

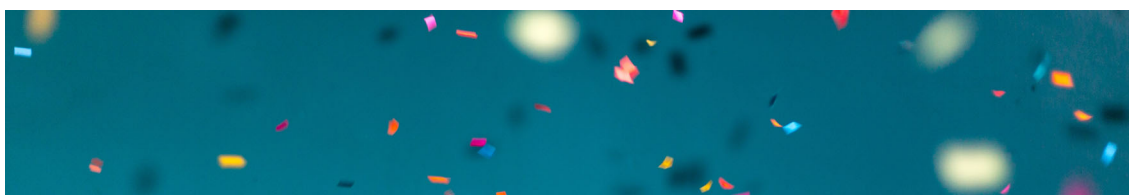


June issue

Issue 71, June 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



New Administering Your Moodle Course

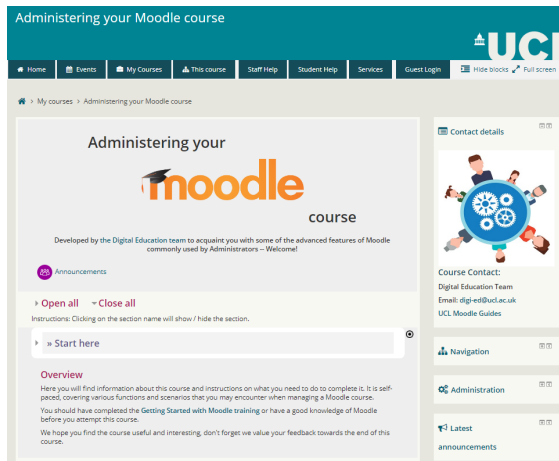
If staff have already completed the [Getting Started with Moodle](#) course or are familiar with the tools and functionality available within Moodle and are looking to learn more, Digital Education have now released a recently-updated version of the Administering Your Moodle Course training module.

The course is aimed at Course Administrators or Tutors running a Moodle course and its completion is a pre-requisite for category-level Moodle access. The topics covered include:

- Building your course
- Managing people on your course
- Communication and facilitating discussion
- Assessment

- Reviewing progress
- Introduction to Lecturecast
- Preparing for the next cohort
- Accreditation and feedback.

To find out more and enrol, [visit the Administering Your Moodle Course information page](#).



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 June and July.

Moodle snapshots and Summer upgrade



Staff will be aware through [previous communication](#) that a snapshot of Moodle will

be taken this summer. Digital Education would like to remind staff of key dates.

Legacy Moodle: 30th April 2019

The Legacy Moodle platform is now 'read only' for students. As of 30th May 2019, staff will no longer be able to edit courses.

New Moodle: Friday 26th July 5pm – Saturday 27th July 12pm 2019

The standard yearly upgrade of Moodle will take place during this period. Moodle 3.4 will be upgraded to a new release version, Moodle 3.7 and a snapshot of Moodle 2018/2019 will be taken.

Once the snapshot occurs the following new procedure for summer snapshots will be followed. Tutors and Course administrators will have editing rights to the Moodle 2018/2019 snapshot **until 20th September 2019**. This is to allow Tutors and Course Administrators to edit courses for any late summer assessments which should now take place on Snapshot Moodle (see post below and our [blog post](#) on Late Summer Assessments).

Guidance and information on preparing Moodle courses for the next academic year will be provided nearer the time. In the meantime, we recommend you do not delete/reset courses. Please review the Moodle Snapshot and Summer upgrade [blog post](#) and [FAQs](#) for further information.

Note: To comply with GDPR requirements, only 5 snapshots of Moodle will be available to staff as communicated previously.

Snapshots Updates: 24th June - 11th July 2019

In order to keep our snapshots updated, we will be making some updates during this period. Please note **not all** the snapshots will be unavailable throughout this period. We will be sending out further communications with specific times of any downtime to snapshots closer to the time.

Late summer assessments in Moodle

Change in practice of Moodle use and late summer assessments

In 2018/19 there will be [a change to the late summer assessments process](#). To facilitate these changes it is now requested that all late summer assessments take place within the **18/19 Moodle Snapshot** that will be created on **26th July 2019**.

This will remain read/write until **20th September 2019** (2 weeks after the final assessment date for late summer assessments).

Students will be made aware via the Moodle landing page using a global banner and also through the placement of notifications and links in relevant areas.

Preparing for late summer assessments

To prepare for courses with late summer assessments we recommend that [a hidden section is created](#) in which supporting material or submission points can be placed.

This can be done in the current 'live' Moodle up until the 26th July 2019 as preparation. Alternatively, it can be done within the 18/19 Snapshot (available from 27th July 2019).

To find out more about why practice is changing and how to prepare, please see [the Digital Education blog post on late summer assessments](#). For any questions regarding Moodle and late summer assessments please email digi-ed@ucl.ac.uk.

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.](#)



Medical Science students use UCL Reflect to create scientific blogs for assessment

As the first year of Medical Sciences undergraduate programmes were undergoing a series of changes, including the replacement of traditional assessment methods with a greater range of coursework-based activities, Dr Nephtali Marina-Gonzalez saw the opportunity to implement a new and reflective assessment activity: scientific blogging.

