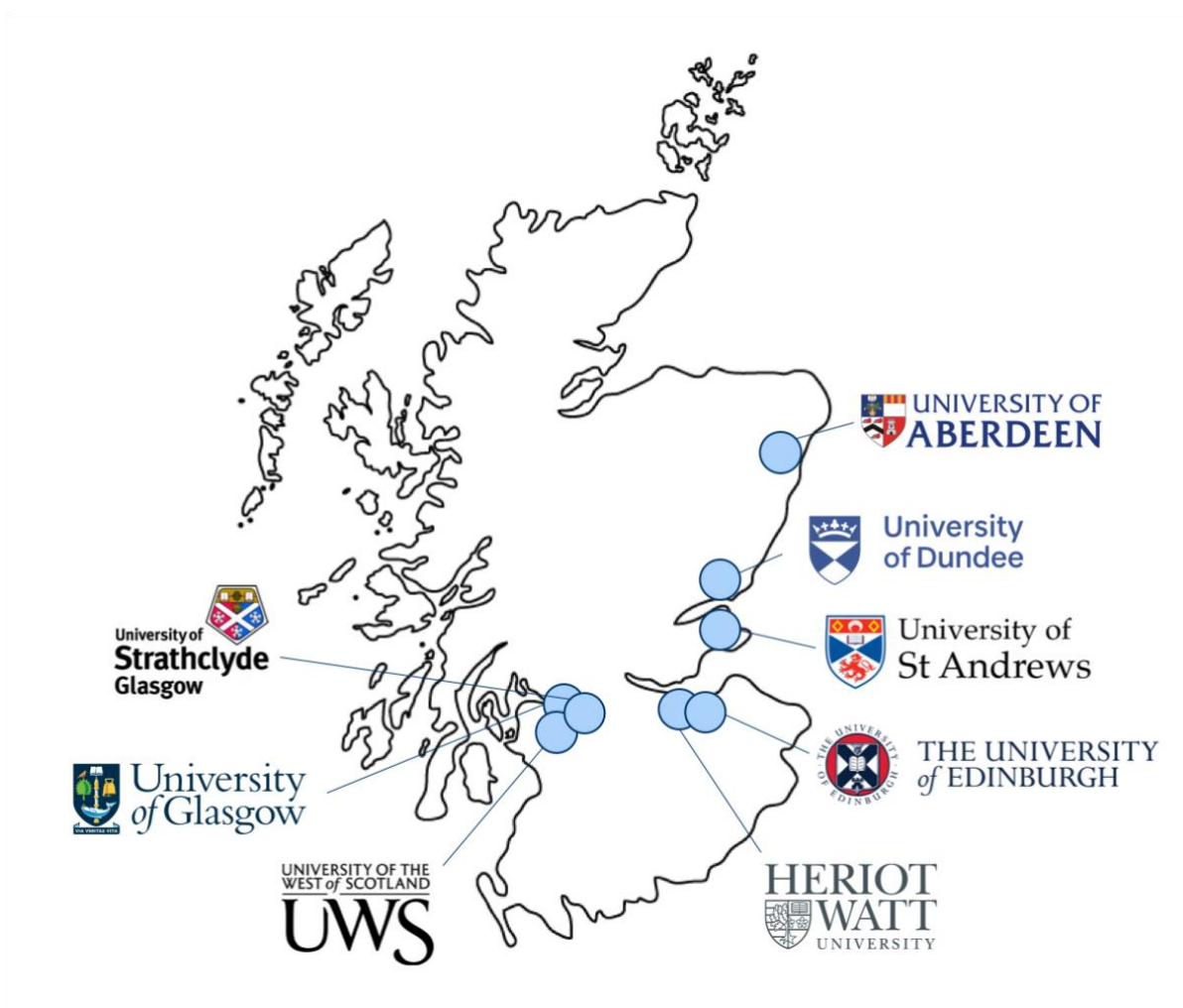




Scottish Universities Physics Alliance GRADUATE SCHOOL

Handbook for Lecturers



Dear SUPA lecturers,

We hope you find this short guide helpful and useful for your lectures. You might want to also look through the student handbook, to familiarise yourself with the other courses available that they may be taking.

The SUPA Graduate School is not an ordinary Graduate School! With around 600 students based in eight universities, we are in a position to provide excellent training to a large number of the physicists who will become leaders in many fields and make a huge contribution to society. By adding to their knowledge base through your teaching, you are a vital part of these aspiring physicists' careers.

If you have any suggestions for improvements, or any issues based on your previous experiences that you might be useful in the continued improvement of the Graduate School, then please let us know.

Thank you for your efforts, we look forward to working with you to make the SUPA Graduate School an excellent and rewarding experience for our students.

Vicky Ingram & Karen Ness
SUPA Graduate School Coordinators

In this guide you'll find:

Introduction to SUPA.....	3
SUPA Contacts.....	4
SUPA Academic Policies.....	7
SUPA Course Planning and Timetabling.....	9
Getting started with My.SUPA	11
Getting started with Video Conferencing.....	18

Every effort has been made to ensure the information contained within this handbook is correct at the time of publication. The SUPA Graduate School reserves the right to make changes at any time without prior notice. If you notice any errors or inaccuracies, please do let us know by emailing admin@supa.ac.uk.

