for members of the Society for Research into Higher Education

Journal
Teaching in Higher Education
Critical Perspectives
Volume 20, 2015 - Issue 4: Twentieth Anniversary Special Issue

10,109 Views
18 Cited citations to date
115 Abstracts

Teacherbot: interventions in automated teaching

Sian Bayne [View all authors and affiliations](#)

Pages 455-467 | Received 02 Dec 2014, Accepted 04 Feb 2015, Published online 16 Apr 2015

[Download citation](#) | <https://doi.org/10.1080/13562517.2015.1020783> | [Check for updates](#)

[Full Article](#) | [Figures & data](#) | [References](#) | [Citations](#) | [Metrics](#) | [Licensing](#) | [Reprints & Permissions](#) | [Get access](#)

Abstract

Promises of 'teacher-light' tuition and of enhanced 'efficiency' via the automation of

Home > Higher Education > Article

Turning universities into data-driven organisations: seven dimensions of change

Open Access | Published 27 August 2018
11094 | [Check for updates](#)

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1012 Accesses | 3 Citations | 9 Altmetrics | [Explore all metrics](#)

Abstract

Universities are starting to become data-driven organisations, benefiting from data collection, analysis, and various data products, such as business intelligence, learning analytics, personalised recommendations, behavioural modelling, and automation. However, digitalisation of universities is not a easy process. We empirically explore the struggles and challenges of UK universities in making digital and personal data useful and valuable. We structure our analysis along seven dimensions: the aspirational dimension explores university digitalisation aims and the challenges of achieving them; the technological dimension explores struggles with digital infrastructure supporting datafication and data quality; the legal dimension includes data privacy, security, vendor management, and new legal complexities that digitalisation brings; the commercial dimension tackles proprietary data products developed using university data and relations between universities and EdTech companies; the organisational dimension discusses data governance and institutional management relevant to digitalisation; the ideological

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[Abstract](#)
[Introduction](#)
[Digitalisation in higher education](#)
[Our approach and methods](#)
[Seven dimensions of change](#)
[Conclusions](#)
[Data availability](#)
[References](#)
[Funding](#)
[Author information](#)
[Ethics declarations](#)

Home > Postdigital Learning Spaces > Chapter

Towards Harmonious, Positive, Postdigital Spaces for Learning

Chapter | First Online: 13 July 2024
pp 225–242 | [Cite this chapter](#)

[James Lamb](#) & [Lucia Carvalho](#)

[Part of the book series: Postdigital Science and Education \(PSE\)](#)

155 Accesses

Abstract

In this concluding chapter we synthesise the central ideas that emerged across the varied accounts and studies within this collection. We begin by discussing the different conceptualisations of 'conviviality', 'equity', and 'sustainability' that underpinned the work across this book. Within this we point towards the complexity and contradictions associated with these themes, including the difficulty in reconciling them in the pursuit of positive spaces for learning. From there we go on to propose a set of ideas that can be used to inform how we conceptualise, design, and nurture learning spaces within our postdigital times. A recurring idea within this is the value that can be drawn through the notion of 'harmony', for instance as we seek to reconcile different desires in the design of learning spaces, find a way of understanding the relations between digital and physical elements, and in pursuing spaces for learning that are in-tune with our natural world. We

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Education and Sport



The Manifesto for Teaching Online

* Online can be the privileged mode. Distance is a positive principle, not a deficit. * Place is differently, not less, important online. * Text has been troubled: many modes matter in representing academic knowledge. * We should attend to the materialities of digital education. The social isn't the whole story. * Openness is neither neutral nor natural: it creates and depends on closures. * Can we stop talking about digital natives? * Digital education reshapes its subjects. The possibility of the "online version" is overstated. * There are many ways to get it right online. "Best practice" neglects context. * Distance is temporal, affective, political: not simply spatial. * Aesthetics matter: interface design shapes learning. * Massiveness is more than learning at scale: it also brings complexity and diversity. * Online teaching need not be complicit with the instrumentalization of education. * A digital assignment can live on. It can be iterative, public, risky, and multivoiced. * Remixing digital content redefines authorship. * Contact works in multiple ways. Face time is overvalued. * Online teaching should not be downgraded to "facilitation." * Assessment is an act of interpretation, not just measurement. * Algorithms and analytics recode education: pay attention! * A routine of plagiarism detection structures-in distrust. * Online courses are prone to cultures of surveillance. Visibility is a pedagogical and ethical issue. * Automation need not impoverish education: we welcome our new robot colleagues. * Don't succumb to campus envy: we are the campus.



