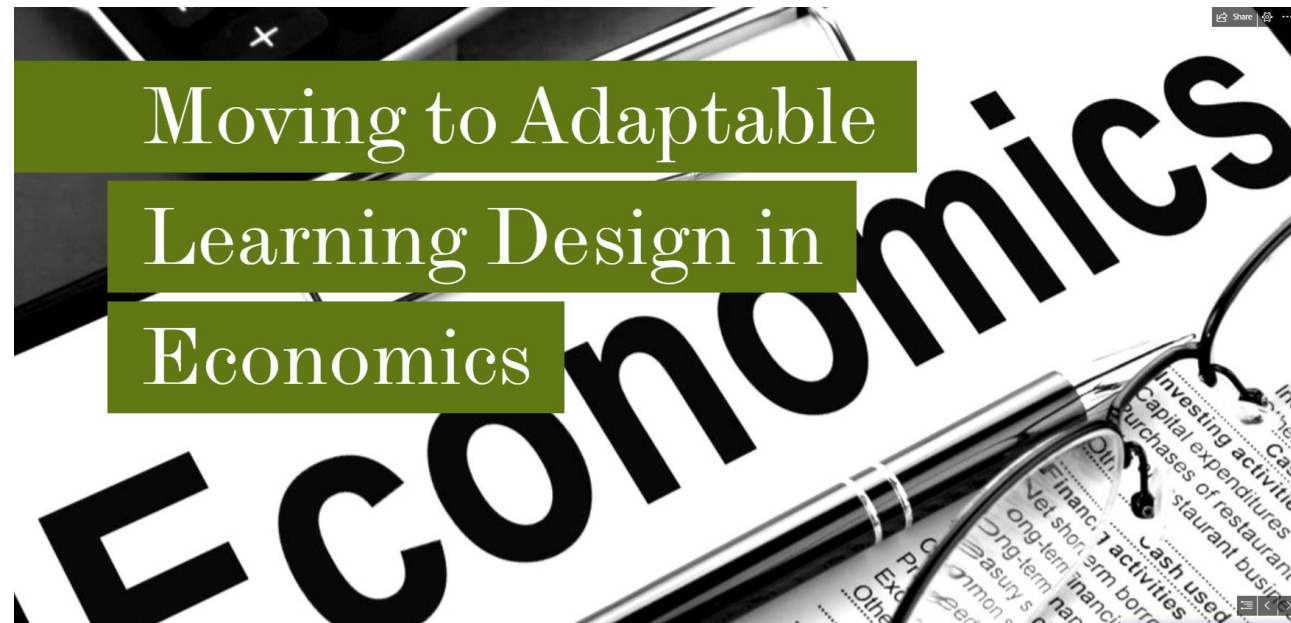


Reflections on adaptable education in Economics - lessons learned for in-person teaching and learning

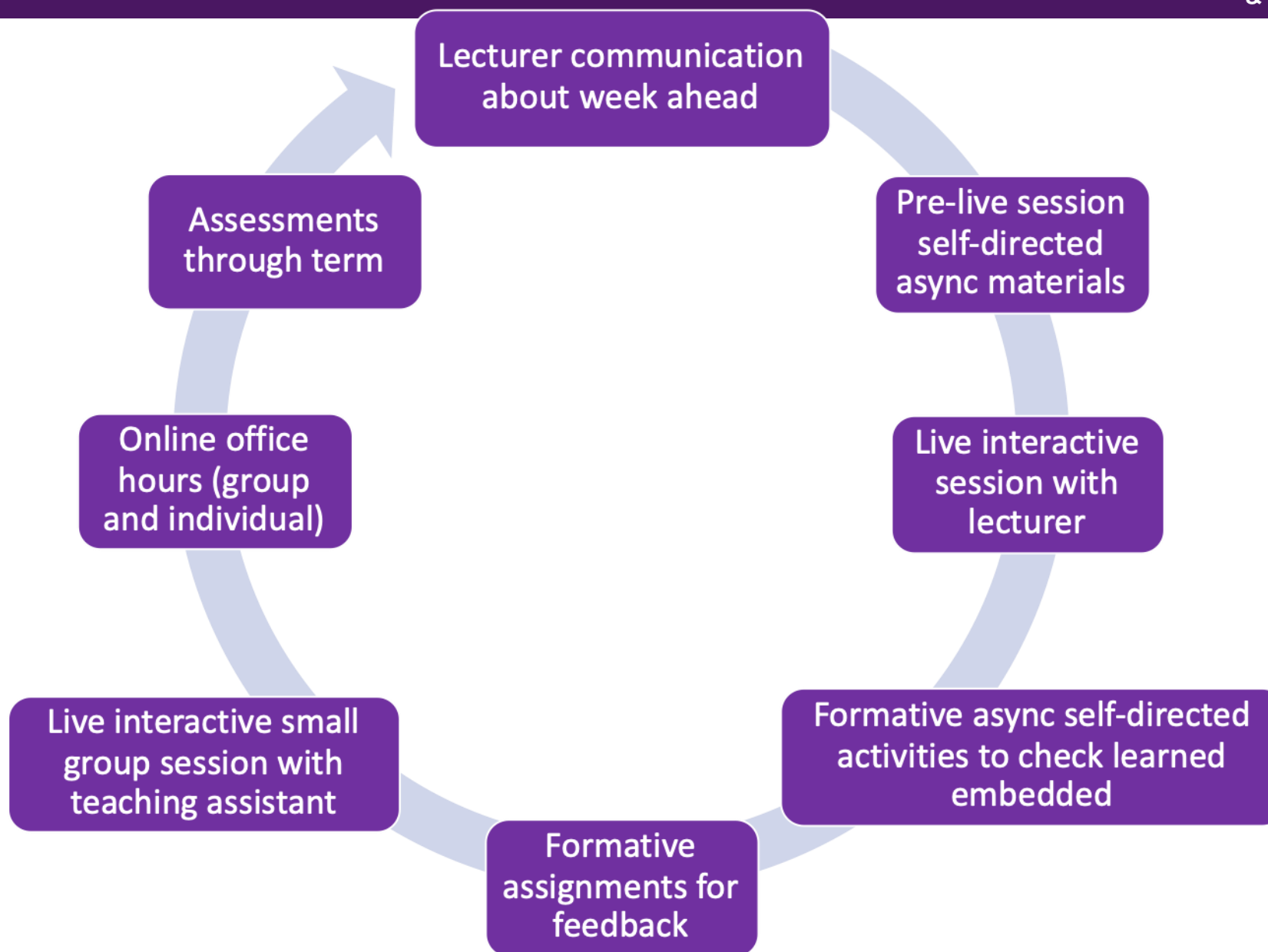
Prof Parama Chaudhury, Nadeer Hanfi (3rd year BSc Economics),
Prof Cloda Jenkins, Tasnim Nodee (3rd year BSc Economics)

