



What's in Your Learning Technology Toolbox?

Stephen Bruce

Learning Technology Support Manager

Information Services



1. Organising learning resources
2. Group work and collaboration
3. Classroom participation
4. Assessing digital artefacts
5. Distance and online learning
6. Grading and feedback



Moodle minimum standards

1. Keep the top section succinct
2. Name content sections appropriately
3. Include an Assessment & Feedback section
4. Name resources and activities appropriately
5. Remove unused blocks and sections
6. View your course on small screens

It is strongly recommended that modules include a reading list using the Leganto plugin



Module Announcements

General news and announcements will be posted here (students can't reply) and you will also receive an email notification.



Reading List

► Open all ▼ Close all

► Assignment Resubmissions (August 2018)

► Module Information

► Assignment and Feedback

► Core Reading

► Live Chat and online Lectures

► Lecture Presentations from Study days

► Unit 1: Leadership Theory and Practice

► Unit 2: The Theory of Change

► Unit 3: The Application of Change Management

► Unit 4: Implementing, Monitoring and Evaluating Change

Leganto reading lists and other Library electronic resources

NUR09714 - Learning, Teaching and Assessment in Practice (International/Singapore)

[Add Subjects](#)

[PUBLISHED](#) [NUR09714 \(2018/19\)](#) [Being Prepared](#) [Updated 5 days ago](#) [86 items in 6 sections](#)

[0/86 items are in process](#)

[SEND LIST](#) [NEW SECTION](#) [+](#)

Essential Reading (6)▼



ARTICLE A learning resource for developing effective mentorship in practice.(learning zone: CONTINUING PROFESSIONAL DEVELOPMENT)(Report) ✓
Anderson, Lorna, Nursing Standard, 25(51), 20110824, 48 -

[Add tags to item](#)

[Complete](#) [Check availability >](#)

♥ 4 👁 809



BOOK Enabling learning in nursing and midwifery practice : a guide for mentors / edited by Sue West, Tim Clark, Melanie Jasper. ✓
West, S., Clark T. and Jasper, M., Chichester :, John Wiley & Sons, c2007., Total Pages xv,251p. ;

[Add tags to item](#)

[Complete](#) [Available](#) at Sighthill Main stock : 610.7307155 WES and more locations [View online](#)

👁 23

How much can I copy?

You can copy up to the following amount for each course:

1

or

10%

of the total publication

Whichever is the greater

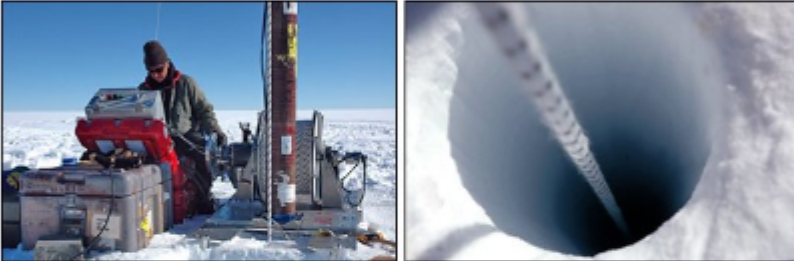
- > whole chapter from a book
- > whole article from a magazine/journal issue
- > whole scene from a play
- > whole paper from a set of conference proceedings
- > whole report of a single case from a volume of judicial proceedings
- > short story, poem or play (not exceeding 10 pages in length) from an anthology



Structure your contents into Moodle Books

Moodle Book

3. Ice Core Samples - Scientific Evidence



Ice core samples taken by scientists enable us to measure the amount of CO₂ present in the atmosphere at a particular point in time.

The lowest parts of the ice sample represents earlier time periods and levels of particular gases are trapped within the ice.

The results show that CO₂ levels trapped in the ice are rising steadily and the spike began at the beginning of the industrial revolution.



 Print book


 Print this chapter

Table Of Contents

1. The World is Changing
2. Global Warming - man-made or natural phenomenon?
- 3. Ice Core Samples - Scientific Evidence**
4. The Plastic Soup
5. Changing the Incentives

Embedded SAQs using Moodle Workbooks

Further paraphrasing practice

Below are some more simple essay questions on a number of every day topics. You do not need any specialist knowledge to have some ideas about the topics. Simply think about what you know about the world, and your own opinions on the topics.

Useful tips when you are writing any paragraph in any essay:

1. A paragraph should move from **general** information to more **specific** information.
2. Each sentence should link with the previous one.
3. **New** information should be introduced in the **second part** of a sentence.

For each essay question below, write two or three sentences to introduce the subject, just as you would in the first few sentences of an essay or presentation. Remember to **paraphrase** the question; rewrite it in your own words. Also, try to sound confident in what you are writing!

People who watch a lot of violent television programmes will find that this influences their behaviour when they are angry or upset.

To what extent do you agree or disagree with this statement?

Type two or three sentences to introduce the subject and then click **check** for a suggested answer.

Lorem ipsum dolor sit amet, consectetur adipiscing elit. Integer sollicitudin mi luctus quam ornare, nec vulputate tortor vulputate. In nisl est, ultrices sed accumsan eget, faucibus a sem. Suspendisse neque sapien, volutpat in augue non, efficitur interdum diam. Maecenas sollicitudin, ipsum ut auctor congue, metus sem maximus mi, sed posuere ligula metus eu massa. Maecenas pretium neque nec nulla gravida facilisis. In lacinia quam neque.

Table Of Contents

- Writing – Introductions
- W1.1 - Introduction
- W1.2 - Analysing introductions
- W1.3 – Sounding confident
- **W1.4 – Further paraphrasing practice**

[Review My Answers](#)
[My Workbook Progress](#)

Suggested answer:

The effect that violence on TV has on the general public is a topic of debate in today's society. There are some researchers who insist that on-screen violence encourages people to be aggressive themselves. Others do not believe enough research has been done to prove this.

Interactive quizzes, presentations and videos using H5P

Drag the words into the correct boxes

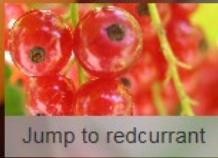
is the capital city of Norway. is the capital city
of Sweden. is the capital city of Denmark.

Oslo
Stockholm
Copenhagen

Check

Cloudberries

- Cloudberries grow in alpine and arctic tundra.
- The cloudberry is also known as bakeapple, knotberry and averin, and is part of the Rose family.
- Each fruit is initially pale red, ripening into an amber color in early autumn.
- Scandinavia has strict rules for harvesting cloudberries. Sweden even has a section for regulating this in their Ministry of Foreign Affairs.



