

# Connected Learning Essentials

How UCL is meeting the challenges of teaching and learning in the time of COVID-19 – and the long-term implications of the changes being made

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Arena Centre July 2020



## Welcome to Connected Learning Essentials

This course introduces teaching staff to the concept and key practices of Connected Learning. This course has been designed to help staff who are being asked to do a lot in a short time. We recognise that it isn't realistic to ask you to completely redo everything, so we have focused on the most important and useful of the key things that you need to be considering - we have endeavoured to highlight the most important and useful

Back in March, when many of you had been teaching online for 2 months already

Brought together  
Arena, Digital  
education and  
Faculty Learning  
Technologists

UCL went online  
around 18<sup>th</sup> March –  
the ‘emergency  
pivot’



# Principles

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## Simplicity and consistency

- Need clear steer on this to avoid confusion and unmanageable support demands

## Use institutional services

- Moodle
- Blackboard Collaborate
- Lecturecast Teams

## Replacing live teaching

- Pre-recorded didactic content
- Digital alternatives for interactive sessions

## Create alternatives to Exams

# Recommended services



**Moodle** for sharing resources, communication, learning activities.



**Blackboard Collaborate** (accessed through Moodle) for live 'webinar style' teaching sessions.



**Lecturecast Personal Capture** to pre-record teaching sessions (less stressful for some staff than live-teaching using Blackboard Collaborate).



**Lecturecast archive** – recordings of live classes from the last two years are available. (Last resort)

# We set up Teaching Continuity pages

The screenshot displays the UCL Teaching & Learning website. At the top, there is a navigation bar with the text "TEACHING & LEARNING" and the UCL logo. Below this is a secondary navigation menu with links: Home, About us, Education Strategy, Research-based education, News, Events, Professional development, Case studies, Teaching resources, and Student partnership. A third navigation menu includes: Digital education, Teaching Excellence Framework (TEF), Strategic work with schools, and Teaching continuity.

The main content area is titled "Teaching continuity" and includes a breadcrumb trail: "UCL Home > Teaching & Learning > Teaching continuity". On the left, there is a vertical menu with the following items: Teaching continuity (highlighted), Teaching online: where to start, Digital academic content, Online lectures, Online seminars and group study, Remote tutoring and project/PhD supervision, and Assessment, progression and awards.

The main text area contains the following sections:

- Teaching continuity**: Resources and information to support the teaching and assessment of our students as the coronavirus (Covid-19) outbreak accelerates. A callout box states: "We will update this page with more guidance as it becomes available. Please check regularly."
- Maintaining teaching and assessment continuity**: On 13 March, Academic Committee confirmed that to ensure staff and student safety in response to coronavirus, UCL teaching will move online from Monday 16 March until the end of Term Three. Invigilated exams will also be replaced with alternative forms of assessment for the majority of taught students, to enable them to complete assessments remotely. These pages provide guidance for remote delivery of most traditional teaching approaches at UCL. All remote teaching approaches assume that staff and students can access the internet.
- Two images: "Contingencies for assessment" (graduates) and "Teaching online: where to start" (a student at a laptop).

On the right side, there are two additional sections:

- Teaching staff drop-ins this week - no booking required.** Online drop-ins: Digital Education are hosting [staff development sessions for Moodle, Lecturecast, and Blackboard Collaborate](#). Face-to-face drop-ins: Arena Centre and Digital Education colleagues are on hand to give immediate in-person support on moving to online delivery and alternative forms of assessment. When: Anytime between 10am- 5pm, Tuesday 17 March - Friday 20 March. Where: 10th floor, 1-19 Torrington Place.
- Contacts**: Email: Teaching Continuity mailbox. Online form for teaching and assessment continuity queries.
- Departmental coordinators**: Every department has nominated two Covid-19

[www.ucl.ac.uk/teaching-learning/teaching-continuity](http://www.ucl.ac.uk/teaching-learning/teaching-continuity)

