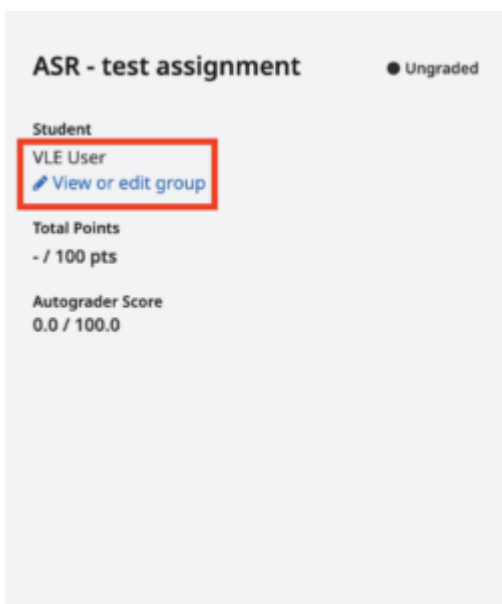


# Gradescope Group Assignments: adding a fellow group member

If your instructor has allowed you and other students to submit as a group, you can (and should) add group members to your submission.

To add group members to an assignment submission:

- On your submission page, either select Group Members in the action bar (along the bottom of the screen) or select 'View or Edit Group' in the outline area of the submission (in the right hand panel).



- In the Group Members modal, enter a name to add other students, and then select **Add**.

**Group Members**

ⓘ Add or remove group members for this submission.

Your instructor has allowed you to submit as a group of up to **2 people**. You can change the group below. Students added or removed will be notified via email.

Student	Remove
VLE User (Submitter)	x

**Add Student**

Search students by name or email...

Close Add

Note: If you cannot see your group member(s) listed in Gradescope, please contact the Course Secretary to ask them to re-sync the Gradescope roster with Learn.

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# Learn Ultra basics for Instructors

All teaching staff will need to interact with Learn Ultra, even if the course materials are hosted on Drupal. We have compiled links to instructions on the most common tasks you will need to perform in Learn below. If you do not see what you need below, please check out the following page, which has additional instructions and guidance materials on a range of other aspects of Learn Ultra: [Using Learn as an Instructor](#).

[Introduction to Learn Ultra](#): a series of short videos providing an overview of Ultra and how to navigate the site.

## Adding and organising content:

- [Types of Course Content](#) – start here to get a definition of the terminology used for content types in Ultra

- [Learning Modules and Folders](#)
- [Adding Documents](#)
- [Web and course links](#)\*
- [Copying content in Learn Ultra](#)
- [Add a video to your course](#)

\*If you want to share a link with students to a file you have uploaded to the Content Collection for a course, you will need to adjust the permission settings in the Content Collection folder following [these instructions from Blackboard](#).

### **Assessment and marking:**

Please remember that the Course Secretary is now in charge of setting up most assignment submissions (other than things like CodeGrade or authoring quiz questions), so please contact the IT0 about the creation of assignment submission boxes. Below we have provided links for guidance on accessing student submissions and how to give marks and feedback.

For Learn Assignments:

- [Marks and Gradebook, Feedback, additional information on marking and the Gradebook](#)
- [Uploading marks \(and feedback\) to Learn Ultra](#)
- [Creating and managing tests](#)

For Turnitin assignments:

- See the Marking, Feedback and Grading section [here](#)

For Gradescope assignments:

- See our blog post [Marking an exam or homework assignment in Gradescope](#)

### **Tools:**

- [Communicating with your students](#) (incl. Announcements and how to email a Group in Learn)
- [Managing Groups](#) and [Group Import and Export](#)

- If you don't use Piazza for your course, you can set up a discussion board in Learn. This can be linked to Groups, so that students can talk to their group members: [Create and manage Discussions](#)
- Adding tools to your Learn course (e.g. Zoom, CodeGrade, Noteable): [Adding Tools via Content Market](#); for more on Zoom, see [Adding a Zoom session to your Learn Ultra course](#)

Note: All students, the Course Organiser, and Course Secretary will be automatically enrolled on the Learn course via a feed from EUCLID. All other teaching staff (i.e. additional lecturers and teaching support staff) will be enrolled via a feed from the School's own databases; teaching support staff will only be enrolled in Learn once their contract is confirmed in PiP.