Please note the term 'credits' is only used in this handbook to refer to 'SUPA Hours Equivalent Credits' (the number of hours per course that students are credited with towards their minimum course requirements). This term does not refer to ECTS or any other crediting system.

Introduction to SUPA

The Scottish Universities Physics Alliance is a research alliance between the physics and astronomy departments of eight Scottish Universities:

- University of Aberdeen
- University of Dundee
- University of Edinburgh
- University of Glasgow
- Heriot-Watt University
- University of St Andrews
- University of Strathclyde
- University of the West of Scotland

SUPA seeks to place Scotland at the forefront of physics research globally through an inter-institutional management structure. There is a coherent staffing strategy and a Scotland-wide research strategy. SUPA facilitates enhanced collaborative research programmes and the pooling of equipment and resources.

The Graduate School

The Graduate School offers graduate training initiatives and access to an extensive programme of video-conferenced lectures. Students are required to complete 40hours of advanced specialist courses, and 20hours of professional development, in their first two years. The advanced specialist courses are designed to broaden the student's knowledge beyond their own specialism, as well as support their doctorate, and are built around the seven SUPA research Themes:

- Astronomy and Space Science
- Condensed Matter and Material Sciences
- Energy
- Nuclear and Plasma Physics
- Particle Physics
- Photonics
- Physics & Life Sciences

The professional development courses cover transferrable research skills (such as programming) as well as transferrable generic skills (such as academic writing).

SUPA Contacts

SUPA Central

SUPA CEO

Alan Miller
Alan.miller@supa.ac.uk

Graduate School Coordinator

Vicky Ingram and
 Karen Ness
Coordinator@supa.ac.uk

SUPA Webmaster

Sean Farrell
 Tel: 0131 451 3048
 Mob: 07970441280
sean.farrell@supa.ac.uk


Graduate School Office


234d, Kelvin Building
 University of Glasgow
 GLASGOW
 G12 8QQ
 Tel: +44 (0) 141 330 7720
admin@supa.ac.uk
www.supa.ac.uk

SUPA Room and VC bookings

rooms@supa.ac.uk

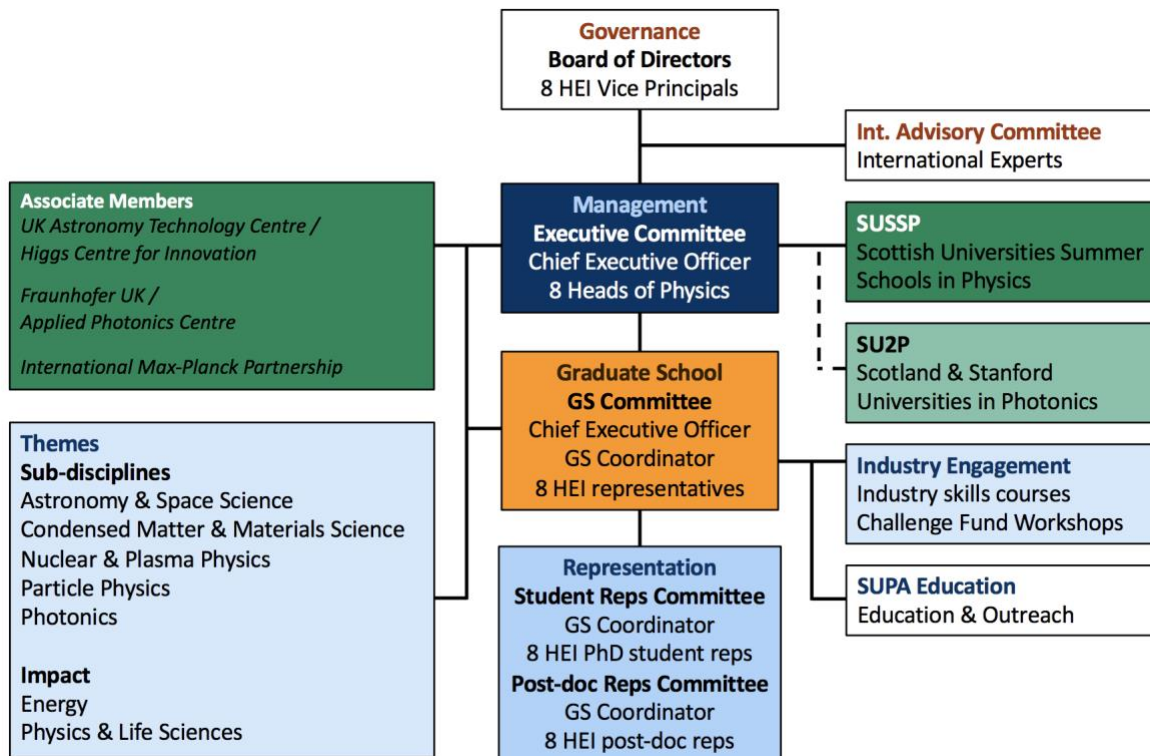
Social Media

 /PhysicsScotland

 @PhysicsScotland

SUPA Committees

SUPA is governed via two key groups: the Executive Committee and the International Advisory Committee. The Graduate School falls under the Executive Committee but operationally is led by the Graduate School Committee (GSC).



