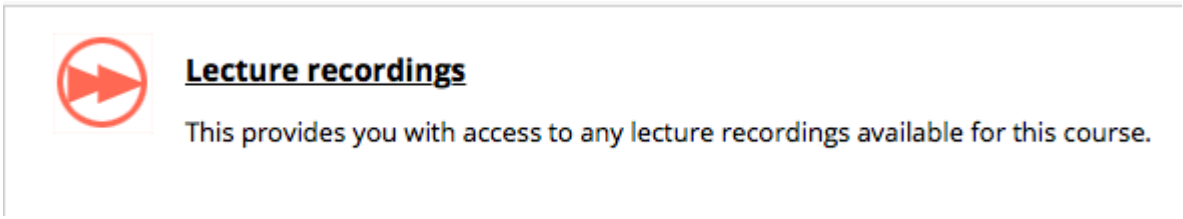
How to access a live stream of your lecture

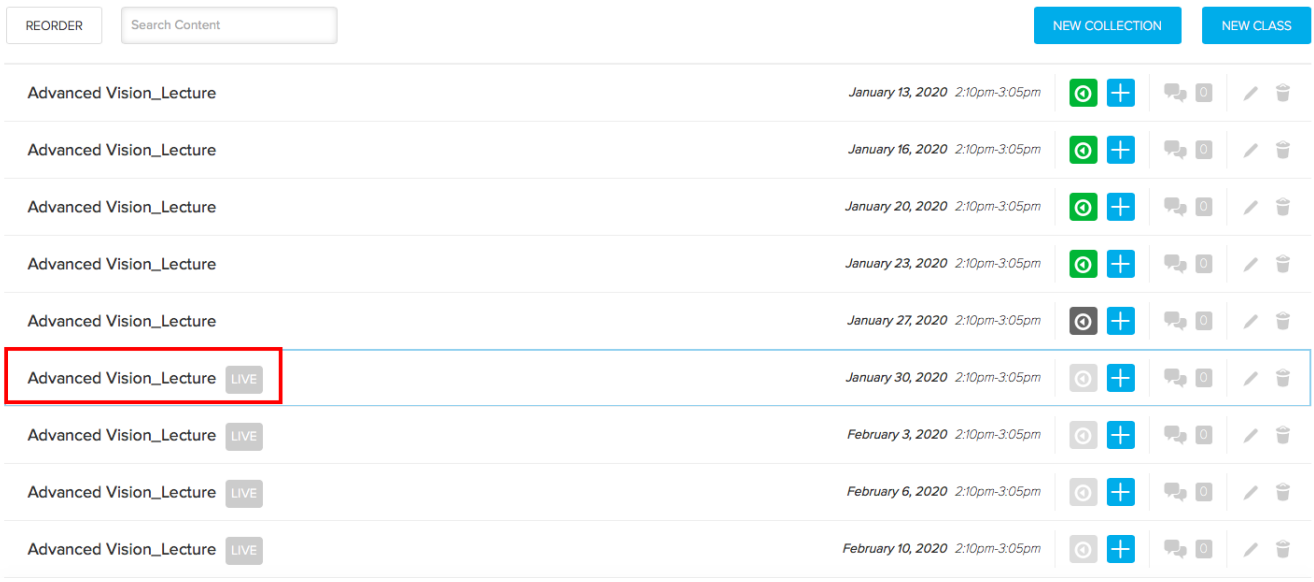
In some circumstances, your course organiser may enable the live streaming of their lectures. This is most frequently the case when timetable clashes prevent a student from being able to get to the classroom in time.

If this has been enabled, you can access the live stream the same way you access the lecture recordings.

Go to the Learn course page and navigate to the Lecture Recordings link (this is usually under ‘Course Materials’).



Locate the ‘live’ button next to the lecture you wish to access and select.



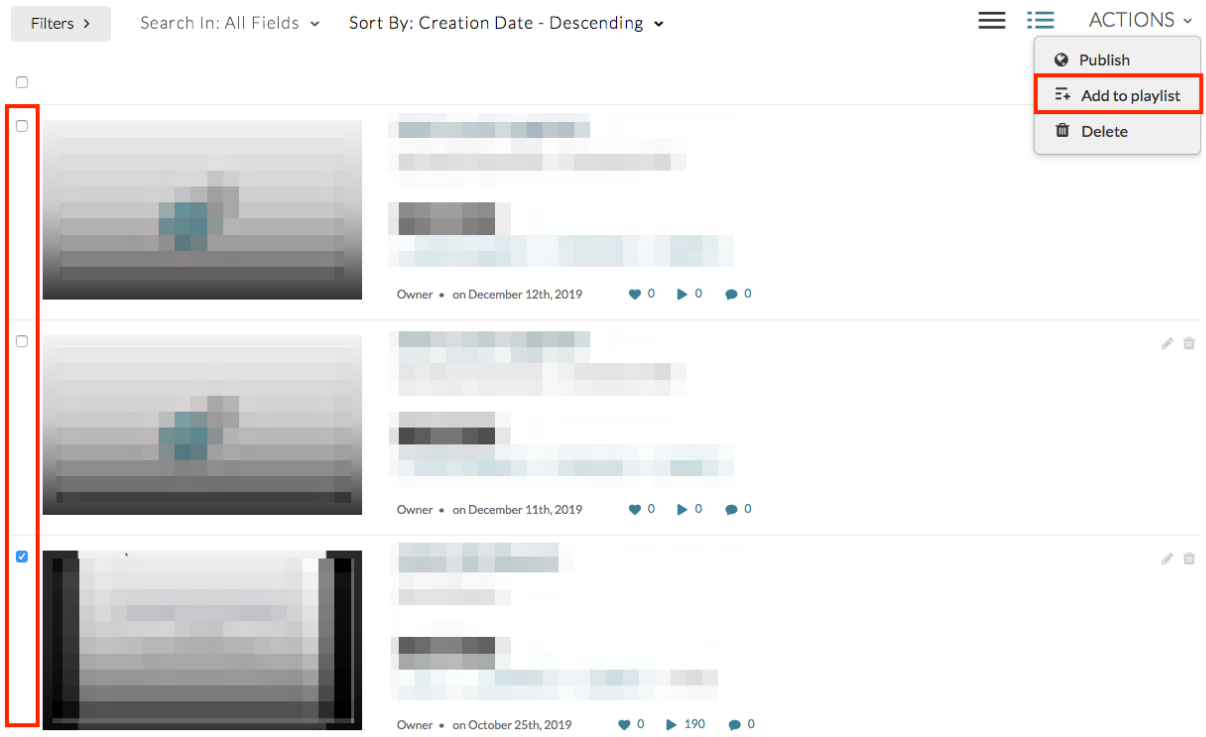
If the recording has started, you will see a further ‘play button’ icon to select. Press this to access the live stream of the lecture.