# Synchronous online training

The screenshot shows a Moodle course page. At the top, there is a teal header with the course title 'Teaching Continuity - Collaborate sessions for training' and the UCL logo. Below the header is a navigation bar with links for Home, Events, My Courses, This course, Staff Help, Student Help, and Services. A user profile for Fiona Strawbridge is visible in the top right corner. The main content area has a breadcrumb trail: Home > Courses > Teaching Continuity. A yellow warning banner at the top of the content area states: 'This course is hidden and cannot be accessed by students. Click here to update settings'. Below the banner is an 'Announcements' section with a purple icon and a list of sections: 'Moodle', 'Lecturecast UCAP', and 'Collaborate'. Each section has a play button icon and a toggle icon. To the right of the main content is an 'Administration' sidebar with a gear icon and a list of options: Course administration (with sub-options: Users, Reports, Badges), Backup, Restore, Reset, Question bank, Recycle bin, and Create Test User Accounts.

Fiona Strawbridge

## Teaching Continuity - Collaborate sessions for training

UCL

Home Events My Courses This course Staff Help Student Help Services Hide blocks

Home > Courses > Teaching Continuity

**⚠ This course is hidden and cannot be accessed by students. [Click here to update settings](#)**

**Announcements**

▶ **Open all** ▼ **Close all**

Instructions: Clicking on the section name will show / hide the section.

- ▶ Moodle
- ▶ Lecturecast UCAP
- ▶ Collaborate

**Administration**

- ▼ Course administration
  - > Users
  - > Reports
  - > Badges
- Backup
- Restore
- Reset
- > Question bank
- Recycle bin
- Create Test User Accounts



# Immediate support

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- Physical drop-ins (for 2 days!)
- Virtual drop-ins
- Ticketing system for query management (not needed)
- Mailbox for immediate support
- Community of practice – Teaching and Learning continuity team and Moving online moodle users group
- All work meetings moved onto MS Teams (very fast)



# Two weeks in! April

“ The challenges of the Covid-19 outbreak are enormous and I am hugely grateful for the immediate, thoughtful and creative response of all colleagues. As we transition to the new reality of remote teaching and assessment, it’s important to remember that we may not get everything absolutely right from the start. So while we must be nimble, improving and augmenting our teaching and assessment as we go, we must also give ourselves and our colleagues some leeway, trusting that we are all doing our best – as I know we are. - **Professor Anthony Smith, Vice Provost (Education and Student Affairs)**

# Getting organised

2 task forces – one on online assessment and one on remote teaching for term 3 (April – June)



Departments nominated Covid Mitigation Coordinators – we send out weekly bulletins, run 'town hall' meetings etc



The web pages are improving with training materials and case studies



Exams are very imminent and this is the main focus...

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# Alternative assessments

UCL previously used Excel centre for exams

# 3333 assessment components were changed

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Of nearly 2000 exams, approximately half were turned into coursework, about 250 were excluded, about 500 became open book exams (and the rest we aren't sure about!)

All first year assessments were cancelled and replaced with a 'capstone' assessment



# Where are our students?

(According to Moodle)

1.  United Kingdom	
Mar 26, 2020 - Mar 26, 2020	<b>18,711</b> (72.35%)
Mar 19, 2020 - Mar 19, 2020	<b>21,053</b> (80.06%)
<b>% Change</b>	<b>-11.12%</b>
2.  China	
Mar 26, 2020 - Mar 26, 2020	<b>1,358</b> (5.25%)
Mar 19, 2020 - Mar 19, 2020	<b>692</b> (2.63%)
<b>% Change</b>	<b>96.24%</b>
3.  Hong Kong	
Mar 26, 2020 - Mar 26, 2020	<b>525</b> (2.03%)
Mar 19, 2020 - Mar 19, 2020	<b>239</b> (0.91%)
<b>% Change</b>	<b>119.67%</b>
4.  United States	
Mar 26, 2020 - Mar 26, 2020	<b>482</b> (1.86%)
Mar 19, 2020 - Mar 19, 2020	<b>370</b> (1.41%)
<b>% Change</b>	<b>30.27%</b>



# Another month – end of April

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**Gold** – overall control

Guidance, direction, decision making



**Silver sapphire** – high level planning

Operations  
Education  
Research  
External engagement



**Bronze** – detailed planning  
Various leads including

Detailed plans in key Silver areas



**Faculty delivery teams** - implementation

Once plans have been formulated (Bronze), reviewed (Silver), stress-tested & approved (Gold)



# Education Delivery Group work - May

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Preparing for the possibility of fully online teaching in Term 1

What do we call it?