SUPA International Advisory Committee

- Prof Malcolm Longair (University of Cambridge), Chair of SUPA IAC
- Dr Allan Colquhoun (Leonardo UK)
- Dr Stuart Fancey (SFC)
- Dr Ana Gallardo (Scottish Enterprise)
- Prof Helen Gleeson (University of Leeds)
- Prof Ruth Gregory (Durham University)
- Dr John Hand (EPSRC)
- Prof David Miller (Stanford University)
- Prof Ian Ritchie (Coppertop)
- Prof Anneila Sargent (Caltech)
- Dr Richard Burguete (NPL)
- Prof Gillian Wright (UK ATC)

Board of Directors

The SUPA Board of Directors (BoD) acts as the governance body for SUPA, and comprises Vice Principals, or their delegates, from each of the eight partners.

Aberdeen	Prof Celso Grebogi	grebogi@abdn.ac.uk
Dundee		
Edinburgh	Prof Richard Kenway	r.d.kenway@ed.ac.uk
Glasgow	Prof Chris Pearce	chris.pearce@glasgow.ac.uk
Heriot-Watt	Prof Garry Pender	g.pender@hw.ac.uk
St. Andrews	Prof Derek Woollins	vpresearch@st-andrews.ac.uk
Strathclyde	Prof Stephen McArthur	s.mcarthur@strath.ac.uk
UWS	Prof Ehsan Mesbahi	Ehsan.mesbahi@uws.ac.uk

Executive Committee

The SUPA Executive Committee (EC) comprises the heads of physics from each of the eight partners and the CEO, and oversees all SUPA activities, developing general policy and strategy for deploying relevant funds, and cooperation on REF preparations. The EC also resolves problems and reports formally to member institutions; each EC member is responsible for supporting and implementing the SUPA strategy within their institutions.

Aberdeen	Antonio Politi	a.politi@abdn.ac.uk
Dundee	David Keeble	d.j.keeble@dundee.ac.uk
Edinburgh	Arthur Trew	a.s.trew@ed.ac.uk
Glasgow	Martin Hendry	Martin.hendry@glasgow.ac.uk
Heriot-Watt	Patrik Öhberg	p.ohberg@hw.ac.uk
St. Andrews	Graham Turnbull	gat@st-andrews.ac.uk
Strathclyde	Paul McKenna	Paul.mckenna@strath.ac.uk
UWS	John Smith	John.f.smith@uws.ac.uk

Graduate School Committee

The SUPA Graduate School Committee (GSC) oversees the operation of the SUPA Graduate School in relation to courses, events and support for physics based doctoral training centres. The SUPA CEO assumes the role of Director of the Graduate School; the GS Coordinators assist the CEO in fulfilling the aims and objectives of the strategy.

Aberdeen	Ekkehard Ullner	e.ullner@abdn.ac.uk
Dundee	Ulrich Zachariae	u.zachariae@dundee.ac.uk
Edinburgh	William Hossack	will.hossack@ed.ac.uk
Glasgow	Christoph Englert	Christoph.englert@glasgow.ac.uk
Heriot-Watt	Sam Chen	x.chen@hw.ac.uk
St. Andrews	Jonathan Keeling	jmik@st-andrews.ac.uk
Strathclyde	Gordon Robb	g.r.nm.robb@strath.ac.uk
UWS	David Hutson	david.hutson@uws.ac.uk

Theme Leaders

SUPA's research strengths build on national and international excellence in seven key areas. Each theme has a leader who has oversight of the research going on within that theme, and looks at the training provision within each theme for the research students.

The Theme Leaders are:

Astronomy & Space Science	Rita Tojeiro	rmftr@st-andrews.ac.uk
Condensed Matter & Materials Science	Stephen McVitie	Stephen.mcvitie@glasgow.ac.uk
Energy	Paul Clegg	Paul.clegg@ed.ac.uk
Nuclear & Plasma Physics	David Ireland	David.ireland@glasgow.ac.uk
Particle Physics	Victoria Martin	Victoria.martin@ed.ac.uk
Photonics	Jennifer Hastie <i>and</i> Robert Thomson	Jennifer.hastie@strath.ac.uk r.r.thomson@hw.ac.uk
Physics & Life Sciences	Gail McConnell	g.mcconnell@strath.ac.uk

SUPA Partnerships

Centres of Doctoral Training

There are multiple CDTs across Scottish Physics. All are part-funded by the Engineering and Physical Sciences Research Council, EPSRC.



The Scottish Doctoral Training Centre
in Condensed Matter Physics



An EPSRC Centre for Doctoral Training in Condensed Matter Physics

The Scottish [Doctoral Training Centre in Condensed Matter Physics](#) (CM-CDT) is a collaboration between the Universities of Edinburgh, Heriot-Watt and St Andrews providing international-level doctoral training in the core discipline of condensed matter physics. Commencing in 2009, the CM-CDT offers 4-year studentships.



The Centre for Doctoral Training in Applied Photonics is a collaboration between the Universities of Dundee, Edinburgh, Glasgow, Heriot-Watt, St Andrews and Strathclyde spanning physics and engineering. This CDT was created to meet industry's need for highly skilled engineers in the photonics-electronics interface; companies developing photonics-enabled products and services, from consumer technology and mobile computing devices to healthcare and security. The CDT in Applied Photonics offers EngD or PhD studentships.

