

Drupal – Course Structures

Introduction

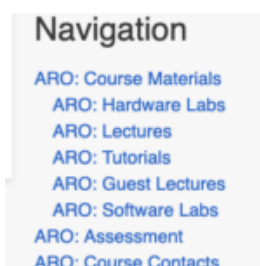
When creating a course in OpenCourseWare (powered by Drupal) for the first time, the ILTS team can provide a starting course template in Drupal either based 1) on the course structure and content from Learn; OR 2) as a blank template with an agreed structure.

In this post, we would like to focus on the options available for a blank template structure within Drupal. We will use courses, already available within OpenCourseWare, as examples of the types of course structure you can choose from. The following is not an exhaustive list of all courses within OpenCourseWare, but a small sampling of courses within our chosen structures. The [home page of Open Course](#) has a list of all courses for you to browse, if preferred.

Course Structures

A) Structured by activity (e.g. lectures, tutorials, readings, etc.):

- [ARO](#) and [EPL](#)



ARO

Navigation

Menu, in

Drupal

(public view)

B) Structured by week (e.g. week 1, week 2, week 3, etc):

- [CDI1](#); [IRR](#); and [SDM](#)

Navigation

CDI1: Course Materials

CDI1: Week 1

CDI1: Week 2

CDI1: Week 3

CDI1: Week 4

CDI1: Week 5

CDI1: Week 6

CDI1: Week 7

CDI1: Week 8

CDI1: Week 9

CDI1: Tutorials

CDI1: Resource List

CDI1: Assessment

CDI1: Course Contacts

CDI1
Navigation
Menu, in
Drupal (public
view)

C) Structured by schedule (e.g. a schedule table with links to slides, video, handouts, etc):

- [CT](#); [EXC](#); and [IQC](#)

CT: Course Materials

Schedule

Week	Date	Topic	Resource
1	15-Jan-2024	Introduction	ct_lecture_1_-_introduction.pdf ct_lecture_2_-_the_view_from_35000_feet.pdf
1	18-Jan-2024	Lexical Analysis	ct_lecture_3_-_lexical_analysis.pdf
2	22-Jan-2024	Guest Lecture by Lionel Parreaux	ct_guest_lecture_1_-_deforestation.pdf
2	25-Jan-2024	Automatic Lexer Generation	ct_lecture_4_-_automatic_lexer_generation.pdf

CT Schedule in Drupal

D) Courses with a mixed structure (e.g. by schedule, activities and weeks):

- [ANLP](#); [CGGS](#); [IQPS](#) (aka QPS-11); and [USEC](#)

USEC: Course Materials

Lecture Recordings

All lecture recordings should be accessed via [Learn](#); you will need to log in using your EASE account. (Learn provides you with access to any lecture recordings available for this course. You will need to select the "lecture recording" link once, before you can access any direct links to a lecture recording.)

Lecture Schedule

Introduction

In this theme, we will first give an overview on the course structure and introduce basic concepts in usable security and privacy. Then, we will discuss user authentication, a common security application, in the context of USEC.

- **Week 1**
 - [L.1] Introduction to Usable Security and Privacy
 - [L.2] Usable Security and Privacy Thinking and Threat Modeling
- **Week 2**
 - [L.3] User Authentication (Overview and Password)
 - [L.4] User Authentication (Biometrics)

Study Method and Analysis

Now we will introduce how to conduct (user) studies for USEC. We will also talk about how to formulate USEC research.

- **Week 3**
 - [L.5] Study Method Overview
 - [L.6] Think About Study
- **Week 4**
 - [L.7] Survey and Analysis
 - [L.8] Research Framework and Thinking

Technology and Applications

USEC Course Structure – Weekly View

USEC: Lecture 1: Introduction to Usable Security and Privacy

Lecture Slides

See attached file

Materials

- **Chapter 1** - Garfinkel, Simson, and Heather Richter Lipford. *Usable Security: History, Themes, and Challenges*. Cham: Morgan & Claypool Publishers, 2014. Print.

