



## October issue

Issue 74, October 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 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 update**

The Moodle upgrade was completed over the summer. The new version brings several feature enhancements details of these [can be found on the Digital Education blog](#).



Digital Education appreciate there have been some ongoing issues with Moodle. Most have now been resolved and staff are thanked for their patience as these are dealt with. A few small updates will be made to the system to improve functionality and [address some known issues](#).

#### **Start of term**

At the beginning of term there are ar [digi-ed@ucl.ac.uk](mailto:digi-ed@ucl.ac.uk) some key tasks that must be carried out to ensure a smooth start for staff and students alike:

- Review Moodle courses to ensure content is up-to-date;
- Check resources and activities are set up correctly, including [Lecturecast links](#) and [Library Reading lists](#);
- Ensure any assessment deadlines or activities, such as Turnitin, Moodle Assignment, and Quizzes are up to date;
- Check enrolments on courses and ensure the [Portico mapping tool](#) reflects the correct academic year.

If you have any queries, concerns, or training requests, please [contact Digital Education](#) providing as much information as you can.

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## Lecturecast start of term information



### Scheduling recordings

Don't forget to [schedule recordings for 2019/20](#). Please 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.

### Updating Lecturecast links in Moodle

Please note that Lecturecast links will need to be updated for 2019/20. [Guidance on doing this](#) is available. This is a two-step process:

- Removal of old mappings/links;
- Linking of new content.

### New for 2019/20

Key updates for 2019/20 include:

- Student Analytics are now updated more frequently;
- Universal Capture replaces Personal Capture (action is required);
- Schedule recordings for non-teaching events;
- Pilot of automatic transcripts for Lecturecast recordings.

More detailed information is available on the [Digital Education blog](#).

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**Module leads and administrators asked to 'Baseline Check' all Moodle courses by the start of the 2019/20 session**

UCL's [E-learning Baseline](#) is designed to ensure consistent usability, availability, and quality of online learning materials. A simple online Baseline Checker has now been developed and is currently being piloted by the IOE. Module leaders will receive a link to check their modules in the coming weeks, but should you wish to gain access to the Checker sooner, please contact [moodleproject@ucl.ac.uk](mailto:moodleproject@ucl.ac.uk) including the relevant module code(s) and title(s).

For more information visit the [Teaching and Learning Portal blog post](#) or contact [moodleproject@ucl.ac.uk](mailto:moodleproject@ucl.ac.uk).

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## Accessibility as everyday practice? Blackboard Ally can help with that

UCL has launched a new tool called Blackboard Ally to help improve the accessibility of digital learning resources. Ally can be recognised by the small icons appearing next to uploaded files in Moodle.



### Alternative formats on demand

Ally integrates seamlessly with Moodle and uses machine algorithms to convert common file types to alternative formats with no extra effort required from staff. For example, a staff member can upload a PowerPoint file to Moodle and Ally will subsequently and automatically offer students the option to download the file in its original or a range of alternative formats including audio, PDF, ePub for eReaders, or Braille reader files.



### Helping staff identify where improvements are needed

Ally also provides staff with feedback and guidance on the accessibility of their content. This includes files already present within Moodle and new files as they are uploaded. Using Ally and [Digital Education's guidance on creating accessible content](#), staff will be able to identify and improve the accessibility of their teaching resources.

To learn more about Ally watch the [Blackboard Ally for LMS video](#), and view the [UCL Ally staff guide](#). Students can be directed towards the [Student Ally guide](#).

To ask a question relating to Ally or arrange a demonstration for a Department, [please contact Digital Education](#).

## 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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### **Using smart phones to help international students develop science communication skills**

The ability to talk about science with peers and colleagues is an essential skill for non-native English speakers, but students undertaking the Undergraduate Preparatory Certificates (International Foundation) for Science & Engineering (UPCSE) module had little opportunity to do so. This initiative, therefore, sought to offer an experimental approach to delivering lab reports that could develop international students' oral presentation and teamwork skills.

With introductory training and support, students were asked to form pairs and produce a video lab report for an experiment using their own mobile devices. They have two reports to produce: one in a formative context for which they receive feedback, and a second which is formally assessed as part of the module. More than half (52%) of students indicated that practising English was the most useful aspect of the assessment, with 44% of the cohort finding the approach 'very' and 24% 'extremely' helpful to their studies.

For more information, including Dr Aga Kosinska's top 5 tips for someone who might want to offer something similar, [visit the UCL Teaching and Learning portal.](#)

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



### **New Digital Skills Development dates now available**

The Digital Skills Development is offering its usual range of courses covering Excel, Photoshop, Matlab, SPSS, and more in the autumn term.

New this term we have our '[Software for success](#)' sessions are new for this term, while 'Starting a new research project, thesis, or dissertation?' is a short, lunchtime session that offers assistance around which tools to use for writing up, citation, and data analysis. To book a place on a course or workshop [visit the team's webpages](#).

**Digital Skills Development at IOE** has sessions that are **open to all UCL staff and students**. Highlights this term include:

- Creating Accessible PowerPoint presentations;
- Presentation Translator – add live subtitles to your presentations;
- Introduction to Stop Motion Studio animation (iPad app).

