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 ITO 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.

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.

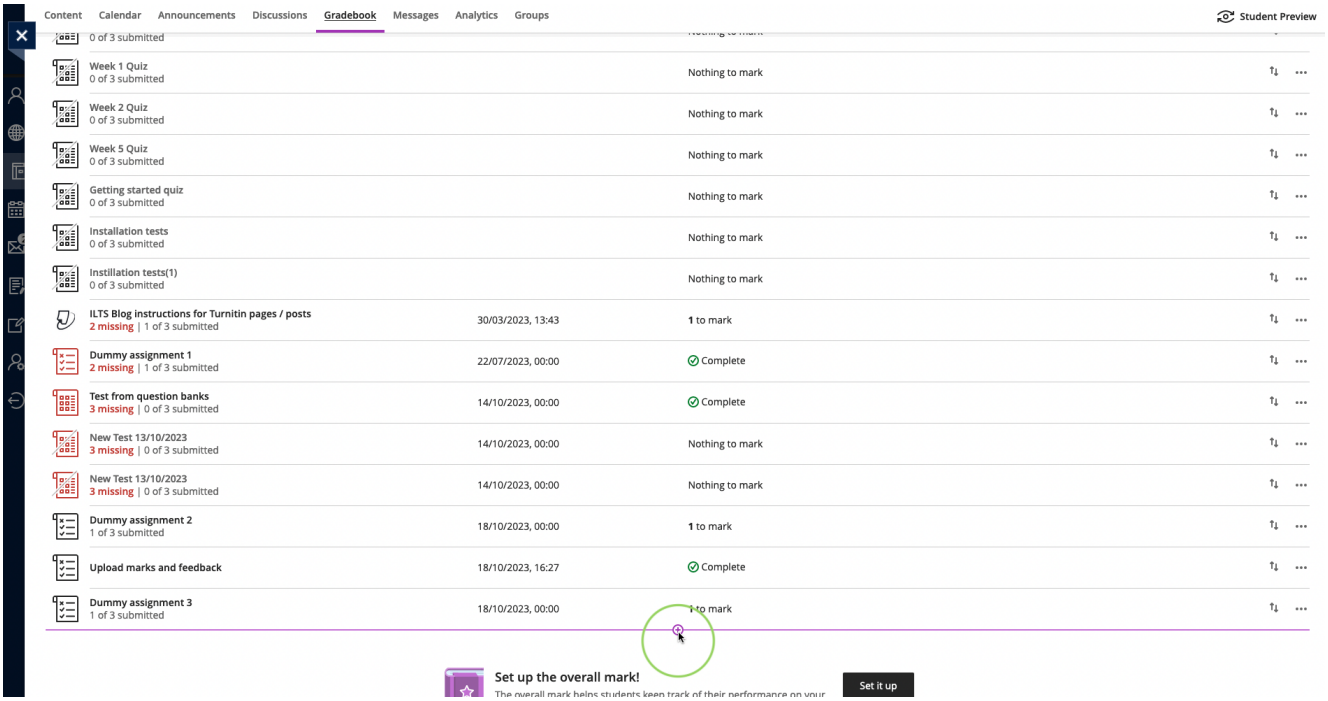
Gradescope: Extending assignment release dates, due dates, and time limits

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

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".

