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## Our indulgent December issue!

Issue 19, December 2014

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

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### Need to know

#### A tale of two Turnitins

ELE is currently running two versions of Turnitin - V1 and V2 - in Moodle. This is because we had planned to transition from V1 to V2 as there is no direct way to upgrade between them. However, some features that existed in V1 are not present in V2, which in some cases is a deliberate change in functionality by Turnitin. As the V2 plugin offers additional features not available in V1, such as PeerMark, we have decided to run both versions rather than rolling back. Due to V2 not having all the features we found useful in V1 we also don't want to phase V1 out at the moment. We have now learned that Turnitin is currently working on completely revamping the way Moodle and Turnitin interact. ELE hope to be able to look at the new method of integration over the summer, but if we do decide to change we will make an official and detailed announcement. Meanwhile, we have produced a [comparison of Turnitin V1, V2 and Moodle Assignment](#) which we hope answers your questions.

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Copyright: Text and Data Mining exception introduced

One of the significant new exceptions introduced this year enables Text and Data Mining (TDM) to be carried out on bodies of copyright material as long as it is for a “non commercial purpose” (and the sources should be acknowledged where possible).

More details on TDM and copyright on the [UCL Copyright Blog](#).

## Learning

### E-Learning Case Study

#### **Preparing students for research using virtual labs and a journal club**

Dr Richard Day explains the ways in which he prepares his Master’s students for research projects and practical lab work. Students are taught how to behave in the lab through online videos. They also practise reading and analysing journal articles through a journal club so they’re better prepared for doing literature reviews.

[Read more about the use of virtual labs.](#)

This is a Text Block. Use this to provide text...

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#### **Teaching innovation and technology enhanced learning at UCL School of Pharmacy**



UCL School of Pharmacy is actively involved in the development of a number of innovative approaches to develop teaching and learning and to further embed technology enhanced learning.

[Learn more about iPad-supported Workshops, Research Project Assessment and Green Light Pharmacy Clinical Experience.](#)

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How to get nowhere with Turnitin  
PeerMark

A short [presentation for the M25 Learning Technology Group meeting](#), 10th December 2014.



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## Teaching translation with Wikipedia

[UCL Centre for Translation Studies](#) (CenTraS) recently held an event to learn how to contribute to Wikipedia, the encyclopedia anyone can edit. The 'translatathon' involved 36 postgraduate translation studies students, all new to editing Wikipedia, translating English



women's health articles into several different target languages. The event was jointly organised by CenTraS' Rocío Baños Piñero, Wikimedia Gender Gap Project Worker Roberta Wedge, and ELE. Wikimedia provided refreshments and volunteers.

[This account](#) on the ELE blog focuses on practicalities and is hopefully useful for anybody thinking of running one themselves.

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[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...)

## SLMS Education Domain Showcase



On the 19th November the SLMS Education Board hosted the first SLMS Education Domain Showcase. The event was a celebration of the excellent education taking place across SLMS and gave an opportunity to share best practice in a poster

session.

The Showcase also launched the new [SLMS Education Awards](#) and [SLMS Education Publication](#).

[Find out more about SLMS Education Domain Showcase and see presentations and posters.](#)

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## Copyright Literacy Survey 2014

Survey participation [call](#) for librarians, information professionals or those working in educational, cultural and scientific institutions within the UK. Deadline: 31 December 2014.

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### Tech focus

#### Did you know...?

The Moodle HTML block is now referred to as the 'Free Text' block. A Free Text block is a standard block used to add text or images on a site or course page. The title bar can be left blank. The block is very flexible and can be used for a variety of purposes. It has the standard Moodle HTML editor for formatting text, adding images or creating links, switching to code view and allows any valid HTML markup to be used. This enables embedding video, sounds, Twitter feeds and other files which can add unique elements to a course or site page. You can add multiple Free Text blocks to your page.

[Read more about adding blocks to your Moodle...](#)

#### MyPortfolio upgraded

On 25 November MyPortfolio was upgraded to version 1.10. There are many benefits to this upgrade, including a new editable dashboard, social media block and Open Badges backpack integration. You can also now customise your dashboard so it had the information and look you want and there is now a social media section of the Profile which allows you to link to your sites easily. You can also display your public Mozilla Open Badge collections from your backpack on your MyPortfolio page.

[Read more about the new MyPortfolio features...](#)

#### Did you know...?

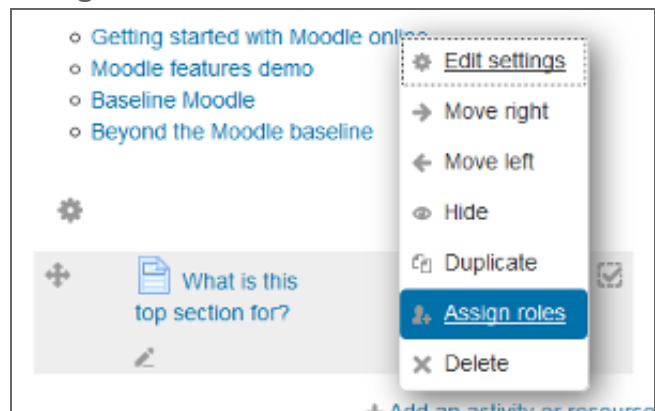
If you have an editing role on a Moodle course area and you want to give students extra

## Moodle Questionnaire improved

The Moodle Questionnaires now offers simple question branching on Yes/No and Radio Buttons questions. These two questions types can have child questions that are dependent on the choice made.

[Find out more about using Moodle Questionnaire...](#)

permissions for a certain resource or activity, you can. Turn editing on, go to that resource or activity, click its **Edit settings** and then **Assign roles**.



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