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January issue: Happy New Year!

**Issue 77, January 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 and Lecturecast start of term checklist**

As it is the start of a new year and a new term, Digital Education would like to remind staff of a few key tasks that need to be completed to ensure that Moodle courses and Lecturecast recordings are up to date and available to students.

### **Moodle**

#### **Reset Spring term Moodle course(s)**

Spring term Moodle courses may need to be reset if this has not already been done. This clears student data from last year's courses. While guidance on [how to reset a Moodle course](#) is available, please [contact Digital Education](#) for further support if required. Courses which ran from Sept 2019 to January 2020 should not be reset.

#### **[Enrol students](#) on the relevant Moodle course**

Students should be enrolled using [Portico enrolment](#). Check Portico mappings to ensure the correct academic year is reflected in the mapping. Courses which have the 2018 mapping will need to have the 2018 mapping deleted and 2019 mapping added and activated. If required, it is possible to manually enrol a user on a course. Guidance on [how to enrol students](#) is available.

#### **Check assignment and assessment dates**

It is important to ensure that the correct start and due/deadline dates are set for any assessments on Moodle. Note that there is still an ongoing issue with Turnitin and when editing Turnitin assignment dates, the [recommended guidelines should be followed](#). Failure to do so may mean that assignments do not remain anonymous after submission.

### **Lecturecast**

#### **Schedule recordings**

Note events can only be scheduled if they:

- Are CMIS timetabled and occur in Lecturecast enabled teaching spaces;
- Do not exceed 4 hours. If a CMIS booking is longer than 4 hours the CMIS record will need to be changed to ensure events can be booked in the Scheduler;
- Occur in the next 3 months as the Scheduler only brings in data of events occurring in the next 3 months on a rolling basis.

#### **Check Lecturecast links to make sure they are mapped to the correct term**

- [Create a new link and mapping](#);

- [Update an existing Lecturecast link](#) (step 2.2 onwards).

A more detailed [start of term checklist](#) is available for reference and highlights other tasks that are essential to ensure your Moodle course(s) are up to date.

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## Over 50,000 alternative formats generated with Blackboard Ally



Since launching in September 2019, [Blackboard Ally](#) has generated over 50,000 alternative formats for documents on Moodle and has supported staff in making 1,719 accessibility fixes. Learn how to use Ally by watching the following short videos:

- [How to access Ally's alternative formats](#) [3 minutes];
  - [How to improve the accessibility of your documents with Ally](#) [5 minutes].
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**Offer feedback on UCL's IT services for education and win a £1000 device!**



UCL is running the Jisc Digital Experience Insights survey alongside universities and colleges across the UK. This provides a unique snapshot of UCL's IT services for teachers and students. The survey is open to all teachers, students and professional services staff across the institution.

As an incentive, ISD is offering a prize draw with a first prize of a £1000 device and second prizes of 20 x £100 Amazon vouchers. Please promote the survey as widely as possible using the link: <https://www.ucl.ac.uk/isd/survey>.

[Find out more and take the survey](#)

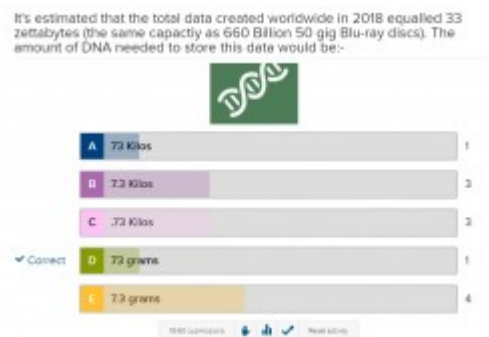
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### Dynamic teaching using Active Learning Platform tools

Active learning refers to any learning activity which involves the active participation of the student and it's not a new idea. See the [Active learning: Quick guide](#) for further information.

Beetham (2007) notes that students learn more effectively when they:

- Are active;
- Are motivated and engaged;
- Can bring their existing capabilities into play;
- Are appropriately challenged;
- Have opportunities for dialogue;
- Receive feedback;
- Have opportunities for consolidation and integration.



There are a wide range of learning technologies that can that help support the process of active learning. Among those available to UCL staff are the engagement tools within Lecturecast. **Staff don't need to use Lecturecast for recording** to take advantage of these tools. Existing presentations such as PowerPoint slides can be uploaded, and interactive elements e.g. polling slides easily added . For more information, see the [Digital Education blog](#).

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### **Known issue: using Turnitin assignments?**

#### **Check the Post Date: assignments appearing anonymous but are not anonymous**

There is currently an issue with Turnitin that may affect the anonymity of assignments. Turnitin is investigating. Please visit the [Moodle Known Issues](#) page > Turnitin assignments: Check the Post date (assignments appear anonymous but are not) to determine whether an assignment is affected and what steps to take to ensure that assignment submissions remain anonymous.

Updates regarding this issue will be posted on the Moodle FrontPage ticker and the [Moodle Known Issues](#) page. If you have any concerns or queries, please contact the [Digital Education team](#).