Siân Bayne, Peter Evans, Rory Ewins, Jeremy Knox, James Lamb, Hamish Macleod, Clara O'Shea, Jen Ross, Philippa Sheail, and Christine Sinclair
illustrated by Kirsty Johnston

Research in Education

Open Access | Published 27 August 2024
DOI: 10.1177/0094327241242590

Mediating educational technologies: Edtech brokering between schools, academia, governance, and industry

Carrie Roberts, Adam Deshpande, and Ben Williamson | View all authors and affiliations

Abstract

The use of educational technologies in schools is being reshaped by a new kind of intermediary organization that brokers relations between schools, academia, governance, and industry. In this article, we examine 'edtech brokers' as organizations that operate between the edtech industry, research centers and governments, guiding schools in the procurement and pedagogy. Edtech brokers have remained mostly unexplored despite their potential to redraw the public education and the global edtech market. We claim that edtech brokers have become relevant in the past years, embedding new types of professionalities into education, a role in co-creating and updating schools' digital infrastructures, the evidence-making edtech, and the pedagogical practices around edtech. The article proposes three distinct edtech brokers – ambassador, search engine, and data brokers – and explores their potential. By doing so, we outline the potential effects that brokers can have on schools and education, and disentangle their specific imaginaries of the future of education they promote, often in line with policy desires for reform.

Making distance visible: Assembling nearness in an online distance learning programme

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https://doi.org/10.19773/irrol.v14i4.1545

RESEARCH ARTICLE

Hopeful futures for research in education: cultivation and technology

Michael Gallagher¹, Sandra Nanyunja², Mar

Correspondence: michael.gallagher@ucl.ac.uk
Centre for Research in Digital Education, University

Abstract

This paper discusses the challenges of making research in education visible and accessible in a digital world.

Home > Higher Education > Article

Turning universities into data-driven organisations: seven dimensions of change

Open Access | Published 27 August 2024
DOI: 10.1177/0094327241242590

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Abstract

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Digital Learning Spaces > Chapter

Postdigital Learning Spaces: A Harmonious, Positive, Postdigital Space for Learning

Line: 13 July 2024

Abstract

In this chapter we synthesise the central ideas that emerged across the varied studies within this collection. We begin by discussing the different dimensions of 'conviviality', 'equity', and 'sustainability' that underpinned the book. Within this we point towards the complexity and contradictions of these themes, including the difficulty in reconciling them in the pursuit of a harmonious space for learning. From there we go on to propose a set of ideas that can be used to conceptualise, design, and nurture learning spaces within our universities. A recurring idea within this is the value that can be drawn through the 'monies', for instance as we seek to reconcile different desires in the design of learning spaces, find a way of understanding the relations between digital and physical spaces, and in pursuing spaces for learning that are in-tune with our natural world. We

Postdigital Learning Spaces

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Chapter

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EVENTS

Our seminar series brings together leading researchers working, often across disciplines, in the areas Cultures and Futures, Children & Technology, Data Society and Data Education in Schools.

Our events are informal and are open to the public. Previous seminars can be accessed through Media Hopper Create, available [here](#).

WHISPERING TO THE MACHINE: PEDAGOGICAL EXPERIMENTS IN THE AGE OF CHATGPT

3 Jun 2025

Seminar



The Centre for Research in Digital Education invites you to the hybrid seminar "Whispering to the Machine: Pedagogical Experiments in the Age of ChatGPT".

CONNECTED LEARNING IN CONTEXTS OF FORCED DISPLACEMENT: NOTES FROM THE FIELD

10 Jun 2025

Seminar



The Centre for Research in Digital Education invites you to the hybrid seminar "Connected Learning in Contexts of Forced Displacement: Notes from the Field".

PROFESSOR RUHA BENJAMIN: WHO OWNS THE FUTURE? REIMAGINING EDUCATION FROM ARTIFICIAL INTELLIGENCE TO ABUNDANT IMAGINATION

23 Jun 2025

Engagement



The Stewart Alan Robertson Annual Lecture - public and open to all.