The [Centre for Doctoral Training in Applied Photonics](#) is a collaboration between the Universities of Dundee, Edinburgh, Glasgow, Heriot-Watt, St Andrews and Strathclyde spanning physics and



The [CDT in Intelligent Sensing and Measurement](#) is a collaboration between the Universities of Glasgow and Edinburgh spanning physics and engineering and addresses sensing and measurement across applications that impact all areas of life, from integrated atomic clocks for GPS location through the myriad of chemical and physical sensors found in science, industry, environmental monitoring, consumer goods, biomedicine, food, energy and transport. The CDT-ISM offers 4-year studentships.

The [CDT in Intelligent Sensing and Measurement](#) is a collaboration between the Universities of Glasgow and Edinburgh spanning physics and engineering and addresses sensing and measurement across applications that impact all areas of life, from integrated atomic clocks for GPS location through the

SUPA Academic Policies

Course Requirements

SUPA has set course requirements for both Advanced Specialist Courses (which are focused on technical training in Physics or related scientific areas) and Professional Development (which is focused on developing transferable or “soft” skills).

Advanced Specialist Course Requirements

Every PhD student within SUPA is required to take a minimum of **40 hours** of Advanced Specialist Courses during the first two years of their PhD studies. Within some themes, such as Particle Physics, there is a higher recommended number of hours of technical coursework.

Advanced Specialist Courses include:

- SUPA Graduate School Lectures;
- SUPA Distance Learning Courses;

- Summer Schools as recommended by the themes;
- Non-SUPA courses where appropriate.

Professional Development Requirements

Every PhD student within SUPA is required to take a minimum of the equivalent of **20 hours (or 4 days)** of Professional Development training during the first two years of their PhD studies.

Professional Development training includes:

- SUPA Professional Development Training Courses;
- Departmental, university, research council or Vitae programmes as appropriate.

Assessment Policy

The performance of PhD students in advanced specialist courses will be assessed and all students will be required to undertake and pass all relevant assessments, unless they choose to attend the course as a non-assessed student (in this case the student will receive no credit towards their 40-hour requirement). Student performance will be recorded and monitored by SUPA Central and information will be provided to departments via the GSC and the EC for consideration of student progression.

Courses may be assessed by different methods as appropriate to the subject area. Examples of appropriate assessment include any combination of: written examinations, continuous assessment, a dissertation, and viva. Students taking non-SUPA courses must agree an assessment method with the lecturer before the start of the course.

Lecturers are required to notify students of the means of assessment by the start of the course and to report their marks in the SUPA online gradebook by the specified deadlines. All marks must be on a 0-100 point scale, with a pass mark of 50. (Where SUPA postgraduate courses are part of the final year undergraduate curriculum, the pass mark may be 40).

Lecturers need to contact the SUPA Courses Office at admin@supa.ac.uk if they require an extension of this deadline or for any other technical support needed with using the My.SUPA online gradebook. More information about the gradebook can be found in the 'My.SUPA and Marking' section of this handbook.

Professional Development courses do not need to be assessed.

Non-SUPA Courses

Non-SUPA Advanced Specialist Courses

Please note: There is an agreed 30 hours credit cap on a single non-SUPA advanced specialist course.

1) MSci/MPhys/MSc courses

Undergraduate Masters (MSci/MPhys) honours and postgraduate Masters (MSc) courses in physics and astronomy are on occasion made available to SUPA students from any partner

university. Under this arrangement, completion of these courses and the final assessment count towards the SUPA minimum 40 hour requirement.

Process: At the start of academic years 1 and 2 of a PhD, a student should discuss and secure agreement to take such a course via their supervisor. In order for the result to be logged on My.SUPA, students should contact admin@supa.ac.uk with the course name, date, description and mark achieved, copying in their supervisor. All non- SUPA courses and marks will be reviewed by the Graduate School Committee.

2) Summer schools

Attendance at National and International Summer Schools designed for research students (e.g. those organised by doctoral training centres or SUSSP) is encouraged. Credit for attending Summer School lectures will only be accepted by approval of the Graduate School Committee where the student has been assessed either at the summer school or by local assessment following the summer school. Broadly, the taught content and assessment should be comparable to a Graduate School Advanced Specialist course of equivalent SUPA credits to those being requested for the Summer School.

Process: Students should discuss and secure agreement via their supervisor and local SUPA Graduate School Committee member. The GSC representative requests GSC approval by circulation via the SUPA Graduate School Coordinator. In order for the result to be logged on My.SUPA, the GSC representative (or nominee) at the end of each academic year informs SUPA Central of the Summer School name, number of hours, and the student mark. The pass mark will be assumed to be 50%.

All other courses including bachelor's level modules will only be accepted by approval of GSC where the course has been assessed.

SUPA Graduate School Coordinators cannot organise assessment for non-SUPA courses.

Non-SUPA Professional Development Courses:

All generic or transferrable skills courses run by universities, the research councils, Vitae or other 'approved' bodies are accepted as SUPA-approved courses in order to make up the 20hour requirement.

Process: Students informs SUPA Central of the course name, date and number of hours when the course has been completed so that it is logged on My.SUPA to make up the mandatory 20 hours. Attendance and/or completion will not be checked by SUPA - student information provided will be assumed as correct.

