



August issue

Issue 51, August 2017

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

Need to know

Turnitin assignments not resetting properly - issue now resolved!

At the start of the academic year and in preparation for the next cohort of students on a course, staff are required to 'Reset' their Moodle courses. This removes students work and grades but leaves course resources and activities in place.

An issue was identified at the end of July that was affecting Turnitin assignments when a Moodle course was 'Reset'.

This has now been resolved, so staff can now reset their Moodle courses again. If you already reset your course/s containing Turnitin assignments before the 11th August, the Digital Education team suggest resetting them again, to ensure the issue described below does not occur.

Issue

The 'Reset' function in Moodle normally creates a new class ID for a Turnitin assignment and staff should then be able to edit the assignment settings accordingly. The issue that has been identified is that resetting the course seems to 'lock' the anonymous marking setting to 'Yes' making it un-editable. However, even if the Post date is edited and no submission has been made, student's names are visible.

[Find out more about the Turnitin Assignment reset issue.](#)

Making lecture materials available in advance

Guidance for making lecture materials available in advance is being developed in response to a proposal by the Students' Union UCL.

The Union proposal, which was supported in principle by Education Committee at its July meeting, suggests that putting materials on Moodle ahead of lectures gives students time to prepare so that they can focus on engaging with the ideas and discussions they encounter in class. They argued that it can be difficult to keep up with the lecturer, particularly for students whose first language is not English. Some also like to see notes in advance to help them prepare. This issue is frequently raised at SSCCs.

[Find out more about the proposal to make lecture materials available in advance.](#)

Learning

E-Learning Case Study

MyFeedback tool: changing how students engage with their feedback

Jess Gramp, a UCL Digital Education Advisor, discusses how playing a key role in the development of a new Moodle tool, MyFeedback, led to her winning a Provost's Teaching Award this year.

The Moodle MyFeedback report shows general written feedback from across Moodle, so students can identify patterns and better understand the assessment feedback they receive. With the support of their Personal Tutors, they can determine how to improve academically. Module Tutors can also use the report to identify students who may need additional support.

In my role, I have observed how technology is enhancing the assessment feedback process in many departments. There has been a move to online submissions across UCL and more departments are also beginning to return feedback electronically. There are numerous benefits to this, including safe storage of assessments, faster return of feedback and better legibility. By returning feedback faster to students, they can use this feedback to improve the quality of their next assessments. Online submission and return of feedback is also enabling departments to meet the UCL four week marking turnaround.

[Read more about MyFeedback on the UCL Teaching and Learning portal.](#)

Teaching in Higher Education podcasts

This longstanding North American podcast series is a discussion format with different academic guest each week, selected for their experience in that week's topic. The topics are diverse and reflect the progressive integration of technology into education. Recent episodes include 'Motivating Students in Large Classes', 'Digital Redlining and Privacy', 'Teaching With Wikipedia', 'What We Should Know About APIs' and 'Promoting Academic Integrity' - that last one was with Swansea University's Phil Newton.



Host Bonni Stachowiak asks insightful questions which recognise the pressures on academics.

[Download Teaching in Higher Ed podcasts here.](#)

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.](#)

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

Lynda.com Tips and Tricks webinar

Sara Ramodoro from LinkedIn Learning will be hosting two webinars for UCL over the summer. These sessions are aimed at UCL staff who are involved in promoting Lynda.com to others and who want to gain a better understanding of the key features. Sara will also be sharing some tips on how to engage learners and maintain their interest.



Places on these webinars are strictly limited. If you would be interested in joining, please use the links below. Note that the content will be the same for both sessions:

[15th August 12 p.m. – 1 p.m.](#)

[13th September 11 a.m. – 12 p.m.](#)

Moodle Start of Year Preparation Workshop for Engineering

Jess Gramp, Digital Education Advisor (BEAMS), and Matt Smith, Engineering Faculty Learning Technologist, have organised a 1 hour workshop to help module leaders in Engineering prepare their Moodle courses for the upcoming academic session and consider relevant sections of the E-Learning Baseline.

