



July issue

Issue 71, July 2019

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 Learning**, **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

Key dates: Moodle upgrade, Snapshots and Late Summer Assessments

UCL's annual [Moodle upgrade](#) will take place in July with some service outage. A snapshot of Moodle 18/19 will be taken and there will be a change in the way [Late Summer Assessments are managed in Moodle](#).



[Key dates](#) on what is happening over the upgrade period have been published.

The following information from Registry and Digital Education also contains useful information relating to the Late Summer Assessment process.

- [Late Summer Assessment Updates](#): Key information regarding the Late Summer Assessments, including the Staff Planning Pack, Student FAQs, Student Guides to Condonement, and key dates.
- [Late Summer Assessments in Moodle](#): Information on changes to the way Late Summer Assessments will be managed in Moodle.

- [Late Summer Assessment Staff guidance and FAQs](#): Answers to frequently asked questions relating to Late Summer Assessments in Moodle and the end of year process.
-

New accessibility legislation applying to all UCL website content, learning, and library systems

In September 2018 [new legislation to ensure that digital content is accessible to everyone](#) came into effect. This means that UCL, along with all other universities, will need to make improvements to material held within websites and online learning environments. The rules will apply to new online content from September 2019, and will need to be applied to existing content by Sept 2020.

Anyone responsible for online pages and files, including documents, presentations and videos, will need to review and update all content to meet the new standard so that it can be accessed by people with disabilities. It is recognised that this will be a big job and colleagues will need support and guidance, so ISD will introduce tools which will help scan files for accessibility problems and provide feedback on how to fix them as well as running a programme of training and awareness raising. Funding permitting, ISD also hope to employ a team of students that departments can engage to fix their files.

Guidance highlighting some of the key things you can do to make online materials more accessible [has been developed by Digital Education](#). e-Learning Champions may also wish to consult the All-Party Parliamentary Group for Assistive Technology's report [Accessible VLEs: making the most of the new regulations](#).

See the **What's on (and what's gone...)** section below for details of **briefing sessions** and **drop ins** taking place in July.

Lecturecast panel discussion recording: Is it time for the university lecture to evolve?

Original Air Date: Tuesday, April 9th at 2:00pm GMT

In April a panel of academics from UCL participated in an open webinar discussing whether the time has come for higher education institutions to explore new ways of engaging students in their studies.

Panelists from UCL included:

- Prof Andrea Townsend-Nicholson, Professor of Biochemistry & Molecular Biology
- Prof John Mitchell, Professor of Communications Systems Engineering

- Dr Parama Chaudhury, Principal Teaching Fellow, Economics and founding director at Centre for Teaching and Learning Economics.

For more information and to access the recording, please [visit the Echo360 \(Lecturecast\) website](#).

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](#).

The screenshot shows a Moodle Hot Questions forum page. At the top, the course title is 'MPHY0008: Anatomy and Physiology with Biomedical Applications (18/19)'. The user 'Rebecca Yerworth' is logged in. The page has a navigation menu with 'Home', 'Events', 'My Courses', 'This course', 'Staff Help', 'Student Help', 'Services', and 'Guest Login'. The main content area is titled 'Flipchart' and contains a text input field for submitting questions, a 'Click to post' button, and a checked checkbox for 'Display as anonymous'. Below the input field is a table of questions with columns for 'Priority', 'Heat', 'Remove', and 'Approved'. The questions are about skin functions and muscle types.