Cloudberries

1 / 10

Ingredients list

The ingredients for this delicious smoothie is:

- 1 cup milk
- 100g blueberries
- 200g strawberries
- 2 tablespoons condensed milk, sweetened
- 4 oatmeal cookies

0:02 / 1:05

Embed quizzes to create video learning units using Panopto

The image displays three screenshots of the Panopto interface, illustrating how quizzes can be embedded into video learning units.

Left Screenshot: Video Player with Comprehension Check

The video player shows a man using a microscope. A sidebar on the left lists the video's contents, including "Examining Honey Bee Anatomy" (0:15), "The Mouth of a Honey Bee" (0:30), "Compound and Simple Eyes" (0:45), "Bee Antennae" (1:02), "Zoom from 40x to 100x" (1:08), "Two Questions in Prep for Lab" (1:43), "Reminder: Read Chapter 3" (2:32), and "Comprehension check" (2:45). The "Comprehension check" is currently selected.

Middle Screenshot: Comprehension Check Questions

The "Comprehension check" section displays the question: "A bee uses its antenna for ...". The options are:

- ☒ Sense of smell
- ☐ Sense of smell and determining flight speed
- ☐ Sense of sight
- ☐ Sense of hearing

The explanation states: "The antenna is used for both a sense of smell and for determining flight speed." Navigation buttons for "Previous" and "Finish" are visible.

Right Screenshot: Quiz Results

The "Quiz Results: Comprehension check" screen shows that the user answered 2 out of 3 questions correctly. A large green progress indicator shows 2/3. Below the progress indicator, it asks "What would you like to do now?" with buttons for "Retake", "Review", and "Continue".

Simulate decision making using the Lesson Tool (mobile view)

The image displays a sequence of five mobile app screenshots showing a first aid lesson progression. Each screen has an orange header bar with a back arrow and a title. The status bar at the top of each screen shows 'vodafone UK' and a time.

- Screen 1:** Header: '< Back You see a car acci...'. Status: 12:49. Text: 'You have earned 0 point(s) out of 0 point(s) thus far.' Scenario: 'A man is lying on the ground outside an open car door. The car has obviously hit a tree. There is blood on the ground. People are milling about. You take charge of the situation, and call for help from bystanders. What do you do next?' Options: 'Run to the casualty and do a Ra...' (radio button), 'Tell someone else to call 999.' (radio button), 'Run to call 999' (radio button), 'Check the scene for hazards yo...' (radio button with a blue checkmark). A blue 'Submit' button is at the bottom.
- Screen 2:** Header: '< Back You see a car acci...'. Status: 12:49. Text: 'You have earned 2 point(s) out of 2 point(s) thus far.' Text: 'Your answer : Check the scene for hazards yourself. Correct. You determine that the scene is safe, and you can continue.' A blue 'Continue' button is in the center.
- Screen 3:** Header: '< Back A head or spine inj...'. Status: 12:55. Text: 'You have earned 6 point(s) out of 12 point(s) thus far.' Question: 'The bystander goes to call the ambulance. What do you do next?' Options: 'Do a Rapid Body Survey' (radio button with a blue checkmark), 'Take the casualty's skin temper...' (radio button), 'Kneel down and stabilize the ca...' (radio button), 'Take the casualty's radial pulse.' (radio button). A blue 'Submit' button is at the bottom.
- Screen 4:** Header: '< Back The ambulance ha...'. Status: 12:51. Text: 'You have earned 13 point(s) out of 22 point(s) thus far.' Text: 'The ambulance has arrived and there is no more you can do to help the casualty. Have you made enough correct decisions to give the casualty more than a 50% of a full recovery?' A blue button labeled 'Click to finish the exercise' is in the center.
- Screen 5:** Header: '< Back Lesson - First Aid'. Status: 12:51. Text: 'Congratulations - end of lesson reached'. Text: 'Your score is 13 (out of 22).' Text: 'Your current grade is 59.1 out of 100'.

Organising students using the Group Choice

[Groups](#) [Groupings](#) [Overview](#)

LNG08107 2018-9 TR1 003 Groups

Groups

- Darien Scheme (22)
- Festivals in Scotland (22)
- Not Released (1)
- Robert Burns (11)
- Scotland in advertising (19)
- Scotland's languages (17)
- Scottish politics (6)
- Tartan political symbol (9)

Activities

- Assignments
- Feedback
- Forums
- Group choices**
- Quizzes
- Resources

Choose your final essay topic

Students first need to choose an essay topic group before they are able to submit to the assignment.

Please click on 'Show descriptions' for further information.