SUPA Course Planning and Timetabling

January - March: New course proposals and existing course confirmation

An invitation will be sent to all SUPA academic staff to submit Course Proposals for the following academic year. A copy of the Course Proposal Form can be found online at http://www.supa.ac.uk/Graduate_School/resources/index. Course proposals need to be submitted to the SUPA Courses Office (admin@supa.ac.uk).

If you are currently teaching a SUPA course and would like to run this again, there is no need to submit a course proposal unless you are planning major changes to the course content or assessment. If your course runs biannually, you will also need to confirm whether it will run the following year.

The deadline for receiving course proposals (and confirmation of existing courses) will be on the webpage above.

March - May: GSC Approval of Draft Proposal

Course proposals and the draft theme curriculums will be presented to the GSC for provisional approval, conditional on fitting in the timetable. Lecturers will be notified if their course proposals have been successful at this stage.

June - July: Timetabling & Catalogue of Courses

The Graduate School admin team will liaise with theme representatives and individual lecturers to develop the catalogue of courses. If you are running a course you will be contacted directly by SUPA Central; there is no need to get in touch until they initiate the scheduling process with you. Please note that once contacted, it is advisable to respond as soon as possible to SUPA Central regarding the scheduling of your course, as time slots are generally distributed on a first-come, first-serve basis. Semester II courses will be timetabled provisionally during the summer, and reconfirmed later in the year.

August: Final Timetabling and Catalogue of Courses

Any remaining issues in the timetable or course catalogue will be reviewed and final decisions made. Lecturers will be notified directly after the GSC meeting if the decision is taken not to run their course.

The Graduate School admin team will add the timetable to MySUPA, by adding dates of lectures to your course page on MySUPA. You should also check your course page to ensure the information is up to date and accurate. More information about this can be found in the My.SUPA section of this handbook. This should be done by the end of August.

September: Timetable and Catalogue of Courses Published, Semester I Enrolment Opens

The SUPA Timetable and Catalogue of Courses will be published both in print and online at <http://my.supa.ac.uk> and Semester I enrolment will open. Enrolment will close two weeks into a course. After this time students can still enrol but they need agreement from the lecturer, and they need to contact SUPA Central to be added to the course online.

November-December: Semester II Schedule Confirmation, Semester II Enrolment Opens

All Semester II courses provisionally scheduled during the summer will be reconfirmed. After the Semester II timetable is finalised, enrolment for Semester II courses will open.

Getting started with My.SUPA

Introduction to My.SUPA

<http://my.supa.ac.uk>

My.SUPA is an online space for students and lecturers to manage all of their SUPA activities. We strongly encourage you to use My.SUPA as a teaching tool during your course, as this is SUPA's most effective tool for communicating with students across all eight universities.

Obtaining a Password and Username

Generally, all students and staff of SUPA are assigned a My.SUPA username and password upon joining one of the eight SUPA institutions. However, occasionally SUPA does not receive the details of new SUPA arrivals. If you are new to SUPA and have not yet been contacted with your My.SUPA account details, please go to My.SUPA and click on the 'Request a My.SUPA login' link. Your new login and password will soon be emailed to you with instructions.

If you have forgotten your My.SUPA username or password, you can reset them either by following the 'Lost Pass- word?' link in the login box on the My.SUPA portal or by emailing admin@supa.ac.uk.

Students and My.SUPA

Students use the course areas on My.SUPA to find out about courses available to them, to enrol and unenrol from courses, to contact their lectures and to submit assignments. More information about setting up your My.SUPA course page and using My.SUPA as part of your course is available on the following pages.

Timetable

The latest version of the Graduate School Timetable can be found easily from any page of My.SUPA using the link in the top left hand corner.

Further Training and Support

If you experience any difficulties while using My.SUPA, please email the SUPA Office at admin@supa.ac.uk. To report errors on the site or to request technical help, please write to webmaster@supa.ac.uk.

Your Course Area

Once your course has been scheduled with SUPA Central, a course area will automatically be created for you, and the basic details of your course (course description, schedule, etc.) posted according to the information you have provided to SUPA Central.

Beyond basic set up and management of the course schedule (provided by SUPA), lecturers are responsible for managing their My.SUPA course areas. To add or edit text on any of the sections on your course page, click on the 'Turn Editing On' button in the top right-hand corner of the screen and use the 'Edit' buttons. Note that the Edit option is only visible when editing is turned on.



Before the start of term, all lecturers are required to do the following:

1. Check the dates of your lectures. If you find an error in the course schedule, please contact the SUPA Graduate School as soon as possible at admin@supa.ac.uk.
2. Check and edit the course description.

You are also strongly advised to carry out the following basic tasks to prepare your My.SUPA course area for students prior to the enrolment period:

3. Display a message of welcome to attract prospective students to your course
4. Publish a photo of yourself
5. View the list of participants
6. Provide a reading list
7. Link to other web sites or resources that will be of interest to your students

Setting out Course Objectives

The course areas in My.SUPA are divided into topics or weeks. As an editing lecturer, you can add explanatory text to any section. To edit the sections, ensure Editing is switched on, click the Edit button on the section you wish to alter, and click Edit Section. Many lecturers write a summary or a list of objectives for each section.