Further Videos:

- Stanford Seminar - Conducting Usable Privacy and Security Studies: It's Complicated by Lorie Faith Cranor
- HCI: Who are the users
- Security: CIA - Definitions

Further Reading:

- Hoyle, Roberto, et al. "Was my message read? privacy and signaling on Facebook messenger." *Proceedings of the 2017 CHI Conference on Human Factors in Computing Systems*. 2017.

Take-home

- Microsoft 365 Safe Links
- (Blog) BBC News - WhatsApp and other messaging apps oppose 'surveillance'

Files

[lecture-1introduction-usable-security-and-privacy.pdf](#)

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USEC: HCI Videos Up USEC: Lecture 2: Usable Security and Privacy Thinking & Threat Modeling

USEC Course Structure – Lecture View

Further Information

When creating the course in Drupal, ILTS will provide support and guidance for you to choose a suitable structure for your

course. This agreed structure will then make it easier for you to build your content and populate your course in time for Welcome Week.

If you'd like to discuss the options and contact ILTS then please visit the [support page](#). We look forward to working with you.

Teaching Hour – How to use your teaching support budget to best effect

The Teaching Hour, in the School of Informatics, on February 24th 2022, focussed on “How to use your teaching support budget to best effect”.

Abstract from the event: “In Informatics course organisers have a budget to spend on employing staff and students as teaching support: tutors, demonstrators, teaching assistants, markers and any other roles help to support teaching and learning on courses. In this session colleagues detailed what the various teaching support roles are and who can take them on. They then illustrated and discussed different choices of learning activities in examples of Informatics courses”.

The recording from the session can be viewed, via Media Hopper Create, at this link [here](#). And the slides used during the session can be viewed, via Sharepoint, at this link [here](#).

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 / Welcome Session	9-9.10am	Björn Franke
Morning Session – Designing a new course:	Morning Session: 9.10-12.30pm	
Process and experience of designing new courses: Designing a new Informatics Course – Sharon Goldwater ; Design Decisions and Dilemmas in a new data science course – David Sterratt ; Designing INF2-IADS – John Longley	9.10-10.40am	Sharon Goldwater David Sterratt John Longley
<i>Coffee break</i>	10.40-11am	Meet in Gathertown
Support for course design (ELDeRs)	11-11.30am	Fiona Hale Cristina Alexandru
Sharing positive experiences on improved courses	11.30am-12.15pm	Heather Yorston on DMP Pavlos Andreadis
Discussion	12.15-12.30pm	
<i>Lunch break</i>	12.30pm-2pm	

Afternoon Session – Improving an existing course:	Afternoon Session: 2-5pm	
Course proposal / improvement (involving Board of Studies approval)	2-3.20pm	Aurora Constantin Felipe Costa Sperb Heather Yorston RS for CAM
<i>Coffee break</i>	3.20-3.40pm	Meet in Gathertown
Course improvement (not involving Board of Studies approval)	3.40-4.30pm	Cristina Alexandru on SEPP 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
Morning Session – Developing core Informatics skills:	Morning Session: 9-12.30pm	

<p>Cristina Alexandru, Heather Yorston, and Brian Mitchell: Teaching students with varied profiles in UG1 Judy Robertston: Teaching First year students with varied backgrounds</p>	9-10am	<p>Cristina Alexandru on Varied Profiles UG1 Heather Yorston on FAC and MC Brian Mitchell – Prize and Prejudice Judy Robertson – prerecorded video</p>
<p>Teaching programming</p>	10-11am	<p>Pawel Orzechowski Charlotte Desvages – Day 2 Judy Robertson – prerecorded video Michael Glienecke</p>
Discussion	11-11.15am	
<i>Coffee break</i>	11.15-11.30am	<p>Meet in Gathertown</p>
<p>Teaching Modelling: Reflection on including the industry perspective in our teaching</p>	11.30am-12.30pm	<p>Pavlos Andreadis Sanjay Rakshit</p>
<i>Lunch break</i>	12.30pm-2pm	
<p>Afternoon Session – Developing transferrable skills:</p>	<p>Afternoon Session: 2-5pm</p>	