Create a playlist in Media Hopper Create

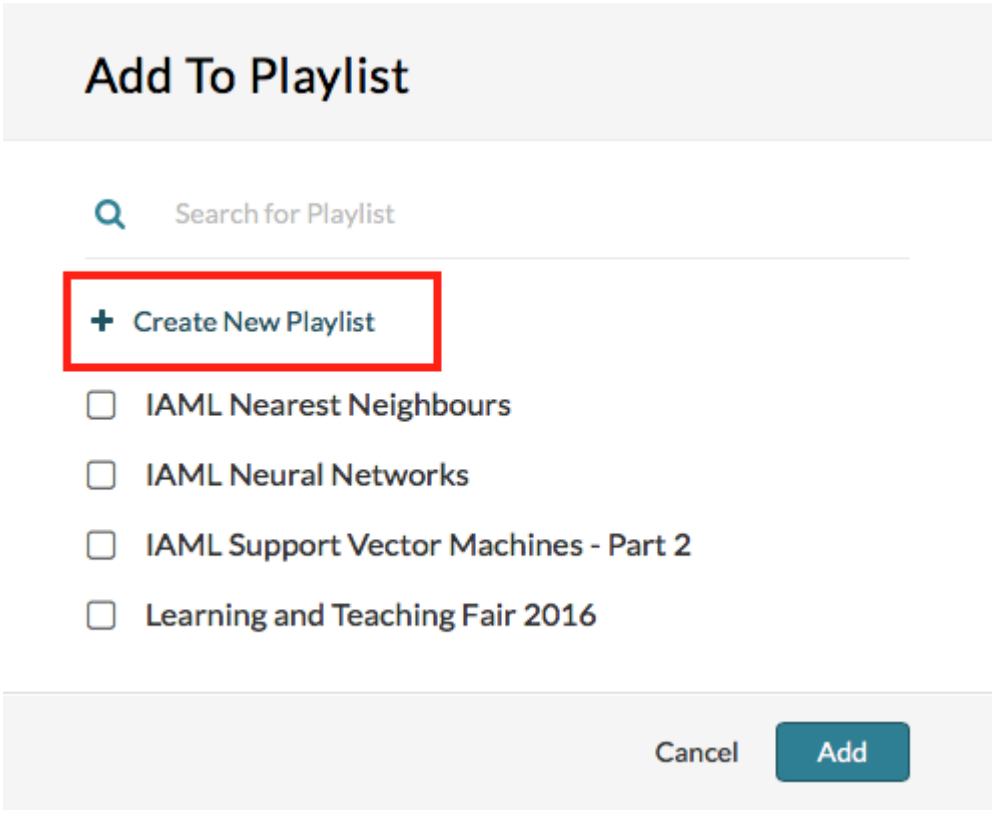
A playlist is a specifically selected collection of files which play one after the other for the user.

Any **published** media file can be added to a playlist. This can either be media created by you, or someone else.

Login to Media Hopper Create. Locate the media files you wish to add to your playlist and tick their corresponding checkboxes. They must be published. Click on the Actions button and choose Add to playlist.

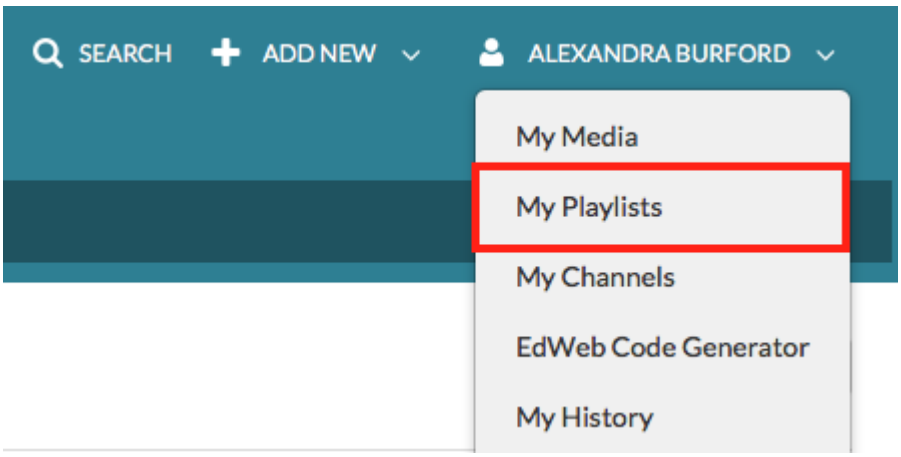


To create a new playlist, enter a name and click on the Create button. The newly created playlist will be selected automatically.