UCL Connected Learning, 2020-21

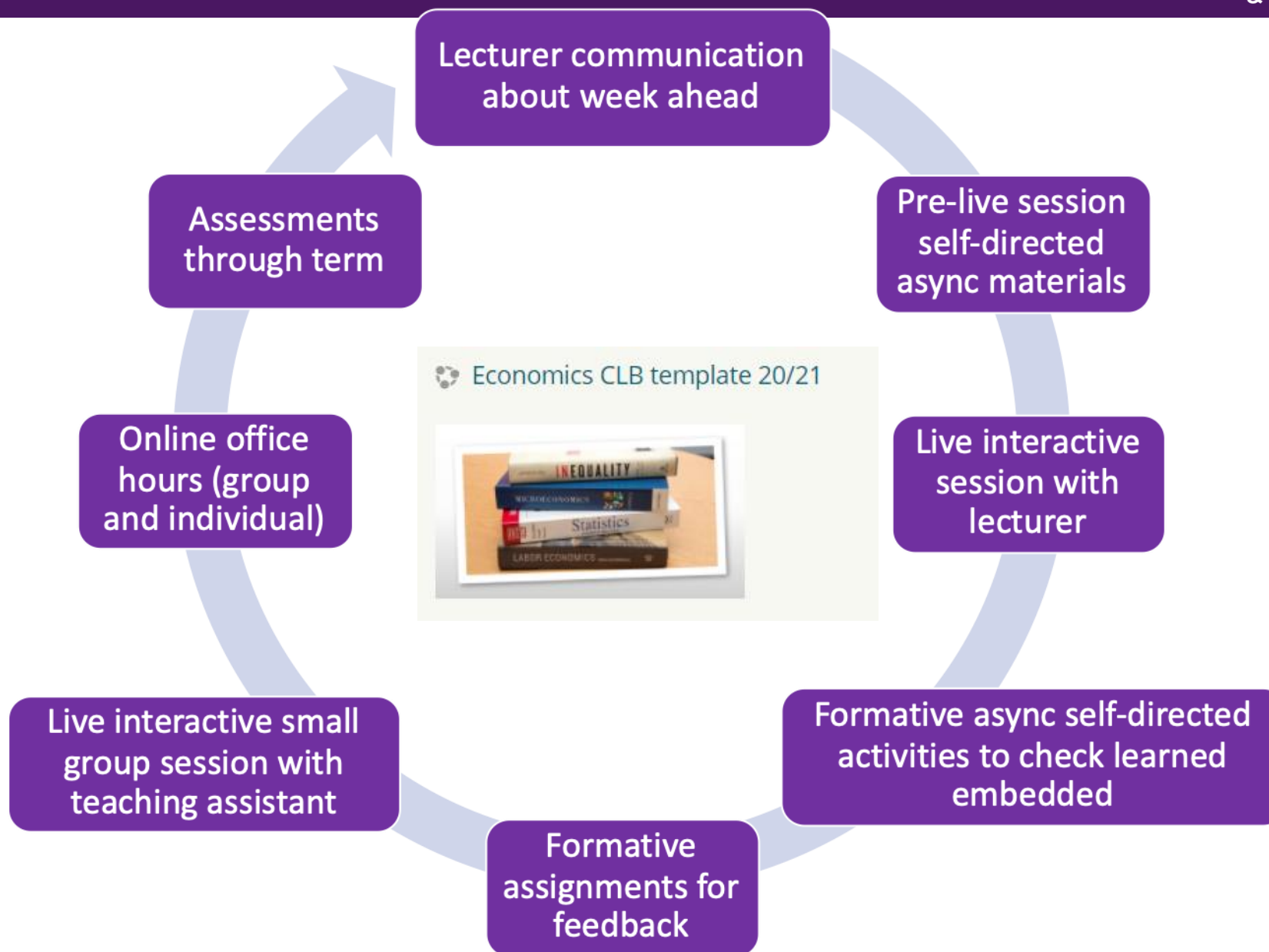
Connected Learning is UCL's distinctive approach to online, socially distanced or blended teaching, learning support and assessment during the Covid-19 pandemic.



