

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.

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	
<u>Course proposal / improvement</u> (involving Board of Studies approval)	2-3.20pm	Aurora Constantin Felipe Costa Sperb <u>Heather Yorston</u> <u>RS for CAM</u>
<i>Coffee break</i>	3.20-3.40pm	<u>Meet in Gathertown</u>
<u>Course improvement</u> (not involving Board of Studies approval)	3.40-4.30pm	<u>Cristina Alexandru on SEPP</u> 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</p> <p>Judy Robertston: Teaching First year students with varied backgrounds</p>	9-10am	<p>Cristina Alexandru on Varied Profiles UG1</p> <p>Heather Yorston on FAC and MC Brian Mitchell – Prize and Prejudice</p> <p>Judy Robertson – prerecorded video</p>
<p>Teaching programming</p>	10-11am	<p>Pawel Orzechowski Charlotte Desvages – Day 2</p> <p>Judy Robertson – prerecorded video</p> <p>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

Informatics Teaching Festival 2020

The Informatics Teaching Festival is a series of events aimed at addressing some of the issues raised by moving much of our learning and teaching online in September 2020.

The sessions will run in Collaborate and the link is the same – no matter which event(s) you wish to attend. An email will be sent to all Informatics staff nearer the time with the Guest link.

Sessions will be recorded and links to the recordings will be posted here.

Schedule

Topic and links to recordings	Speaker	Moderator	Date/Time	Slides
Opening/Welcome	Stuart Anderson	Judy Robertson	Monday 1 June. 10am.	Slides
Perspectives on online teaching from the Open University	Derek Jones	Judy Robertson	Tuesday 2 June. 10am.	Slides
Learning Design – The ABC toolkit	Fiona Hale	Paul Patras	Tuesday 2 June. 4pm.	Slides
Teaching for inclusion – what can we all do to support women students?	Judy Robertson and Fiona McNeill	Judy Robertson	Wednesday 3 June. 10am.	Slides
Tools showcase – colleagues demonstrate their favourite teaching tools Part II	Aurora Constantin	Alex Burford	Wednesday 3 June. 4pm.	
“Teaching Hour: How do I encourage community / peer interaction online?”	Judy Robertson and Michael Gallagher	Judy Robertson	Thursday 4 June. 11am.	Graphic
Ethics and social responsibility in Informatics teaching	Shannon Valor, James Garforth	Stuart Anderson	Friday 5 June. 10am.	Slides

Creating Accessible Materials Top Five Tips	Elizabeth McCann on visual impairments. Audrey Cameron on hearing impairments.	Pre-recorded	Pre-recorded	
Setting up library resources online	Academic Librarian	Pre-recorded	Pre-recorded	

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
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“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

Best practices when transitioning quickly to online education

Mark Zarb, SISCAs Director of Education has, with the following colleagues, recorded a webinar on best practices when transitioning quickly to online education: Danai Korre (Edinburgh), Areti Manataki (Edinburgh), Rachel Menzies (Dundee), Judy Robertson (Edinburgh) and Jeremy Singer (Glasgow).

In it, they deal with all manner of topics (suggested by the community), and hope that this will be a good resource in the

days to come:

https://youtu.be/r2AGZHCMQ_s

The webinar roughly follows a three-point structure:

1. Migrating to Online Teaching
2. Considerations during the Module
3. Pastoral Care

Let us know what you think – in particular, whether you would like to see more of this style of content emerge from the Education community – or whether you want to be involved in its creation.

Feel free to circulate far and wide.

Some non-tech things to consider in the event of switching to online

In [my previous post](#), I listed some EdTech tools and services available to you in the event of disruption to campus-based activities – such as the current COVID-19 epidemic.

I would like to take this opportunity to list a few non-tech things to consider for the same scenario.

Communications

- Think about how you communicate with your students at present. How much do you rely on face-to-face communication? What are you going to use in place of this?
- Related to the above, it's very easy for your message to

be misinterpreted. Be clear, and say more than you think is necessary, to ensure students are clear about what you are asking of them. Check discussion boards regularly to get on top of mistaken beliefs early. Oh, and be friendly!

- If you don't already have an online discussion board for your class, set one up now. There are various options – please [get in touch](#) for further guidance.

Managing online synchronous classes

- Running an online class takes longer than a face-to-face class – both in preparation and in class management. Build this in to your timetable now.
- Related to the above, if you are delivering a lecture / presentation in real-time online, you will need someone to manage the back channel of questions and discussions. Identify a TA or someone suitable who could perform this role now.

Recording lectures for online delivery

- If you have prepared a one hour, or two hour lecture, consider breaking this down before recording. Breaking up your lecture into smaller chunks (eg 20 minutes) will be easier for you (less editing required in post) and more digestible for your students.
- See [previous post](#) for the various supported tools available to you for recording lectures / smaller classes.

Further support

- Consider offering online office hours. I shall be running an Informatics Learning Technology service office hour. This will be online, via Blackboard Collaborate and will be every week day 10-11am. You can access here (Chrome or Firefox are the recommended browsers):

<https://eu.bbcollab.com/guest/47b0a9ad52514aa28667b3dfab>

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

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>