- Remote?
- Online?
- Flexible?
- or 'Connected'...?

This means

- Connected Learning for UCL (paper)
- Staff Development
- Template(s)
- Exemplar course(s)
- A boosted Baseline

# Digital infrastructure (related to education)



MOODLE CAPACITY



E-EXAMS PLATFORM



LECTURECAST  
TRANSCRIPTS



ACTIVE CLASSROOM  
(MENTIMETER)



STUDENT VOICE  
(UNITU)



VIRTUAL STUDENT  
COMMON ROOMS



VIRTUAL CLUSTER  
ROOM



REMOTE  
LABS/PRACTICALS/ST  
UDIOS/CLINICS

What we did in the spring  
won't be enough

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## Student and staff experience of the pivot

### Challenges with live seminars

- Waiting for someone to speak and speaking over others
- No visual cues
- Discussion is difficult

### Students appreciate resources

- Handouts
- Recordings
- PowerPoints

### Time zones & connectivity are problematic

### Discussion forums need to be well-managed

# This has led to some updated recommendations

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Simplicity and consistency remain



Plan for more asynchronous activities



Low bandwidth approaches wherever possible



Focus on students doing stuff



Don't do dual mode

# We added three more education platforms...

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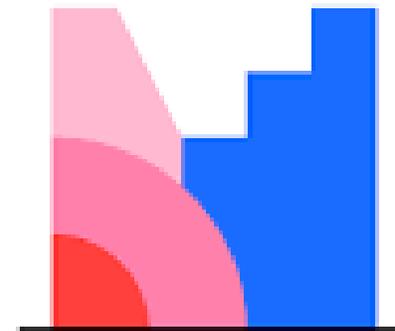
Reflect – Wordpress-based educational blogs



MyPortfolio – Mahara-based e-portfolio



Mentimeter – for in class (or online) interaction



Mentimeter

And more support for the student experience...

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Unitu – the student voice

Student Common Rooms



# Other developments

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- Massively expanded Moodle capacity
- Support for practical teaching
- Remote access to Cluster Room software



# Connected Learning Baseline

Providing a consistent and supportive online environment for students.

- **Connected Learning Baseline**
- **Templates and Exemplars**
- **Support material**

# Getting staff ready



## CONNECTED LEARNING ESSENTIALS

STAFF DEVELOPMENT PROGRAMME

Launching 15 June, 2020.





# CL Essentials – outline content

Introduction to Connected Learning

Student engagement

Consistent online experience

Assessment

Active learning

Curating and making resources

Evaluation and improvement



## C L Essentials - structure

2 parts – 1<sup>st</sup> for those delivering elements of teaching, 2<sup>nd</sup> for those designing modules, assessments etc