Uploading Resources and Activities

You can create numerous activities for each course section, including:

Assignment	Communicate tasks, collect work and provide grades/feedback
Chat	Enable participants to have text-based, real-time synchronous discussions
Choice	Ask students a single question with specific possible responses
Database	Create, maintain and search a collection of entries, e.g. list of weblinks
Feedback	Create a custom survey for collecting feedback from participants

Forum	Enable participants to have text-based, asynchronous discussions over an extended period of time
Glossary	Create and maintain a list of definitions, like a dictionary, or to collect and organise resources or information
Interactive Content	Create interactive content such as videos, question sets, presentations and more (for pre-created content use Resources, below)
Lesson	Run your lesson content online, e.g. self-directed learning of a new topic, use for scenarios or simulations/decision-making exercises
Questionnaire	Construct surveys to collect data
Quiz	Similar to Questionnaire, but with more flexibility
Survey	A number of verified survey instruments that have been found useful in assessing and stimulating learning in online environments
Wiki	Enable students to add and edit webpages collectively, listing edits (similar to 'track changes in Word), useful for taking group lecture notes or study guides, collaborative assignments etc
Workshop	Enables the collection, review and peer assessment of digital content, by each other

You can also add numerous resources to each section, including:

Book	Create a multi-page resource in a book-like format, with chapters and subchapters. Books can contain media files as well as text and are useful for displaying lengthy passages of information which can be broken down into sections
File	Upload files such as lecture slides, handouts
Folder	For multiple files, this may be a better option
URL	Upload useful links
Videofile	Add HTML5 videos with flash fallback (to play older video formats in the browser), this allows for multiple language captions

To add any of these, select 'Add an activity or resource' at the bottom of the section you want it to appear in (note that this tool only becomes visible when you have turned editing on).

[+ Add an activity or resource](#)

You can then select what you are trying to add. A single click will display information on that option. Double clicking will take you straight to that option.

There is a download limit of 20MB. If you find you cannot bring the size of your file down below this limit, please send or take the file to SUPA.

Using the News Forum to email students

The News Forum, found in the top section of every course, is the best way of communicating with your students as a group, especially for urgent messages about postponed lectures. Students cannot opt out of receiving emails from the New Forums and the messages can also be read online.

Creating an assignment in My.SUPA

The assignment activity module (see list above) enables a lecturer to communicate tasks, collect work and provide grades and feedback. Students can submit any digital content (files), such as word-processed documents, spreadsheets, images, or audio and video clips. Alternatively, or in addition, the assignment may require students to type text directly into the text editor. An assignment can also be used to remind students of 'real-world' assignments they need to complete offline, such as an experiment, and thus not require any digital content. Students can submit work individually or as a member of a group.

When reviewing assignments, lecturers can leave feedback comments and upload files, such as marked-up student submissions, documents with comments or spoken audio feedback. Assignments should be graded using a numerical point scale of 0 to 100. The pass mark for SUPA courses is typically 50%. Course that sit alongside Undergraduate Bachelors courses may be 40%. Final grades are recorded in the gradebook.

Marking in My.SUPA

Grader Report is the tool that My.SUPA uses to manage the grades from all the SUPA courses. Within your course, it takes the grades from individual activities and lets you aggregate them to suit your grading scheme to generate a final score out of 100 for each student.

You can also use the Grader Report if you need to override any marks that have been generated automatically by assignments and quizzes.

There are three main methods to upload marks, choose the one that most closely fits with your course and requirements:

- 1) **Setting course totals for each student manually**, useful for single assessment courses with a handful of students
- 2) **Calculating course total from multiple activities**, useful for continuous assessment for a handful of students
- 3) **Uploading grading workbook**, useful for large classes or classes with written feedback

If you require any support using Grader Report, please contact SUPA at admin@supa.ac.uk.

Accessing Grader Report

To access Grader Report as a lecturer, go to your course page.

Click the button at top left to reveal the left hand menu. Then use the menu link marked 'Grades' (1 in the image below). This will take you to the main Grader Report view. Students will see a similar link to 'Grades', but it will only display their own results.

You can either set the total mark and feedback for each student directly, or use a calculation to give marks to a number of activities and calculate the total.

Method 1: Setting the Course totals directly for each student

- Open the 'Grader report' (1).
- On the grade view click 'turn editing on' (2) button at the top right.
- The 'course total' is on the far right. You may use the +/- icon (3) to show or hide individual activity columns to simplify the report.
- In this example the other activities have been hidden and details are only being entered in the 'Course total' column.
- For each student, enter the grades as a mark out of 100 in the first box (4). If required, notes or feedback can be provided in the dashed box. This is usually only used for individual assignments.
- Remember to click 'Save changes' (5)!