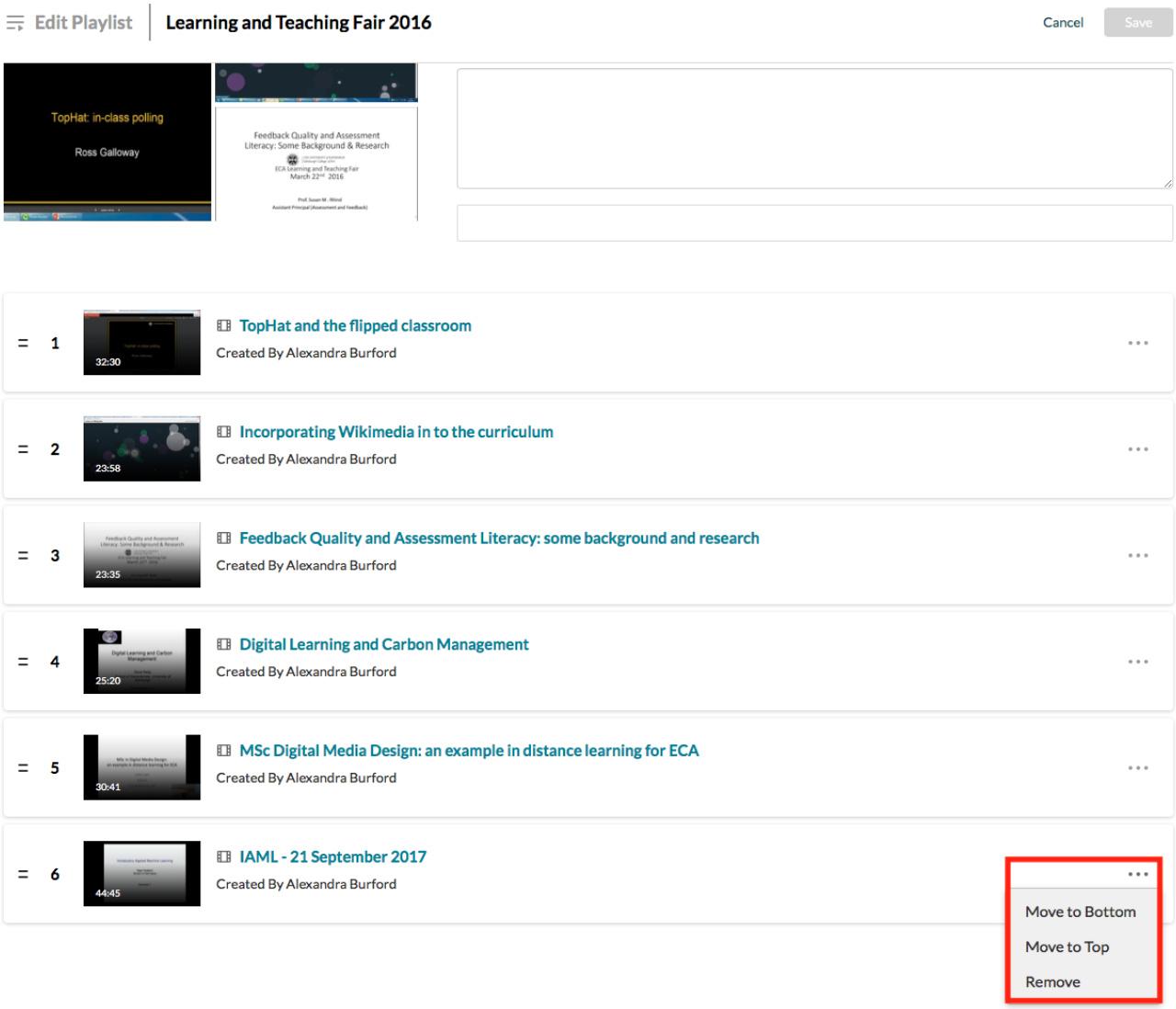


Click save to add the selected files to this playlist.

To view the playlist, click on the My Playlists button.



A file can be removed from the playlist by clicking on the three dot menu icon next to the file and choosing Remove.



Select Save.

Further information

IS have created a video, demonstrating how to work with channels and playlists in Media Hopper Create. It can be found here: https://media.ed.ac.uk/media/Working+with+Channels+and+Playlists/1_k4oocp0k

Create an ad-hoc lecture recording

The scenario

You're about to teach your class but there's been a room change and you want to make sure the session will be recorded. What to do?

- Firstly, check the light on the desk. It should change to RED at the time the class is scheduled to start (usually, 10 minutes past the hour).

- If the light remains green (not recording) you can quickly schedule your own recording (as long as you are teaching in a room which has been equipped for lecture recording).

Performing an ad-hoc recording

- Log into your Learn course that you use for your course and open Replay using the Media Hopper Replay link (usually called "Lecture Recordings" in the list of course contents).
- When Replay opens, click on the pink "Create" button at

at the top of the screen and select “New Device Capture”.

- From the Where? menu, select the room you are teaching in. You can type the name or location of the room into the search box to help narrow down the results.
- Use the Hours and minutes options to define how long your recording will last.
- From the Inputs menu, choose which of the available inputs you would like to record. The default selection is always as many inputs as possible for that particular room.
- Leave the Quality setting as High Quality as this will produce a recording suitable for playback on most devices, and by users with slower internet connections.
- If you wish to make your Ad Hoc recording a live session, then enable the Live Stream option. If you enable Live Streaming Your audience can view the live stream from within their course by logging into Media Hopper Replay and clicking on the class containing the stream, followed by the Show Live Stream button.
- Use the Publish to… menu to select the location you want your recording to be saved to. The default will be the course you currently have open.
- Click Start to begin your recording. Your ad hoc capture will either appear in your Library or as a new class within your course (depending on your choice) under the title ‘Ad Hoc Capture’. A green light will appear next to it to inform you that it is recording.

