



## December issue

**Issue 43, December 2016**

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.

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Need to know

## MyFeedback report final update released

The final planned update to the MyFeedback report was made available to UCL staff and students on Tuesday 13th December 2016. The update resolved some minor usability issues and problems for staff who manage large cohorts of students and were having trouble viewing students in the 'My Students' tab.

Please take a few minutes to answer the [MyFeedback report survey](#) to help us understand how it is being used, so we can better support UCL staff and students.

**Please send it around your student and staff networks too.**

While only the current year's assessments are able to be viewed at this stage, it is planned that as subsequent [UCL Moodle snapshots](#) become available from 2016/17 onwards, students and staff will be able to log in to these and view previous years' assessments via the MyFeedback report.

[Find out more about the MyFeedback report in the Moodle Resource Centre...](#)

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### E-Learning Case Study

#### **Pharmacy shapes education through staff-student partnerships**

Dr Rebecca Lever explains the initiatives, already under development to improve the education experience of our students, (improving exam feedback, creating more opportunities for regular dialogue with students, a close-the-loop campaign) have been effective.



Pharmacy saw a dramatic improvement in rates of satisfaction across all metrics in the 2016 National Student Survey.

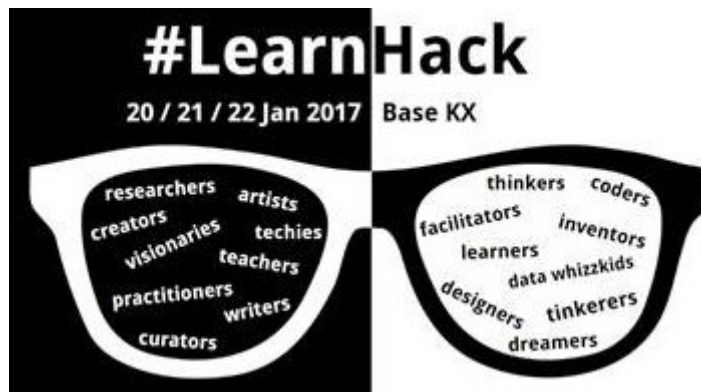
[Find out more about staff-student partnerships in Pharmacy...](#)

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[Submit a case study to the UCL Teaching and Learning portal.](#)

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



Calling all UCL affiliated researchers - creators - artists - techies - visionaries - teachers - writers - curators - thinkers - designers - learners - tinkerers - data whizz-kids - inventors - coders - dreamers - facilitators

## #LearnHack is back

**20-22 January at Base KX**

We are once again looking for your ideas and innovative prototypes around the broad theme of "Learning" - join us for a weekend of exploring and building "cool stuff"!

Example topics and challenges:

- Scaling learning.
- Making content more engaging.
- Reaching hard to reach audiences.
- Accessibility and usability.
- Fixing online course design.
- Connecting research and teaching.
- Crowdsourcing the Campus.

You can also bring your own idea, of course.

Don't worry if you can't write a single line of code - you will have plenty of other valuable skills and ideas to contribute to the event! And our event facilitators will do their best to match your skills and ideas with teams.

[More info and registration](#)

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## A MOOC on researching the learner experience

**Starts 27th February 2017**

ELESIG are running a free Learner Experience Research (LER) MOOC (open online course) for staff who interested in undertaking action research into learners' experiences of technologies in education.

You will work on a small scale action research project in preparation to write and publish about student learner experience. You will consider why we need learner experience research and follow a series of activities to guide you through research methods. You will carry out a small scale action research project and develop a plan to write and publish it. If you want to complete all the activities, you will need 3-4 hours per week. This MOOC has 6 lessons. Every lesson is divided into units, which have a recommended study time of approximately 1 hour each. You can do additional readings and activities to expand upon some of the topics.

[Register and find out more about the LER MOOC...](#)

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## Exploring Design of Live Online Learning Events

**25th Jan 2017, 10:00 am - 11:00 am**

92% of people multitask during webinars\*. Unless your webinar or online course is really well designed and implemented, attendees will lose interest or concentration. You can't just upload your face-to-face training materials and activities and hope they will suffice. If you are a trainer, designer, L&D manager or otherwise involved in the delivery of online courses and webinars to your clients, you'll want to ensure your courses and webinars are designed effectively.

This webinar is delivered by Jo Cook, a facilitator on both the Certified Online Learning Facilitator and Certificate in Designing Online Learning programmes.

\*1080 Group

[Register for the webinar now...](#)

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Tech focus

### Did you know...?

#### **You should currently avoid duplicating anonymous Moodle Assignments**

The Digital Education team have recently discovered a bug in Moodle (not Turnitin) assignments. The issue appears when a blind marking/anonymous Moodle assignment is duplicated, and the old copy has already had its student identities revealed.

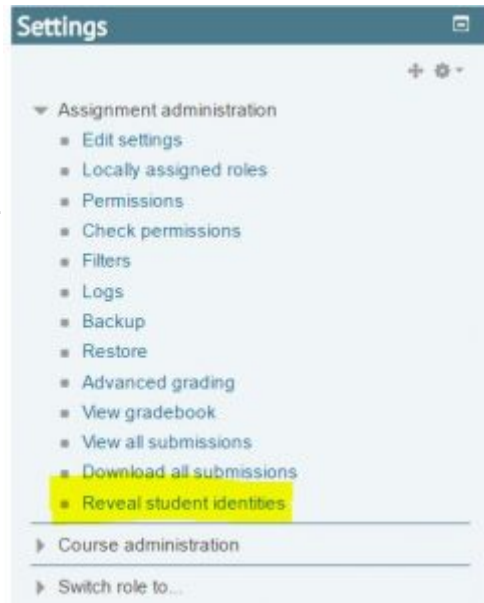
The copy of the assignment will look from its settings like a blind marking/anonymous

assignment, but it will behave as if the 'Reveal student identities' link had been clicked and student names will be visible in both the grading interface and the course gradebook.

The quickest way to check if a 'blind marking/anonymous' assignment is truly in an anonymous state is to click on its link and look for the presence of the '**Reveal student identities**' link in the assignment's settings block. If the link is there, the assignment is anonymous.

The team currently advise that Moodle assignments are not created by duplication of old assignments, but are created as completely new assignments.

[Read the original blog post...](#)



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## Questions

Is it possible to enrol someone on a Moodle course without a UCL email address?

You can [enrol non-UCL people as a guest on your Moodle course](#) by following the instructions available in the Moodle Resource Centre (available from the Moodle **Staff Help** menu).

This is great for providing a view-only look at a Moodle space. However, guests are restricted in terms of what they can do, i.e. they can't post into forums, submit assignments or do any kind of grading. For roles like [external examiners and guest experts](#) who answer student queries via the discussion forums, you will need to provide further access.

Your department's Computer Representative can request a UCL account for these people and there is no longer a cost attached to this. Once they have logged into Moodle, you will then be able to give them the role they need in your Moodle space.

[Find your department's computer rep.](#)

**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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