Cross-programme structured approach for lecturers and students



Cross-programme structured approach for lecturers and students



Welcome to ECON0002: Economics

This Moodle course is where you will find key module and assessment information, weekly readings and other materials, and all learning activities for Econ0002. Watch the welcome video from Prof Chaudhury, on the behalf of the whole teaching team, to understand the structure of teaching, learning and assessment in this module.

Announcements

Check frequently for important updates from the teaching team - this is where all updates about assessments, changes in deadlines or scheduled live sessions and any other urgent issues will be posted.

- Watch this video chat between the student reps and Prof Chaudhury to learn more about the desing of learning and assessment in this module
- Welcome and Introduction - WATCH THIS FIRST!!!
- If you are connecting from China, this might help!
- The UCL First Year Challenge - find out more
- Tell us about yourself and your experience of learning online!
- Post your questions about any general issues regarding this module here

► Open all ▼ Close all

Instructions: Clicking on the section name will show / hide the section.

- Who are we?
- Key Module Information
- Assessment
- Have your say
- Week 0: Before you begin
 - Recommended Available from 25 September 2020, 2:00 PM
- Week 1: What is Economics?
 - Recommended Available from 2 October 2020, 2:00 PM
- Week 2: Technology, Population and Economic Growth
 - Recommended Available from 9 October 2020, 2:00 PM

Materials and activities

You should ideally go through the following materials and activities in the order they are listed. Please note that all the activities are meant to be completed BEFORE the live session, except for the forum post.



Link to Week 3 Overview Video


Week 3 Overview Video Slides   Powerpoint 2007 presentation

Unit 3 Route Map



UCL ECON0002 Week 3: The Economy - Unit 3: Scarcity, Work and Choice
Go to this Sway

Unit 3 Route Map   PDF document

Unit 3 Route Map  Word 2007 document

Week 3 Route Map Checklist

Week 3 Discussion Forum


Post any questions about this week's content material here.

Start a new thread for your questions or comments with a brief and appropriate title in each forum. If you find that someone has already posted your query, please reply to their thread rather than starting a new one.



Unit 3 Quiz

Please submit your answers to this quiz by 9am on Wednesday 21st October.

Live online practical lecture 1 with Dr. Li, Oct 21st at 9am BST

Online practical lecture 1 slides   136.6KB PDF document

Live lecture session with Prof Jenkins, October 21st at 11am BST


Week 3 Lecture Slides   PDF document

Unit 3 Tutorial Assignment   41.1KB PDF document

Submit your Week 3 Assignment, on Unit 3, here

Deadline: Friday October 23rd at 11:59am (BST)

Your TA will provide feedback on one of the two questions submitted and you will get group verbal feedback through discussion in tutorials the week beginning October 26th 2020. Your TA will let you know when the individual feedback on one question is available.

Assignment 3 Question 2 tutorial recording  4/3.2MB Video file (MP4)

Assignment 3 Question 2 tutorial recording- ECHO

Tell us about your learning experience this week!

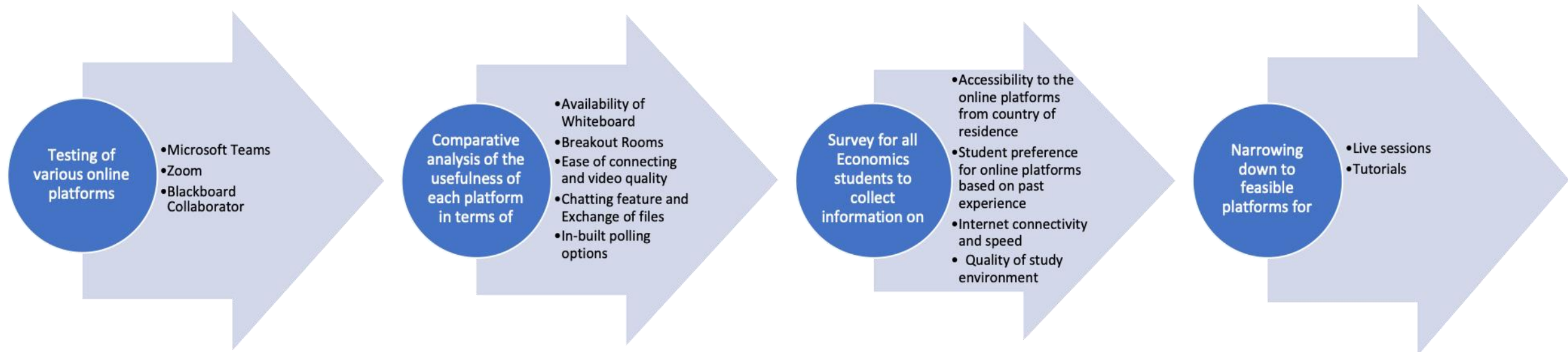
Advice on the Moodle page and underlying technologies