Myth Busting

The Delcom light in the rooms acts primarily as a visual clue as to whether a recording is in process.

RED = Recording

GREEN = Not Recording

Amber = Recording Paused.

You can press the light to pause / unpause an already scheduled recording. You can *not* start a recording by pressing the light in the room. Instead, follow the instructions above on how to perform an ad-hoc recording.

Related Links

User guide: Performing an ad hoc recording in Media Hopper Replay

Video: View the short tutorial video on performing an ad hoc recording in Media Hopper Replay [note, the video shows an older version of Media Hopper Replay, so there may be slight differences to what you see]

Assignment hand-ins for Learn: guidance for students

Please read through the following guidance well in advance of any submission deadline you have.

Check file type

The Learn assignment tool will accept any file types but check the instructions for your course to see which file types are required for your individual assignment.

Check file size

If you are submitting very large files, this will affect the time it takes to upload…

Internet Connection

… We therefore strongly advise that you submit your assignment using a reliable and fast internet connection.

Check Browser

Wherever possible, use a computer and browser you are familiar with, or a computer in the public access labs, when submitting an assignment. You can check your browser compatibility from the Browser information box on the My Institution page inside Learn.

Submission Deadlines

Do not submit the assignment minutes before the deadline, because then you will have very limited time to change computers or report a problem if there is one.

Troubleshooting

If you do have a problem submitting your assignment try these troubleshooting steps:

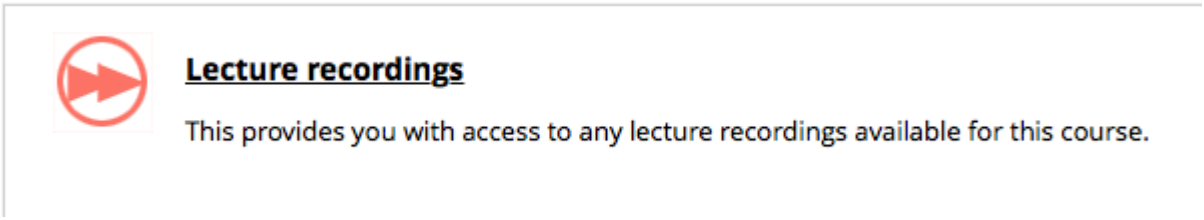
- If it will not upload, try logging out of Learn / MyEd completely and closing your browser. If possible try using a different browser.
- If you do not receive the expected confirmation of submission, try submitting again.
- If you cannot resubmit, contact your tutor by email attaching your assignment, and if possible a screenshot of any error message which you may have. (see below).
- If you have a technical problem, contact the IS helpline (is.helpline@ed.ac.uk). Note the course name, type of computer, browser and connection you are using, and where possible take a screenshot of any error message you have.

Always allow yourself time to contact helpline / your tutors if you have a problem submitting your assignment.

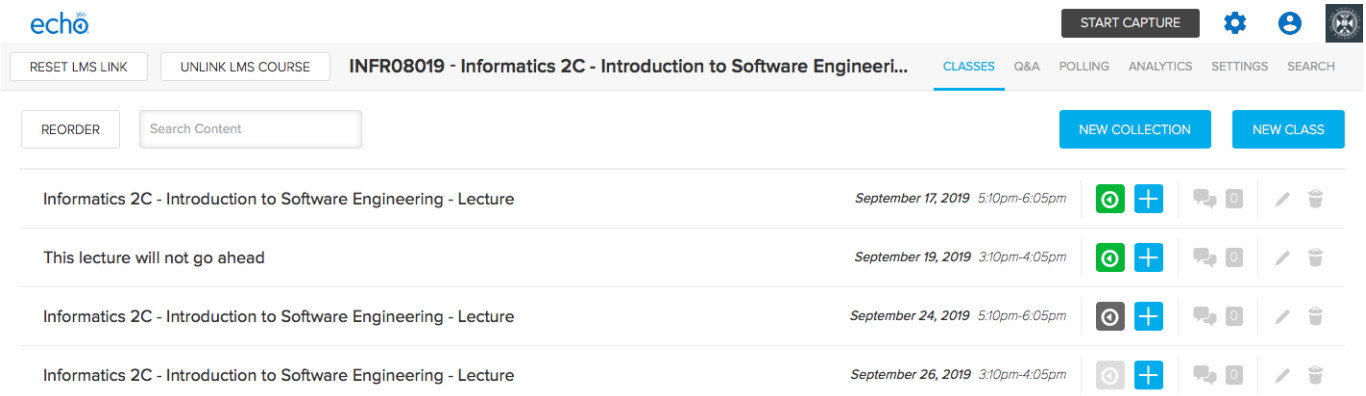
Further information can be found on the IS support pages here: https://www.ed.ac.uk/information-services/learning-technology/virtual-environments/learn/assignments-marks-feedback/assignments

Lecture recording scheduler

The Media Hopper Replay page for your course displays *when* recordings are scheduled, but not *where*. So, when you select the *Lecture recordings* link in Learn…