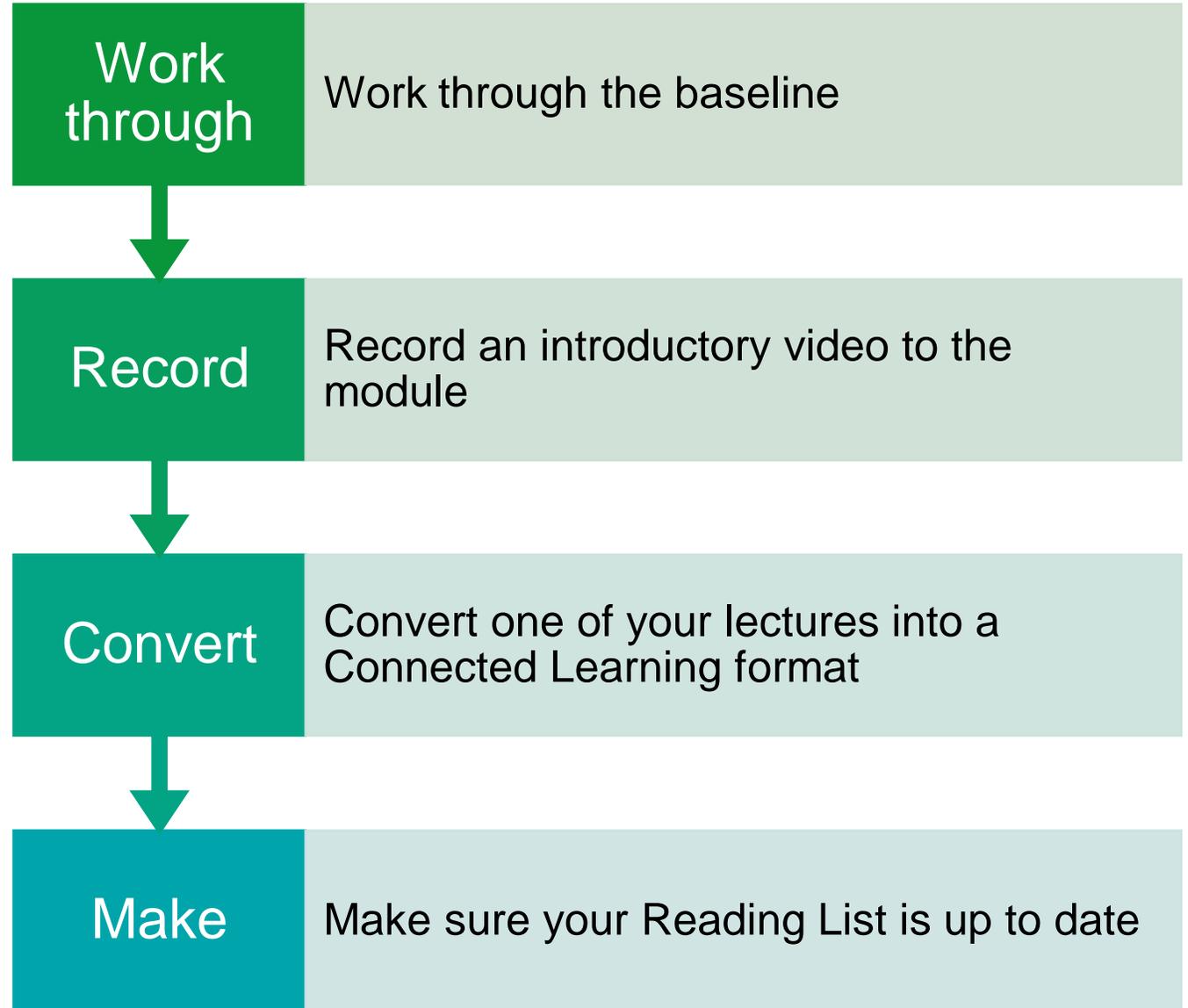
Approx 6 hours core content with lots of additional resources, development opportunities