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## Allowing students extra time on quizzes

If students are permitted extra time on timed pieces of coursework as part of their extended time adjustments, then you will need to set this up for any timed quizzes/tests on your course.

If you are a member of teaching staff, **please ensure that you talk to the ITO** about this before enabling it for any student on your course, as there are different types of extra time adjustments that a student may have and they will help clarify for your course how these need to be applied.

Below are links for how to add these extended time adjustments in the two commonly used coursework quiz/test platforms. For

both Gradescope and Learn tests, you can set up an adjustment for a student that extends across a whole course and any timed assignments within that course or grant an adjustment just for one or more individual assignments.

Gradescope: [Extending assignment release dates, due dates, and time limits](#)

Learn: [Accommodations and Exceptions in Blackboard Ultra](#) (with thanks to Teeside University for writing much better instructions on this than Blackboard itself provides)

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## Uploading marks (and feedback) to Learn Ultra

Note: Due to an ongoing bug in Learn Ultra, if you upload feedback to submission box in Learn, it will not be visible to students. If you want to upload feedback for an assignment that students submitted to via Learn, follow the instructions below to create a new “item” directly within the Gradebook itself, which (for some reason!) allows students to view the feedback you upload. **Update: This bug appears to have been fixed, but let us know if you encounter any problems with the visibility of feedback for students.**

1. Go to the Gradebook in the course Learn page.
2. Add a new Item to the Gradebook by hovering over where you want to add it in the list and clicking on the purple (+) when it appears and then select “Add Item”.

Content Calendar Announcements Discussions Gradebook Messages Analytics Groups Student Preview

Item Name	Submitted	Marking	Due Date	Mark	Actions
0 of 3 submitted	0 of 3 submitted	Nothing to mark			⌵ ...
Week 1 Quiz	0 of 3 submitted	Nothing to mark			⌵ ...
Week 2 Quiz	0 of 3 submitted	Nothing to mark			⌵ ...
Week 5 Quiz	0 of 3 submitted	Nothing to mark			⌵ ...
Getting started quiz	0 of 3 submitted	Nothing to mark			⌵ ...
Installation tests	0 of 3 submitted	Nothing to mark			⌵ ...
Installation tests(1)	0 of 3 submitted	Nothing to mark			⌵ ...
ILTS Blog instructions for Turnitin pages / posts	1 of 3 submitted	2 missing	30/03/2023, 13:43	1 to mark	⌵ ...
Dummy assignment 1	1 of 3 submitted	2 missing	22/07/2023, 00:00	Complete	⌵ ...
Test from question banks	0 of 3 submitted	3 missing	14/10/2023, 00:00	Complete	⌵ ...
New Test 13/10/2023	0 of 3 submitted	3 missing	14/10/2023, 00:00	Nothing to mark	⌵ ...
New Test 13/10/2023	0 of 3 submitted	3 missing	14/10/2023, 00:00	Nothing to mark	⌵ ...
Dummy assignment 2	1 of 3 submitted		18/10/2023, 00:00	1 to mark	⌵ ...
Upload marks and feedback			18/10/2023, 16:27	Complete	⌵ ...
Dummy assignment 3	1 of 3 submitted		18/10/2023, 00:00	1 to mark	⌵ ...



**Set up the overall mark!**  
The overall mark helps students keep track of their performance on your

Set it up

Then make the following adjustments when the item settings window opens:

- It will give the item the default name of “New Item and the current date”; change this to the actual assignment’s name to ensure that students can locate it easily.
- We recommend keeping this item hidden from student view for now.
- The due date doesn’t really matter for this, so you can leave it as the default of the current time.
- Set the marking as required (points, percentage, etc.) and, if points, the maximum number possible for this assignment.
- For “Mark category”, choose Assignment.
- Add a description if you want, but it’s not required.
- Press Save.