Delivered via the [educational blogging platform UCL Reflect](#), students were asked to work in small groups to research cardio-respiratory adaptations to exercise and draft

blog posts upon which they received formative and peer feedback on their progress. They subsequently developed individual, outwardly-facing blog posts incorporating links to published research and interviews with UCL staff.

The response from students has been positive, with some noting that having the opportunity to evaluate and simply communicate research for an external audience was a welcome one. Others enjoyed the freedom and creativity the task offered, despite the challenges involved. Furthermore, the activity saw an increase in attainment compared to the previous exam-based assessment.

[Please visit the Teaching and Learning Portal for the full case study.](#)

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



Digital accessibility briefing sessions

As explained in the **Need to Know** section, new legislation on digital accessibility will affect nearly all UCL digital content. A number of briefing sessions will be run in June and July, so come along to 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](#).

Digital accessibility drop ins

A series of drop in sessions will also be offered on Wednesday afternoons where you can ask more specific individual questions about how to make your content more accessible. Please see the [Digital accessibility web pages](#) for more details.

Turnitin On Campus: Cultivating Academic Excellence

19th June 2019, University of London, Senate House

Turnitin On Campus events bring together academics, researchers, learning technologists, students, and more to discuss topics that touch on cultivating academic excellence. Attendees will also learn about Turnitin's ongoing platform modernisation, new solutions and continued growth in the education technology sphere, and importantly, what that means for staff and their students.

To find out more and register, [visit the Eventbrite registration page](#).

Explore the changing roles of educators at the APT Conference

1st July 2019, Bentham House, UCL

The 17th [Academic Practice and Technology \(APT\) conference](#) is taking place at UCL on Monday 1st July 2019. The theme for this event is 'The changing roles of educators in higher and further education: the shape of teaching today'. It aims to explore and critique how higher and further educators in 2019 are responding to meet the challenges of student expectations about teaching quality, and how we, as educators, can prepare them effectively for their future.



Keynotes from Dr Donna Lanclos and Prof. Susannah Quinsee will ask critical questions such as:

- How can we help our students to thrive in the face of a buffeting digital maelstrom?
- Where can technology create distinctive possibilities?
- What leadership will be required?

See the [draft programme](#) for information about sessions and booking details. Tickets for UCL staff are £85 with a closing date for bookings of 19th June.

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](#).

The Many Faces of Dementia

3rd June 2019, 5 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](#)

Making Babies in the 21st Century

10th June, 6 weeks

Investigate new reproductive technologies, the opportunities they provide, and the profound social challenges they pose.

[Sign up via FutureLearn](#)

Global Prosperity Beyond GDP

24th June, 4 weeks

Reflect on how it's possible to think beyond the concept of GDP and build a better world that focuses on prosperity, not wealth, and works better for more people and the planet.

[Sign up via FutureLearn](#)

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](#)

Get Interactive: Practice Teaching with Technology

24th June, 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 **sixth** in this series will focus on **cross-platform compatibility** and how to provide material in accessible formats that can be viewed across multiple devices.

Suggestions

- **Consider file formats:** PDF versions of files can be read by the majority of devices, but if content is not sensitive it may be wise to provide documents in their original, editable format (e.g. Word) to offer students the option to change formatting to suit their needs. If a read-only, PDF version of material is preferred, [consult documentation to ensure it is accessible](#). Avoid proprietary formats such as Flash as these cannot be accessed on many devices.
- **Compress files** to minimise file sizes and aid those viewing them on mobile devices or low bandwidth locations. Display the file size and type alongside the filename where appropriate, e.g. 'Lab induction (34MB)'.

Tech focus

Did you know...?

New Universal Capture Software available to download



Personal Capture is a tool available as part of UCL's Lecturecast (Echo360) licence which allows staff and students to record audio, video, and their laptop displays. As of 30th August 2019 this software will no longer be available to download and will be discontinued completely by January 2020 with no technical support available. **Digital Education advise that staff upload/publish any recordings which have been made using Personal Capture into their Library before this date.**

This software is being replaced by Universal Capture which is available to download now. Universal Capture allows users to record content much the same way as Personal Capture but with a greater degree of reliability, packaging and uploading

content as you record, meaning that it the completed recording is available much sooner.

To download Universal Capture, [log in to Echo360 directly](#), enter your UCL email address, choose University College London from the drop-down menu and login. Once logged in, click the cog on the top right of the screen and select Downloads from the drop-down menu. From the options on screen, select **Universal Capture: Personal**.

Any further questions can be directed to digi-ed@ucl.ac.uk.

Questions

How are students engaging with your lecture recordings?

Have you ever considered how your students are engaging with your lecture recordings? Do you ever wonder how many students have viewed your lecture again and which has been viewed the most?



Lecturecast provides you with analytics for each of your lecture recordings and allows you to determine how many students are viewing a recording as well which particular students are making use of the facility. It also allows you to see which lectures students have flagged as confusing. It may be worth [looking at your course analytics](#) to find out where you can provide students with additional support or which students are not particularly engaged.

In addition, you could attend a Digital Education training course around the Active Learning Platform tools in Lecturecast. Lecturecast provides a powerful suite of tools to facilitate student engagement. These tools can be used before, during, and after an event even if no recording is taking place. If you are interested in attending this course, please sign up via the [Lecturecast - dynamic teaching using the Active Learning Platform tools](#) booking page.



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