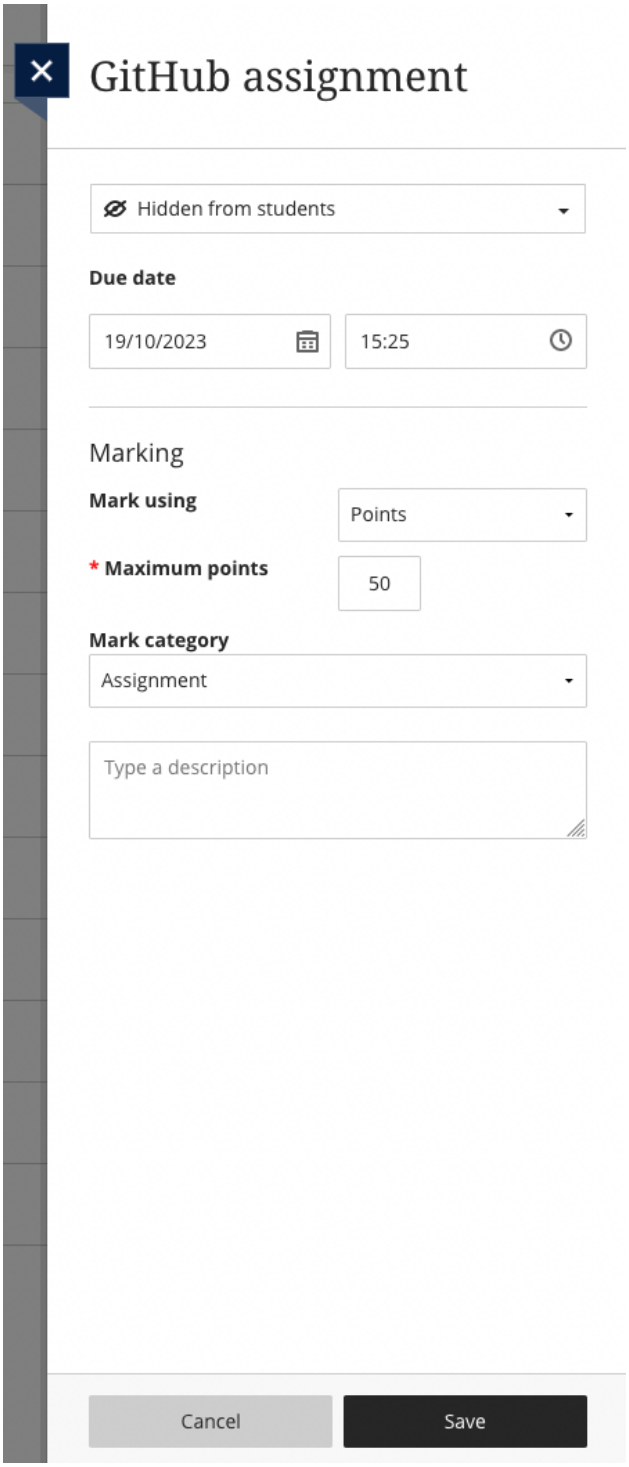


Then make the following adjustments when the item settings window opens:

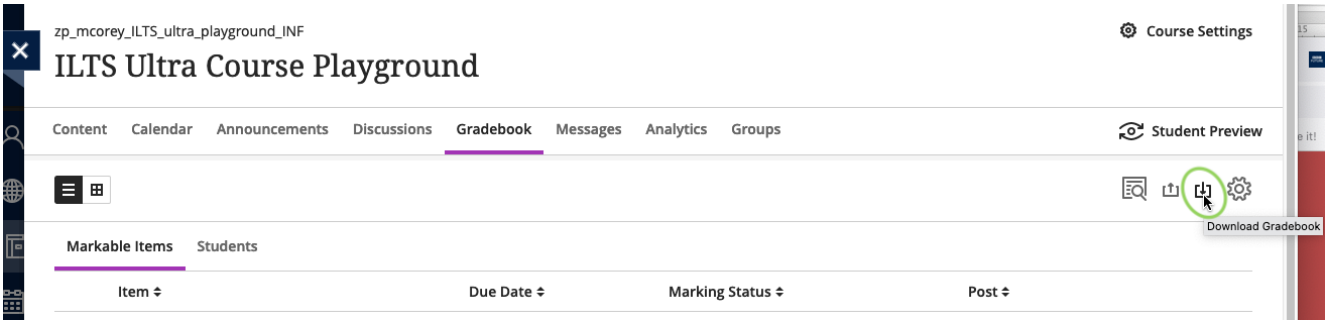
- It will give the item the default name of "New Item and