[Book a place with Digital Skills Development at IOE](#)

For more details about everything on offer, please read our [Digital Skills Development blog post](#).

**8th October 2019, 4-7pm, Room 915,  
Institute of Education, 20 Bedford  
Way**

HacktoberFest is back! All UCL staff and students are invited to attend the HacktoberFest 2019 @ UCL launch session on 8th October. For more information [please visit the event's webpage](#).



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### **Training: Moodle assignment and Turnitin assignment**

Assessment is a primary concern of students and getting it right is a key factor impacting NSS scores. Over the course of the academic year, the Digital Education team will be running workshops on using the Turnitin and Moodle assignment tools. Each session is practical and you will experience the process of submitting, marking, returning marks, engaging with feedback, and managing records from a staff and student perspective. Both courses are applicable to Tutors and Course Administrators new to online marking or needing to refresh their knowledge. Register an interest or sign up for a session through the HR Single Training Booking System or follow the links below:

- [Hands on with Turnitin Assignment](#)
- [Hands on with Moodle Assignment](#)

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

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### **Online and Distance Education Summit**

**19th November 2019, 11.30-1pm, Arena Room, 1-19 Torrington Place**

In November the Arena Centre and Digital Education will co-host an online and distance education summit for UCL staff. The purpose of the summit is to identify priorities, share experiences, and explore current practices that will feed into the work of a new UCL online education network. All colleagues currently working or willing to work with online and distance education at UCL are invited to participate and contribute with their ideas and input.

The main aim of the network will be to develop, identify, and share good practice across departments and faculties and to create forms of support for colleagues teaching or developing online programmes, modules, short courses, and MOOCs.

Please feel free to circulate the invitation to colleagues who may be interested, and [to sign up visit the event page](#).

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## Digital accessibility sessions

### Briefings

As explained in the Need to Know section, 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

Drop in sessions are the place to 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](#). If no places are available please [register an interest](#) to be notified of new dates.

## Online & Distance Education

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](#).

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## The Many Faces of Dementia

**14th October, 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](#).

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## Perioperative Medicine in Action

4th November, 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](#)

## 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.

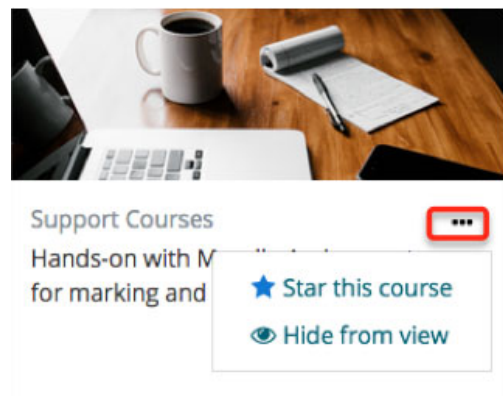
The **ninth** in this series will focus on **Student Active Participation**, considering how to encourage students to interact with each other and participate in online activities. While this standard is only applicable to Baseline+ the tips nevertheless represent good practice for all courses with online activities.

- Students should have the opportunity to share learning resources either individually or collaboratively using online tools (such as wikis, glossaries, databases and discussion forums);
- Students are required to interact with online activities, such as online self-assessments, contributing to discussions and completing interactive scenarios, in order to maintain student motivation and engage them actively in the learning process. Tutors might consider the ways in which they can effect this requirement, e.g. through participation marks, altered assessment weights, etc.

## Tech focus

### New features in Moodle 3.7

In the last newsletter, Digital Education highlighted several improvements that had been made to the Moodle assignment activity following on from the summer upgrade. These included the ability to record assignment feedback directly into Moodle and the ability to hide grader identity from students. In this edition, we would like to highlight other key improvements made to the Course Overview page.





### Starred courses block and recently accessed courses block

Users now have greater control over the courses displayed when they log in to Moodle, with the ability to now 'star' or 'favourite' frequently visited courses and choose to have only these displayed upon login.

### Add an image to your course card

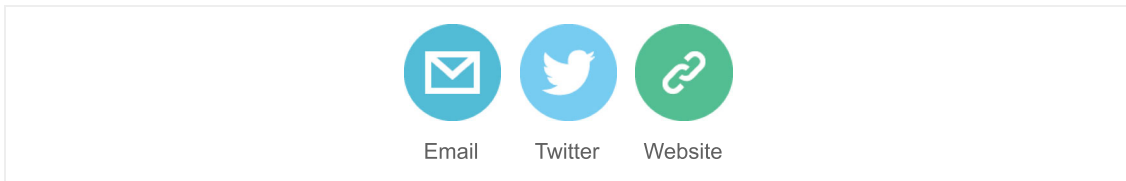
Staff can also upload an image for their course which is then displayed on the Moodle course overview page. See the blog post for more information on how to [add an image to you your course card](#).

## Questions

### My students haven't been enrolled on my Moodle module despite Portico Mapping being active

1. Portico enrolments happen overnight. Was the mapping activated very recently? If so, please wait until the following morning before contacting anyone for help.
2. 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.

For more detailed information, please see the [Moodle module mapping process after a course reset](#) guidance.



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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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