## GitHub assignment

Hidden from students

### Due date

19/10/2023



15:25



### Marking

#### Mark using

Points

#### \* Maximum points

50

#### Mark category

Assignment

Type a description

Cancel

Save

3. Download the Gradebook, selecting just the new item that you created. Make sure to tick the option to include Feedback (unless you just want to upload marks, in which case, leave it unticked). Choose to save it as an xlsx file and save it to your computer.

zp\_mcorey\_ILTS\_ultra\_playground\_INF

Course Settings

# ILTS Ultra Course Playground

Content Calendar Announcements Discussions **Gradebook** Messages Analytics Groups

Student Preview

Download Gradebook

Markable Items Students

Item	Due Date	Marking Status	Post
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## Download Marks

### Download Options

#### Mark Records

- Full Gradebook  
All marks in the Gradebook
- Mark History  
History of changes made to marks

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#### Record Details

Choose which assignments, assessments or items to include in your download

- Select All Items
- Dummy assignment 2
- Upload marks and feedback
- Dummy assignment 3
- GitHub assignment

Include feedback for the selected item

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#### File Type

Depending on your computer, the file format opens with different spreadsheet software

- Tab-separated File (.xls)
- Comma Separated Values (.csv)

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#### Save Location

- My Device
- Content Collection

Cancel Download

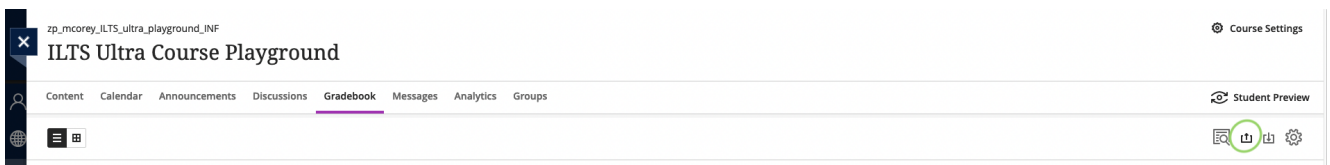
4. Open the file on your device.



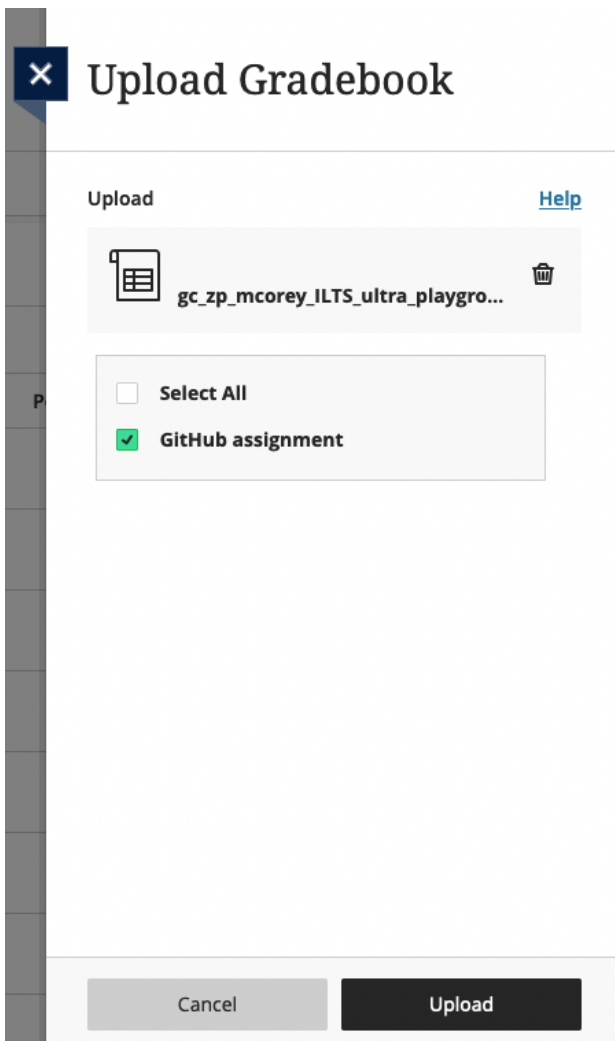
5. Make sure that the header for Column G is the assignment you want to be uploading marks for (i.e. the item you just created in the Gradebook).
6. Input the marks in Column G.
7. Input the feedback in Column J, if you need to share this with students.

