



[View this email in your browser](#)

February issue

Issue 77, February 2020

A monthly newsletter for UCL E-Learning Champions and anyone else interested in digital education. Material is organised within six sections: **Need to Know**, **Case Study**, **What's on**, **Online & Distance Education**, **Working Towards the Baseline**, **Tech Focus**, and **Questions**. Please feel free to distribute and ask colleagues to subscribe via the link at the bottom of the newsletter.

Need to know

Moodle Roadmap

Feature	Deployment Week Com...	Expected 2020 Quarter	Status
2020 MOODLE RELEASE WEEK NUMBER ▼ 4 Count 8			
1 CMIS Groups	21 January 2020	1	Launched
2 Read only plugin	21 January 2020	1	Launched
3 Theme	21 January 2020	1	Launched
4 Moodle 3.7.4	21 January 2020	1	Launched
5 Hub plugin Update	21 January 2020	1	Launched
6 Read only role external examiner	21 January 2020	1	User Testing
7 Release Moodle Roadmap public...	21 January 2020	1	Launched
8 Accessibility Tool	21 January 2020	1	Launched

In an effort to ensure more transparency and engagement on the direction and development of UCL Moodle, Digital Education have published a [Moodle Release Roadmap](#). The Roadmap shows the next twelve months of the platforms development planning including standard security releases, platform updates and end user feature enhancements/requests.

To submit a feature request, email the [Digital Education team](#).

New Accessibility Tool lets you customise Moodle

The screenshot shows the Moodle LMS interface for 'Digital Learning at UCL'. The header includes the UCL logo and navigation links: Home, Events, My Courses, This course, Staff Help, Student Help, and Services. The main content area features a 'Home' section with the title 'Digital Learning at UCL' and an 'Announcements' section with a photo of a building. On the right, there are sections for 'Upcoming events' (none listed), 'Administration' (Course administration, Unenrol me from Digital Learning), and 'Navigation' (My home, Site home, My courses, Achieving Blended Learning with Moodle).

The new Accessibility Tool allows students and staff to customise the appearance of the Moodle platform through changing colour scheme, font style, readability and text size. Changes can help reduce eye strain and improve concentration. See the [Digital Education team blog](#) to learn more.

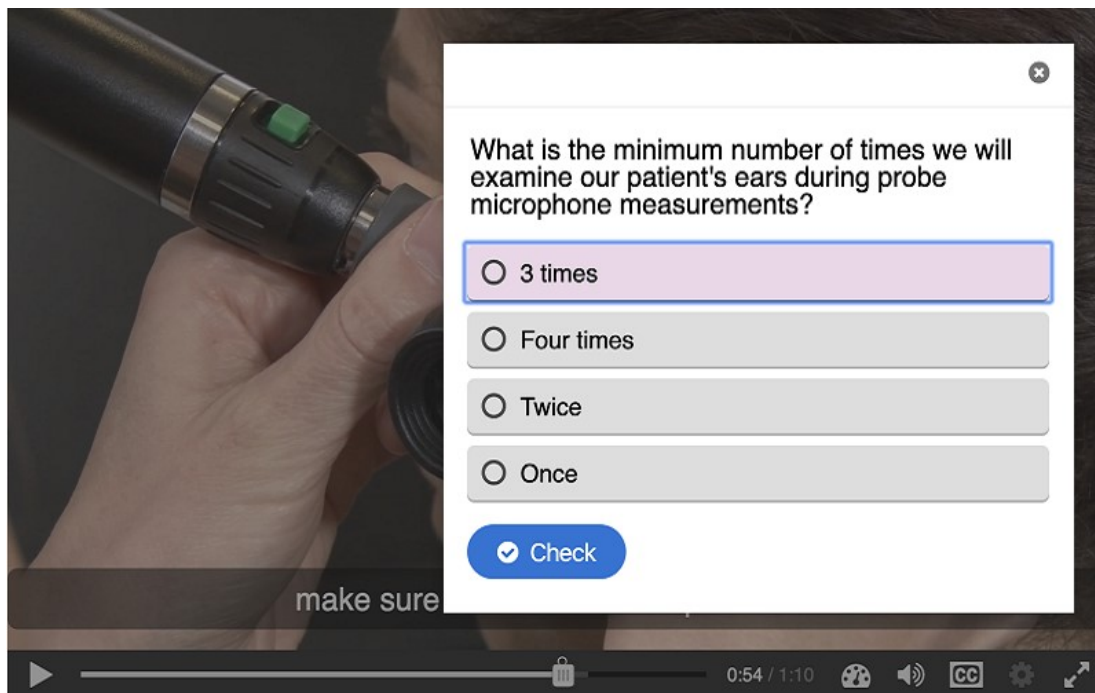
Moodle External Examiner role

Course administrators and Tutors can now enrol users to a Moodle course as an 'External Examiner'. The External Examiner role builds on the non-editing tutor role and is essentially a "read-only" role that receives no notifications at all from any Moodle activities and can be assigned only at course level. A user enrolled on this role can view all the content on the space, but cannot make any edits to it. [Guidance on enrolling a user as an external examiner](#) is available. Academic services also provide guidance on [how to get computer access for external examiners](#). This includes getting external examiners a UCL username and password.