- Ensure structure and visual appeal of the various materials on course page
- Moodle page cannot work in isolation – students need instructions and communication on relevance of activities
- Insights on value of asynchronous activities such as quizzes and discussion forums
- Tested different poll software options and summarized pros and cons of options

Advice on learning design and student engagement

- Emphasised value of flexible and accessible learning from asynchronous materials
- Suggested optimal duration and interactive structure for synchronous sessions
- Provided practical tips on how to engage students online in live sessions
- Suggested creation of study groups to encourage peer interaction and collaboration.

Test drive different technologies around the world



January 2021 – Connected Learning Leads and Connected Learning Interns

Review of Term 1

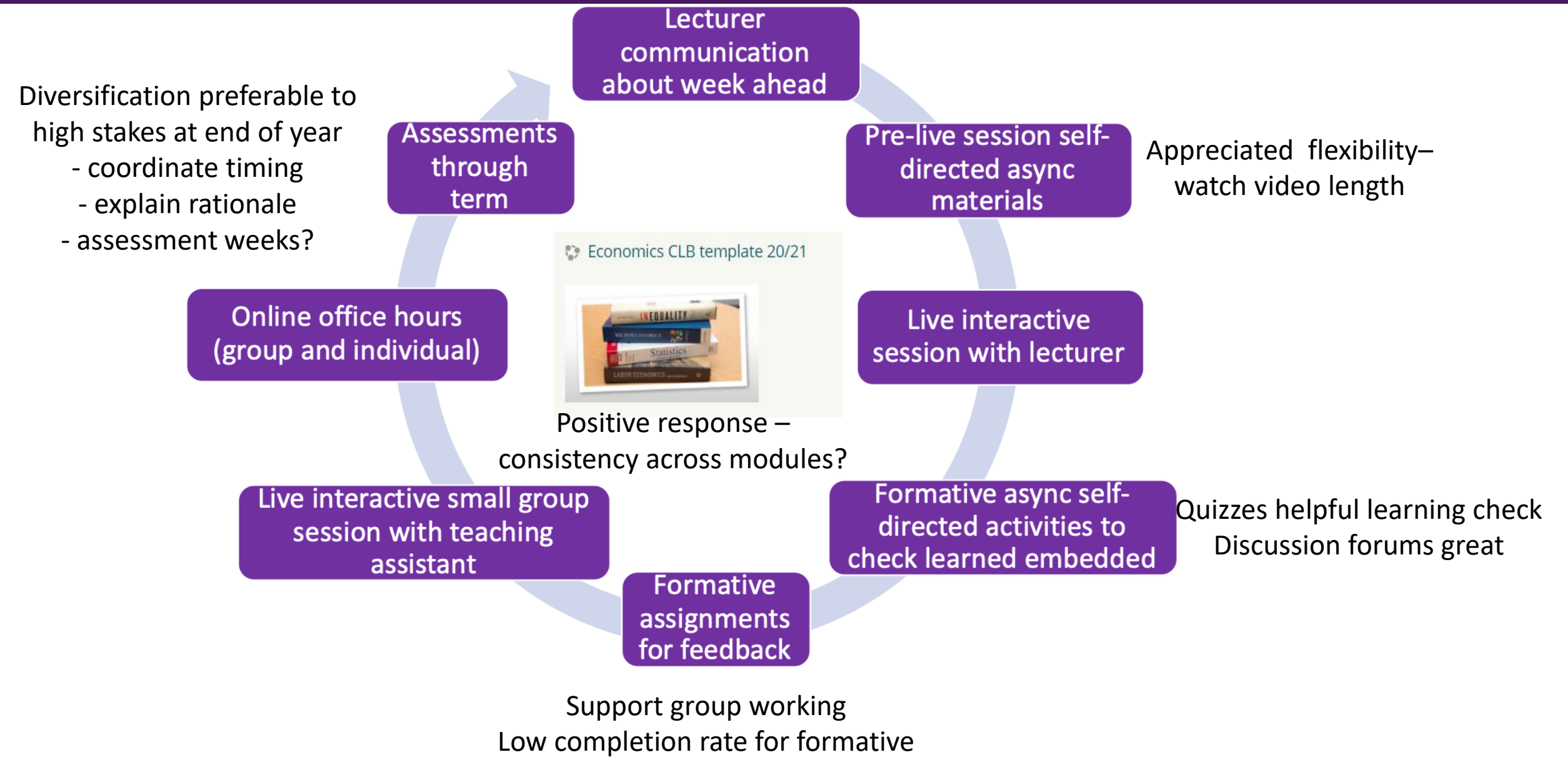
- Student Focus Groups (all years)
- Student module feedback: mid-term and end-of-term
- Engagement data – Moodle views and ECHO360
- Student reflection blogs (April/May)
- Lecturer feedback