Guest Presentation: Back to the future: shaping software engineering education with lessons from the past (abstract)	2-2.45pm	Joseph McGuire
<i>Coffee break</i>	2.45-3pm	Meet in Gathertown
Developing research skills	3-4pm	Felipe Costa Sperb Stefano Albrecht – pre-recorded video
Skills for the industry: Rebecca Clacy-Jones on “Employment for Informatics Students” and Pavlos Andreadis on “View of Informatics Students”	4-4.35pm	Rebecca Clacy- Jones Pavlos Andreadis
Skills for the industry: Large companies and what they require	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
Morning Session – Philosophy of Assessment	Morning Session: 9-12.30pm	
Assessment in Informatics	9-9.45am	Björn Franke

Guest Speaker: Vertically integrated assessment in Physics (abstract)	9.45-10.30am	Ross Galloway , School of Physics and Astronomy
<i>Coffee break</i>	10.30-110am	Meet in Gathertown
Assessment Approaches: “Let’s talk about Groupwork” : David Sterratt “A brief introduction to WebPA” : Meredith Corey “Why and how to assess and give feedback on code (using standard tools)” : Charlotte Desvages	11am-12.15pm	David Sterratt Meredith Corey Charlotte Desvages – Day 3
Update on Assessment Plans (from ILTS and IT0)	12.15-12.30pm	Toni Noble Meredith Corey David Sterratt
<i>Lunch break</i>	12.30pm-2pm	
Afternoon Session – Marking Approaches	Afternoon Session: 2-4pm	
Rubrics Cube: Puzzles in designing rubric-based marking schemes		Aurora Constantin
How do we set challenging assignments without encouraging students to throw arbitrary amounts of time at them?		Iain Murray

<u>Marking to the Common Marking Scheme with Criteria & Decision Rules</u>		Paul Anderson
<u>Closing Ceremony</u>	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.

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
Opening/Welcome	Monday 7 June, 10-10.30am	Björn Franke
Keynote: Experience with online/hybrid teaching in 2 other schools	Monday 7 June, 10.30-11.30am	Charlotte Desvages Brian Rabern
Coffee break & GatherTown meet and greet	Monday 7 June, 11.30am-12pm	n/a
Student experience with online/hybrid teaching in 2020-21; Suggestions for the future	Monday 7 June, 12-1pm	n/a
Personal Tutoring and Student Support: Sharing best practice and providing views on upcoming changes	Monday 7 June, 2-3pm	n/a

Lectures in an online/hybrid context	Tuesday 8 June, 10-11.15am	Iain Murray Mary Cryan Fiona McNeill
Coffee break & GatherTown meet and greet	Tuesday 8 June, 11.15-11.45am	n/a
Teaching support staff experience with online/hybrid teaching in 2020-21; Suggestions for the future	Tuesday 8 June, 11.45am-12.45pm	n/a
Practical sessions (tutorials, labs, workshops, etc.) in an online/hybrid context	Wednesday 9 June, 10-11.15am	Fiona McNeill Pawel Orzechowski Tim Drysdale Sharon Goldwater
Coffee break & GatherTown meet and greet	Wednesday 9 June, 11.15-11.45am	n/a
Case study: practical sessions in IRR and IPP	Wednesday 9 June, 11.45am-12.45pm	IRR/IPP
Case study: Teaching Ethics in Computing	Wednesday 9 June, 3-4pm	David Sterratt email James for Shannon's paper
Assignments in an online/hybrid context	Thursday 10 June, 10-11.15am	Padlet
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	Padlet
Learn Foundations: UX (Emma Horrell)	Thursday 10 June, 2-3pm	Emma Horrell