Note: Make sure you do **not** change the header of any of the columns or Learn may not be able to read the file properly when you upload the marks. If you need to copy and paste data from another spreadsheet, make sure that it aligns with the columns as laid out in the file you downloaded from Learn.

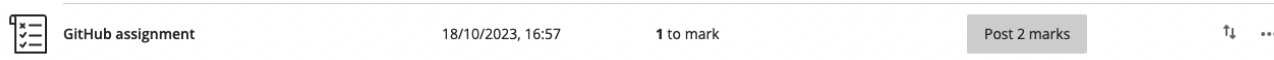
8. Save the file.
9. Return to the Gradebook in Learn and now select “Upload Gradebook”.



10. Choose “Upload Local File” and select the spreadsheet you have just saved. Once it has loaded, **untick** the option for “Select All” and just leave the assignment you want to upload marks for ticked. Click “Upload”.



11. Once Learn has uploaded the document, you will see how many students there are not marks for (i.e. those who did not submit the assignment) and also the option to post the marks that you just uploaded.



12. Before you post the marks, it's worth quickly checking that your upload worked. Click on the assignment name and you will be taken through to a list of all the students on the course. You can then check the a few of their marks and feedback in Learn with your spreadsheet to make sure that the upload worked properly.

Note: If you only want to post marks to certain students, you can do that from this view. Just click the "Post" button next to the name(s) of the student(s) whose marks you are to post.

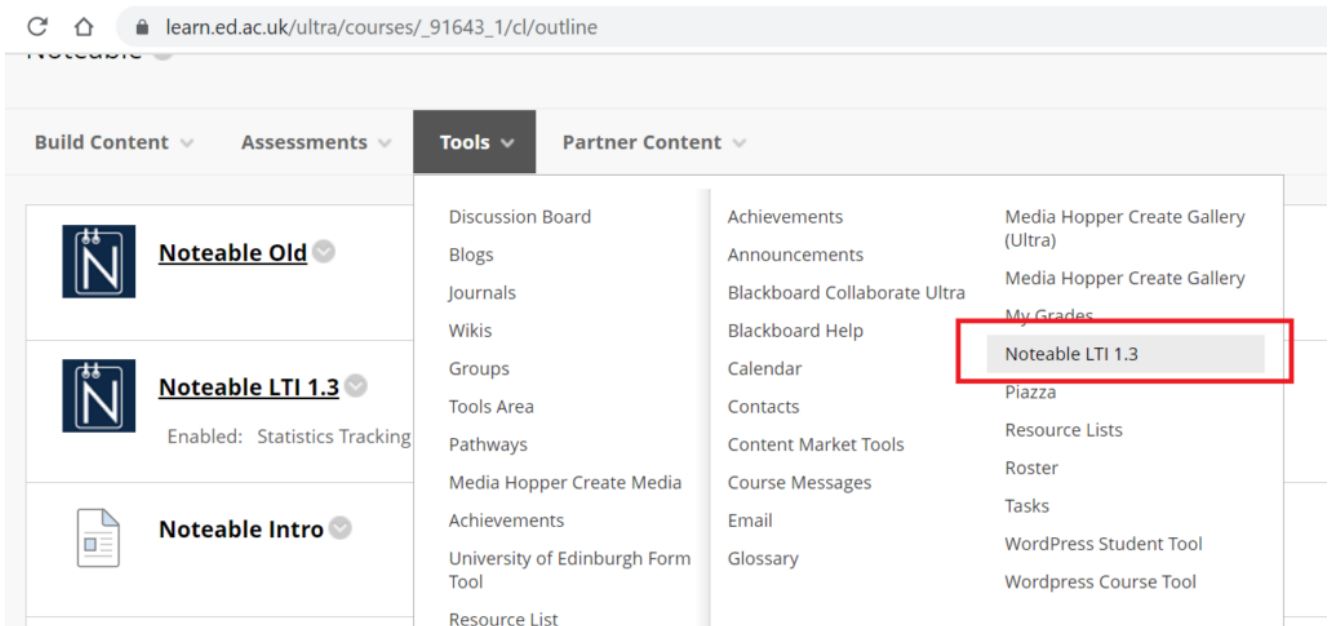
13. Once you are ready to share the marks with the students, Click to Post the marks. And then “Post All Marks” when the dialogue box opens.
  14. Go back in to the Edit view of the assignment (by clicking the three dots ... at the end of the row for it) and from the drop-down menu choose to make it “Visible to students”. Press Save. The students will now be able to view their marks and feedback for this assignment.
- 