Biophotonics: View: Preferences: Grader report

Home / Courses / Graduate School / Physics and Life Sciences / Semester 1 / SUPABIP / Grade administration / Grader report

Grader report


Surname	First name	Email address	Course total
[Redacted]	[Redacted]	[Redacted]	75
[Redacted]	[Redacted]	[Redacted]	50
[Redacted]	[Redacted]	[Redacted]	80
[Redacted]	[Redacted]	[Redacted]	70
[Redacted]	[Redacted]	[Redacted]	0
[Redacted]	[Redacted]	[Redacted]	
[Redacted]	[Redacted]	[Redacted]	
[Redacted]	[Redacted]	[Redacted]	
Overall average			-

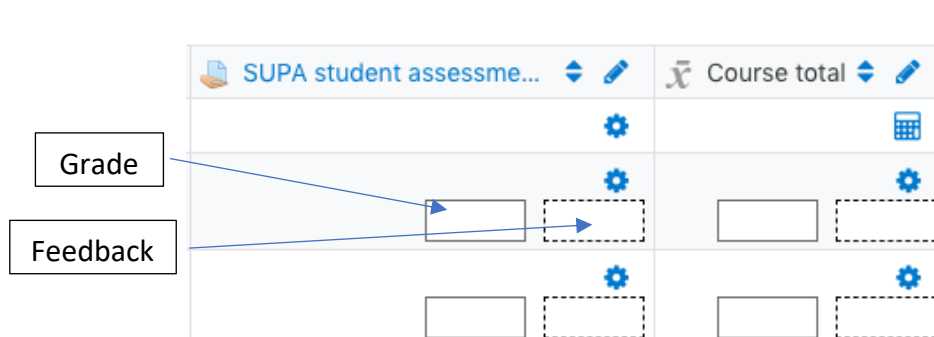
Save changes

Method 2: Calculating Marks using calculation from several activities

Some courses are set up to allow you to assign marks to individual activities such as assignments or quizzes. The grade settings that you use when you set up each assignment or quiz activity in your course will add an additional column into the Grader Report.

To calculate marks, follow the instructions below. More detailed instructions, with photos, can be found at: <https://my.supa.ac.uk/mod/wiki/view.php?id=17039>

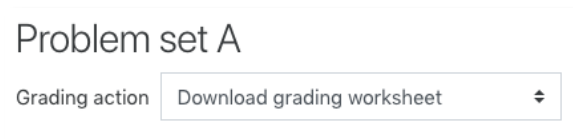
- Open the 'Grader report' (1 above).
- On the grade view click 'turn editing on' (2 above) button at the top right.
- The 'course total' is on the far right. Use the +/- icon (3 above) to show the individual activity columns.
- Click on the 'Edit Calculations'  calculator icon at top of the 'Total grade' column.
- Assign each assessment an ID number, and tell Grader Report the formula to use to produce a total out of 100 (for example if you want to give different weighting to different assessments). Click Save Changes to return back to the Grader Report.
- Enter marks into the left-hand box for each assignment.
- Type any feedback comments into the right-hand boxes with dashed borders.
- Click on 'Save changes'. The course totals will be generated, and a pass/fail status will be shown on the administration master list.



Method 3: Uploading grading worksheet

To quickly enter grades and feedback for an assignment, My.SUPA has the ability to enter marks for all students in one upload.

- Enter the Grader Report of your course area.
- Turn 'turn editing on'
- Unfold the report +/- icon to show all columns/assignments
- Click on the assignment you want to enter marks for, to take you to the Grading summary for that assignment
- Click "View all submissions"
- At the top of the list of students, choose the "Download grading worksheet" grading action



- The grading worksheet will automatically download
- Open the grading worksheet, and enter the marks and any feedback for any student, for that assignment
- Once all marks are entered, select the grading action "Upload grading worksheet" as above
- My.SUPA will automatically input the marks and feedback from your file

Getting started with Video Conferencing

This page gives an introduction to using the videoconference facilities across the SUPA institutions. Videoconferences are primarily used in SUPA to deliver courses, however, they are also used for a variety of other purposes such as research meetings, seminars, interviews and distinguished visitor lectures. More information on using SUPA videoconference facilities, including video tutorials, can be found in Getting Started with Video-Conferencing at: <http://my.supa.ac.uk/>.

Making a Booking


SUPA videoconferences must be booked in advance by SUPA Central. If you are teaching a course for the SUPA Graduate School, a booking will automatically be made for you once you confirm your course schedule. If you are organising a meeting or event and would like to use the SUPA videoconference facilities, please use the Room Booking form on the Graduate School website: http://www.supa.ac.uk/room_booking.

Setting Up

SUPA videoconferences usually begin at five minutes past the hour. As the bookings are made in advance, the videoconference call will be made automatically, so there is no need to dial in.

There are slight differences in the videoconference systems and the layout of the videoconference rooms at each institution. (The system at UWS is different to another SUPA sites, we recommend that you talk to your local IT contact.)

When you arrive in the room:

- If the projectors/screens are not turned on, use the remote control or control switch to turn them on.
- You will see the main page of SUPA rooms list on the ceiling monitor. Wait here for the incoming call. When the call starts, you'll be automatically taken to the Participants Screen.
- Adjusting Camera view: Press the button marked "Camera 1" to switch to Audience view if you are receiving a lecture from a different site, or "Camera 2" for the view of a local lecturer to be transmitted to other sites.
- Connecting Laptops: Before the conference, turn your laptop on and change the resolution to 1920x1080 or less. Attach to the HDMI cable using one of the provided adapters if necessary. Set your laptop to output to both local screen and external monitor. (This may be automatic, depending on your laptop, or is normally done by pressing fn-F5, fn-F7 or fn-F8.)
- Press the button marked "Laptop" on the Content Control system on the lectern. Check that you can see your laptop screen projected on the screen locally.
- Press the "share" button  on the Vidyo remote control to share your content with your remote audience.

You should see the share icon on the screen become green on the top of ceiling monitor. It is advisable that before continuing with lecture you ask the remote audience if they see your content.