Case Study

The [UCL Teaching and Learning Portal](#) contains news, resources, case studies and more to help you develop your teaching at UCL.

[Submit a case study to the UCL Teaching and Learning portal.](#)



Creating interactive video training guides in Moodle

In this case study, Neil Roberts describes how he and colleagues from the UCL Ear Institute created a series of interactive demonstration videos that help students understand clinical procedures.

Students of the MSc in Audiological Science with Clinical Practice must demonstrate competency in practical, clinical areas based on the British Society of Audiology's (BSA) requirements for clinical practice. To support this process, a teaching team produced a series of 'best practice' video demonstrations on areas of clinical practice. Using a Moodle tool called H5P, they included interactive elements such as quizzes, pop-ups, and true/false statements, promoting a more practical approach to the demonstrations and deeper learning experience.

The videos enabled students to revisit demonstrations whenever they wanted, meaning that lab time could be dedicated to their own practice. Staff also became more confident with using digital technologies to create resources, which they have now found can also make better use of teaching time.

For more information, including Neil's top tips for creating interactive videos in Moodle, [visit the UCL Teaching and Learning portal](#).

What's on (and what's gone...)

Educational Technology Masterclasses at the Institute of Ophthalmology

In this series of master classes, the principle challenges for implementing educational technology will be discussed along with their best solutions. The classes are intended for staff and students at UCL and Moorfields Eye Hospital, and recommended for individuals who are teaching or developing online courses as well as Postdoctoral Researchers. Those taking part in the classes will be given a certificate of attendance.

There are four master classes between January and April 2020. Please note that you will need to book each class separately through Eventbrite. All classes will take place at the [Moorfields Education Hub \(1st Floor\), 15 Ebenezer Street, London, N1 7NP](#).

For full details of session availability and booking [visit the Institute of Ophthalmology webpages](#).

Designing the Future of Humanities Education Through Partnerships with Students

13th February, 12-2pm followed by tea/coffee

Large seminar room, UCL Knowledge Lab, 23-29 Emerald St, WC1N 3QS

One of the challenges for Higher Education is to clearly identify valuable transferable skills that industry and society need and to develop courses that enable students to acquire and demonstrate these skills through their degrees. Universities need to offer quality university courses that equip students with the confidence to articulate the acquisition of these transferable skills when seeking employment or future studies following graduation.

The focus of this presentation will be the process and lessons learnt from revamping one of the largest degrees at Macquarie University in Sydney Australia, the Bachelor of Arts. As part of the Bachelor of Arts 2020 redesign project, the Faculty of Arts used a design thinking based methodology to run a series of workshops with academics, students, industry, organisations as well as public sector institutions to scope the type of transferable skills attained when completing a Bachelor of Arts.

For full details of the session [visit the UCL Knowledge Lab webpages](#). Streaming of the session [will also be available](#).

Open Education at UCL

What is open education? How can staff at UCL learn more?

This term will see the launch of Open Education at UCL. These will take place in the [IAS Common Ground](#) from 11am to noon on the following dates:

- 27th February;
- 26th March;
- 23rd April.

All are welcome. Staff and students at UCL are also invited to join the new online community for the [Open Education at UCL](#) initiative. To join the community, delivered via Microsoft Teams, visit the [Open Education at UCL Teams space](#).



Encourage students to make light work of writing up!

The Digital Skills Development student workshops take a new approach to learning by presenting participants with a problem and encouraging use of prior experience, web searches, in-application help, and engagement with fellow participants to find a solution to the task.

By the end of the session participants will have improved problem-solving skills, an increased knowledge of the topic, a 'suggested solution' to the problem worked on, and some resources and guidance for further learning.

To find out more about the session [visit the Sway information page](#), which can also be shared with students. To book a place on any Digital Skills courses or workshops, please contact [the Digital Skills Development team](#).

Podcasting at UCL

Interested in podcasting and would like to help setup some guidelines for Podcasting at UCL? If so, please contact [Maurice Brown](#).

Digital Media is working with Communications & Marketing (CAM) to setup some guidelines over the coming months for Podcasting at UCL.

These will be guidelines around:

- Creating and recording your podcasts;
- Scripting for podcasters;
- Uploading and publishing your podcasts;
- Publicising your podcasts.

A Digital Communities of Practice (Digital CoP) group has been setup and will be holding some workshops once they get organised.

Digital accessibility sessions

Briefings

New legislation on digital accessibility will affect nearly all UCL digital content. Briefing sessions explain the impact of the new legislation, why it is important, what action staff need to take, and what support will be available. To arrange a departmental briefing [please contact the Digital Accessibility team](#).