Technologies Echo360 ALP, Zoom, Teams, Mentimeter

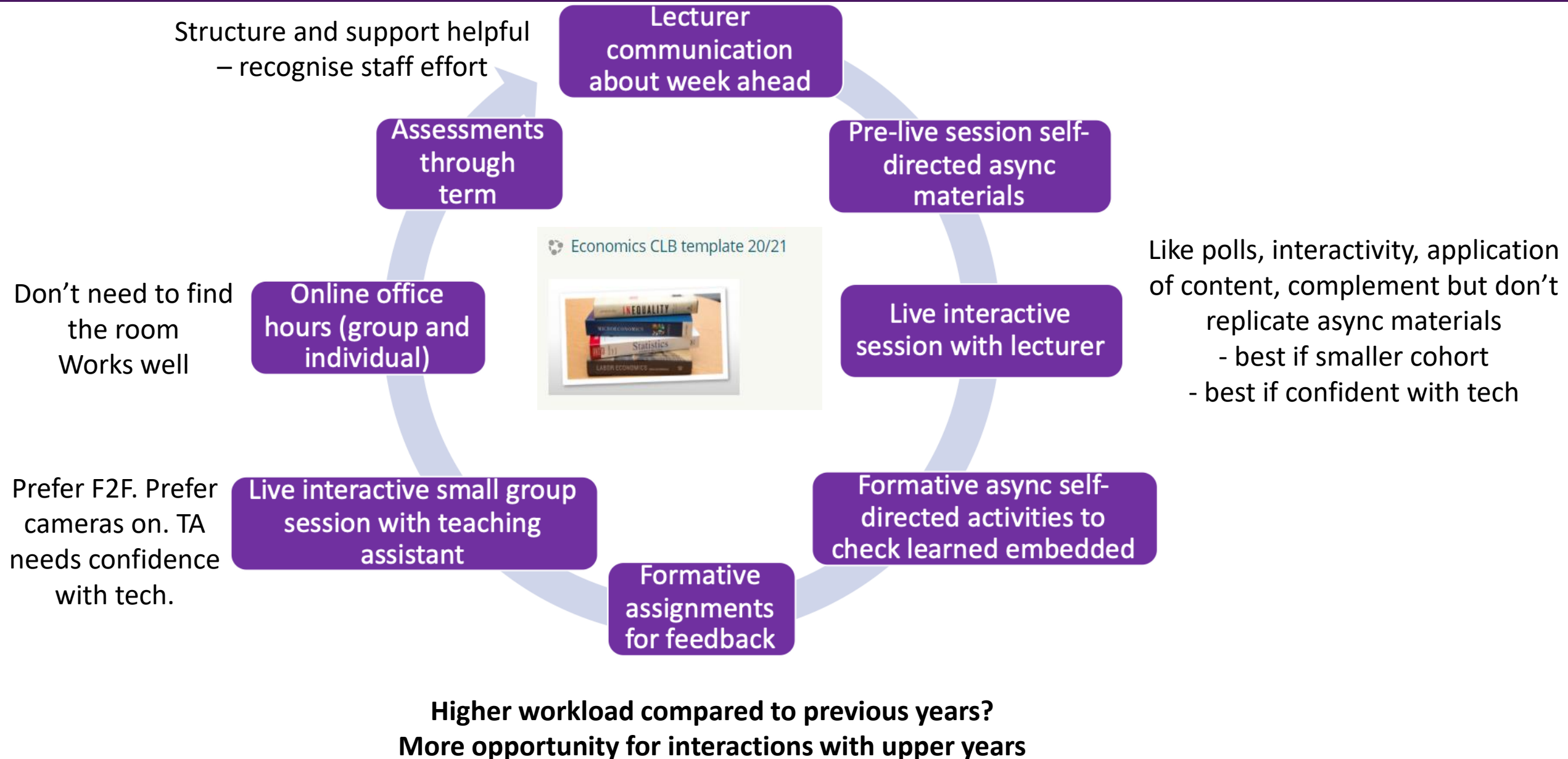
Learning Design	The first 20-30 minutes of the live sessions are a mentimeter poll on the pre-recorded video material. For the remainder I solve exercises that use student data I collected	I used the possibility of presenting recorded class-material as means to reduce the length of the class sessions and used that to offer that class-time multiple times over to smaller group
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Support	CLLs set up and moderated the MS teams