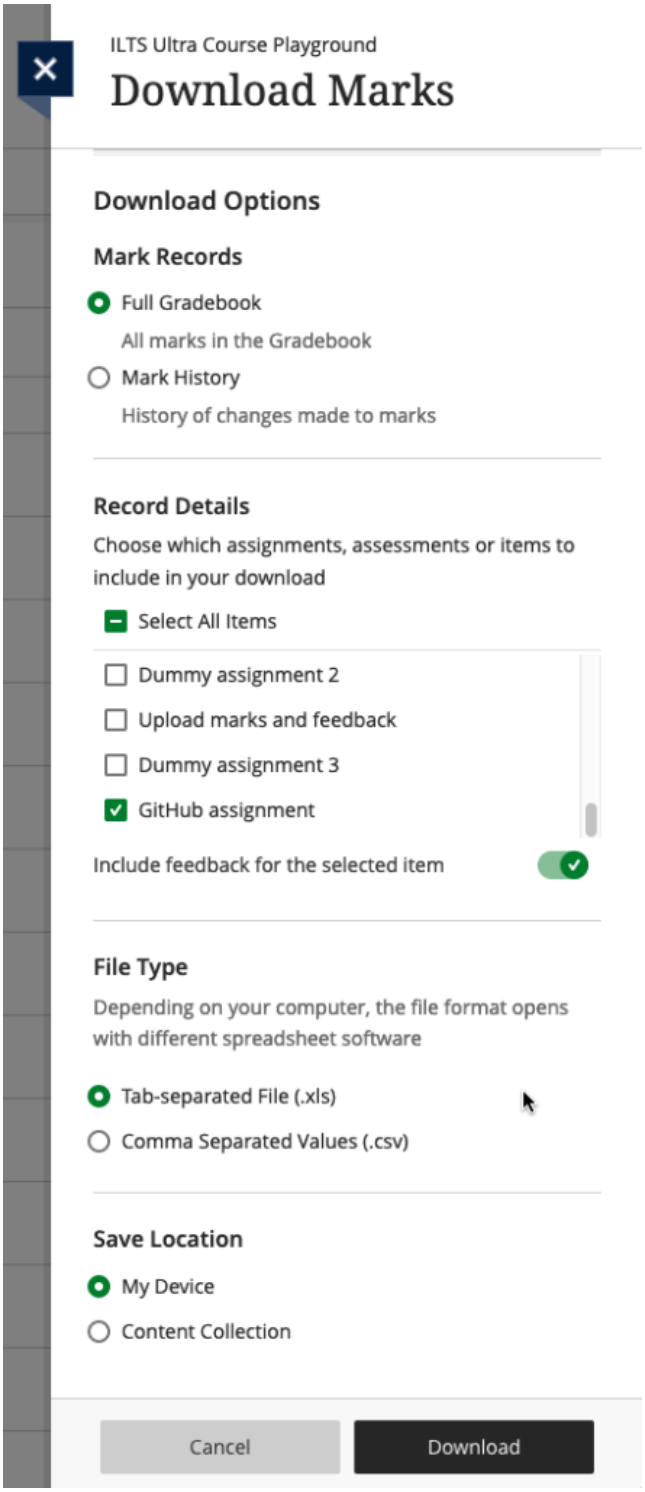
the current date”; change this to the actual assignment’s name to ensure that students can locate it easily.

- 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.



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.