## 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.](#)

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### **Why there's still plenty of room for traditional lecture-based teaching**

In this case study, Dr George Grimble describes how a traditional approach to teaching can be highly successful in a world where digital learning is prevalent.

Upon arrival at UCL, Dr George Grimble, Professorial Teaching Fellow in the Division of Medicine, looked to build a nutrition programme in which students would experience engaging, disciplined, and rich teaching. With precious little resource to do this, the primary instructional tool was lectures, but he has sought to exploit contact time through implementation of social learning activities alongside expert commentary.

Nevertheless, the integration of digital learning is still seen as important, albeit in a supportive capacity. Face-to-face contact is enhanced through careful use of online resources, Lecturecast, and adherence to the UCL e-Learning Baseline. Dr Grimble also flags the potential of online delivery in order to reach remote audiences.

For more information, including Dr Grimble's top five tips to get the most from traditional teaching, [visit the UCL Teaching and Learning portal](#).

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

**Digital Skills courses for 2020: book by 15 January**

ISD Digital Skills Development courses and workshops in January and February are available to book until 15th January at 5 p.m. The UCL training booking system will then close for a month for a system upgrade, so book now to avoid disappointment.

Software for Success sessions are still available on writing up and bibliography and citation and there are talks, courses, and workshops on Nvivo, Unix, Markdown, Excel, and Word.

For full details of session availability, including dates in March, [visit the Digital Education blog](#).

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### **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](#).

The first session, titled 'Gamification (games to develop student skills)' will be delivered by Dr Matthew Barr, Lecturer and Co-director of the Games and Gaming Lab at the University of Glasgow, on 29th January 2020 12.30-13.30pm.

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

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### **Training: Moodle, Turnitin and Lecturecast**

Digital Education will be running various training sessions over the course of the Spring term. Register an interest or sign up for a session through the [HR Training Booking System](#) (please do so before 15th January as the system will close for a month for a system upgrade).

To arrange bespoke training for a teaching team or department please [contact Digital](#)

## [Education.](#)

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### **Open Education at UCL**

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

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

- 30th January;
- 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](#).

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### **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 [visit the UCL training booking system](#).

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## 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.

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## 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. [Book a place on a course](#) or [register an interest](#) to be notified of new dates.

## 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](#).

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### **Airway Matters, 13th January 2020 (4 weeks; NEW COURSE)**

Explore key concepts underlying safe, multidisciplinary airway management.

[Sign up via FutureLearn](#)

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### **The Many Faces of Dementia, 20th January 2020 (4 weeks)**

Explore the key issues in dementia care and research through stories, symptoms, and the science of four less common diagnoses.

[Sign up via FutureLearn](#)

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### **Key Ideas in Mentoring Mathematics Teachers, 27th January 2020 (5 weeks; £; NEW COURSE)**

Develop as a mentor of early career maths teachers through engagement with robust and up-to-date mathematics education research.

[Sign up via FutureLearn](#)

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## **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](#)

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### **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

## Creating interactive content in Moodle - H5P

H5P is a Moodle plugin which enables the creation of interactive content like Presentations, Games, Quizzes, and more, directly within Moodle.

H5P is a good alternative to Flash and SCORM-based content, making the process of both creating and maintaining rich, interactive material much quicker and easier. This is especially important as support for Flash is coming to end and web content which relies on this technology will no longer work.

For more information, see the [H5P Interactive Activities](#) help guide.

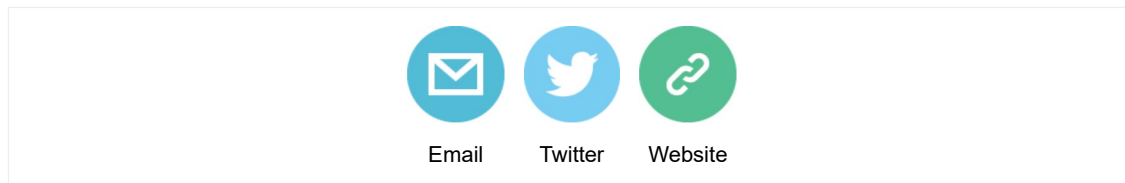
## How do I?

### How do I stop receiving so many emails from Moodle?

You can change your email settings so that Moodle sends you a daily email digest containing all of the email notifications from that day. To do this:

1. Log in to Moodle;
2. Click your name on the top, right-hand corner of the page;
3. Click the preferences tab and forum preferences;
4. Under 'Email digest type' choose 'Complete (daily email with full posts)';
5. Scroll to the bottom of the page and click 'Save changes'.

You may also wish to un-enrol yourself from any Moodle courses that you no longer need access to. To do this, navigate to the Moodle course homepage that you wish to un-enrol from and in the 'Administration' block, choose 'Unenrol me from this course'. Note that if you have been enrolled at category level, this option will not be available. [Contact Digital Education](#) should you need any further assistance.



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

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