connected learning group which I found very valuable when I started teaching last term, and they always had the answer to all my questions.	CLLs ran a programme of online demonstrations introducing colleagues to the various platforms and technologies available for online teaching and assessment. A well balanced mix of technical guidance and pedagogical advice
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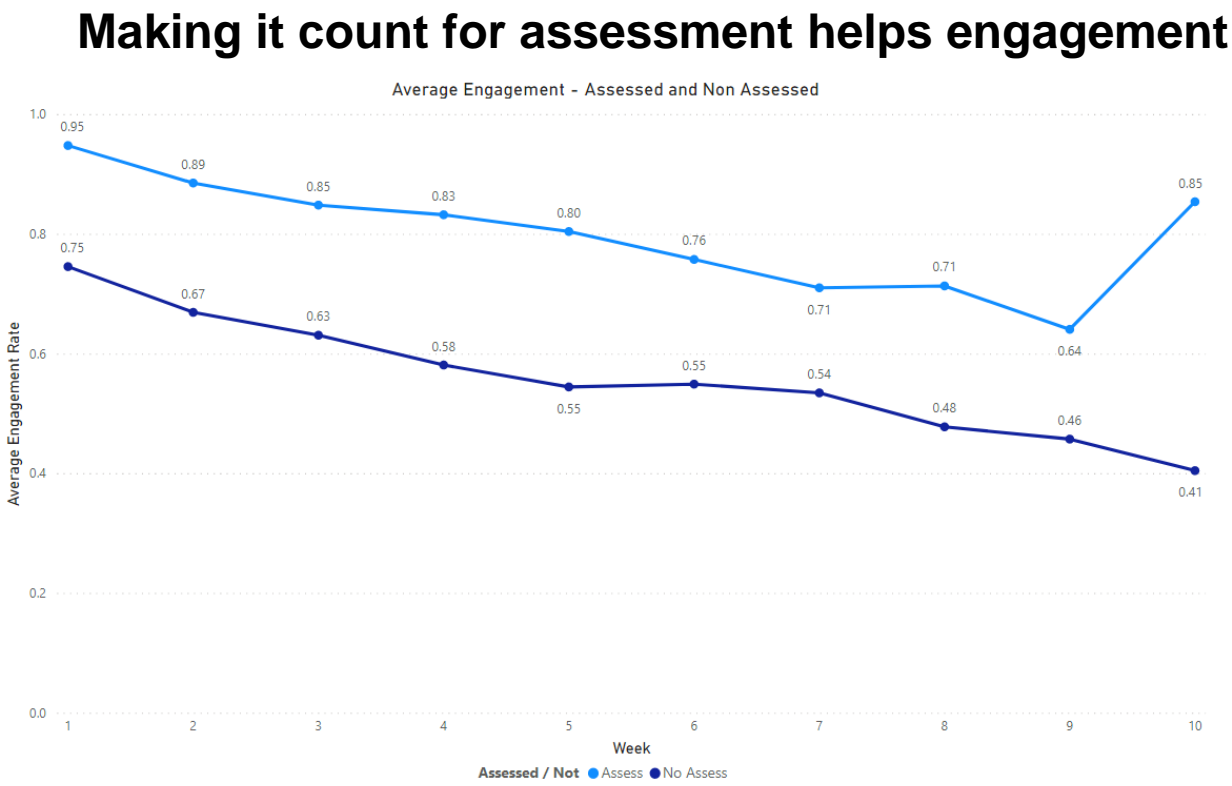
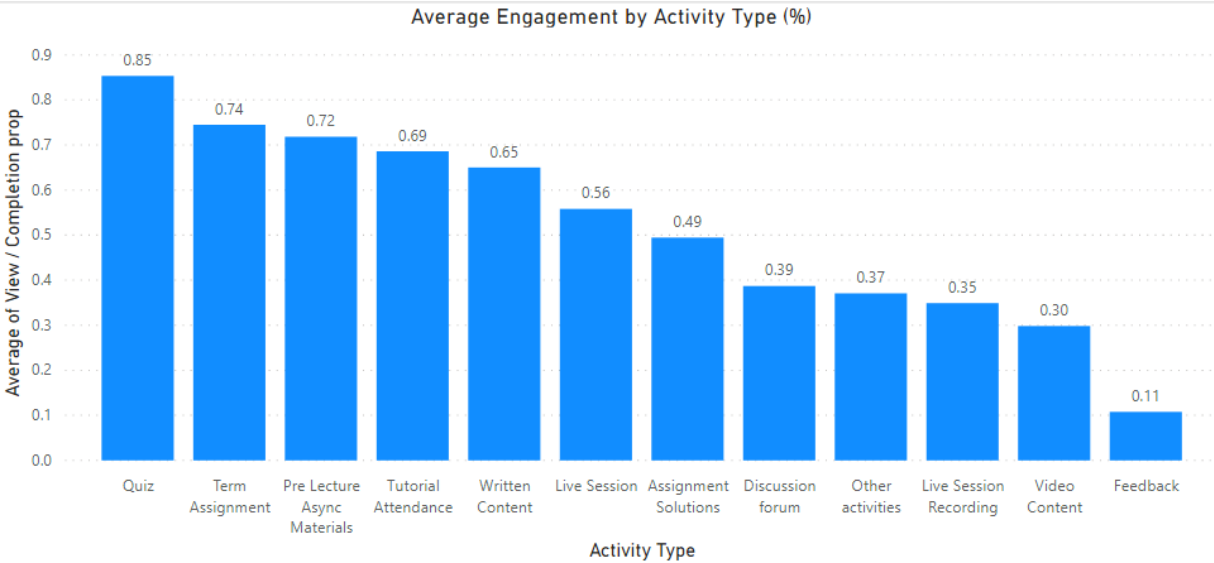
Student feedback on Moodle, async materials, activities and assessments