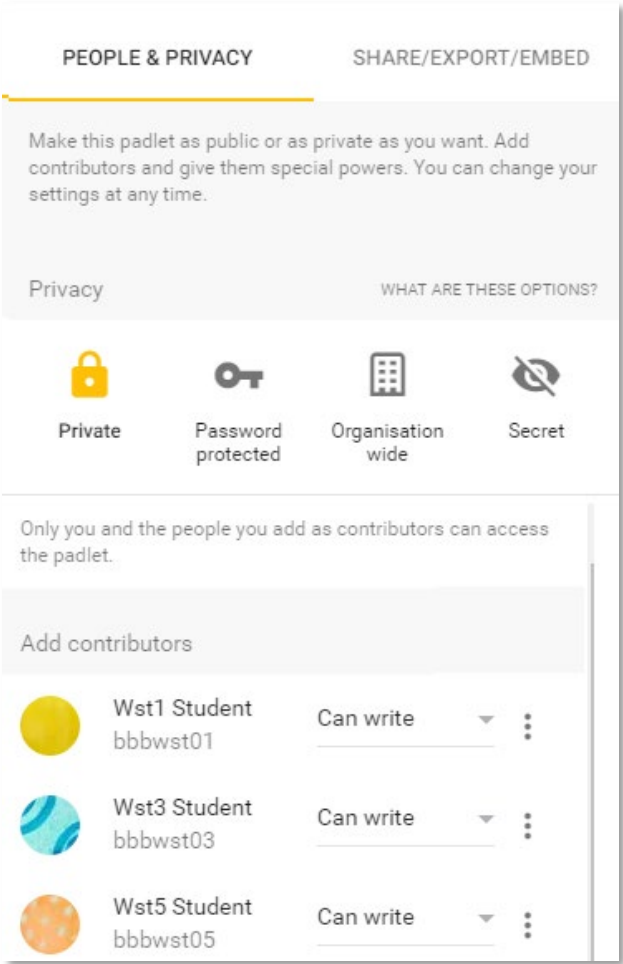
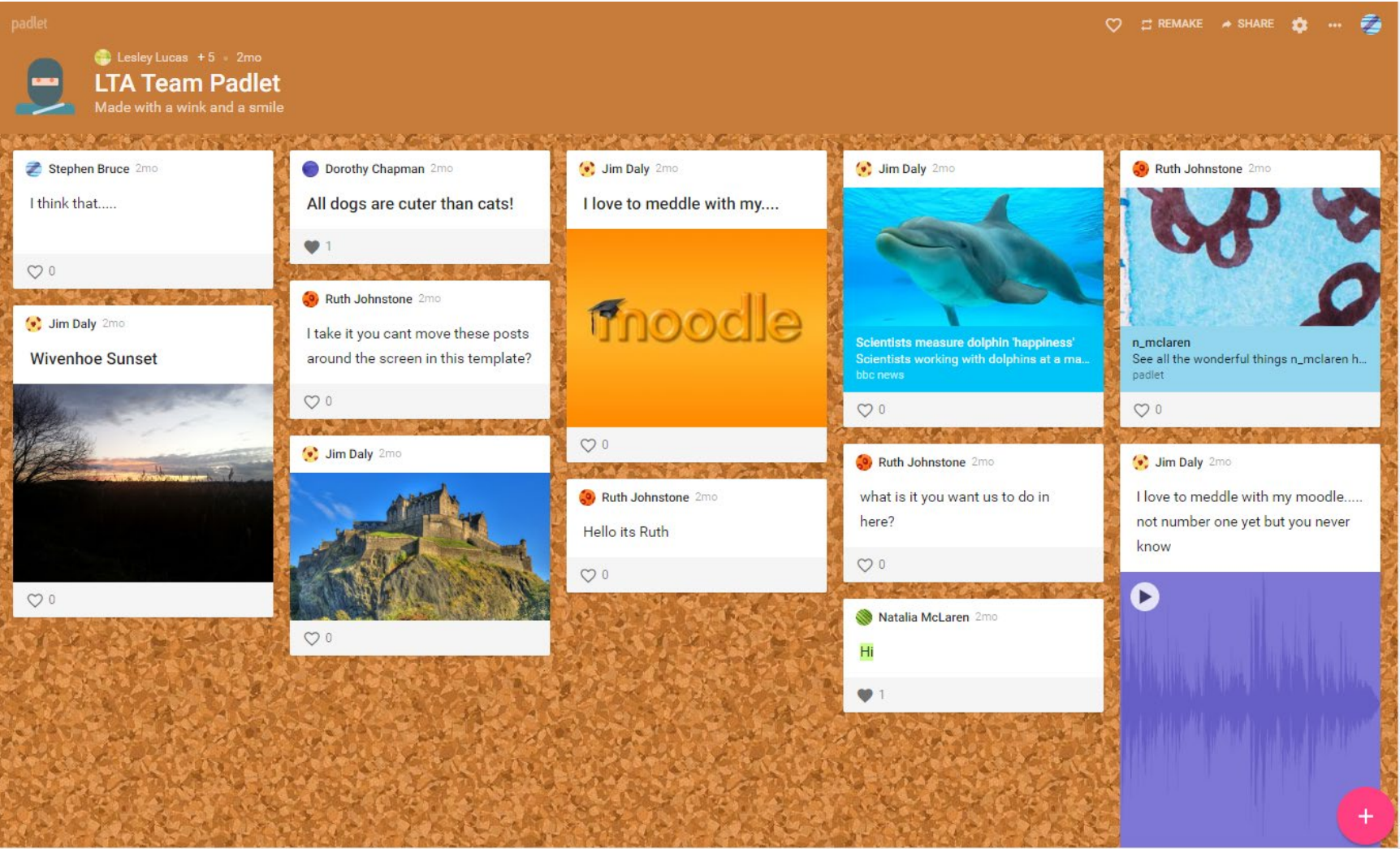
Once you have signed up for the essay group you will be able to submit to the essay assignment.

Your selection: Scotland's languages

Choice	Group Show descriptions	Members
<input type="radio"/>	Darien Scheme	22
<input type="radio"/>	Tartan political symbol	9
<input type="radio"/>	Robert Burns	11
<input checked="" type="radio"/>	Scotland's languages	17
<input type="radio"/>	Scottish politics	6
<input type="radio"/>	Festivals in Scotland	22
<input type="radio"/>	Scotland in advertising	19

[Remove my choice](#)

Sharing ideas using Padlet Post-it Boards



[Add a new entry](#)

Browse by category

Language motivation

Dementia Care

Concept

Definition

A screenshot of the LaTeX Beamer presentation editor toolbar. The toolbar is organized into several rows of icons. The first row includes icons for undo, redo, bold, italic, text color, list creation, link, unlink, DOI, image, document, zoom in, and zoom out. The second row contains icons for source code, table of contents, underlined text, strikethrough, subscript, superscript, list creation, list creation, list creation, list creation, and list creation. The third row includes icons for calculator, pencil, table, insert, insert, insert, undo, redo, insert, and insert. The fourth row is empty.

Language motivation

+ Comments (1).

Stephen Bruce - Wed, 3 Apr 2019, 5:04 PM

Hi [REDACTED] I enjoyed listening to this presentation. When looking at your questions it made me think about listening skills exercises where students are provided with a set of questions that could be in any order. If so do students usually listen to a clip several times to get all the answers? If these questions were overlayed on the video at the relevant times (ie. in order) will this make the exercise easier, and the learning any less effective?

Stephen

Add a comment...

Save comment

You can drag and drop files here to add them.