Equality and Inclusion (Decolonizing the curriculum and Congressive Teaching methods)	Friday 11 June, 10-11.15am	Decolonizing the curriculum
Coffee break & GatherTown meet and greet	Friday 11 June, 11.15-11.45am	n/a
Final reflection, Informatics Awards Ceremony	Friday 11 June, 12-1pm	will be uploaded after the session

Kaltura Capture Video Tutorial – Allowing End User To Control View Of Multiple Video Streams

1. Open the KalturaCapture App.
2. Check the screen feed, camera feed and audio feeds are on.
3. Hit Record.
4. When you want to finish recording, you can pause or stop the recording.
5. Give the video a title, description and tags (optional) and click upload.
6. When the video is uploaded, a link to the video on media.ed.ac.uk will appear. Click this link to check your video.\
7. On Media Hopper Create, if your video had a screen and

camera stream, both will be automatically controllable by the end user allowing for full screen of either of the videos and multiple split screen views.

Teaching and assessing online

This is a reminder of the tools and services available to you in the event of disruption to campus based activities, such as the current COVID-19 epidemic.

If your ***students*** can't access campus

- If students can't come to lectures, they can access the lecture recordings via the Lecture Recordings link in [Learn](#). Please note: this is only for those lectures delivered in a [centrally supported room](#).
- Any room which supports lecture recording, also supports Live Streaming. Please [get in touch](#) if you would like to enable live streaming of your lectures.
- For those courses requiring to use submit, students can download and install [Virtual DICE](#) or remote access to normal DICE machines via [XRDP](#) or SSH. Please log a call with [computing help](#) for further information.
- For those courses which don't require to use submit, remember that Learn has an [assignment tool](#) which will more than likely meet your needs. The Informatics Learning Technology Service can help with this – please [get in touch](#).

If ***you*** can't access campus

- The same product used for lecture recording at scale across campus (Echo360) has an application users can download from the website. Please note: the application

is only available for Mac and PC. If you require a loan device, please [get in touch](#).

- The Echo360 application – called Universal Capture – allows you to capture audio, screen + video. You can then publish direct to your course via the recording interface. This means students will access your recording in the same place as recordings of campus based lectures. See the bottom of the page for links to video and written guidance.
- The Echo360 player (the interface students use to watch lecture recordings) also has a nice feature where they can ask questions at specific points in the presentation. The lecturer can then review these and answer questions in the appropriate context. See [Media Hopper Replay: Q&A discussions, flagging confusing content, and bookmarking](#) for further guidance.
- You may want to deliver smaller, tutorial sized classes via [Blackboard Collaborate](#). Collaborate sessions can be scheduled via MyEd or Learn. All sessions run in the browser (Chrome is recommended) and so there's no need to worry about user devices.

Further Help

In addition to local help via the Informatics Learning Technology service, Blackboard are running sessions on **Tuesday 10 March** called "Preparing to scale online teaching and learning during Coronavirus". This webinar is for anyone involved in administering or delivering teaching and learning, including but not limited to system administrators, eLearning technologists, IT managers, Heads of Teaching and Learning, faculty and academic staff. Register here: <http://bit.ly/COVID-19EURUG>

Media Hopper Replay's universal capture tool – video

instructions

Media Hopper Replay's Universal Capture tool – Mac

http://www.docs.is.ed.ac.uk/skills/documents/Lecture%20Recording/Guides/3873_v2.pdf

Media Hopper Replay's Universal Capture tool – Windows

http://www.docs.is.ed.ac.uk/skills/documents/Lecture%20Recording/Guides/3872_v2.pdf

Media Hopper Replay: Q&A Discussions, flagging confusing content and bookmarking

<http://www.docs.is.ed.ac.uk/skills/documents/Lecture%20Recording/Guides/3887.pdf>

An Instructor's guide to Media Hopper Replay: Viewing course and student analytics

https://media.ed.ac.uk/media/An+Instructor%27s+guide+to+Media+Hopper+ReplayA+Viewing+course+and+student+analytics/1_rs96etgi