



## April issue

Issue 59, April 2018

A monthly newsletter for UCL E-Learning Champions, and anyone else interested in learning technology, in six sections: **Need To Know**, **Case Study**, **What's on**, **Online & Distance Learning**, **Tech Focus** and **Questions**. Please pass around and ask colleagues to subscribe via the link at the bottom.

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## Need to know

### Best practice guide on how to subtitle your video-based teaching materials



Neil Roberts, the guide's creator, explains the benefits of making your online materials inclusive.

Ensuring that all video-based teaching materials are suitably sub-titled is essential for students with some disabilities. It is a legal requirement for departments to ensure their teaching materials are accessible for this reason, but subtitling provides benefits for all students, for example:

- Students who are not native English speakers have additional support in understanding video materials.
- Those who are using mobile devices to study and cannot use headphones.

Providing accessible materials is also part of the [UCL E-Learning Baseline](#), that all Moodle courses must adhere to.

Neil has produced a PDF guide for staff which will soon be available on the UCL Library copyright pages.

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## Case Study

### **Embedding Lynda.com at University of Brighton**

The University of Brighton rolled out a digital transformation initiative to better prepare students for employment in the modern world. As part of this initiative, the University's information services team was tasked with keeping university staff up-to-date on the latest trends in technology...

Read more about what they did in this interesting [case study from LinkedIn](#).

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

### **An Introduction to Lecturecast**

17 April 2018

Most of UCL's larger centrally bookable lecture spaces are now equipped with Lecture recording systems (see [www.ucl.ac.uk/lecturecast](http://www.ucl.ac.uk/lecturecast) for more information). These facilities allow Tutors to book recording of lectures and make them available via the web. These can provide an excellent resource to check students' understanding of content during their lectures and revise towards their exams. This course covers the practical aspects of the recording and publishing cycle and will be useful to tutors who have already booked recordings as well as those who want to learn more about the service.

[Book your place here.](#)

## Getting Started with Moodle

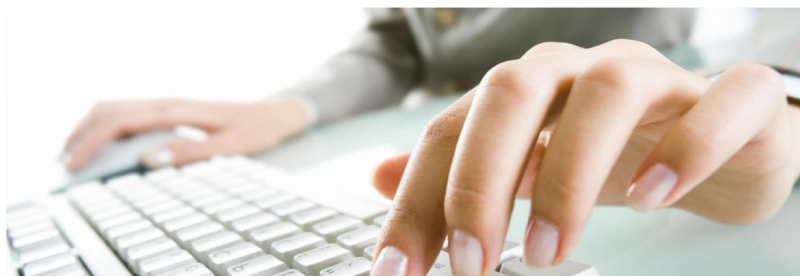
19 April 2018

This course is aimed at staff who would like to learn how to use Moodle, UCL's Virtual Learning Environment. It provides an introduction to Moodle and the basic skills required to a course in Moodle.

[Book your place here.](#)

## Digital Skills courses at Institute of Education

Bookings open 16 April 2018



Digital Skills Development at IOE offers training in a wide range of apps including: blogging, mind mapping, infographics, screencasting, live polling, Microsoft Sway, SharePoint, Office 2013 applications, Endnote and more. Bookings are open to all UCL staff and students.

Visit [IT for IOE IT Course Bookings](#) for more full schedule and bookings

Read the [newsletter](#) in new Microsoft Sway format

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## 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](#).

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### **Why We Post: the Anthropology of Social Media (16th April, 5 weeks)**

Discover the varying uses of social media around the world and its consequences for politics, relationships and everyday life.

[Sign up via FutureLearn](#)

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### **Perioperative Medicine in Action (23rd April, 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](#)

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Tech focus

### **Did you know...?**

**Moodle Assignment online marking lets you [save and re-use your feedback comments](#).**

To do this you need to launch the online feedback tool, by clicking the 'Grade' button within any Moodle Assignment inbox. This will generate a PDF version of the submitted file and you can then use the Comments button to draw post-it note style comments on to the document.

Once you have written your comment you use the menu to the top, right of the note to 'Add to quicklist'. To re-use this comment in future you use this same menu and click on the comment.

The screenshot shows the Moodle assignment interface. At the top, it displays 'Course: Moodle Features Demo' and 'Assignment: Group Assignment'. The due date is 'Wednesday, 2 December 2015, 4:35 PM'. The user profile 'Esperanza moodl14@' is visible in the top right. Below the header, there are navigation buttons for 'Page 1 of 14' and a search icon. The main content area shows a yellow comment box with the text 'This is a great example, however, you might like to consider'. A feedback menu is open over the comment, showing options: 'Add to quicklist', 'Delete comment', and 'nice work' with a close button (X). To the right of the comment, there is a diagram with blue and orange circles and text: 'Students connect with other, staff, peers, and alumni' and 'Students learn to give outputs, assessment directed at audience'.

The online marking interface is not as advanced as what's available in Turnitin Feedback Studio. For example, it doesn't support folders of comments. However, Moodle Assignments have other advantages, such as supporting group work and offline marking on any device.

Find out more about the [differences between Moodle Assignment and Turnitin](#) at UCL.

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## Questions

### How do I export and import marks from / to Moodle for offline marking?

In the Moodle Assignment you can [download the grading worksheet](#) (assuming you have enabled this in the Assignment settings). This spreadsheet has columns for each students' name (or anonymous id), ID number (if not anonymous), Status (submitted or not), and columns for Grade and Feedback comments.

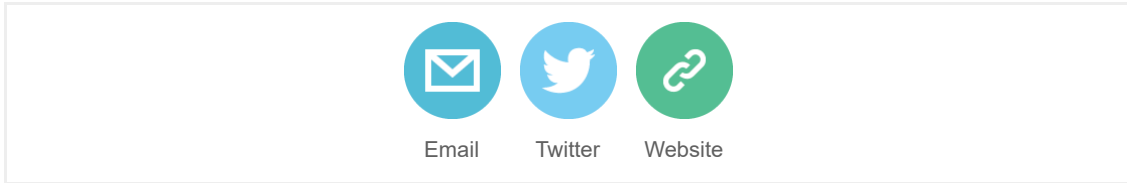
When marking submitted files (as opposed to a live performance for example) you will usually also [download all submissions](#). If you are marking anonymous assessments, the participant id will be common between the downloaded submission and the grading worksheet, so you can mark the work anonymously.

You can fill in the Feedback comments offline and add an overall grade. You can then [import the grading worksheet](#) back into the Moodle Assignment to easily and quickly return the grades and feedback to students.

Another way to do this, is using the [gradebook export](#) and [gradebook import](#). While this method supports other types of graded activities, not just Moodle Assignments, some information, such as Submission date and Status will be missing and this method does not support anonymous marking, so it is best to use the [Moodle Assignment](#) where possible.

### Have you got ideas or experience here?

If so, please do share them, either [via the Twitter hashtag #elearningUCL](#) or via the [Moodle Users forum](#).



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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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