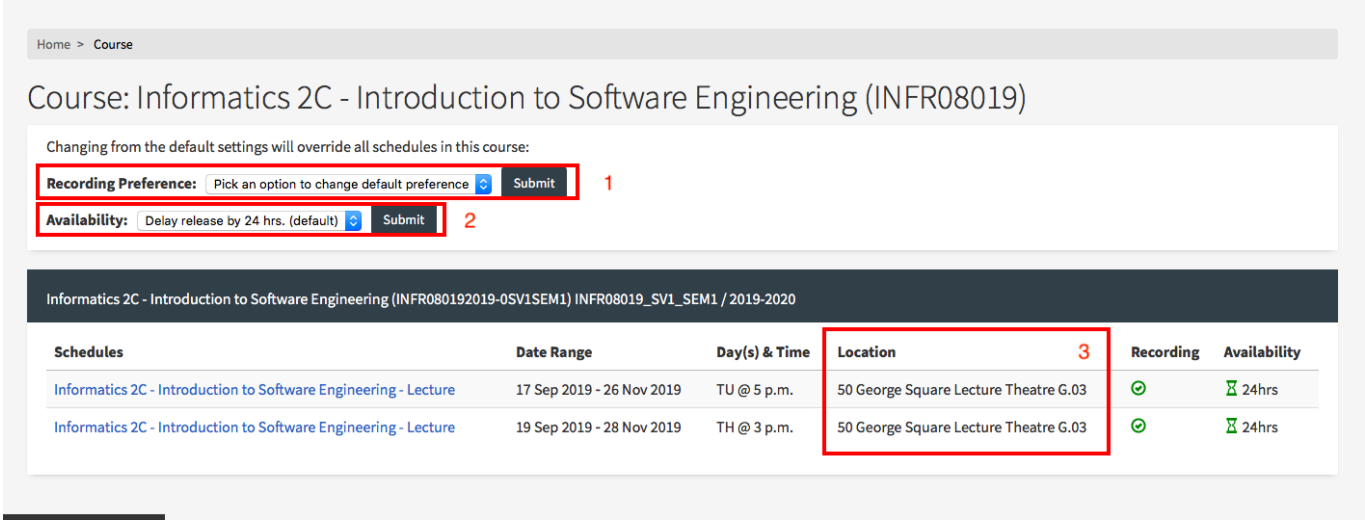
… you see something like this:



But what if you want to check *where* your classes are scheduled for recording?

You can visit the Media Hopper Replay scheduler*. Enter the course name or course code (be sure to select the correct instance) and you will see something like this:

THE UNIVERSITY of EDINBURGH



1. you can change your recording preference – and give a reason why. Please remember – this changes recording preference for all lectures within your course. If you want to change at a more granular level, please select the specific scheduled lecture (eg TU @ 5pm)
2. you can change the availability of your recordings from the default 24 hour delay to 'immediately' or 'manual release'
3. you can enable live streaming of classes
4. you can check the location of the scheduled recordings.

Further information on the Media Hopper Replay scheduler can be found here: https://www.ed.ac.uk/information-services/learning-technology/media-hopper-replay/help-and-support/staff-help-and-support/replay-scheduler

*By default, only Course Organisers and Course Secretaries are added to a course in the Replay Scheduler, so people can only see information on the site for a specific course where they have one of these two roles. Additional users can be added by the CO or CS, who will then be able to manage opt-outs and release timings.

Improving student experiences in Learn: usability testing showcase and workshop

On 1 March, the IS User Experience (UX) Service, in partnership with the School of Informatics, ran a Learn usability testing showcase event. Participants from across the University watched screencasts of students using an Informatics Learn course, before prioritising the usability issues identified.

Five students in total took part in the testing – four from Informatics, including those enrolled on single programmes, joint programmes with other Schools, and those from our Undergraduate Apprenticeship Scheme – and one from the School of Economics. Each was presented with the following scenario and four 'typical' tasks to perform.

A copy of the Learn course for Computer Security was used for testing purposes. This was chosen as it aligned closely with the Learn template developed for the School.

Scenario

You're a third year student on the joint programme BSc Artificial Intelligence and Computer Science. This semester you are studying a course called Computer Security. It's week 3 of the course, and you're preparing for your first piece of coursework.

Tasks

Task 1: You want to check the deadline for the first piece of coursework and see if it clashes with any other coursework

deadlines. Using the Learn course site, find out the deadline for the first piece of coursework, and then see if it clashes with coursework deadlines for any other courses on which you are enrolled.

Task 2: You missed the third lecture of week 1 because of sickness. You'd like to watch the recording so you can catch-up. Using the Learn course site, find and play the third lecture of week 1.

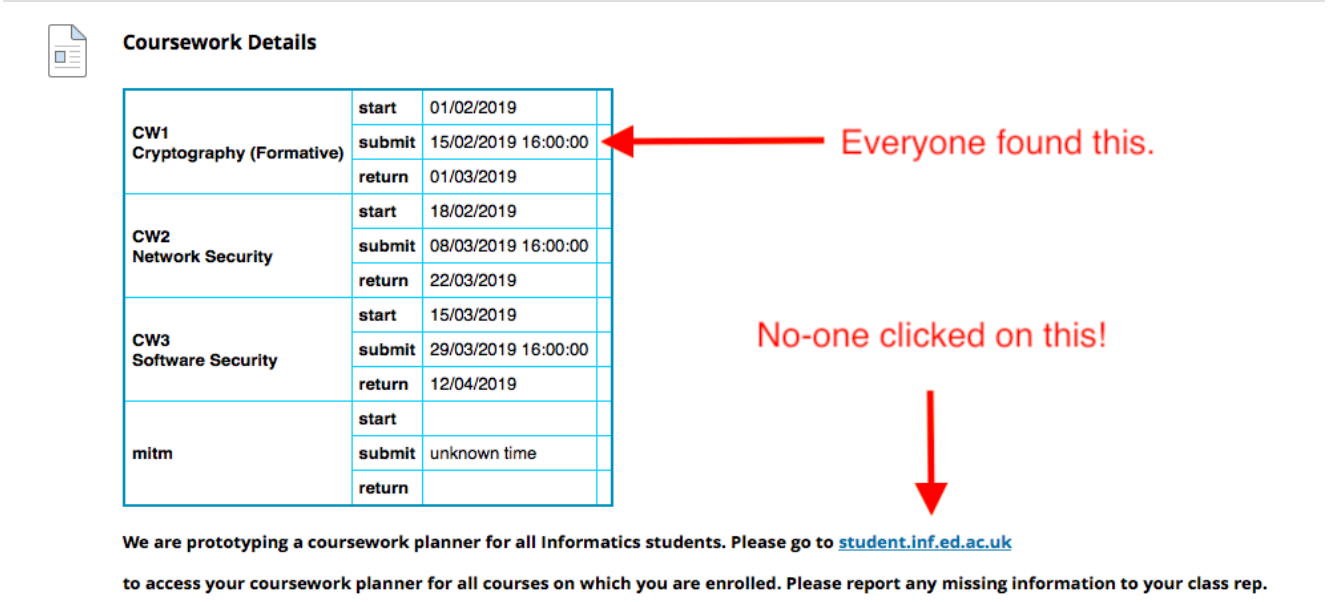
Task 3: You're going away for the weekend and you'd like to do some reading while you're away. You're not sure you'll have access to the internet, so you'd like offline access to your reading. Using the Learn course site, find the required textbook for the course and see if you can download or print a section of the textbook.

