



September issue

Issue 73, September 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

Moodle upgrade

UCL's annual Moodle upgrade was completed over the summer. Version 3.7 brings several important feature enhancements as well as multiple minor changes across the platform. Details of these [can be found on the Digital Education blog](#). Due to the scale of the changes Digital Education will continue to [update its documentation](#), but all features are already fully documented within [Moodle.org's official guidance](#).



Late summer assessments: two Moodles

This year also sees the first time that two live Moodle instances are maintained over the summer period. This is to ensure completion of Late Summer Assessments (LSA) and UCL Summer Schools within the correct cohorts and courses. As the LSA period is now coming to an end, from the start of term only one 'live' Moodle

instance will be available. Moodle LSA (18/19) will become read only. Full information around the use of the two instances and late summer assessments [can be found on the Digital Education blog](#).

Course resets and getting ready for the new academic year

All material from the past academic year was captured in the Moodle Snapshot 2018/19. Courses that have completed their yearly cycle or are no longer in use can now be reset in the Moodle 2019/20 instance. The reset process has changed slightly with a few additional steps, and full instructions can be found in [Digital Education's Moodle Course Resets Process blog post](#).

Accessibility legislation - new resources now available

As previously publicised, [new legislation to ensure that digital content is accessible to everyone](#) is now in effect. From this month, the rules apply to content that is either new, or substantially revised, since last September. The rules must be applied to most existing content by September 2020.

Guidance for making online materials more accessible [has been developed by Digital Education](#). New resources include the [quick guide](#) from our [Creating accessible documents course](#) and a [poster](#) which can be printed.

E-Learning Champions may wish to consult the All-Party Parliamentary Group for Assistive Technology's report [Accessible VLEs: making the most of the new regulations](#).

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 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.

Accessibility as everyday practice? Blackboard Ally can help with that

UCL has acquired a new tool called Blackboard Ally to help improve the accessibility of digital learning resources. The tool will be launched prior to the start of term (w/c

16th September) along with online guidance. Keep an eye on the [Digital Education blog](#) for updates.

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.

You can learn more about Ally by watching the [Blackboard Ally for LMS video](#). If you have any questions relating to Ally, please contact digi-ed@ucl.ac.uk.

Lecturecast summer update



Scheduling recordings

Staff can now [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](#)

Pilot of automatic transcripts for Lecturecast recordings

Digital Education is seeking existing users of Lecturecast to pilot 'automatic speech recognition' (ASR) functionality. ASR has the potential to provide invaluable support for students with hearing difficulties but can be a useful additional resource for all students.

The system needs to be tested with a range of voices, accents, and subjects, including those with discipline-specific or specialist terminology, in order to assess the accuracy of the resulting transcripts and how much work might be involved to correct them. The project has been prompted by the legislation that came into effect last autumn to ensure that digital content is accessible by everyone, and we would also like to explore how useful students in pilot groups find the service.

To express an interest in joining the pilot please contact digitalaccessibility@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

Students in the Faculty of Medical Science were among the first to use UCL Reflect, the university's new blogging platform, creating scientific blogs as a coursework assignment.

In this case study, Dr Nephtali Marina-Gonzalez introduced blogging as a new form of summative assessment for a Year 1 undergraduate module, Cardiovascular and Respiratory Function in Health and Disease (MEDC002). Students worked in groups and individually to develop a public-facing output that showcased UCL research using the [UCL Reflect platform](#), with activities structured to facilitate better understanding of key concepts and promote critical thinking.

For more information, including Dr Marina-Gonzalez's top 5 tips for blogging assessments and a video interview, [visit the UCL Teaching and Learning portal](#).

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

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](#).

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 detail.

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.

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 digi-ed@ucl.ac.uk.

Turnitin Global Innovation Awards

The Turnitin Global Innovation Awards recognise those who use Turnitin to make a difference, large or small, to student learning at their institution.

Winners will be recognised by Turnitin and have a unique opportunity to work alongside Turnitin to share their stories and best practices with other educators from around the world. To nominate yourself, a colleague, or your institution, fill out this [brief form](#). Nominations are open until 30th September 2019, and winners will be announced in December 2019.



In 2018, Erica Flinspach, Senior Integrity Officer and Turnitin Administrator at the University of South Africa, was crowned the overall Global Innovator in recognition of her outstanding contribution to promoting academic integrity at one of the world's largest and most diverse universities. [Read Erica's story.](#)

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](#).

Introduction to GDPR: General Data Protection Regulation

2nd September 2019, 3 weeks

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

[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](#)

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](#)

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 **eighth** in this series will focus on **Legal** considerations and how to model good copyright practices, communicate data protection issues, and provide a safe learning environment.

- In consideration of IP and copyright legislation, utilise the [ReadingLists@UCL service](#), link out to material rather than create a copy, and use openly-licensed or copyright-cleared images;
- Avoid Moodle guest access unless you are sure your material is copyright-cleared for open access;
- Communicate potential data protection issues when students are asked to use non-UCL systems and provide an alternative if students do not wish to register with an external service;
- Ensure student-generated content is stored on a password protected system. Non-password protected sites should only be used if students are aware the material is publicly available and are satisfied with the implications.

Tech focus

New features in Moodle 3.7

Following the Moodle summer upgrade, the Tech section will focus on some of the new functionality now available in Moodle, with this edition looking at Assignment activity. New features include:

Record assignment feedback

Staff can now [record audio and video feedback](#) directly into Moodle using the assignment grading tools. Media and other file uploads are also permitted when grading assignments, meaning staff can record their feedback and/or include supporting images or other files.

Hide grader identity from students

This has been a request from many staff. When setting up an assignment, under the 'grade' setting staff can select to 'hide' the grader identity from students.

Rotate submitted PDFs

The PDF function's new icons enable users to change the orientation of submitted assignments for easier grading.

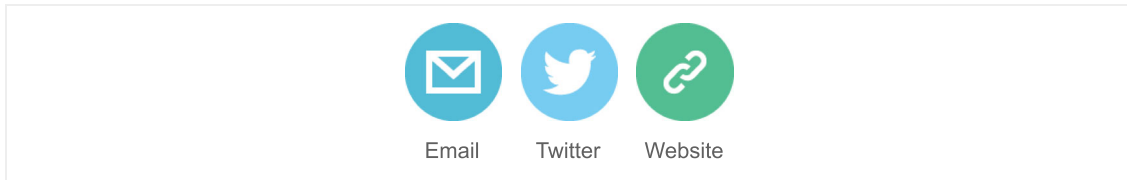
Questions

When a student submits a piece of work to the wrong Turnitin submission point followed by the correct one, Turnitin returns a high similarity score.

What should I do?

As a Course Administrator or Tutor you can exclude individual sources from Turnitin. Turnitin will recalculate the similarity score for you, allowing you to see a new similarity score. To do this, please see the following [guidance](#)

Please also remember to remove the submission from the 'wrong' inbox by clicking on the bin icon beside the submission.



[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