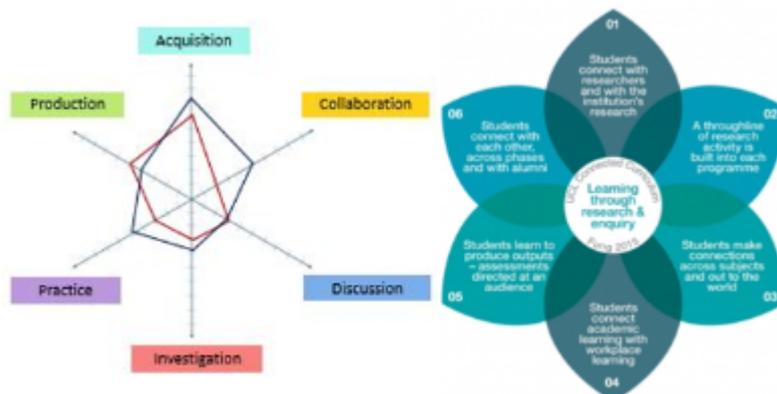
The workshop, will run four times in early September and provide assistance in configuring Moodle including: resetting your course, enrolling students and updating resources.

To sign up for a session and view available dates, please use the link below:

[Sign-up for a Moodle start of year workshop](#) (Engineering staff only)

If you would be interested in a similar session for your faculty, please email digi-ed@ucl.ac.uk.

Call for case study participants for UCL ACE (Action for Curriculum Enhancement) project



Are you designing a new programme or redesigning an existing programme? We are looking for programme teams across UCL to work with, using our popular rapid development method. Please contact [Clive Young](#) or [Natasa Perovic](#) from the Digital Education Advisory team as soon as possible if you would like to be involved.

[More details about this HEFCE-funded project.](#)

[More about the ABC Learning design.](#)

UCL Connecting Higher Education Conference - materials now available

The archive of materials from the Connecting Higher Education Conference at UCL in June is now available. Among those with an educational technology focus you can find:

- Rapid and collaborative learning design for research-based universities (Clive Young and Nataša Perović).
- A participatory approach to designing an academic social network as a connected digital learning environment (Eileen Kennedy)
- Global online inter-university teaching (Gwyneth Hughes and Rikke Toft Nørgård).
- Keynote 2 - Higher Education in Emergencies: Leveraging virtual learning in humanitarian settings (Barbara Mercer-Moser).
- Connected, hybrid, disruptive, haunted. Perspectives on the digital curriculum (Helen Beetham).
- Audience-oriented assessment - challenges and opportunities (Mira Vogel).

[Visit the conference archive.](#)

An account of the Assessment in HE conference



[Assessment in Higher Education](#) is a biennial conference which this year was held in Manchester on June 28th and 29th.

It was attended by a mix of educators, researchers and educational developers, along with a small number of people with a specific digital education remit of one kind or another. Mira Vogel, the Digital Education Advisor for SLASH attended and has blogged about the sessions she experienced.

[Read Mira Vogel's account of the Assessment in HE conference.](#)

Jisc student digital tracker 2017 and BLE consortium



UCL participated in the 2017 Jisc Digital Student Tracker Survey as part of a consortium with the Bloomsbury Learning Environment (BLE).

[Read more about the upcoming report on the Digital Education Blog.](#)

Tech focus

Resetting your Moodle course - now with one extra step

Resetting your course is the start of the process of preparing your course for use with the next cohort of students. Resetting your Moodle course removes students' work and grades but leaves your course resources or activities in place.

Course resets DO NOT happen automatically. The difference in timetables for undergraduate and postgraduate programmes means that it is not practical to automate course resets. This means that it's the course owner's responsibility to reset their course.

The new Turnitin Assignment reset setting

After you have clicked the [select default] button, you now need to select the 'Use new assignment dates' checkbox to ensure that the anonymous settings for Turnitin Assignments remain. The assignment start date will be set to the date and time of the course reset, while the Due and Post date will elapse seven days from then. You can then go in to the assignments and modify these as necessary.

Embedded Reading List items

If you use [reading list items embedded in the central column of your Moodle course](#) (as opposed to the Reading List block, which appears on the side), you will also need to its edit settings and reselect the reading list items to ensure they point to the new reading list and not the old, archived version and any new readings appear.

[Find out more about the new Moodle course reset process.](#)

Questions

How much space do I get in the Moodle private files area?

Moodle provides 30MB of **private file space** in an area called **Private files**. You have already seen this option in File picker. This is intended as a temporary file space (like a USB stick) where you can upload files before copying them into courses.

To add files to this area, in **My Home**, **My private files** block click on **Manage my private files**.

[Find out more about managing private files on UCL Moodle.](#)

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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