Questions	Priority	Heat	Remove	Approved
<p>Skin</p> <p>Act as a barrier between body and environment</p> <p>Temperature regulation</p> <p>Aesthetically pleasing</p> <p>First line of defence for immune system</p> <p>By producing sweat participates in ions and water haemostasis</p> <p>Posted by Anonymous</p>	1	0	X	●
<p>1) The skin, Protection against infections, Sensation, Regulation of heat</p> <p>2) c) skeletal : muscle in row</p> <p>b) smooth muscles : from the its nucleus</p> <p>a) Cardiac muscle: like a combination of skeletal and smooth muscles</p> <p>Posted by Anonymous</p>	0	0	X	●
<p>Skin is the main organ.</p> <p>Functions:</p> <ul style="list-style-type: none"> - protection barrier to bacterias and foreign objects - regulating temperature by excreting sweat - absorbing vitamin D <p>2. a. cardiac -> multiple striations and nucleus</p>	0	0	X	●

Using Moodle Hot Questions to give all students a voice in the classroom

Moodle Hot Questions is a live forum where any student registered on the module can simply type in the answer to questions during lectures/seminars.

In this case study, Senior Teaching Fellow in the Department of Medical Physics and Biomedical Engineering, Dr Rebecca Yerworth, explains how using Moodle in the classroom resulted in unexpected support for her non-native speaking students.

For more information, including Dr Yerworth's top 5 tips for introduction Hot Questions, [visit the UCL Teaching and Learning portal](#).

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



IT Services Inductions 2019

This year **we will not be holding induction talks centrally** but are able to come and present at your induction event. If you would like to take advantage of this opportunity please complete our [Induction Request form](#).



Digital accessibility face to face sessions

Briefings

As explained in the **Need to Know** section, new legislation on digital accessibility will affect nearly all UCL digital content. Come and find out what is covered by the new

legislation, why it is important, what action staff need to take, and what support will be available. To book a place, visit the [UCL Training Booking System](#).

Drop ins

Ask individual questions and get specific advice about how to make your content more accessible. Sessions take place on Wednesday afternoons. See the [Digital Accessibility face-to-face sessions](#) blog post for more details.

Digital accessibility panel discussion at the IOE

10th July 11am-12.30pm (and online), Institute of Education, Room 736, 20 Bedford Way

This panel discussion will take a pragmatic look at teaching and discuss issues around accessibility and how technology can help. This includes updates on the incoming legislation, with news from the UCL Task-and-Finish Group on Digital Accessibility.

Panelists will introduce various aspects of accessibility, both conceptual and practical, what it means for academic practice, and how embedding accessibility principles in the digital estate drives an institutional culture of openness and inclusion.

[For more information and to register visit the Learning Technologies Unit blog.](#)

Online & Distance Learning

Our [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 Life Learning CPD and short courses.

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

Perioperative Medicine in Action

1st July, 4 weeks

With material and activities targeted at healthcare professionals in a variety of disciplines and endorsed by the Royal College of Anaesthetists, the course explores the concept of perioperative medicine and how to improve care for high risk surgical patients.

[Sign up via FutureLearn](#)

Dementia and the Arts: Sharing Practice, Developing Understanding, and Enhancing Lives

2nd September, 4 weeks

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

[Sign up via FutureLearn](#)

Introduction to GDPR: General Data Protection Regulation

2nd September, 3 weeks

Learn how to handle data in the digital economy safely, securely and respectfully.

[Sign up via FutureLearn](#)

Get Interactive: Practice Teaching with Technology

22nd July and 19th August 2019, 3 weeks

This course, delivered by [the Bloomsbury Learning Environment \(BLE\)](#) on the Coursera platform, acts as an exploration of some of the popular technologies that educators use to make their learning engaging, interactive and dynamic. It is aimed at educators with little experience using online tools and technology for teaching purposes but who have basic familiarity with the Internet, online learning environments and computers in general.

[Sign up via the BLE webpages](#)

Working towards the e-Learning Baseline

To help staff ensure their Moodle courses meet the [UCL e-Learning Baseline](#), the Digital Education team provide tips in each newsletter on small changes that can be made to Moodle courses to make them more engaging and user friendly.

The **seventh** in this series will focus on **Accessibility** and how to provide accessible resources by following a few simple rules for the benefit of all students.