Task 4: You'd like to familiarise yourself with the content of the last lecture you attended, called Cryptography – asymmetric encryption. Can you open the lecture notes from this lecture?

Results

Task 1: Most users found the coursework deadline relatively quickly and with ease. One student checked both the *Course Information* and *Course Content* pages prior to selecting the *Coursework and feedback* page.

However, no users were able to easily find the link to the personalised coursework planner. This was expected, and one of the reasons why I included it in the task.



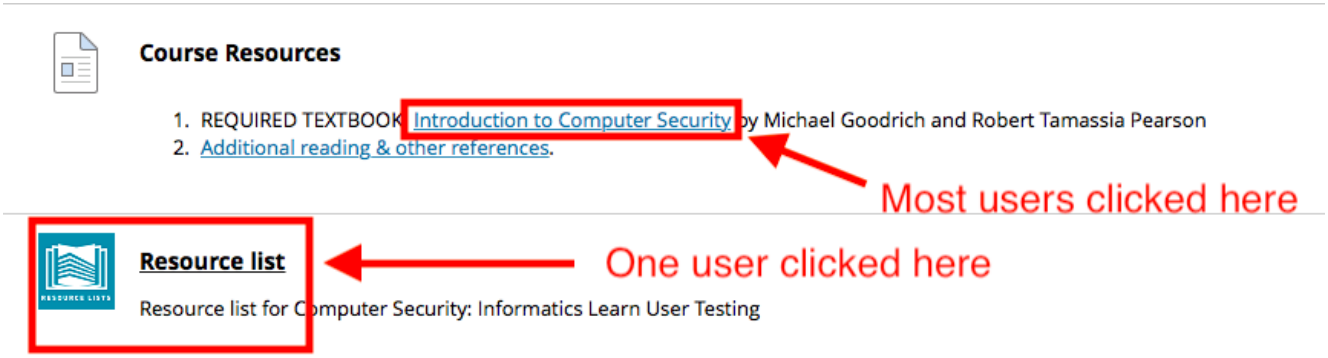
Task 2: Most users found the link to the lecture recording overview page with relative ease. Some users were expecting to find a direct link in the table on the *Course content* page. This was not surprising as the Semester 1 course [Informatics 1: Introduction to Computation] includes this.

There was, however, a significant usability issue identified for all users when it came to identifying a particular recording from the Media Hopper Replay course overview page. This was caused by the unhelpful automatic naming convention of recordings (see below). Users performed a lot of cross-checking between different pages on Learn, various online calendars and and the Media Hopper Replay course overview page to identify the recording from the "third lecture of week 1".

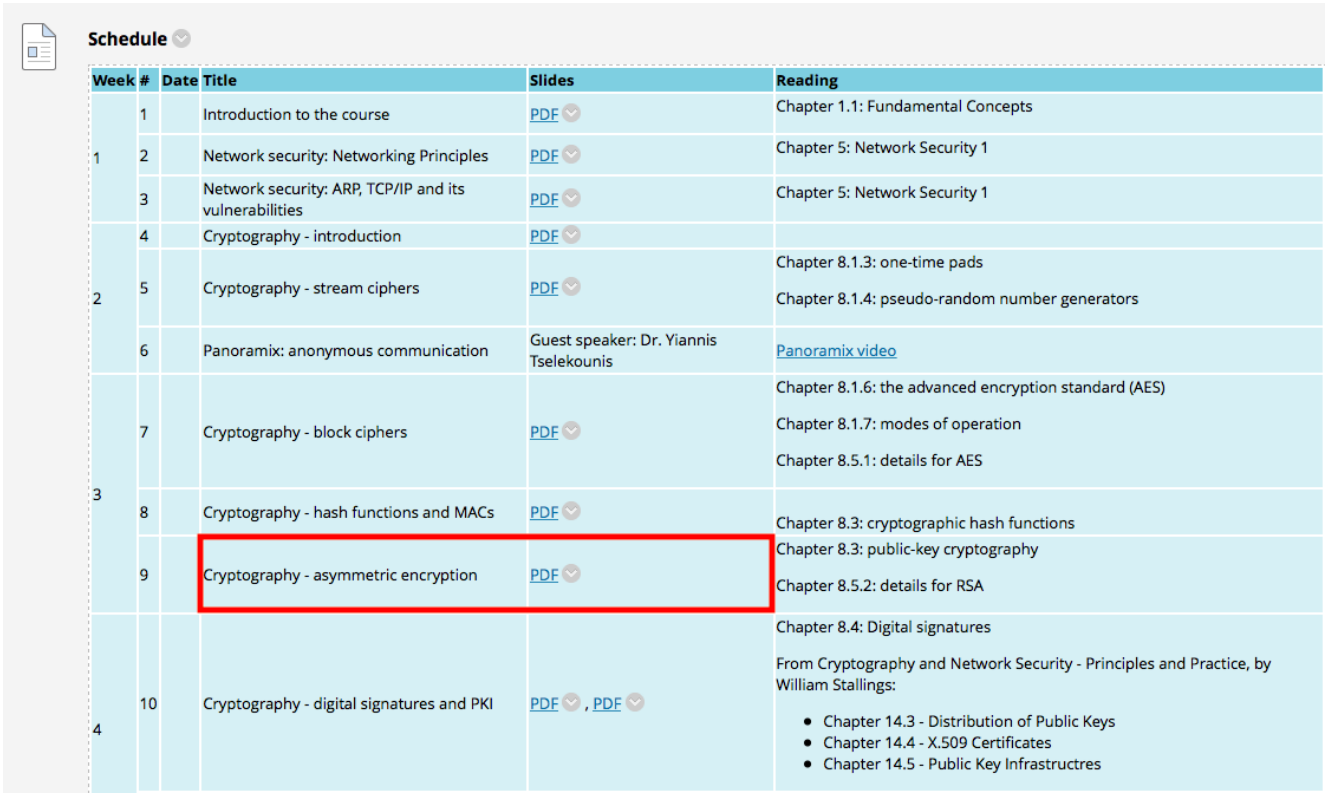
Task 3: The course organiser had used Leganto, the centrally supported Resource List tool, for the course. Users could access the text on Leganto via both an in-text link, or an icon associated with the service link. Most Informatics users found the link to the required textbook with relative ease. There was one instance of users navigating to the table on the *Course content* page where references to specific chapters are included.