## Noteable 1.3

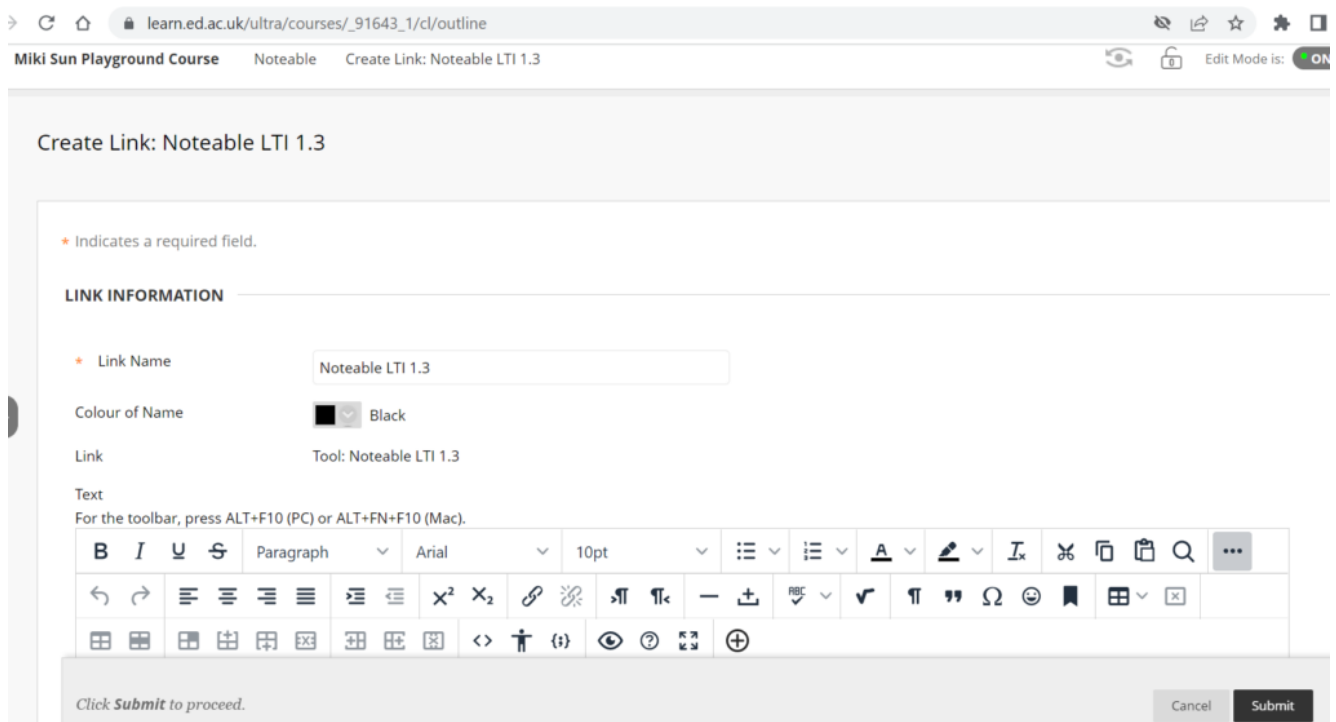
With the new release of Noteable in August 2022, ISG have configured a new way to connect your Learn course to Noteable – Noteable LTI 1.3.