Drop ins

Ask individual questions and get tailored advice around how to make digital content more accessible. Sessions take place on Wednesday afternoons - see the [Digital Accessibility face-to-face sessions blog post](#) for further details.

Courses

Demand for the **Creating Accessible Documents** course has been high but new sessions are being added all the time. Please contact the [Digital Skills Development team](#) to enquire about sessions.

Online & Distance Education

UCL's [FutureLearn MOOCs](#) are free to study and open to all. If you're a member of staff, delivering a MOOC can be an exciting way to engage the public and promote understanding and use of UCL research. [UCLeXtend](#), meanwhile, is UCL's public-facing learning platform and supports delivery of our range of non-credit bearing CPD short courses, executive education, and widening access activities.

If you're interested in developing a MOOC or offering short courses via UCLeXtend, please contact the [UCLeXtend team](#).

Dementia and the Arts, 10th February 2020 (4 weeks)

Explore, challenge and shape your perceptions of dementia through science and the creative arts.

[Sign up via FutureLearn](#)



New Year, new you?

Staff and students at UCL have unlimited access to LinkedIn Learning, an on-demand library of high-quality instructional videos covering a vast range of software, business and creative skills. So whether you are a seasoned user or someone who has yet to take advantage of LinkedIn Learning, the new year is the perfect time to start some regular online learning. Six courses for UCL staff to set them up for success in the New Year are listed below, so why not block out some time in the next few weeks to get started?

- [Successful Goal Setting](#);
- [Achieving Your Goals](#);
- [Setting Your Financial Goals](#);
- [The New Rules of Work](#);

- [Breaking Out of a Rut](#);
- [Creating an Amazing Life](#).

For more information about LinkedIn Learning, [visit the ISD LinkedIn Learning webpage](#).

Tech focus

View student progress: Activity completion

One way to view student engagement with resources and activities on a Moodle course is via **Activity completion**.

Activity completion allows Tutors and Course Administrators to set completion criteria for a resource or activity. A check (tick) appears against the activity when the student meets this criterion. Examples of criteria might be viewing a resource, uploading an assignment, contributing to a discussion etc. Students can also manually mark an activity as complete.

Portico	Student	Email address	Department	Lecturecast	Assignment 1	Assignment 2	Assignment 3
Training Account 1	tacco97	trail01@ucl.ac.uk		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Training Account 11	tacco97	trail11@ucl.ac.uk		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Training Account 13	tacco97	trail13@ucl.ac.uk		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
test student		teststudent@ucl.ac.uk		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Once enabled, it's easy to view a visual report of completed tasks and download a spreadsheet containing email addresses that can be used to contact students who may not be engaging with material.

For more information, please see the Moodle staff guide on [Activity completion](#).

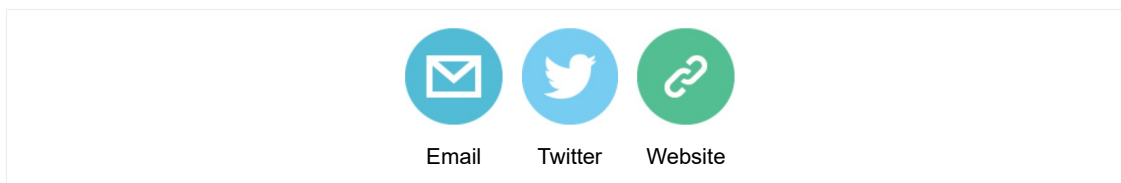
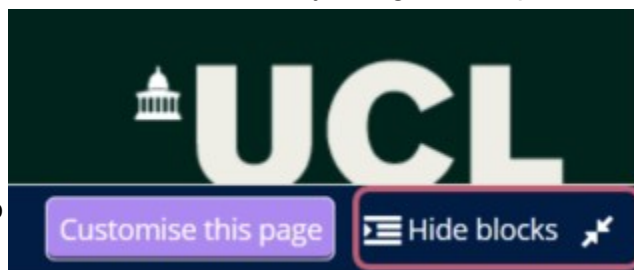
How do I?

How do I ensure my students can see the Quiz navigation block and timer while completing an online quiz/exam?

Moodle allows users to personalise their view of Moodle by hiding/showing blocks.

Hiding blocks can be useful when a user would like to focus on the main content on a Moodle page. However, when completing a Moodle quiz, it's important to ensure that blocks are visible. This ensures that a student can easily navigate the quiz and keep an eye on the timer.

To show/hide blocks, the student should toggle the Show/Hide block link located just below the UCL logo on Moodle.



[Subscribe to this mailing list](#) (or unsubscribe below).

Questions or comments? Email Digital Education at digi-ed@ucl.ac.uk or call the ISD Service Desk 020 7679 5000 (ext. 25000).

Can't read this email? [Read this and previous newsletters on the UCL Wiki](#).

This email was sent to <<Email Address>>
[why did I get this?](#) [unsubscribe from this list](#) [update subscription preferences](#)
UCL · Gower Street · London, London WC1E 6BT · United Kingdom