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Community aspect

1. Two intakes per year
2. Most are mid-career professionals working in a variety of education-related roles and contexts
3. Range of locations



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Australia, Bahrain, Canada, China, Egypt, England, France, Germany, Ghana, Greece, Hong Kong, India, Indonesia, Ireland, Isle of Man, Kenya, South Korea, Kosovo, Lebanon, Malaysia, Mexico, Netherlands, Nigeria, Romania, Russian Federation, Scotland, Singapore, South Africa, Sudan, Switzerland, Taiwan, Uganda, Ukraine, United Arab Emirates, United States of America, Vietnam, Wales, Zambia

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Programme and its courses



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MSc in Digital Education



Three qualifications/exits:

- Masters (MSc) in Digital Education: 24-72 months
- Postgraduate Diploma (PGDip) in Digital Education: 18-48 months
- Postgraduate Certificate (PGCert) in Digital Education: 12-24 months
- All students study part-time
- Flexible delivery: students choose courses and build their own paths (except core/mandatory courses)



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CORE COURSES

DISSERTATION



FOUNDATIONS



METHODS



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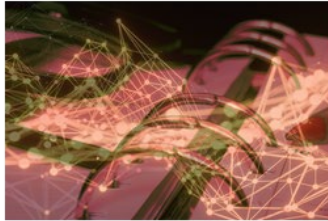


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OPTION COURSES

ASSESSMENT



DATA



DESIGN



FUTURES



LITERACIES



PLAY



PLURIVERSE



SPACES



STRATEGY



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TIMETABLE

Please note that **plans are provisional beyond the current academic year**. For more information, please see the [University of Edinburgh's General Disclaimer](#).

Course	Sep 2025	Jan 2026	Sep 2026	Jan 2027	Sep 2027	Jan 2028
Assessment			✓			✓
Data			✓			✓
Design	✓			✓		
Dissertation	✓	✓	✓	✓	✓	✓
Foundations	✓	✓	✓	✓	✓	✓
Futures			✓			✓
Literacies		✓			✓	
Methods	✓	✓	✓	✓	✓	✓
Play		✓			✓	
Pluriverse	✓			✓		
Spaces	✓			✓		
Strategy		✓			✓	

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How are the courses taught?

- Weekly schedule, 2 semesters (terms) per year
- Asynchronous discussion board conversations
- Synchronous chat
- Video conferencing
- Individual and group blogging
- Open educational resource building
- Social media conversations
- Recommended readings, regular writing

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Which digital environments/platforms/tools do we use?

Each course is different, but we use a range of the following (mind changes):

- Learn - main virtual learning environment (VLE)
- WordPress - individual and group blogging
- Teams, Zoom
- Microsoft suite - Office 365 (no purchasing required)
- LinkedIn, Bluesky, Discord
- Digital games (past examples: Minecraft, World of Warcraft)
- Data analysis software (R, SPSS, Dedoose)
- University library (online), referencing and reading list software



► Open all ▼ Close all

Instructions: Clicking on the section name will show / hide the section.

1



Orientation (week 0) - Toggle

Topic
1



In order to become familiar with the ethos of the course, please take a bit of time to complete these short activities in the lead up to Week 1.

1. Read the handbooks

The *Course Handbook* will give you a good idea of what awaits, including the topics we will cover, technologies we will use and assessment tasks you need to complete. Once you have a good idea of the format and function of the IDEL course, it is definitely worth reading through the *Programme Handbook* and the *Technologies Handbook*, [available here \(opens in new window\)](#).

2. Make your first entry into your blog

After reading through the *Technologies Handbook* and *Course Handbook* you will have a good idea of what the IDEL blog involves. During this orientation week please take time to familiarise yourself with the blog environment, setting it up in the way described, and making an initial post which outlines your personal expectations and objectives for the course.

29 Mar, 22:04

James Lamb

[Welcome to Week 12 - reflection and assignment chat](#)

23 Mar, 10:29

James Lamb

[Student support for online students](#)

[Older topics ...](#)

Upcoming events

There are no upcoming events

[Go to calendar...](#)



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Tasks for Welcome Week

Page Settings More ▾

Bear in mind that Welcome Week is not being assessed. It is just an opportunity to get started, work through any technical issues, find your bearings in navigating the course, introduce yourself and ask any questions you might have.