This particular textbook was behind an EASE login. As the students were using a dummy account, they were prompted to enter their EASE credentials which would not be the case when logged in as themselves.

Interestingly, the student from Economics searched for the textbook by navigating to the Handbook. This highlights the different approach to content curation and the various roles course and programme handbooks perform across the University.



Task 4: Four users found the link to the lecture notes with ease. One (visiting) student initially checked the *Coursework and feedback* page. It was noted that the terms *lecture notes* and *lecture slides* are sometimes used interchangeably.



Schedule

Week	#	Date	Title	Slides	Reading
	1		Introduction to the course	PDF	Chapter 1.1: Fundamental Concepts
1	2		Network security: Networking Principles	PDF	Chapter 5: Network Security 1
	3		Network security: ARP, TCP/IP and its vulnerabilities	PDF	Chapter 5: Network Security 1
	4		Cryptography - introduction	PDF	
2	5		Cryptography - stream ciphers	PDF	Chapter 8.1.3: one-time pads Chapter 8.1.4: pseudo-random number generators
	6		Panoramix: anonymous communication	Guest speaker: Dr. Yiannis Tselekounis	Panoramix video
	7		Cryptography - block ciphers	PDF	Chapter 8.1.6: the advanced encryption standard (AES) Chapter 8.1.7: modes of operation Chapter 8.5.1: details for AES
3	8		Cryptography - hash functions and MACs	PDF	Chapter 8.3: cryptographic hash functions
	9		Cryptography - asymmetric encryption	PDF	Chapter 8.3: public-key cryptography Chapter 8.5.2: details for RSA
4	10		Cryptography - digital signatures and PKI	PDF, PDF	Chapter 8.4: Digital signatures From Cryptography and Network Security - Principles and Practice, by William Stallings: • Chapter 14.3 - Distribution of Public Keys • Chapter 14.4 - X.509 Certificates • Chapter 14.5 - Public Key Infrastructres

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Action Points

- Feature request for Media Hopper Replay team: can we automate naming of recordings by date? Venue information would also be helpful here.
- Request for Media Hopper Replay team: can we facilitate production of individual URLs for each recording which will work for enrolled users – *even when they haven't selected initial LTI link*. Only when this can be a achieved, should we encourage course instructors to include links to Media Hopper Replay recordings in the table on the Course Content page.
- Promote coursework planner across the school. Posters / monitor displays etc.
- Include a thumbnail of a 'typical' coursework planner in the next iteration of the template.
- Can the coursework planner display full course name rather than acronym?
- Enquire into possibility of responsive design for