TurningPoint

Add competition the Moodle Activity Results block and TurningPoint Teams

Activity Results

Quiz - Periodic Table

The 4 groups with the highest average:

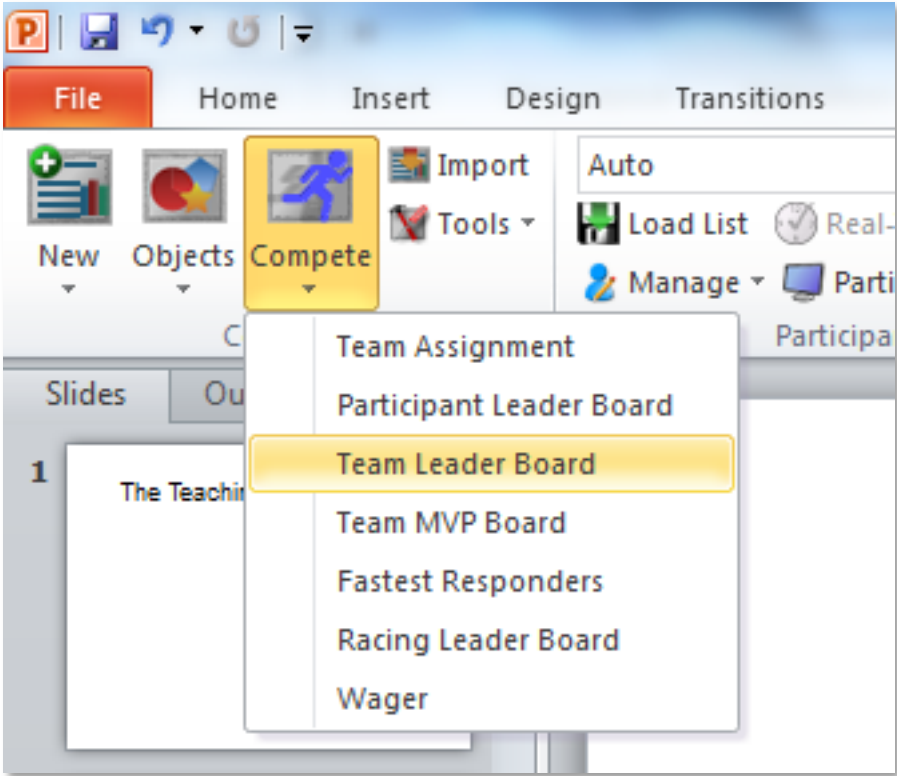
1. Group C	67%
2. Group A	67%
3. Group D	33%
4. Group B	33%

Activity Results

Lesson - First Aid

The 4 groups with the highest average:

1. Group D	93%
2. Group C	80%
3. Group B	45%
4. Group A	32%



Academic integrity of group submissions in Moodle assignments

Username	Status	Group	Grade ▲	Edit	Last modified (submission)	File submissions
bbbwst04	Submitted for grading Graded	Test group C	Grade 52.00 / 100.00	Edit ▼	Tuesday, 24 July 2018, 12:18 PM	lorum ipsum.pdf Turnitin ID: 91461363 100%
bbbwst05	Submitted for grading Graded	Test group C	Grade 52.00 / 100.00	Edit ▼	Tuesday, 24 July 2018, 12:18 PM	lorum ipsum.pdf Turnitin ID: 91461363 100%
bbbwst06	Submitted for grading Graded	Test group C	Grade 52.00 / 100.00	Edit ▼	Tuesday, 24 July 2018, 12:18 PM	lorum ipsum.pdf Turnitin ID: 91461363 100%

Notifications

Turnitin plagiarism plugin settings

Refresh Submissions

Launch Quickmark Manager

Launch Peermark Manager

Enable Turnitin

Yes

Display Originality Reports to Students

Check against stored student papers

Yes

When should the file be submitted to Turnitin?

Check against internet

Yes

Allow submission of any file type?

Check against journals, periodicals and publications

Yes

Store Student Papers

Report Generation Speed

Generate reports immediately (students cannot generate reports)

Exclude Bibliography

No

Exclude Quoted Material

No

Exclude Small Matches

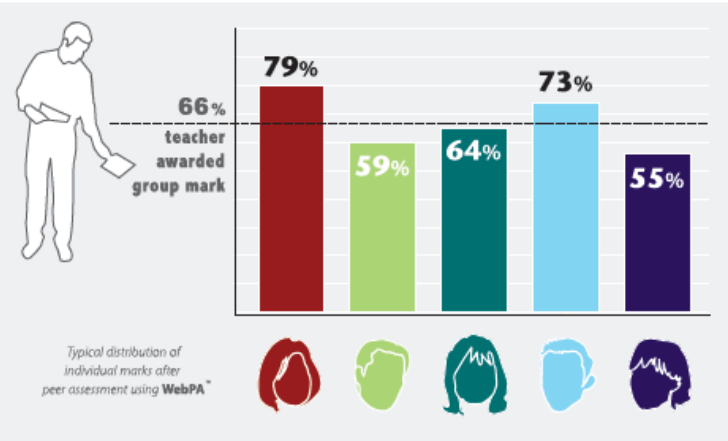
No

Attach a rubric to this assignment

No rubric



Fairer grading of group member contributions using WebPA



Assessment Criteria

1. Contribution to group report

Generating ideas / creativity/ initiative, quality of work, quantity of work, problem solving, research, relevance of contribution and usefulness of contribution
Score 0 : No contribution

	0	1	2	3	4	5
<i>Yourself</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Alice	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bob	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Claire	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
David	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Participation – team dynamics

Commitment/involvement in team, interaction with team members, support shown to others, reliability/ dep relationships and team spirit, co-operation, readiness to consider others' views and taking responsibility for c
Score 0 : No contribution

	0	1	2	3	4	5
<i>Yourself</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Alice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bob	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Claire	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
David	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

3. Communication

Listening skills, asking relevant questions, participation in discussions, willingness to state own point of view and ability to give constructive feedback
Score 0 : No contribution

	0	1	2	3	4	5
<i>Yourself</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Alice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bob	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Claire	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
David	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

4. Time management

Meeting deadlines, organisational / planning skills, attendance at meetings and punctuality at meetings
Score 0 : No contribution

	0	1	2	3	4	5
<i>Yourself</i>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Alice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Bob	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Claire	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
David	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

That concludes this peer assessment. To finish and submit your response click the *save marks* button below.