The Noteable LTI 1.3 integration has been successfully set up in Learn and Learn Ultra and the old connection method for Noteable will be **switched off by 16th September**. If there are any old links in any of your courses, they will break. Please simply delete them and add the new Noteable LTI 1.3 instead. Instructions below.

Step 1. Select the Noteable LTI 1.3 link from the Tools menu.



Step 2. Check the settings and then click on Submit.



Step 3. The Noteable link will appear in the Learn course page. Click on it, it will launch on a new tab.



## The University of Edinburgh

Please select a personal notebook server

Standard Notebook (Python 3) ▼

Start

### What does a *Collaborative Session* notebook do?

“Collaborative Session” notebooks allow for two or more people to edit the same document by sharing a link.

Collaborative Sessions launch in the newer JupyterLab interface.

See our [documentation](#) for more information.

# Informatics Teaching Festival 2022: Design of Teaching and Learning

The Informatics Teaching Festival is back for a third consecutive year and will run Monday May 9th to Wednesday May 11th 2022.

The 2022 Informatics Teaching Festival will focus on the design of teaching and learning and consist of the following sub-themes:

- overview of course design (Day 1, May 9th 2022)
- design to develop student skills, including for the

- industry (Day 2, May 10th 2022)
- design of assessment (Day 3, May 11th 2022).

Each day will include both presentations on school and university processes, tools and support, as well as the sharing of experience and good practice around different approaches to the design of teaching and learning, and internal (Informatics or university-based) as well as invited external speakers.

If you'd like to attend any of the following sessions, and are not a member of the School of Informatics, please [register your interest here](#), and a Collaborate link will be emailed to you in advance of the session(s).

## Schedule\* –

### Day 1: Overview of Course Design. Monday, May 9th 2022

Topic (and links to recordings after event)	Date/Time	Speaker, with linked Resources
Opening / <a href="#">Welcome Session</a>	9-9.10am	<a href="#">Björn Franke</a>
Morning Session – Designing a new course:	Morning Session: 9.10-12.30pm	

<p>Process and experience of designing new courses:</p> <p>Designing a new Informatics Course – <a href="#">Sharon Goldwater</a>;</p> <p>Design Decisions and Dilemmas in a new data science course – <a href="#">David Sterratt</a>;</p> <p>Designing INF2-IADS – <a href="#">John Longley</a></p>	9.10-10.40am	<p><a href="#">Sharon Goldwater</a></p> <p><a href="#">David Sterratt</a></p> <p><a href="#">John Longley</a></p>
<i>Coffee break</i>	10.40-11am	<a href="#">Meet in Gathertown</a>
<a href="#">Support for course design (ELDeRs)</a>	11-11.30am	<p><a href="#">Fiona Hale</a></p> <p><a href="#">Cristina Alexandru</a></p>
<a href="#">Sharing positive experiences on improved courses</a>	11.30am-12.15pm	<p><a href="#">Heather Yorston on DMP</a></p> <p>Pavlos Andreadis</p>
Discussion	12.15-12.30pm	
<i>Lunch break</i>	12.30pm-2pm	
<b>Afternoon Session – Improving an existing course:</b>	Afternoon Session: 2-5pm	
<p><a href="#">Course proposal / improvement</a> (involving Board of Studies approval)</p>	2-3.20pm	<p>Aurora Constantin</p> <p>Felipe Costa Sperb</p> <p><a href="#">Heather Yorston</a></p> <p><a href="#">RS for CAM</a></p>
<i>Coffee break</i>	3.20-3.40pm	<a href="#">Meet in Gathertown</a>

<a href="#">Course improvement</a> (not involving Board of Studies approval)	3.40-4.30pm	<a href="#">Cristina Alexandru on SEPP</a> Pavlos Andreadis
Discussion	4.30-5pm	
<i>Day end</i>	5pm	

