



October issue

Issue 41, October 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.

Need to know

Moodle MyFeedback report now available across UCL

After a successful pilot, the MyFeedback dashboard is now available to all UCL students and staff.

MyFeedback is a new tool in Moodle allowing students to view grades and feedback for any assessed work across all their Moodle courses, in one place.

Module	Assessment (part name)	Type	Submission date	Grade	General feedback	Self-reflective notes	Full feedback	Viewed
MatthewSmithPOC	3. Seagate Quiz	Quiz	12-Jan-2015 11:11 GMT	-	-	Adding some notes as requested Edit notes	review 1 attempt	✓ 12-08-16
Administering you...	Test your knowledge about administering Moodle	Quiz	05-Dec-2013 10:27 GMT	92.78%	- Overall-feedback - well done! This is really good	Add notes	review 1 attempt	✗

Personal Tutors can view the dashboard for each student to allow them to track progress and to help to inform discussions in personal tutorials. Tutors can see the feedback and grades for the modules that they teach, to help them see whether students are reading and then acting upon their feedback.

[Find out more about the MyFeedback report...](#)

Kanopy videos now available to UCL staff and students

UCL staff and students now have access to over 26,000 films via Kanopy, billed as a "Netflix-like" experience. Videos and clips can be embedded in Moodle courses using the share button.

[Watch films from Kanopy...](#)

Learning

Get involved - a project on multimodal assessment at UCL

Digital Education Advisor Mira Vogel is a Connected Curriculum Fellow this year. Her 0.2 secondment will explore how colleagues and students approach assessment using digital media other than tests and essays. These could include videos and other recordings, blogs, wikis, social media participation (perhaps adopting a particular role), editing of Wikipedia, graphics and infographics, websites, discussions and debates, to name a few examples.

Mira is currently seeking assessor-and-student pairs from across UCL to observe as they look at the artefact together and respond to question prompts after the assessment is complete. She thinks that getting involved will benefit all participants, and could potentially provide a recording which would help subsequent students understand the assessment

[Read a summary of the project.](#)

Contact Dr Mira Vogel, 020 3549 5197 / ext 65197 / m.vogel@ucl.ac.uk to find out more.

ISD Digital Skills Development courses

New dates are now available for ISD Digital Skills Development courses for the first half of term. For a full list of courses and links to the booking system visit the student course catalogue or the staff course catalogue (you will need to follow a further link to get to the actual booking pages).



New this term is a lunchtime session on 'Kick-starting your literature review'.

This is a demonstration session, but you can bring your own device to install the software and follow along.

There's also a new SharePoint course for staff. A wide range of other courses are on offer covering data analysis, programming, spreadsheets and much more.

[Find out more about the courses...](#)

[Sign up to the UCL Teaching and Learning newsletter](#) to read news, features, practical information and a column by the Vice-Provost (Education).

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

Online exams: migration or transformation?

21 September 2016 (webinar recording available)

Jisc [research into the electronic management of assessment](#) shows there is considerable interest in online exams (or e-exams) yet few reliable sources of good practice.

Stuart Allan, who has recently completed an MSc in Digital Education at the University of Edinburgh and is Publishing Manager at Edinburgh Business School, talks about his research on online exams and educational practice. Stuart was joined by some of the European colleagues who contributed to his research from a higher education perspective, and Martyn Roads, expert from a further education and skills perspective.

The webinar looks at the motivation for undertaking online exams, the assumptions that underpin this and whether digital technology can help us reshape a new kind of summative assessment in the future. The challenges and opportunities existing in the current landscape will be explored.

[Watch the webinar...](#)

Tech focus

200 top tools for learning in 2016



Top 200 Tools for Learning 2016 - from 1,238 contributors in 64 countries. The list is compiled by Jane Hart of the Centre for Learning & Performance Technologies.

This list is particularly helpful in supporting educational principles. Bonk and Khoo's free e-book 'Adding Some Tec-Variety' sets out principles and activity ideas which broadly attend to the beginning, middle and advanced stage of a course/module/unit. For example, Principle #1 is Tone/Climate (Psychological safety, comfort, belonging) while Principle #9 is Tension (challenge, dissonance, controversy). Used together these two resources offer principles along with digital ways to enact them.

[Top 200 Tools for Learning 2016.](#)

[Tec-Variety - Curt Bonk and Elaine Khoo, 2013 - free e-book.](#)

Did you know...?

UCL students and staff can view foreign language films from the CLIE Self Access Centre

Students and staff can watch foreign language and English films on the UCL Centre for Languages and International Education (CLIE) Self Access Centre.

A selection of film are available and some have subtitles.

You can browse by language or subject. If you filter the search results to view as a list, you can quickly see which have subtitles and which don't.

Subjects include anthropology, art and design, biology, built environment and architecture, business and management, chemistry, computer science, economics, engineering, geography, history, law, maths, medical sciences, physics and politics and public policy.

Languages include Arabic, Danish, Dutch, English, French, German, Greek, Hebrew, Icelandic, Italian, Japanese, Latin, Mandarin, Norwegian, Portuguese, Spanish, Swedish and Welsh.

The films cannot be embedded into Moodle, however you can provide a link to relevant films from your Moodle course.

[Browse the Self Access Centre...](#)

Questions

How can students view their progress on a Moodle course?

If a tutor enables course completion for particular activities on the course, they can then add a course completion block which will show students (and their tutors) how they are progressing.



The screenshot shows a Moodle 'Course completion status' block. It has a blue header with the text 'Course completion status' and a small square icon. Below the header, the status is 'Complete'. A note says 'All criteria below are required:'. There is a table with two columns: 'Required Criteria' and 'Status'. The table shows 'Activities completed' with a status of '1 of 1'. At the bottom of the block is a 'More details' link.

Required Criteria	Status
Activities completed	1 of 1

[Find out more about enabling Moodle course completion...](#)

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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