1. Set-up your blog: Set-up your blog and familiarise yourself with the blog environment. During the course, your blog tutor will comment on your posts, offer ways to improve and eventually mark your blog and assignment. It is important therefore for you to begin cultivating this relationship. If you post, they will respond with all the feedback you can handle. Click [CIDE Blogs](#) to get started. Spend some time familiarising yourself with WordPress (the blogging environment) and feel free to customise your blog.

2. Make your first blog entry : Introduce yourself to your blog tutor, describe your academic and professional background and your expectations for this course.

3. Read What are the critical issues in digital education? page. This will give you a sense of what we are doing this semester and how the topics all fit together.

4. Read Facer, K., & Selwyn, N. (2021). Digital technology and the futures of education: Towards 'Non-Stupid' optimism. Futures of Education initiative, UNESCO. A good introduction to the topics we will be exploring on this course and throughout your time on the programme. You can find this reading from the [CIDE Reading list page](#) so best to just bookmark that now.

4. Introduce yourself to your cohort: Go onto the 'Introduce yourself' page. So we can get know what we each bring to the course, introduce yourself, tell us something about for example your job, location or hobbies. If you can, please comment on others' posts. Share a picture of a study space if you feel up to it!

5. Attend the live sessions (if you can): There are a few live sessions this week to help you get started. See the [Course Collaborate Room page](#). It is a good idea to put all of these sessions to your calendar now, if you can. All the live sessions will be in the same Course Collaborate room so they should be easy to find.

6. Browse the rest of the course : Check you can access all the hyperlinks and readings. Look at the course schedule and what's expected for each week. Mark synchronous sessions in your diary. Feel free to get started with the reading for Week 1. If you have any problems, post to the General Discussion forum or email me at Michael.s.gallagher@ed.ac.uk.



Tasks for Week 7

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Task 1

Do the readings. Take notes. Add to the Jargon Buster Forum for greater clarification. Begin to think about what impact AI has on the social aspects of education? How does it potentially reconfigure the teacher or the student?

Task 2

As we are assuming that many of you have already tried [ChatGPT](#). You can also try the University of Edinburgh's AI instance: [ELM](#). It is important to have some working understanding of what these technologies are capable of and what they aren't able to do. To complement this working understanding of what AI does well and poorly, we are going to try something a bit more critical.

The Chicago Public School System has released an [AI Guidebook](#) for teachers, students, administrators, and parents to begin to incorporate AI into their work. It was developed in partnership between the Office of Teaching and Learning, the Department of Information and Technology Services (ITS) and [AI for Education](#). For this task, we ask that you identify a few brief passages from this AI Guidebook that are particularly significant (whether positively or problematically or just in an all-encompassing transformative sort of way). Post one to the discussion forum for the week along with a sentence or two of summary as to why this is significant. You can draw on concepts from throughout the course if relevant (purpose of education, subjectification, platformisation, assessment, rentiers, scale, etc.).

Task 3

Attend the tutorial this week so we can flesh this all out a bit more ahead of you attending to Task 4.

Task 4

On your blog answer this question:

How will the future of education be shaped by AI?

Remember to challenge the hype and think critically about the issues in ways AIEd boosterism doesn't. Draw on the readings in your post.



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Assessment

Each course is different, but we use a range of the following:

- **Creating something and reflecting, for example:**
 - Design. One of two assessment elements is to create a ‘Plan, rationale and part-build of a course (80% of your final mark, 3000 words): The assessment will comprise three elements:
 - a) a course overview;
 - b) a written rationale for the design approach you have taken;
 - c) a build or part-build of the course in an online learning environment of your choice’
 - Data. One of two assessment elements is to create four data visualisations and reflect – built through 12 weeks



Assessment

Each course is different, but we use a range of the following:

- **Imagining, for example:**

- Pluriverse. One of the two elements is to do a “final project on a subject of relevance to Indigenous digital education including a short critical rationale alongside a practical output, *whether that be a partial build of a digital educational design for a marginalised or underserved community, a policy or strategy instrument, a community organising programme designed to serve informal learning communities, a white paper, or something more aligned with the needs and constraints of a particularly underserved community*: 70% of the final mark. There is considerable scope for creating an experimental assignment, using a non-conventional form or platform. This should be 2500 words or equivalent”



Assessment

Each course is different, but we use a range of the following:

- **Engaging with concrete artefacts, for example:**
 - Strategy. Requires students to analyse a concrete digital education policy and analyse a case of a digital education strategy