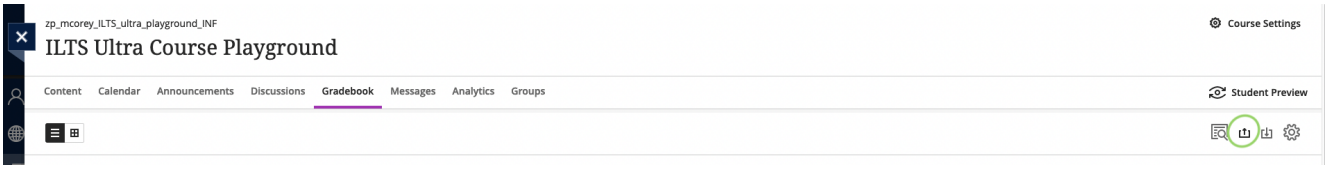


4. Open the file on your device.

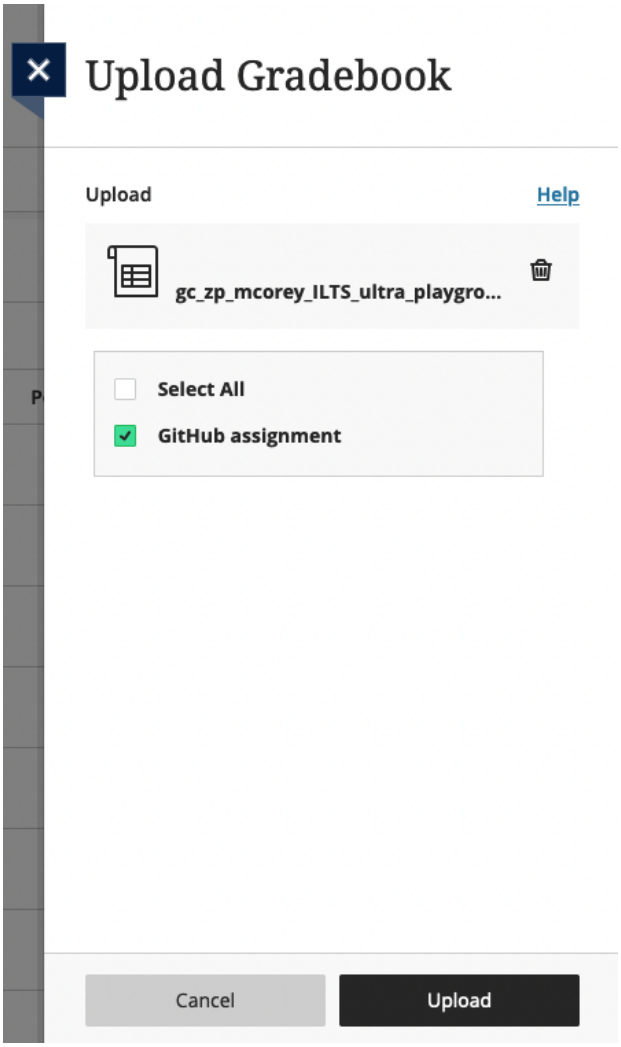
5. Make sure that the header for Column G is the assignment you want to be uploading marks for (i.e. the item you just created in the Gradebook).
6. Input the marks in Column G.
7. Input the feedback in Column J, if you need to share this with students.

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.

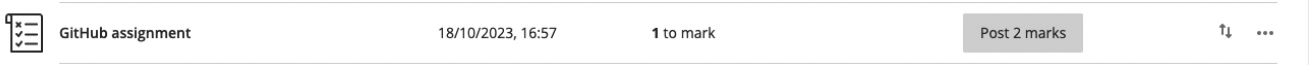
8. Save the file.
9. Return to the Gradebook in Learn and now select “Upload Gradebook”.



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.

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 Dilemnas in a new data science course – David Sterratt; Designing INF2-IADS – John Longley	9.10-10.40am	Sharon Goldwater David Sterratt John Longley
Coffee break	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	
Lunch break	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
Coffee break	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	
Day end	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	
Cristina Alexandru, Heather Yorston, and Brian Mitchell: Teaching students with varied profiles in UG1 Judy Robertston: Teaching First year students with varied backgrounds	9-10am	Cristina Alexandru on Varied Profiles UG1 Heather Yorston on FAC and MC Brian Mitchell – Prize and Prejudice Judy Robertson – prerecorded video
Teaching programming	10-11am	Pawel Orzechowski Charlotte Desvages – Day 2 Judy Robertson – prerecorded video Michael Glienecke
Discussion	11-11.15am	
Coffee break	11.15-11.30am	Meet in Gathertown
Teaching Modelling: Reflection on including the industry perspective in our teaching	11.30am-12.30pm	Pavlos Andreadis Sanjay Rakshit
Lunch break	12.30pm-2pm	

Afternoon Session – Developing transferrable skills:	Afternoon Session: 2-5pm	
Guest Presentation: Back to the future: shaping software engineering education with lessons from the past (abstract)	2-2.45pm	Joseph McGuire
Coffee break	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
Day end	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
Coffee break	10.30-110am	Meet in Gathertown
Asssessment 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 Asssessment Plans (from ILTS and ITO)	12.15-12.30pm	Toni Noble Meredith Corey David Sterratt
Lunch break	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

Marking to the Common Marking Scheme with Criteria & Decision Rules		Paul Anderson
Closing Ceremony	3.30-4pm	Jane Hillston
Day end	5pm	

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

Teaching Hour Topics and Recordings

Below is a list of topics being covered in Teaching Hour events throughout May and early June 2020. Judy Robertson will lead, with the help of learning technologists and invited guests. An email was sent to all teaching staff on 6 May with links to the rooms in Collaborate, where they will be held.

Events will be recorded and the links to the recordings will be uploaded here. Please note: you will need to be logged in to Media Hopper Create (using your University / EASE login) to access the recording.

Teaching Hour Topic	Link to recording	Additional links
"How do I teach large groups online?" (07-05-2020)	Recording	

“How do I assess online?” (14-05-2020)	Recording	
“How do I do tutorials online?” (21-05-2020)	Recording	
“How do I run labs online?” (28-05-2020)	Recording	PDF
“How do I encourage community / peer interaction online?” (04-06-2020)	Recording	
“How to teach Maths online” (11-06-2020)	Recording	PDF
“Designing out plagiarism” (26-06-2020)	Recording	PDF

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