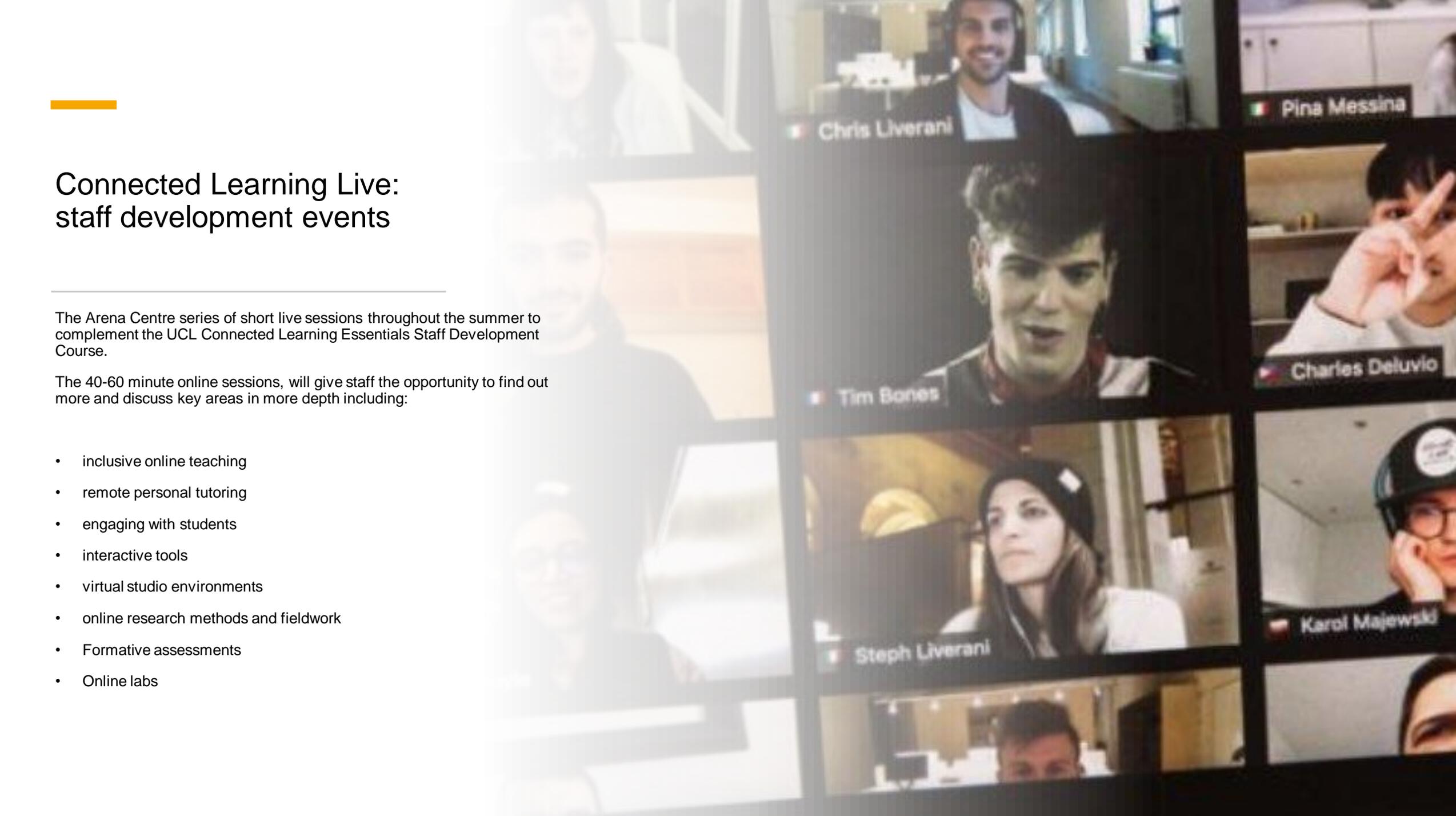
Faculty-specific instances for discipline-focussed discussions

Always available, but 'cohorts' encouraged

UCL eXtend (Moodle)

‘if you only do one thing’ - course ‘checkpoints’ after each section





## Connected Learning Live: staff development events

The Arena Centre series of short live sessions throughout the summer to complement the UCL Connected Learning Essentials Staff Development Course.

The 40-60 minute online sessions, will give staff the opportunity to find out more and discuss key areas in more depth including:

- inclusive online teaching
- remote personal tutoring
- engaging with students
- interactive tools
- virtual studio environments
- online research methods and fieldwork
- Formative assessments
- Online labs



# Assessment changes

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- E-exams project
- Comprehensive guidance for alternative assessments
- Assessment tariff

Take-home papers and open-book exams

Flip-Tray/Box exercises

Multiple Choice Questions (MCQs) using Moodle Quiz and Stack

Virtual OSCE (VOSCE)