## Day 2: Design to develop student skills. Tuesday, May 10th 2022

Topic (and links to recordings after event)	Date/Time	Speaker / Resources
<b>Morning Session – Developing core Informatics skills:</b>	Morning Session: 9-12.30pm	
Cristina Alexandru, Heather Yorston, and Brian Mitchell: <a href="#">Teaching students with varied profiles in UG1</a> Judy Robertston: <a href="#">Teaching First year students with varied backgrounds</a>	9-10am	<a href="#">Cristina Alexandru on Varied Profiles UG1</a> <a href="#">Heather Yorston on FAC and MC</a> <a href="#">Brian Mitchell – Prize and Prejudice</a> Judy Robertson – prerecorded video



<a href="#">Teaching programming</a>	10-11am	<a href="#">Pawel Orzechowski</a> <a href="#">Charlotte Desvages – Day 2</a> Judy Robertson – prerecorded video <a href="#">Michael Glienecke</a>
Discussion	11-11.15am	
<i>Coffee break</i>	11.15-11.30am	<a href="#">Meet in Gathertown</a>
Teaching Modelling: <a href="#">Reflection on including the industry perspective in our teaching</a>	11.30am-12.30pm	Pavlos Andreadis <a href="#">Sanjay Rakshit</a>
<i>Lunch break</i>	12.30pm-2pm	
<b>Afternoon Session – Developing transferrable skills:</b>	Afternoon Session: 2-5pm	
Guest Presentation: <a href="#">Back to the future: shaping software engineering education with lessons from the past (abstract)</a>	2-2.45pm	Joseph McGuire
<i>Coffee break</i>	2.45-3pm	<a href="#">Meet in Gathertown</a>
<a href="#">Developing research skills</a>	3-4pm	Felipe Costa Sperb Stefano Albrecht – pre-recorded video

Skills for the industry: <a href="#">Rebecca Clacy-Jones on “Employment for Informatics Students”</a> and <a href="#">Pavlos Andreadis on “View of Informatics Students”</a>	4-4.35pm	<a href="#">Rebecca Clacy-Jones</a> Pavlos Andreadis
Skills for the industry: <a href="#">Large companies and what they require</a>	4.35-4.55pm	Michael Glienecke
<i>Day end</i>	5pm	

## Day 3: Assessment. Wednesday, May 11th 2022

Topic (and links to recordings after event)	Date/Time	Speaker / Resources
<b>Morning Session – Philosophy of Assessment</b>	Morning Session: 9-12.30pm	
<a href="#">Assessment in Informatics</a>	9-9.45am	<a href="#">Björn Franke</a>
Guest Speaker: <a href="#">Vertically integrated assessment in Physics (abstract)</a>	9.45-10.30am	<a href="#">Ross Galloway</a> , School of Physics and Astronomy
<i>Coffee break</i>	10.30-110am	<a href="#">Meet in Gathertown</a>

<p>Assessment Approaches:  <u>"Let's talk about Groupwork"</u>: David Sterratt  <u>"A brief introduction to WebPA"</u>: Meredith Corey  <u>"Why and how to assess and give feedback on code (using standard tools)"</u>:  Charlotte Desvages</p>	11am-12.15pm	<a href="#">David Sterratt</a> Meredith Corey <a href="#">Charlotte Desvages – Day 3</a>
<a href="#">Update on Assessment Plans (from ILTS and IT0)</a>	12.15-12.30pm	Toni Noble Meredith Corey David Sterratt
<i>Lunch break</i>	12.30pm-2pm	
<b>Afternoon Session – Marking Approaches</b>	Afternoon Session: 2-4pm	
<a href="#">Rubrics Cube:</a> Puzzles in designing rubric-based marking schemes		Aurora Constantin
<a href="#">How do we set challenging assignments without encouraging students to throw arbitrary amounts of time at them?</a>		Iain Murray
<a href="#">Marking to the Common Marking Scheme with Criteria &amp; Decision Rules</a>		Paul Anderson
<b><a href="#">Closing Ceremony</a></b>	3.30-4pm	Jane Hillston
<i>Day end</i>	5pm	

\* The schedule is still subject to change. As best we can we will not make big adjustments to speakers and timings.