Shutting Down

SUPA lecture calls end on the hour.

To end a call prematurely press  on the Vidyo remote control.

If no lecture follows yours, please switch off the screens / projectors by the remote control and the room's light and lock the door. To check whether there is a conference following yours, please refer to the SUPA timetable.

Further Training and Support

Further training and local technical support is also available at each site for assistance during videoconferences.

In each VC room, listed below, there are information sheets on how to seek support during a call. For local queries with the VC rooms, NOT during a lecture, contact the following.

Aberdeen	Meston Building Rm 302	Michael Chung	01224 272 961 m.chung@abdn.ac.uk
Dundee	Ewing Building Basement	Gary Callon	01382 384 695 g.i.callon@dundee.ac.uk
Edinburgh	JCMB Rm 3307	SOPA Helpdesk	0131 650 5900 sopa-helpdesk@ed.ac.uk
Glasgow	Kelvin Building Rm 255a	Andrew Fraser	0141 330 6420 Andrew.fraser@glasgow.ac.uk
Heriot-Watt	Earl Mountbatten Rm1.27	Hugh Conner	0131 451 3337 H.M.Conner@hw.ac.uk
St. Andrews	Physics & Astronomy Rm307	Ian Taylor	01334 463 141 iat@st-andrews.ac.uk
Strathclyde	John Anderson Rm813	Tom Briggs	0141 548 3376 Timothy.briggs@strath.ac.uk
UWS	Henry Building Rm F.318	Tom Caddell	0141 848 3550 Tom.caddell@uws.ac.uk

Lecturing via Videoconference

This page presents some simple strategies for teaching via videoconference and encouraging students to engage more fully with lectures.

Students attending a VC lecture may expect it to be a passive experience, partly because there are some parallels with watching TV. All the usual barriers to active participation in lectures also apply to VC lectures, and students may be further inhibited by the technology or because they cannot see all the other participants.

Levels of student engagement and interaction in lectures will increase if there is a strong sense of being present in the lecture (telepresence); interactions are explicitly encouraged; and a protocol for interrupting the lecture is provided and practised.

Getting Interaction

- At the start of your course, talk to your students about the level of interaction and participation you expect.
- Write some words of advice and encouragement in Section 0 of your course area.
- Print out the list of participants and address questions to students by name. Your students' names and contact details can be found by clicking on 'Participants' on the top left hand side of your My.SUPA area.

Basics of Teaching via Videoconference

Camera view: Switch to the audience camera occasionally so that the students at the far ends get to see your local audience.

Practise interruptions: With your students, devise an 'interruption protocol' for your lectures. Encourage students to use a preamble so that their question or point is not lost as the VC equipment switches between sites.

Sit with your local audience: For the final ten minutes of your lecture, turn on the ceiling microphone, switch to the audience camera and join your local audience for question time.

Be heard: Remember where the microphones are. If you move about during your lectures, wear the lapel mic (provided), remember that if you turn your back on the lectern microphone you will come across quieter.

Pointers: Students have requested that when lecturers need to point at the screen, they do so using the mouse, so that all students regardless of location see it. If you are screen sharing, students in other VC rooms will not see what is being pointed at with the stick!

Encouraging Student Engagement in VC Lectures

Interactive Slides: Insert a multiple-choice question into the middle of your slides.

Snowball: During the lecture, organise the students to think about an issue or question firstly by themselves and then locally in pairs, or even in fours if numbers allow, before contributing to a group discussion.

Discussion Time: Allow ten minutes at the end of each lecture for discussion/questions.

Question Time: End each lecture with 'three questions to think about' (...or one question or half a dozen). Revisit these questions in your introduction to the next lecture or invite written or verbal answers from the students.

Using My.SUPA to Complement VC Lectures

Give advanced warning: Use your online area to give notice of the questions you are likely to raise in the lectures. This allows less confident students to pre-prepare their answers.

Ask students to submit questions: Set up a wiki in which students can devise questions for you to use in lectures. A wiki enables documents to be authored collectively.

Set up discussion forums for the main topics: You can add as many discussion forums as you wish to your My.SUPA area. Students can choose to receive the messages posted in the forums by email or, if they prefer, can read the discussions online. Discussion threads can be started by you or by the students themselves and, unlike private emails, will not be lost or deleted. Note that the editor for the discussion forums includes a LaTeX filter that renders mathematical expressions as graphics in html emails and online.

Videoconference recording

All SUPA lectures are recorded. The purpose of this is to allow students to catch up with lectures they have missed. These recordings will only be available to students registered on that course. Recordings will be uploaded to the course page on My.SUPA.

Some undergraduate courses begin prior to the postgraduate students starting. These will be recorded from the start of term, and the recordings uploaded onto the relevant course page on My.SUPA to allow them to catch up on lectures missed.

Copyright Policy for Recordings

All lecturers are required to comply with the laws on intellectual property. When a lecture is recorded, typically this includes both channels: the video channel (video and audio of you and the participants) along with anything you send on the data channel (e.g. slides). If your teaching materials contain components borrowed from other authors, these must be attributed clearly. It is very important that you avoid using teaching materials that are largely or completely derived from printed, electronic or online sources that are not your intellectual property.

If you have any questions about the recording process, please contact the SUPA Office or email your question to admin@supa.ac.uk.