Assessment

Each course is different, but we use a range of the following:

- **Combinations of different tasks, for example:**
 - Play:
 - Critical review. Participants will review a digital game and evaluate how it might inform learning in a formal, informal or non-formal educational setting. (1000 words) (20%)
 - Position paper. Participants will write a critical reflection on their chosen course theme, relating this to their own education experiences. (1000 words) (30%)
 - Playful design. Participants will design a game or game-informed playful activity (with or without dependency on digital technologies) directed towards the promotion of some specified learning outcome. (2000 words) (50%)



Assessment

Each course is different, but all assessment is:

- Diverse
- Fit for purpose
- Always requires critical understanding
- Practical, but always theory based





Showcase

Our programme is assessed by coursework; there are no exams. We expect a high standard of work from our students, and also give them freedom to create assignments that are relevant to their own professional work, critical, applied and experimental.

Approaches to assessment vary across our courses, but the programme is particularly notable for the way in which it encourages students to explore the potential of multimodal and multimedia work in their assignments. We value excellent written essays, but we are also keen to see students explore digital ways of representing academic knowledge, by submitting blogs, web essays, videos and other forms of writing.

From this page you can get a sense of the kinds of work our students produce.



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SHOWCASE

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UNDERSTANDING THE ROLE OF PRODUCTIVE FAILURE IN THE LEARNING PROCESS



Henrietta Carbonel
Understanding Learning in an Online Environment
2019

GAME-INFORMED ASSESSMENT FOR PLAYFUL LEARNING AND STUDENT EXPERIENCE



Maria Pavlou
Dissertation
2018

THE BIODIGITAL CITIZEN: EXPLORING PRIVACY, SECURITY AND SAFETY IN A RAPIDLY EVOLVING DIGITAL WORLD



Joe Nicholls
Digital Futures for Learning
2017

OPEN BADGES AND OPEN ACCREDITATION



Stuart Nicol
Digital Futures for Learning
2015

THE LEARNING EXPERIENCE AS ART: JAZZ TEST 3



Vincent Falivene
Education and Digital Culture
2021

LYMPHATICUS - A LEARNING GAME DESIGNED FOR LYMPHOEDEMA PATIENTS TO PROMOTE BETTER UNDERSTANDING AND TREATMENT CONCORDANCE.



Juliet Keaton
Introduction to digital game-based learning
2018

www.de.ed.ac.uk/mscde/showcase



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At the end of the day...

It is about fundamentals and careful thought

- Hype vs real possibilities
- Discursive imaginaries and promises vs actual dynamics
- Wishes and intentions vs consequences
- Experimentation
- Openness
- Curiosity
- Care
- Social justice
- Time



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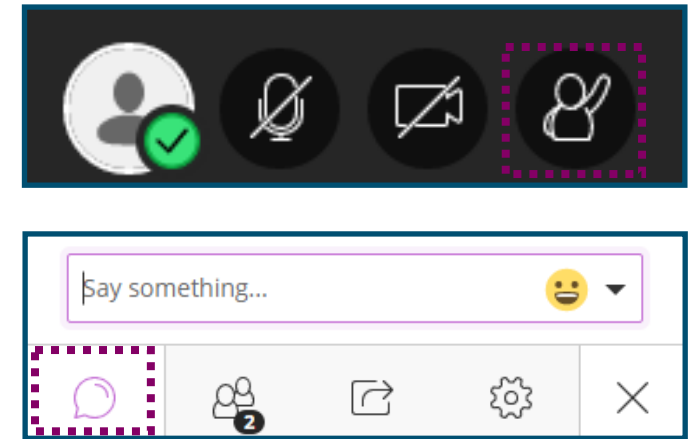
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Thank you

Dr Janja Komljenovic, Programme Director
digitaled@ed.ac.uk

Asking questions (Collaborate)

- Please hold all questions until the end of the formal presentation
- Always use the ‘hand raise icon’ to queue up your question
- When called upon to ask your question, type it into the “Text chat area”
- Once your question is answered, please lower your hand



Contact details for follow-up questions

If you have any questions in the future, please email:

futurestudents@ed.ac.uk



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Next steps...

<https://virtualvisits.ed.ac.uk/pg>



<https://edin.ac/student-chat-pg>





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Thank you

Dr Janja Komljenovic, Programme Director
digitaled@ed.ac.uk