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# **Informatics Teaching Festival 2021: Sharing experience and planning for online and hybrid teaching**

**The Informatics Teaching Festival is back for a second consecutive year.**

Join us for the opportunity to:

- hear interesting presentations around lessons learned in the past year and good practice in online/hybrid teaching from colleagues and inspiring speakers from other schools
- listen to the feedback provided by student representatives regarding their experience with studying in an online/hybrid context
- listen to the feedback provided by teaching support and administrative staff as to their experience with teaching and administration this past year
- learn about new approaches to teaching and educational software
- share your own experience with teaching delivery, student support and course administration during workshops and informal GatherTown meetings
- reflect and come up with ideas together for improving our delivery of online and hybrid teaching, both as a school and in our different courses.

If you'd like to attend any of the following sessions, and are not a member of the School of Informatics, please [register your interest here](#), and a Collaborate link will be emailed to

you in advance of the session(s).

## Schedule

Topic and links to recordings	Date/Time	Resources
<a href="#">Opening/Welcome</a>	Monday 7 June, 10-10.30am	<a href="#">Björn Franke</a>
<a href="#">Keynote: Experience with online/hybrid teaching in 2 other schools</a>	Monday 7 June, 10.30-11.30am	<a href="#">Charlotte Desvages</a> <a href="#">Brian Rabern</a>
Coffee break & GatherTown meet and greet	Monday 7 June, 11.30am-12pm	n/a
<a href="#">Student experience with online/hybrid teaching in 2020-21; Suggestions for the future</a>	Monday 7 June, 12-1pm	n/a
<a href="#">Personal Tutoring and Student Support: Sharing best practice and providing views on upcoming changes</a>	Monday 7 June, 2-3pm	n/a
<a href="#">Lectures in an online/hybrid context</a>	Tuesday 8 June, 10-11.15am	<a href="#">Iain Murray</a> <a href="#">Mary Cryan</a> <a href="#">Fiona McNeill</a>
Coffee break & GatherTown meet and greet	Tuesday 8 June, 11.15-11.45am	n/a
<a href="#">Teaching support staff experience with online/hybrid teaching in 2020-21; Suggestions for the future</a>	Tuesday 8 June, 11.45am-12.45pm	n/a

<a href="#"><u>Practical sessions (tutorials, labs, workshops, etc.) in an online/hybrid context</u></a>	Wednesday 9 June, 10-11.15am	<a href="#"><u>Fiona McNeill</u></a> <a href="#"><u>Pawel Orzechowski</u></a> <a href="#"><u>Tim Drysdale</u></a> <a href="#"><u>Sharon Goldwater</u></a>
Coffee break & GatherTown meet and greet	Wednesday 9 June, 11.15-11.45am	n/a
<a href="#"><u>Case study: practical sessions in IRR and IPP</u></a>	Wednesday 9 June, 11.45am-12.45pm	<a href="#"><u>IRR/IPP</u></a>
<a href="#"><u>Case study: Teaching Ethics in Computing</u></a>	Wednesday 9 June, 3-4pm	<a href="#"><u>David Sterratt</u></a> email James for Shannon's paper
Assignments in an online/hybrid context	Thursday 10 June, 10-11.15am	<a href="#"><u>Padlet</u></a>
Coffee break & GatherTown meet and greet	Thursday 10 June, 11.15-11.45am	n/a
Exams in an online/hybrid teaching context	Thursday 10 June, 11.45am-12.45pm	<a href="#"><u>Padlet</u></a>
<a href="#"><u>Learn Foundations: UX (Emma Horrell)</u></a>	Thursday 10 June, 2-3pm	<a href="#"><u>Emma Horrell</u></a>
<a href="#"><u>Equality and Inclusion (Decolonizing the curriculum and Congressive Teaching methods)</u></a>	Friday 11 June, 10-11.15am	<a href="#"><u>Decolonizing the curriculum</u></a>
Coffee break & GatherTown meet and greet	Friday 11 June, 11.15-11.45am	n/a
<a href="#"><u>Final reflection, Informatics Awards Ceremony</u></a>	Friday 11 June, 12-1pm	will be uploaded after the session