Student feedback on live sessions, staff interaction and workload

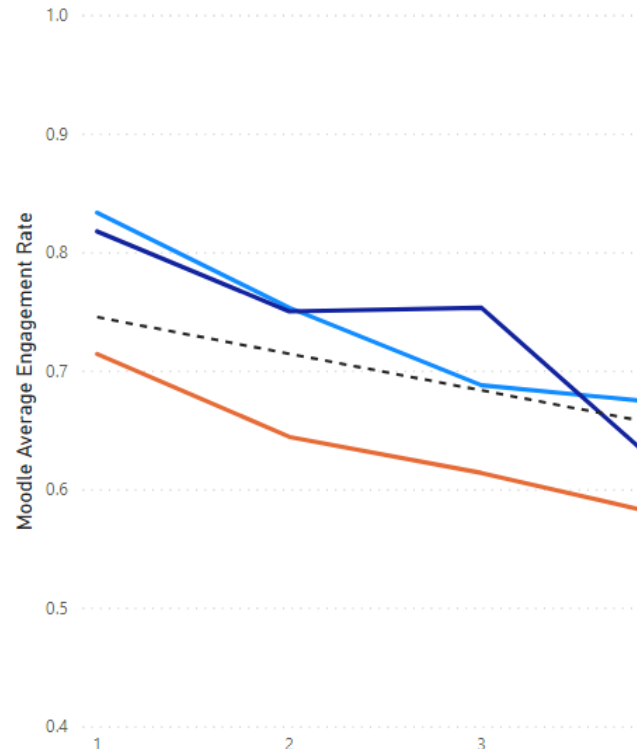


Students mainly engaged with quizzes, assignments and asynch linked to live sessions



Engagement varied by year group and fell over the term

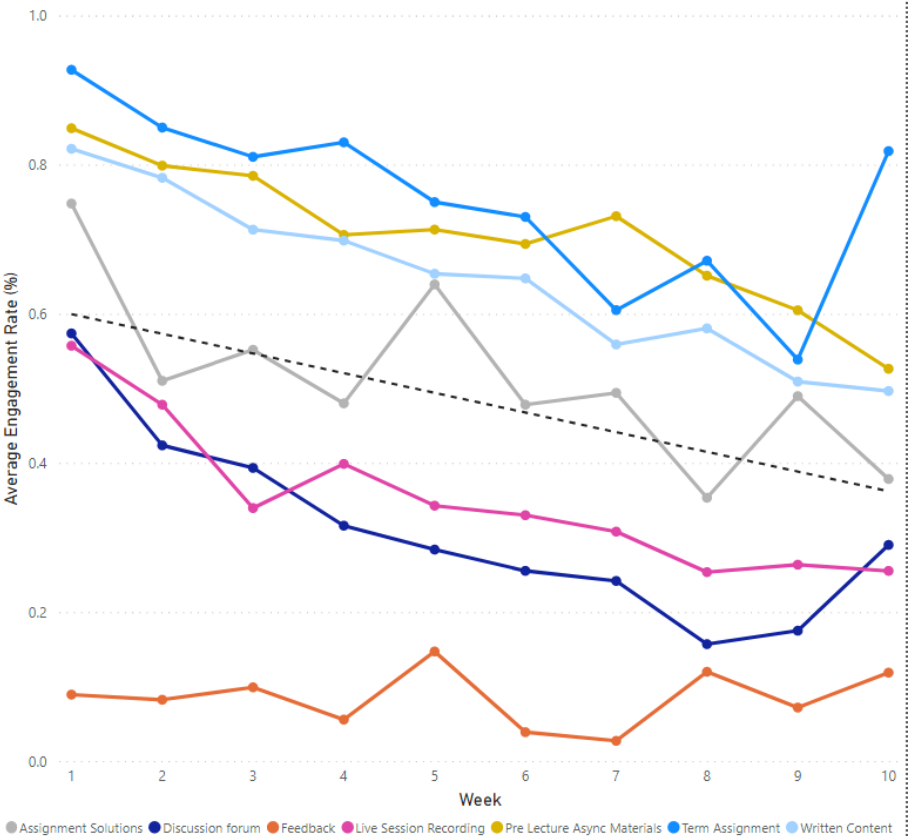
Moodle Average Engagement Rate by Level



Activity Engagement by Week - Synchronous Activities



Activity Engagement by Week - Asynchronous Activities



Positives

- Organisation of content
- Greater flexibility from recorded materials
- Encouraged to ask questions during live sessions and tutorials
- Lively discussion forums
- Good use of visualisers/tablets