The following characteristics can help make your resources more accessible:

- Text is well laid out, with good spacing.
- Heading styles are used consistently to structure content.
- Fonts are sans serif and large enough to read (minimum 11pt).
- Coloured text has good contrast against backgrounds. Avoid red, green and pink text.
- Links are descriptive (avoiding 'click here' for example) and open in the same window.

- Images have meaningful alternative text ('alt tag') descriptions.
- PowerPoint presentations follow UCL guidance on [creating accessible documents](#).

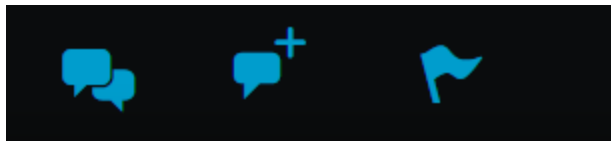
Additional guidance, resources, and training information is available on the [UCL Creating accessible content](#) web pages.

The Digital Education team are also running a series of **drop ins** to support staff in the creation of accessible documents and meeting the e-learning Baseline. See the **What's on (and what's gone...)** section above for details.

Tech focus

Confusion Flags and Heatmaps

Is it possible to know whether students understood or were confused by the content of a lecture?



While there are a range of audio-visual cues that can be used to gauge understanding, there is a way to find out without asking students to speak up or raise their hands in class.

Lecturecast Confusion Flags give students a simple tool to alert a tutor to unclear or confusing material anonymously and without the need to pause delivery. Note that presentation slides can be uploaded and presented via Lecturecast alongside the active tools without the need to be recording the lecture, and students can then be asked to use the [Confusion Flags](#) if at any point they don't understand what is being presented. At any time during or after the lecture tutors can check to see whether any content has a 'high' number of flags in order to review or repeat material.

What about Heatmaps?

Heatmaps, meanwhile, provide an indication of which segments of a lecture have been viewed most. To view a Heatmap the lecture must have been recorded, but they can be used in conjunction with Confusion Flags.

More information and guidance on using Lecturecast can be found on the [Lecturecast Resource Centre](#) wiki pages.

Questions

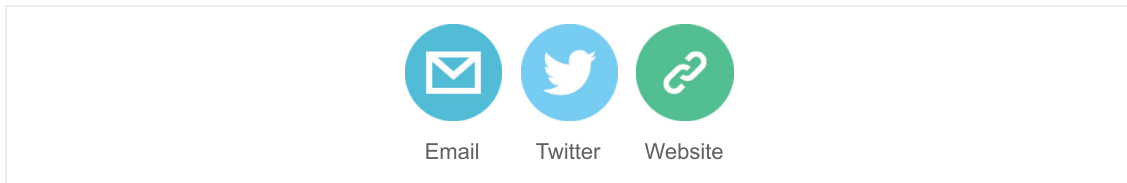
Can I create submission links/inboxes for Late Summer Assessments before the Moodle Snapshot is taken?

Yes, you do not need to wait until the snapshot is taken. Navigate to the course where the Late Summer Assessments will take place, create a hidden section, and

place any material or submission links/inboxes within that section. This can be done in the current 'live' Moodle up to **17:00, Friday 26th July 2019** when it becomes a Snapshot. The 18/19 Snapshot will remain editable and resources and submission links/inboxes can be added after the Snapshot is taken. Please refer to [key dates](#) highlighted by Digital Education on what is happening over the upgrade period.

When you are ready to make Late Summer Assessment resources and submission points available, simply unhide the section within the course on the 18/19 Snapshot. Details on how to create and hide sections within Moodle can be found in the [UCL Moodle Guide - Moodle course structure](#)

You may also wish to refer to previous communication on changes to the [Late Summer Assessment process](#).



[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 joanna.stroud@ucl.ac.uk
[why did I get this?](#) [unsubscribe from this list](#) [update subscription preferences](#)
UCL · Gower Street · London, London WC1E 6BT · United Kingdom