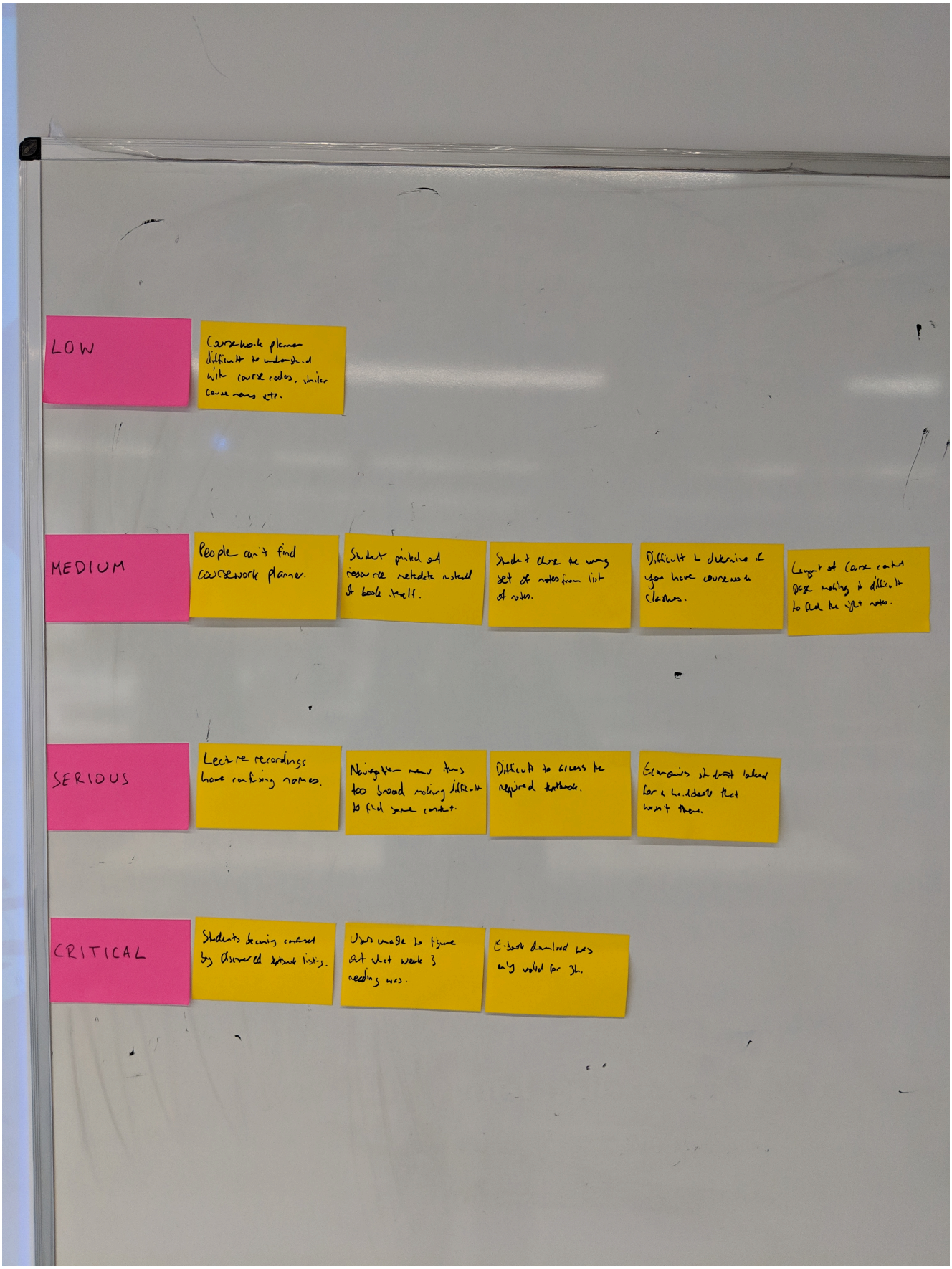
coursework planner.

- Can we have the coursework planner work for tutors (eg marking loads)? Do we need this?
- Work with the web and communication team to research how Informatics students use the yearly handbook.

Reflection

I thoroughly enjoyed working with Duncan Stephen on this mini project. The feedback was informative, encouraging, and a call to action. I'm looking forward to embedding similar practice across the School for alternative platforms for content delivery.

The results of the 'prioritisation of issues' aspect of the workshop can be found below. If you would like to know more about this particular round of testing, or would like to use *your* course for further testing, please don't hesitate to get in touch.



Further links

- User Experience Service: http://www.ed.ac.uk/is/ux
- Join the UX community: http://bit.ly/UX-meetup-blogs

- UX mailing list: http://bit.ly/uoe-ux-mail
- Steve Krug's Rocket Surgery resources: http://bit.ly/1I1muXo
- David Travis's prioritisation flowchart: http://bit.ly/1I1mCWW

Supporting Open Education and Open Knowledge at the University of Edinburgh

Join an informal lunchtime webinar on **Tuesday 5 March, 12.00-13.00** as we share approaches to supporting Open Education and Open Knowledge at the University of Edinburgh.

Come and join Lorna M. Campbell (OER Service), Stuart Nicol (Education Design and Engagement), Ewan McAndrew (Wikimedian in Residence), and Charlie Farley (OER Service) to talk about supporting open education through digital skills development, playful approaches to copyright literacy, embedding Wikipedia in the curriculum, and open approaches to MOOCs and distance learning at scale. Open to all.
Booking and further information.

Teaching Spaces: news and

developments

Image from teaching spaces website homepage

Learning Spaces Technology, part of Information Services, has recently launched a new website aimed at informing and supporting colleagues using teaching spaces.

Please note: content is still being added to the site. If you have a question relating to teaching spaces, you can log a call with the IS Helpline or speak with your local Learning Technologist.

Further information

- http://www.teachingspaces.ed.ac.uk

University of Edinburgh to host Project Jupyter

Community Event

Nbgrader Hackathon/Code Sprint
Scotland; James Slack (University of Edinburgh); james.slack@ed.ac.uk

The University of Edinburgh will be hosting a three-day community event focused using Jupyter notebooks within teaching. The core aspect of this event will be a Hackathon focused on adding improvements, fixes and extra documentation for the nbgrader extension. Alongside this, there is a plan to run introductory open workshops for using Jupyter in teaching, targeting local communities with some exposure to Jupyter as well as those new to Jupyter. Our key aim will be to improve the existing features within nbgrader. This will allow the existing Jupyter user community and new users to adopt and use this as an assessment tool alongside Jupyter notebooks. By enthusing our existing local Jupyter users to be more involved with the wider community and inviting new users to join, we will be increasing the diversity of opinion and experience within the Jupyter user community.

Taken from: https://blog.jupyter.org/jupyter-community-workshops-a7f1dca1735e

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Project Management

There will be occasions when you are looking to facilitate a particular workflow not currently supported by learning technology central services. Sometimes, workarounds need to be found. However, there may be occasions when, working with our colleagues in Information Services, we can build something

which does achieve the desired aim.

In my time as learning technologist for Edinburgh College of Art, I worked with IS Apps colleagues to build a building block for Learn which vastly improved the experience of students accessing learning outcome level grades and feedback via Learn. You can read about the project here.

If you have an idea as to how you can improve current workflows – for academic colleagues, support colleagues, or students – please get in touch to discuss further.

GET IN TOUCH

lt-support@inf.ed.ac.uk