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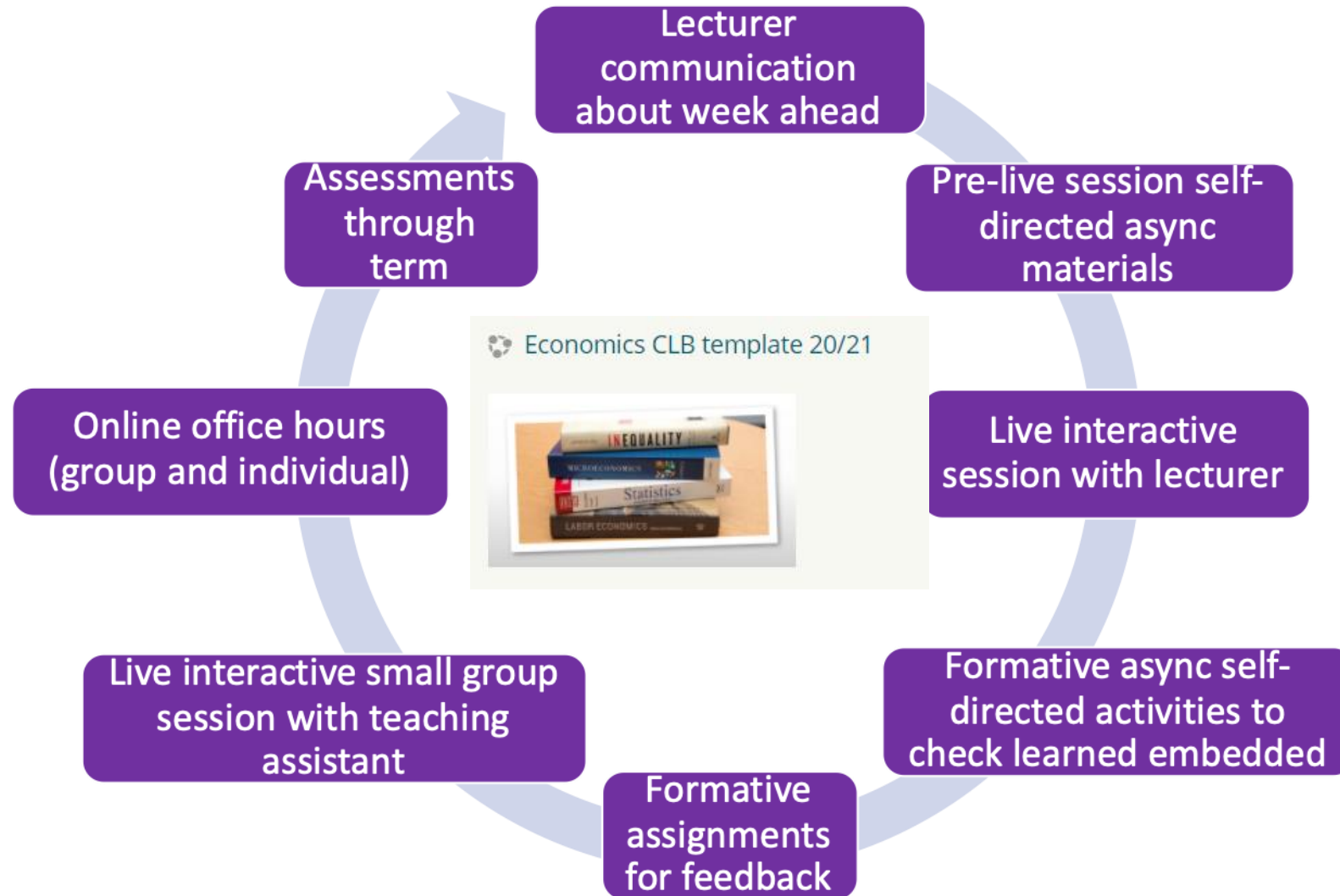
Challenges

- Difficult to communicate and interact with peers through video
- Difficult to stay motivated at home with the same schedule everyday
- Working long hours across two time zones

Moving forward with Adaptable Learning



Moving forward with Adaptable Learning: retaining the best of the model



Moving forward with Adaptable Learning – learning from student partners

[UCL Home](#) » [UCL Careers](#) » [UCL Connected Learning Internships](#)

UCL Connected Learning Internships

UCL Connected Learning Internships are fully funded full and part-time opportunities working with UCL departments.



[UCL Home](#) » [UCL Changemakers](#) » [ChangeMakers Projects](#)

ChangeMakers Projects

Apply for either £450 or £700 in funding for staff and students to work in partnership on a project to enhance the student learning experience at UCL.

New BAME Awarding Gap funding for students

We are pleased to announce a new collaboration between ChangeMakers, the [BAME Awarding Gap project](#) and [Students' Union UCL](#) to offer specific funding and support for student projects that address the disparities in outcomes and experience of undergraduate Black, Asian and minority ethnic (BAME) and white students at UCL.

- [Find out more and how to apply](#)

[UCL Home](#) » [You Shape UCL](#) » [Student Academic Representatives](#)

Student Academic Representatives

Student Academic Representatives are appointed or elected in programmes, departments and faculties across UCL as the voice of their fellow students. They have the power to influence decisions at UCL.



CTaLE @CTaLE_UCL · 29 Mar

We're launching our new blog series, "Student Reflections," where students write about their experience of this past year, life/work lessons, and what they are looking ahead to.

Read on as Tasnim Nodee, Y3 BSc [@EconUCL](#), shares her thoughts 📌



Summer RA positions with CTaLE

Posted: Feb 16th 2021

Deadline: March 1st

We have been awarded a number of grants by the SHS Dean for education related research projects. As a result we are in a position to hire a number of RAs this summer. Please read all the information about the projects and the instructions on how to apply in this form. You apply for one project and can indicate a second preference.

Get in touch if you want to discuss

cloda.Jenkins@ucl.ac.uk  @UCLEconCareersT

p.chaudhury@ucl.ac.uk  @ParamaChaudhury

 @CTaLE_UCL