Coursework-based alternatives

*Note: Multiple choice questions (MCQs) could be used for both purposes.*

Coursework

Portfolios

Work-based assessment

Reflective journals



# Lab and Practice-Based Education Overview

- Online and Offsite Activities
  1. Software Solutions to Support Practical Education
  2. Moodle
  3. Support recording of demos.
  4. Kits for remote activities

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- Face-to-Face Activities

## Provide virtual access to physical cluster rooms

- Access via UCL Anywhere to groups of physical computers
- Solution for timetabling / reserving capacity
- Able to wholly or partly close physical space

## Adobe Creative Cloud and Acrobat

- Increase student licenses for specific departments to support alternative teaching delivery methods
- Enable additional staff licenses to allow material to be developed
- Manage centrally and explore funding options

## Lab simulation software

- Support subset of Labster, LT, Learning Science, jove.com and Design Expert
- Provide ad-hoc support for other specialist departmental simulation tools

## Other software to support student learning

- Evaluate Miro as a standard tool for group work
- Evaluate Overleaf, Hypothesis, Talis Elevate, Camtasia, Flashback Pro and Proximie.com

## Moodle Plug-ins

- Review plug in requests with service owner
- Agree plan for start of session and what goes onto backlog for later

## Support media capture for practical teaching

- Prioritising start of session support
- Additional hardware for loan or supported recording

# Software already supported or coming soon

- Some platforms came up that are already available
  - MATLAB – Staff and Students can download to their own machines
  - NI Labview/Multisim – Staff and Students can download to their own machines
  - Mathematica - Staff and Students can download to their own machines
  - Camtasia – Currently on available to purchase at £132 per user

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- Microsoft Education A3 suite – coming from September
  - Minecraft Education Edition with Code Builder
  - Azure Active Directory

# Case Studies



## Risk assessments for field work

Guidance on safely organising field work during the coronavirus (COVID-19) pandemic.



## Remote workshops and masterclasses: Institute of Making case study

The Institute of Making team give an overview, and pros and cons of running practical consultations, workshops and masterclasses remotely during Covid-19.