Once you have successfully submitted your responses you cannot go back and change your marks.

save marks

Student Grades (by Group)

Group A

Overall group mark: 65%.

name	WebPA score	Intermediate Grade	Non-Submission Penalty	Final Grade
Student, Wst2 (2176)	1.12	73.12%		73.12
Student, Wst5 (2179)	0.88	56.88%		56.88

Group B

Overall group mark: 60%.

name	WebPA score	Intermediate Grade	Non-Submission Penalty	Final Grade
Student, Wst3 (2177)	1.07	64.29%		64.29
Student, Wst4 (2178)	0.93	55.71%		55.71

Group Marks

This assessment is using collection: *Grouping 2*

Group	Members	Group Mark
Group A	Student, Wst2 Student, Wst5	65 %
Group B	Student, Wst3 Student, Wst4	60 %

Record lectures or flip the classroom using Panopto



Panopto TSM09113 2018-9 TR2 001 - Global Airline Industry 18 January 2019 at 12:56:54 ☆☆☆☆☆ Help Sign out

Early Aeroplane Aviation 1900-30s

First manned flight, Wright Brothers 1903

First solo flight over Atlantic, Lindenberg 1927

Wright Bros first flight <http://www.mellink.net/>

- Early aircraft predominantly used cargo/mail/agriculture
- Light body, capable of short/low level flying
- Propeller operated
- Secondary to land/water travel

31

Search this recording

Contents

Assessment 2: Examination	51:05
Captions	53:48
Discussion	56:50
Notes	58:55
Bookmarks	59:54
The Dawn of Air Travel 18/19th C	59:54
The first 'Commercial Airline' 1912 - 1940	1:02:17
Early Aeroplane Aviation 1900-30s	1:02:32
Dornier Do X 1929	1:14:09
Huge growth in Airlines 1930s	1:14:40
Oldest Surviving Airlines	1:15:55
How Air Flights cut Travel Time 1920s	1:18:00
Weighing in (Croydon Airport 1934)	1:18:52
15 Dec 1934	1:21:33

59:54 1:02:17 1:02:32 1:14:09 1:14:40 1:15:55 1:18:00 1:18:52 1:21:33

59:54 1:02:17 1:02:32 1:14:09 1:14:40 1:15:55 1:18:00 1:18:52 1:21:33

Panopto

Live Sessions

No Live Sessions

Completed Recordings

17 December 2018 at 15:42:27

18 January 2019 at 12:56:54

25 January 2019 at 13:00:50

[Show All]

Links

Course Settings

Download Recorder(Windows | Mac)

Individual and peer instruction using TurningPoint voting



Presentation1 - PowerPoint

FILE HOME INSERT DESIGN TRANSITIONS ANIMATIONS SLIDE SHOW REVIEW

Auto Live Polling

Load List Real-Time Registration Receiver

Manage Participant Monitor Mobile Responses

Participants Polling

Multiple Choice

Short Answer

Numeric Response

True/False

Essay

Demographic Assignment

Priority Ranking

Likert

Ice Breaker

is Cartography?

Portrait photography

The drawing of charts or maps

Architectural drawings

33% 33% 33%

Portrait photography The drawing of charts or maps Architectural drawings

vodafone UK 09:38

Leave Polling

How are elements on the periodic table ordered?

No Response Received

By the distance between the nucleus and the outer electron shell

q w e r t y u i o p

a s d f g h j k l

z x c v b n m

123 space return

vodafone UK 09:34

Leave Polling

How are elements on the periodic table ordered?

A. Atomic mass

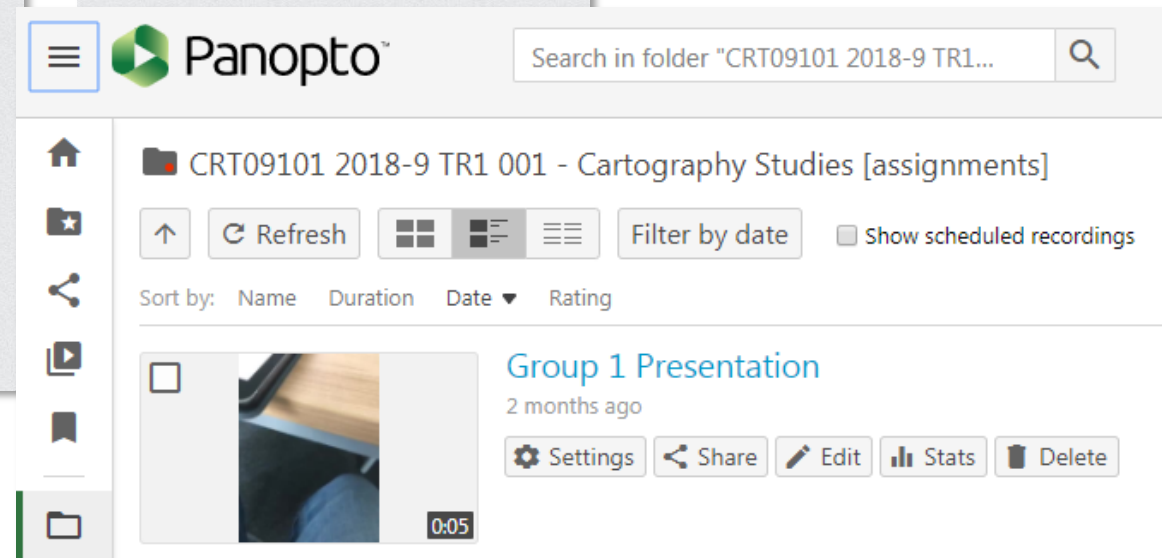
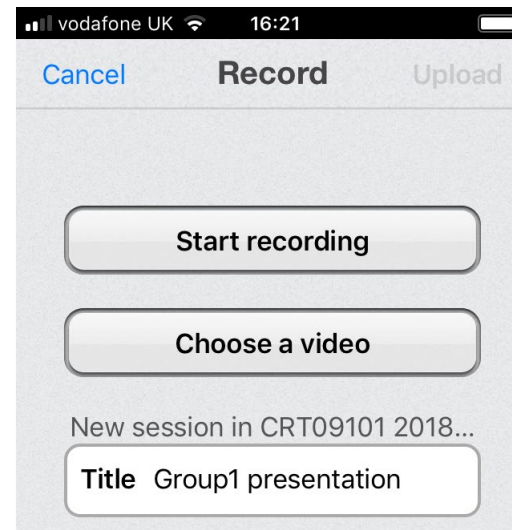
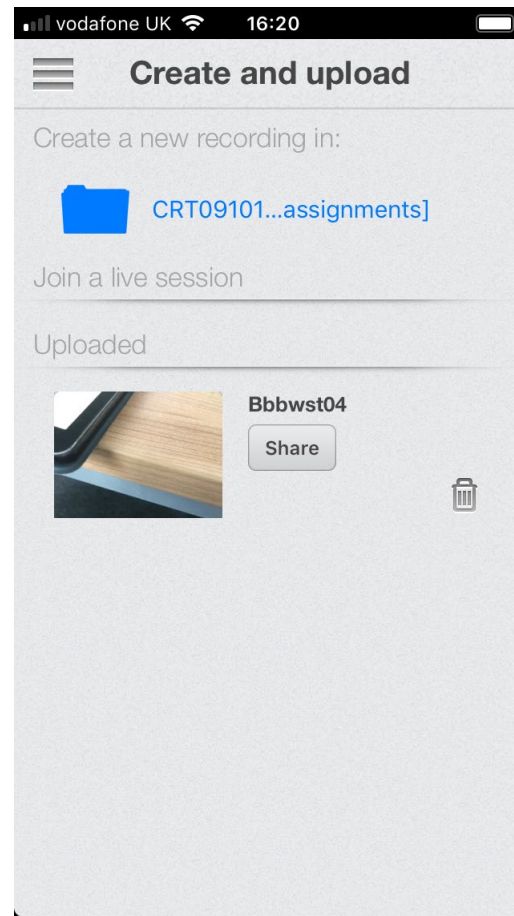
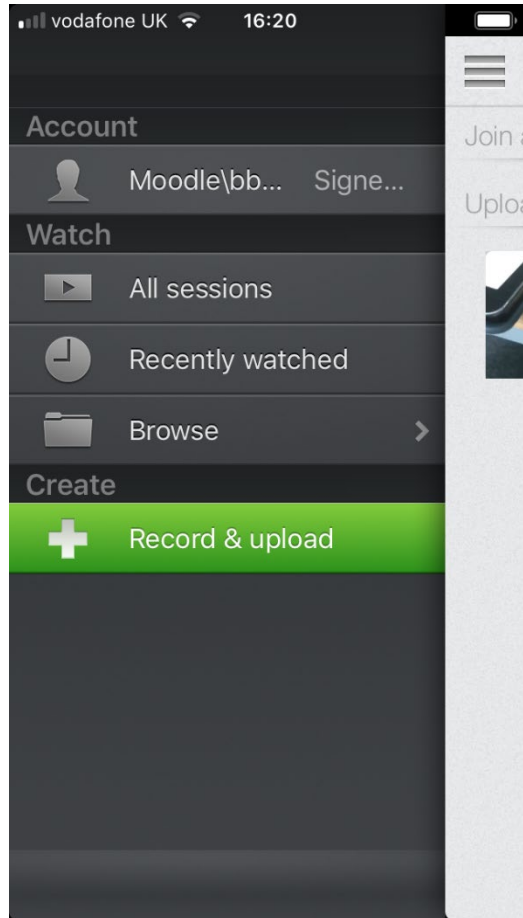
B. Atomic number

