



April issue

Issue 35, April 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.

Do scroll all the way down - there's good stuff all the way through, not just at the top.

Need to know

By 6th May, let ISD know which software you need on Desktop@UCL and Desktop@UCL Anywhere for teaching in 2016/17

Please complete ISD's [software request form](#) to request new software or upgrades for teaching. If you know you require software for Term 2 in 2017 but have not yet finalised your needs, please still inform ISD so that the relevant teams can plan resource requirements accordingly. The deadline for Term 1 is **Friday 6th May 2016**. There is a further deadline of Oct 1st 2016 for finalising the details of the request for Term 2.

To check if your software is already available refer to this [list of applications currently available](#).

If you have any questions please email servicedesk@ucl.ac.uk or phone extension 25000.

Learning

ABC Curriculum Design



How can time-pressured academics design effective blended and online courses aligned to the Connected Curriculum? Clive and Nataša from UCL Digital Education, describe ABC curriculum design method: a quick way to (re)design programmes and modules through a hands-on workshop where academic teams discuss and create storyboards of students' activities.

[ABC Case study](#) .

Assessment questions?

Do you have a query about assessment and feedback at UCL? Do you want to change assessment in your module or programme? Do you want to find out if others at UCL have made similar changes?

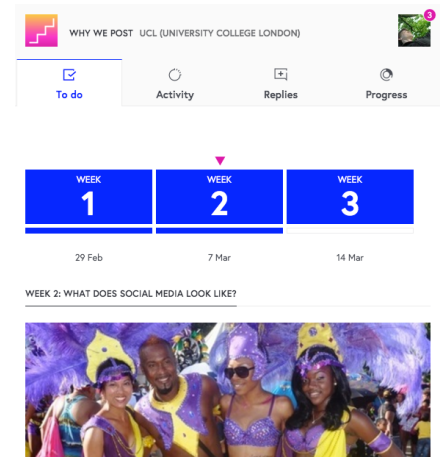
The UCL Assessment Forum is a UCL-wide online space has been set up by the Connected Curriculum Assessment & Feedback Working Group. There you can ask questions, share experiences and learn from others. It's a great way to make contact with anyone working on improving assessment at UCL. To get started, log in to Moodle and search for the 'UCL Assessment Forum':

<https://moodle.ucl.ac.uk/mod/hsuforum/view.php?id=2167917> . It's an open Moodle so you just self-enrol, then ask your question or answer an existing question.

[Join the conversation and share your ideas](#) .

UCL MOOC development: second call for expressions of interest

In 2015, UCL developed three 'massive open online courses' (MOOCs), following a call for expressions of interest. Once again, we are inviting staff to bid for central funding to develop further MOOCs that address a series of strategic priorities. The deadline for expressions of interest is 9 May... [Read more.](#)



[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...)

Scaffolding alternative assessment

Hacking Assignment Practice: Finding Creativity and Power in the Fissures and Cracks of Learning and Teaching

- A Teaching & Learning Conversations event.
- 26th April 12:00-13:30 UK Time (90 minutes).
- Online.

Discourses of Assessment can be complex and contradictory with many voices calling for a de-stabilisation of the essay as the sine qua non of academic achievement ... In the discussion we would like to consider how learning developers, educational technologists and discipline staff can work together to develop and scaffold alternative assessment practices.

[More about the alternative assessment event.](#)

UCL Grand Challenges - Small Grants 2016



Up to £4,000 available for a wide range of societally relevant cross-disciplinary activities undertaken from 1 August 2016 to 31 July 2017.

This Small Grants scheme encourages and supports cross-disciplinary activity based on scholarly excellence in different fields – between staff in different faculties – with the aim of producing novel insights and impacts both within our university, and beyond it in wider society.

[More about the grants and application form](#)

Digital Education at the UCL Teaching & Learning Conference

April 19th, Institute of Education.

Sessions from Digital Education and some of our closest colleagues:

- 1-780 - Changing ways of connecting online: a future learning environment for UCL. Eileen Kennedy, Steve Rowett.
- 2-780 - The ABCs of rapid blended course design. Natasa Perovic, Clive Young.
- 2-777 - Learning in the 21st Century - looking back at #LearnHack2015. Janina Dewitz.
- 2-777 - Trialling the My Feedback report at UCL. Jessica Gramp.
- 3-780 - Active Flipped Learning. Matt Smith (Faculty Learning Technologist).
- 3-780 - Teaching local and remote students simultaneously: does live streaming work? Tim Neumann (IoE).
- 3-728 - Considering new media in scholarly assessment. Mira Vogel and fellow panelists.

There is a wealth of sessions with a digital education focus from colleagues in academic departments.

[More about the T&L conference.](#)

Digital Education at the UCL Teaching Administrators Conference

April 21st.

Sessions from Digital Education:

- Moodle as a Communications Hub - Mira Vogel.
- Students' Use of Online Resources - What Moodle Reports and Logs Can Tell You - Mira Vogel.
- The UCL E-Learning Baseline - Jess Gramp.

And from Jo Pearson in PALS:

- Using Moodle (and other E-Learning Tools) for Administration.

[More about the TA conference.](#)

Digital is not the future

Hacking the institution from the inside.

Within many higher education institutions, the patterns and responses of resistance to change make anything different from the norm forced into the position that has to justify 'why?' Debates about the potential of technology, the tensions of techno-determinism and the fears of replacement and redundancy have centred the discourse on service rather than pedagogy.

...

What we seek from the physical and online hacks is a form of radical pragmatism. You are in the room, because you are the institution, you are the senior management, you are the expert.

More about [Digital is not the Future.](#)

Tech focus

Accessible to visually impaired students & colleagues?

Visually impaired, or know a student or colleague who is? If you don't already have a screenreader installed, you can test out how your digital materials and spaces are encountered by people with severe visual impairments by installing the NVDA (Non-Visual Desktop Access) screen reader, which is recommended by the RNIB and free to download. It can be disorientating at first, so if you have a visually impaired student or colleague, ask if they have time for you to sit down with them and observe them using it to access your materials.

There may be easy changes which can make your text more accessible - [here are some for MS Word users.](#)

If you would like to pursue this kind of work in more depth and feed back to UCL, consider proposing a UCL Changemakers project - next deadline is June 17th 2016.

[Download NVDA.](#)

[Propose a Changemakers project.](#)

More about [disability IT support](#) at UCL.



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