Blended Learning Case study: Games Design

Case Study Context:

**Delivery pattern** – Blended learning
This is a Group Project spread over 2 semesters, with 2 different approaches to teaching.
- 1st Semester – the groups are given a meeting slot & one large lecture but no access to PCs
- 2nd Semester – the groups get a 2hr slot, in a PC, but no structured meetings slots or lectures etc

**Learners** – The Students are all Games Design / Entertainment Tech Students – Internet and PC savvy, or at least think they are ;) They usually know some of the group before – but not all of them, and the group are made up of students from different awards to balance skills. The Groups were self selecting in that students signed up to the game they wanted to work on, hoping that motivation would help.

**Learning outcomes** –

| Develop interpersonal skills and decide upon the appropriate mode of communication to be able to create a workable plan and collaborative design | Communication |
| Demonstrate an understanding of the methods and avenues of enquiry in the development of appropriate characters in games design | Enquiry |
| Apply prior knowledge and understanding in a practical and flexible manner to produce and test a new game | Application |
| Be able to reflect upon the approach used in the documentation to production phase of games design | Reflection |

**Tools used** – [Tumblr](https://tumblr.com) (external blogging tool), [Staffordshire University Forum](https://blackboard.com) (external to Blackboard), [Staffordshire University Wiki](https://staffsuni.com) and the students use Facebook

**Models discussed**: Integrated Blended Learning – the online activities are integral to the face-to-face activities

**Learning Design**: The learning design given below is a sample of some of the activities that students undertake on these modules. The Big idea was to introduce them to different styles of working, introduce some cool web applications, and prepare them for how a lot of the games industry work – forums, wikis etc. The actual use of e-tools isn’t marked, but forum progress threads are, which are kept open and visible to everyone on the module, hopefully allowing no one a chance to hide.
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<table>
<thead>
<tr>
<th>Principles</th>
<th>Active Induction</th>
<th>Guided Exploration</th>
<th>Facilitated Investigation</th>
<th>Self-organised Learner</th>
</tr>
</thead>
<tbody>
<tr>
<td>E-Learning is collaborative and includes a variety of interactions between student/ tutors/ peers/ externals e.g.,</td>
<td>Tutor - student</td>
<td>Student - student</td>
<td>Student - student</td>
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</tbody>
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| E-Learning is designed in phases that support, scaffolds and increases learner independence | ● Pre-enrolment induction activity on Tumblr – students post 3 favourite things  
   ● Students access induction materials online  
   ● Students participate in digital treasure hunt | ● Students use forum to share ideas and resources for group project.  
   ● Students view and comment on each other’s work (including students in other levels) | ● Tutor creates wiki with suggested structure  
   ● Students use wiki to present outcome of group activity |                        |
| E-Learning is assessed using a range of types (self/peer/tutor) and options/choices e.g., | ● Tutor creates short analysis of student posts with charts etc to feedback to group | ● Student offer support and feedback in forum     |                           |                        |
| E-Learning is accessible, active and designed in timed chunks e.g.,        | ● Milestones set for assignments to break task down  
   ● Students meet weekly face-to-face to review progress on project | |                           |                        |