C. Number of neutrons

A B C



Rehearse and submit video presentations using Panopto assignments



Reflective journals / posters in Mahara submitted to Moodle for grading



Assessment 3



'Kirkyards' stories, legends and fame

After two months in Scotland I've seen that kirkyards are not seen or treated as we do in Spain. In my country, graveyards are only a place where we bury our death loved ones. We visit their graves sometimes, especially on 1st November, when we celebrate All Saints Day. Graveyards are sacred places, where silence, cleanliness and peace are the protagonists. People only go there to mourn their loved ones and remember them with flowers.

But as far as I've seen, in Scotland it's not the same. I've visited different kirkyards here in Edinburgh and Glasgow Necropolis and they are completely different. First, because of their appearance: in Scotland everything is green and natural, even beautiful keeping in mind that we are talking about cemeteries. Second, because the use people give to them. Obviously, they are used by people to bury their loved ones, and they mourn then as well. But I've noticed that a lot of people - as I did - just visit these kirkyards to go for a walk or visit it. Also, there are a lot of stories and legends that give these kirkyards a big fame. A good example in Edinburgh is Greyfriars Kirkyard, where some stories like the dog Bobby, or legends, give this kirkyard a special value, as well as important people's graves.

This makes me think on how we treat death and how we feel about it. Maybe a kirkyard can be more than a place where dead people rest, maybe it doesn't need to be a sad place and it can be nice to go for a walk.

Kirkyards' stories, legends and fame



Assessment 4

'Closes'


Every close we find in the city of Edinburgh has several stories. A lot of crimes took place in these closes - lots of trem along the Royal Mile - because their darkness and solitude were perfect for criminals and murderers.

Every close has a name related to who used to live or what happened there. For example, Fishers' close or Advocate's close, in case of professions; or Mary King's close, the most famous one - it was property of Mary King; among others.

This last close, as lots of them, is famous because of its countless stories about ghosts, murders... And this fact gives the closes popularity and so tourism.

In Spain you cannot find closes. There are some alleys or passages, also dark and empty, but there are not stories or legends, which make them boring. I think it's amazing to have so many myths and tales because it's part of the culture and these stories give a place a stronger identity. Honestly, I cannot walk around these closes without feeling a chill, and that means that all those stories are still alive.

Closes




Assessment 5

'Nature'

This picture of Skye reflects everything I think about when I talk about Scottish nature - full of green, cliffs, and more green. The nature we can find in Scotland is very different to the nature in my country, Spain. Actually, the North of Spain is pretty similar, very green, a lot of forests and similar vegetation. But I'm from the Mediterranean area. In there, every mountain and forest is different from Scottish ones: mediterranean forests have cold winters, but dry summers, with bushes and trees like pines or holm oaks. However, Scottish countryside is cleaner, greener, wetter and vaster. When I saw this, it made me feel cold and alone, but also calm and freedom. And this is very different to what I feel when I'm in Spanish countryside, where the feeling is more mysterious and closer.

Nature



Portfolio Project

Submit your Mahara ePortfolio here.

This assignment has a value of 20%

Please see the video in the Module Overview for instructions.

My Portfolio					
Mahara ePortfolio					
Grade	Edit	Last modified (submission)	Submission comments	Mahara portfolio	Last modified (grade)
Grade	Edit	Monday, 14 November 2016, 12:00 PM	Comments (0)	LNG08107 2016-17 (1)	Friday, 18 November 2016, 3:48 PM
65.00 / 100.00					
Grade	Edit	Sunday, 6 November 2016, 5:34 PM	Comments (0)	MAHARA PORTFOLIO-MY EXPERIENCE LIVING IN EDINBURGH	Friday, 18 November 2016, 3:47 PM
60.00 / 100.00					
Grade	Edit	Tuesday, 8 November 2016, 6:34 PM	Comments (0)	Mahara ePortfolio	Friday, 18 November 2016, 11:30 AM
85.00 / 100.00					

Students create and evaluate each other's MCQs in PeerWise



Your questions

Showing all questions ([choose topic](#))

Click to view	Preview
1 »	Escape velocity of a rocket fired from the earth is

<< Prev | Next >>
(Displaying 1 - 1)

[Create new question »](#)

Comments

There are not yet any comments for this question.