## Teaching practical and clinical skills remotely: UCL Clinical Skills team case study

The UCL Clinical Skills team posted



## Moving lab teaching online with LabTutor: UCL Medical School case study

UCL Medical School students working

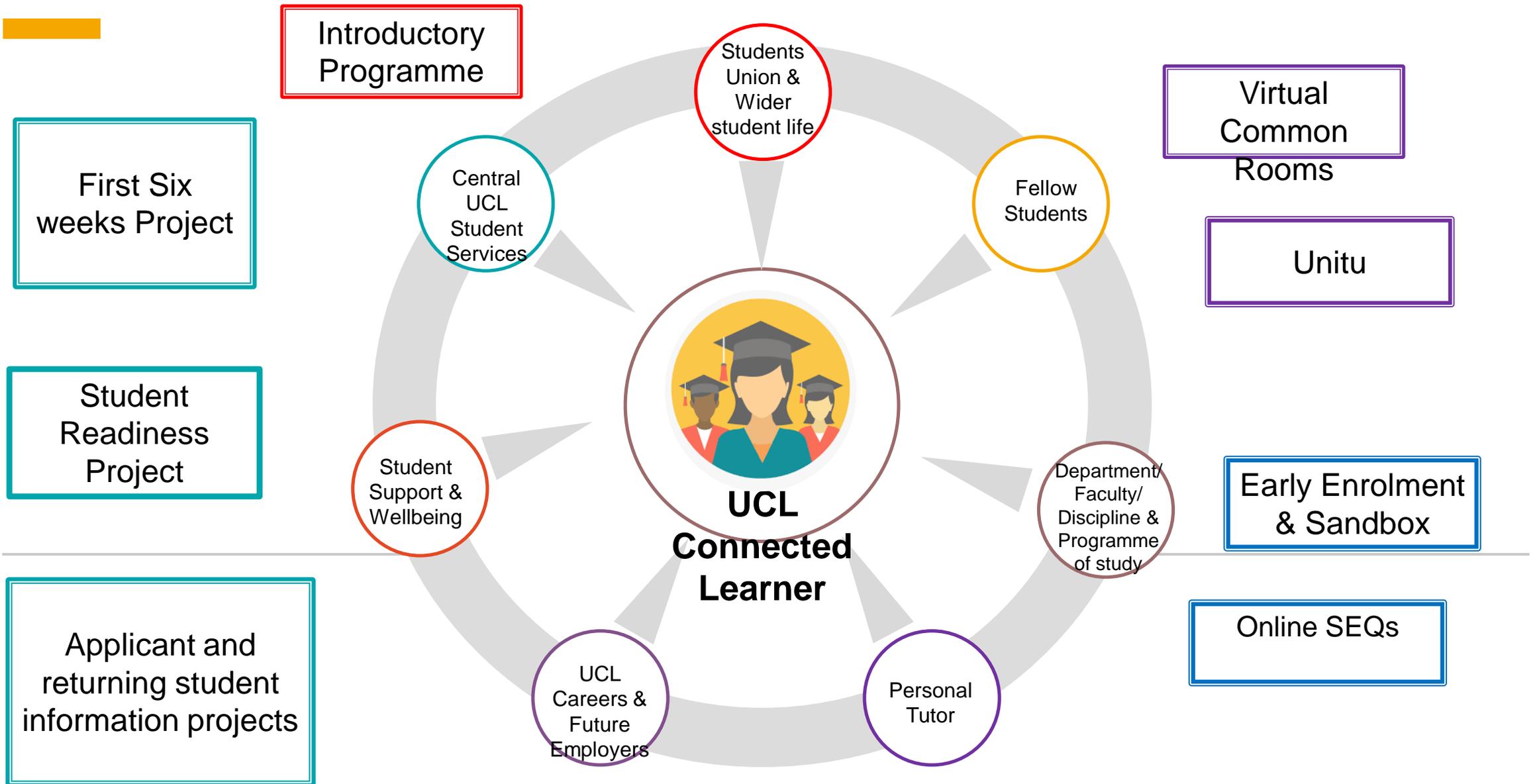
<https://www.ucl.ac.uk/teaching-learning/education-planning-2020-21/online-teaching-guidance-tips-and-platforms/alternative-labs-and-practice>



# Preparing students for Connected Learning

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# Student readiness, early enrolment and sandbox

- Informed by new and returning student research
- Resources to prepare practically & psychologically
- Series of activities and easy links and navigation to *'just the right amount'* of information without clutter
- New landing page/portal via [ucl.ac.uk/students](https://ucl.ac.uk/students) site @ 2020/21 that directs to
  - Existing resources related to 'connected learners' (curated and updated)
  - New preparing for learning activity: *The Connected Learning Course*
  - Sandbox to test out learning tools and platforms
  - Links to accurate, honest, student-centred information
  - Links to departmental or programme specific advice and resources

*Aim to develop this resource throughout July and August ready to launch 6 weeks prior to start of term*



# First Six Weeks Programme

- **Why:** The first six weeks of the first term at university are a significant transition period that can have long term effects on a student's university experience.
- **How:** This programme will be hosted centrally in terms of providing weekly themes, student and staff communication, scheduled events and signposting. Departments can build on these central themes and/or incorporate into their own activities.
- **When:**
- **Themes**
- **Week 1: Connect with UCL Life – Welcome (28/9 week)**
- **Week 2: Connect with university resources and services**
- **Week 3: Connect with UCL: in London, of London and for London**
- **Week 4: Connect with UCL Culture**
- **Week 5: Connect with your future and career**
- **Week 6: Connect with your academic self**



# Connected Learning Internships

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- 47 departments proposed 76 Connected Learning projects, appointing a total of 147 student interns to support moving teaching activities online.



## UCL Introductory programme

- A programme offering new students an intellectually enriching introduction to degree-level study and UCL, creating a sense of place and belonging before they arrive.



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# Implications for the future

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- Elements of online here to stay
- Investment in electronic infrastructure
- Internships
- Ways we work with departments
- Ways we work across the institution
- Face to face exams?
- Varied assessment