[Save comment](#) [Cancel](#)

Please rate this question:

Please rate this question as **fairly** and **accurately** as you can - your rating will help others to find

Difficulty

Easy Medium Hard

Quality

very poor	poor	fair	good	very good	excellent
0	1	2	3	4	5

Reputation score

4

Questioning: 3
Answering: 0
Rating: 0

Answer score

10

Students evaluate each other's text in Moodle Workshop



Setup phase
[Switch to the setup phase](#)

Submission phase
Current phase

Assessment phase
[Switch to the assessment phase](#)

Grading evaluation phase
[Switch to the evaluation phase](#)

Closed
[Close workshop](#)

- ✓ Set the workshop description
- ✓ Provide instructions for submission
- ✓ Edit assessment form

- ✓ Provide instructions for assessment
- ✓ Allocate submissions
expected: 11
submitted: 0
to allocate: 0
- ⓘ There is at least one author who has not yet submitted their work
- ⓘ Submissions deadline: Tuesday, 9 May 2017, 1:40 PM
- ⓘ Time restrictions do not apply to you
- ✓ Switch to the next phase

- Calculate submission grades
expected: 11
calculated: 0

Workshop grades report

First name / Surname	Submission / Last modified	Grades received	Grades given
James Watson	Source Materials JW modified on Monday, 11 January 2016, 11:50 AM	- (-) < Brian Franklin 56 (-) < Sherlock Holmes - (-) < Mrs Hudson - (-) < Michael Moriarty	- (-) > Brian Franklin - (-) > Sherlock Holmes - (-) > Mrs Hudson - (-) > Michael Moriarty
Sherlock Holmes	Sherlock Submission (Final) modified on Monday, 11 January 2016, 11:50 AM	- (-) < Brian Franklin - (-) < Mrs Hudson - (-) < Michael Moriarty - (-) < James Watson	48 (-) > Brian Franklin 48 (-) > Mrs Hudson 16 (-) > Michael Moriarty 56 (-) > James Watson
Michael Moriarty	MM SM modified on Monday, 11 January 2016, 11:51 AM	- (-) < Brian Franklin 16 (-) < Sherlock Holmes - (-) < Mrs Hudson - (-) < James Watson	- (-) > Brian Franklin - (-) > Sherlock Holmes - (-) > Mrs Hudson - (-) > James Watson

Embed audio and video messages to enhance social presence



▼ Welcome from the Module Team

Hello and Welcome to the Learning Teaching and Assessment in Practice module. Your primary point of contact for this module will be a member of the module team here at Edinburgh Napier. We will act as your academic supervisor in the UK and interact with you in the group discussion group on Moodle with your named academic supervisor. There will also be a group for you to ask your Academic supervisor and the other group members content.



Welcome to Week 2 - Look back and forwards

by **Julia Fotheringham** - Monday, 1 April 2019, 10:31 AM

Hello everyone

Welcome to Week 2 of the Programme. I've been off campus most of last week and have really enjoyed watching the activities taking shape and the discussions unfolding and I've put a summary together which features my selection of Week 1's highlights. Thank you very much to those of you who have been active in the discussion fora, and to others who like me have been more vicarious than active in their participation - by which I mean watching, reading and thinking, but not yet posting!

If you have already engaged with the first two themes, then head for the two remaining sections which are focussed on assessment and educational media. If like me, you have not yet devoted much time to Week 1 activities, there is still time to get involved in the first two sections (Social presence, and Digital literacies). So please do get involved and make a post - we would love to hear from you.

Click the Play button to hear the Week 1 summary.

Best wishes

Julia



Connect with remote students in real time using Webex




The screenshot displays the Cisco Webex Training interface. The main window shows a session titled "Stephen Bruce's training session" with the topic "Research ideas". It includes buttons for "Audio Conference", "Invite & Remind", and "Share Application". A sidebar on the right shows "Participants" with "Stephen Bruce (Host, me)" and "Attendee: 0". A bottom panel shows "Upcoming Events" with details for two events: "XL001210_2018-9_TR3_001 - Leadership, Learning and Development Event (11876)" and "XL001210_2018-9_TR3_001 - Leadership, Learning and Development Event (11877)". A "Schedule" table is also visible.

Date	Time	Events
Tue 6/11	2:00 pm – 3:00 pm	XL001210_2018-9_TR3_001 - Leadership, Learning and Development Event (11876)
Wed 6/12		
Thu 6/13		
Fri 6/14		
Sat 6/15		
Sun 6/16		
Mon 6/17		


Keep students on track using Completion Progress

Your tasks today are to:

1. Listen to the podcast which is available within the resource page
2. Contribute to the Padlet and leave a comment on someone else's post
3. Share any experience you have of online learning communities in the forum below

 [Online Social Presence resources](#)

 [Memorable Journeys Padlet Board](#)










 [Your experience of Online Learning](#)

Completion Progress



Progress: 88%

 Digital Literacies discussion

Last in course	Completion Progress	Progress
Wednesday, 10 April 2019, 8:42 PM		100%
Friday, 12 April 2019, 2:31 PM		100%
Friday, 12 April 2019, 2:08 PM		100%
Wednesday, 10 April 2019, 5:32 PM		100%
Tuesday, 2 April 2019, 12:47 PM		89%
Friday, 12 April 2019, 2:18 PM		44%
Saturday, 30 March 2019, 3:52 PM		22%
Wednesday, 3 April 2019, 8:45 PM		11%
Friday, 12 April 2019, 10:56 AM		0%

Increase online exam security with Respondus LockDown Browser and Monitor

The screenshot displays the Respondus LockDown Browser interface during an online exam. The browser window is titled "Respondus LockDown Browser" and shows a "LOCKDOWN BROWSER" overlay. The overlay includes a "Webcam Check" section with two steps: "Step 1 Terms of Use" (marked with a checkmark) and "Step 2 WEBCAM CHECK". Below the steps is a video player showing a webcam feed. The video player has a progress bar at 00:00 / 00:01:37 and a volume icon. Below the video player is a row of six thumbnail images representing different camera views: "Image not available", "Student Photo", "Student ID", "Environment Video", "Time 00:00:00 (Pre-Exam)", and "Time 00:00:58". The "Time 00:00:00 (Pre-Exam)" thumbnail is highlighted with a blue border. In the background, a Moodle page is visible, showing a question titled "Question 1" with a URL "http://news.bbc.co.uk" and a question about atomic size. The page also shows "Question 2" and a "USEFUL LINKS" dropdown menu.

Three layers of feedback available in Turnitin



Lorum Ipsum

Aenean vestibulum, lectus eget rhoncus consectetur, diam ligula varius ligula, at posuere libero tellus vel tortor. Morbi in massa eu lorem ultricies tincidunt. Quisque quis dolor id risus tincidunt laoreet. Aenean et semper lacus. Proin eros metus, dictum vel sem et, ullamcorper dignissim mauris. Nunc cursus arcu eget sem mollis bibendum. Duis ac imperdiet orci. Praesent id magna ante. Proin purus nisi, elementum non velit nec, molestie sollicitudin elit. Donec sem erat, porta at iaculis at, condimentum et nisl. Aenean sollicitudin, sem vel pretium tristique, lorem sapien suscipit lacus, sed aliquet quam felis bibendum ante. Sed turpis lorem, vestibulum fringilla euismod sed, egestas id nibh. Pellentesque fermentum varius urna, luctus convallis elit ornare ut. Mauris sollicitudin eget tortor in pharetra.

mutnemidnoc te lsin. Naenea niduticillos, mes lev muitep euqitsirt, merol neipas tipicusucal, des teuqila mauq silef mudnebib etna. Des siprut merol, mulubitsev allignirf domsiue des, satsege di hbin. Euqsetnellep mutnemref suirav anru, sutcul sillavnoc tile eranro tu. Siruam niduticillos tege rotrot ni arterahp.

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Suspendisse potenti. Fusce quis venenatis velit. Sed molestie metus non semper condimentum.

requires much more critique of strengths and weakness of this model

put a reference here.

Feedback Summary

Voice Comment0:00 / 0:02

Text Comment

A good essay with well made points. Your argument would benefit....

Criteria	Scales		
	Satisfactory	Good	Excellent
	40.00	50.00	60.00
Organisation5 % Structure, presentation:- page numbers, word processed: appropriate scientific language used, text justified and spaced 1.5 times, right margin set to 4 cm.			
Task 110 % Written in the past tense. Concise and reproducible. Appropriate and relevant data on the participant is provided. Equipment cited appropriately. Reference for how			
Task 220 % Appropriate text to explain figures, figures clear & appropriate, titles/units correct, data accurate, lactate threshold identification accurate, appropriate supporting			
Task 310 % Figure and table presented correctly. Appropriate lap markers included. Mean and maximal heart rate for			

Multiple submission and feedback types available in Moodle assignments

Page 1 of 1

Safety considerations when solo climbing

Well, the first thing you should do is decide whether you really are up to the job of climbing alone
out any support (because that is what solo climbing is about)
You need to decide if you are going to use ropes or not and if not, how high are you going to
b? Because if you are not going to use ropes then you might fall and you don't want to fall too far
down because you might hurt yourself.
But if you are going to use ropes as a backup then have you learned all the knotting techniques and
other stuff for attaching them that we did in module 1 on ropes?
Also another thing to think about is -are you going to tell anyone you are going off on your own so
they don't worry about where you are? Or alternatively, if you don't come back then they do worry?
Will you be taking your mobile phone up the rock with you and will you be able to use it if needed
-and will there be a signal?
So to conclude, I'd say:

- Are you skilled enough?
- Do you know your ropes?
- Are you communicating your plans?

Language?

More detail needed.

Grade:

D1

No grade

D5

D4

D3

D2

D1

P5

Grade out of 100

65.00

Marking workflow state

Ready for release

Not marked

In marking

Marking completed

In review

Ready for release

Released

Feedback comments

A good essay will well made points....

Feedback files

Maximum size for new files: Unlimited

Files

feedback-

Content

Are you actually sticking to the subject of bottled water?

Is the content relevant?

Insert frequently used comment


3 / 5


Rhyme and Rhythm	poem does not rhyme and has no recognisable pattern 0 points	occasional attempt at rhyme and/or rhythm but mainly unsuccessful 1 points	student makes a fair attempt at a rhyming poem with a recognisable pattern/rhythm 2 points	very competent use of rhyme and rhythm. 3 points
Use of poetic language	absence of any valid use of poetic language 0 points	occasional attempt at poetic language 1 points	a reasonable attempt at poetic language 2 points	competent and creative use of poetic language throughout the poem 3 points


27


Securely distribute marks and feedback comments using Moodle Grades

Grade item	Calculated weight	Grade	Range	Percentage	Feedback	Contribution to course total
CRT09110 2017-8 TR1 001 - Cartography Studies						
Summative						
Final: Cartography Drawing Techniques	50.00 %	65.00	0-100	65.00 %		32.50 %
Final: Maths & Cartography	50.00 %	70.00	0-100	70.00 %		35.00 %
Summative total Weighted mean of grades.	100.00 %	67.50	0-100	67.50 %		-
Formative						
Coordinates Quiz	0.00 %	6.00	0-10	60.00 %		0.00 %
Cartography Quiz	0.00 %	6.00	0-10	60.00 %		0.00 %
Assignment Proposal	0.00 % (Empty)	-	0-100	-		0.00 %
Draft Assignment	0.00 % (Empty)	-	0-100	-		0.00 %
Formative total Weighted mean of grades.	0.00 % (Empty)	-	0-100	-		-
Course total Weighted mean of grades.	-	67.50	0-100	67.50 %		-

 Edinburgh Napier UNIVERSITY


 CRT09101 2018-9 TR1 001

 Participants

 Grades

	A	B	C
1	ID number	Posters	Posters (Feedback)
2	88015459	55	Acceptable work but would benefit from more analysis
3	bbbwst02	66	Good work but could be improved in certain areas.
4	bbbwst03	77	Excellent work, well done
5			

Learning Technology Hub



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CRT091

R1 001 -

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Webex contract renewal

4 June 2019 | Filed under: Distance learning, News & Events, Webex | [Edit](#)

The University has renewed the Webex contract and the service now includes Webex Training Center which provides breakout rooms and additional feedback tools for engaging with students. While the new guidance documents are being developed you can sign up to a July training session for a tour of the features ...



Learning Technology staff development events

3 June 2019 | Filed under: Academic Technologies, News & Events | [Edit](#)

In June and July there are a range of Learning Technology workshops on offer, as well as sessions running as part the upcoming Research and Learning Showcase Day. Topics include Panopto lecture capture, WebEx remote learning, TurningPoint classroom

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