



HPSC0019

Human Sciences and Society

1. Module syllabus

2020-21 session

01 Oct 2020

Module tutor: Professor Joe Cain

2. Description

Science plays key roles in solutions to problems of global and local concern. But science never is the only force at work, and increasingly it faces stiff competition for influence. HPSC0019 focuses on science when it is put to use in solutions. We concentrate on engagement between scientists and others within communities of interest coming together to solve problems. Think climate change, pandemics, earthquake prediction, or collapse of biodiversity as problems of global concern; or, air quality, water supply, nutrition, or pest control as problems of local concern. In this module, we explore the forces that can constrain and enhance science in these engagements. We investigate ways scientists can improve their effectiveness when engaging. We'll ask if better engagement can circle around to improve science itself.

HPSC0019 is available only to Year 2 students in Human Sciences BSc. The timetable spans both Terms 1 and 2, mixing traditional lecture periods with active seminars and sessions organized by you and your peers. As part of key skills development, this module aims to introduce careers involving science policy and science communication. There's more to science than data and hypotheses. There's more to the life of scientists than time at the lab bench. This course samples from that wider range of opportunities.

3. Key information

3.1 Digital resources

| Type | Location |
|------------------|--|
| Moodle | moodle.ucl.ac.uk/course/view.php?id=7427 |
| Timetable | ucl.ac.uk/timetable <i>or</i> tinyurl.com/hpsc0019 |
| ReadingLists@UCL | ucl.ac.uk/library/teaching-learning-services-tls/readinglistsucl <i>or</i> tinyurl.com/read0019 |
| Required texts | Ideally, you're reading <i>New Scientist</i> every week. Details on how to access are here: youtube.com/watch?v=Pm0p-uF6GOo |

3.2 Module tutor

| | |
|-----------------------|---|
| Tutor | Professor Joe Cain |
| Email | J.Cain@ucl.ac.uk |
| Telephone | +44 (0) 207 679 3041 |
| Web | ucl.ac.uk/sts/cain |
| Office location (UCL) | 22 Gordon Square, room 4.3 |
| Office hours | See Moodle |

3.3 Postgraduate teaching assistant

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|--------------|--|
| PGTA | Evie Tabor |
| Contact | evangeline.tabor.18@ucl.ac.uk |
| Office hours | See Moodle |

4. Aims and objectives

4.1 Aims

Science plays key roles in solutions to problems of global and local concern. But science is never the only force at work. Increasingly, it faces stiff competition for influence. HPSC0019 focuses on science when it is put to use in solutions. The overall aim of this module is to investigate models for engagement when science is put to work to solve problems.

- which models help us understand the role of science in society?
- which forces constrain science in these engagements?
- how might scientists improve their effectiveness when engaging others in the task of problem solving?
- can better engagement circle around to improve science itself?

This module provides a collective activity for second year Human Sciences students. It allows you to develop your knowledge base, to gain some insight into the social relations of science, to develop the interpersonal and organizational skills for working in teams, to develop skills in research, argument and communication, and to engage with values you may not share.

4.2 Objectives

By the end of the module, students should be able to:

1. interpret data from the perspective of multiple stakeholders
2. work in an interdisciplinary, collective, and collaborative fashion
3. apply evidence and argument to real-world problems
4. integrate social, cultural, political, industrial and economic contexts of science
5. effectively communicate in ways appropriate to the context
6. identify contrasting models of dissemination and engagement

5. Assessment

Coursework for this module includes one project undertaken by individuals and one project undertaken by student teams.

5.1 Summary

| Code | Weight | Type | Detail | Due date (12:00) |
|------|--------|---------------------------------|--|--|
| CW | 25% | project 1 individual essay | advocacy piece written as blogpost 1500 words | 09 Nov 2020 |
| CW | 25% | project 2 team essay | advocacy piece written as POSTnote 2000 words | draft: 16 Dec 2020 final: 30 Mar 2021 |
| ORAL | 50% | project 3 team presentations | team submits three video pieces of a debate; 30 minutes total | proposing: 16 Feb 2021 opposing: 12 Mar 2021 reply: 30 Mar 2021 |

All due dates are 12:00 noon London time.

5.2 Project 1: Individual essay (25%)

This is an advocacy piece. You adopt a position, argue in favour of that position by marshalling relevant evidence, consider criticisms of your position, and document your evidence.

The format for this essay is a blog post. To set the level of technical detail and determine your voice, write for an audience of *New Scientist* readers. That is, write your post as though it were a commissioned piece from *New Scientist* for use on their web site.

Titles will be posted on Moodle. Select one from those options. Criteria for assessment also are provided on Moodle.

Your individual essay *must not* exceed 1500 words. You *may* include up to 3 images and up to 1 table provided they contribute substantially to the piece and are appropriately referenced. Additional notes for guidance are provided on Moodle.

You'll be assigned to a bubble for Project 1. Consider other students in your bubble as a support network to help you generate ideas, brainstorm about possible resources, serve as a sounding board for your argument, and read drafts of your submission. You should reciprocate and encourage generosity in this regard. People in the same bubble do not need to work on the same essay title; indeed, it can be to your advantage not to work on the same title.

You are the sole author of your Project 1 essay. You alone will receive the mark. There is no opportunity for revision or resubmission.

5.3 Projects 2 and 3: Team project producing essay and videos

Projects 2 and 3 are team projects, and they overlap in content and effort. That overlap is intentional.

As a sequence of work, the essay of Project 2 documents the arguments presented in the debate of Project 3. In turn, the debate produces information that feeds back towards improving the essay. In our experience, this pattern best reflects real-world working conditions. It also gives students maximum opportunity to produce outstanding work.

As a sequence of due dates, the team essay is drafted in Term 1 and submitted for formative assessment. Debates are produced in Term 2. After the debates, the updated essay will be due.

Teams will be assigned by the module tutor. These teams will be different from your Project 1 bubble. You will stay with your team through the remainder of the module.

Titles will be assigned by the module tutor. This is to reflect real-world working conditions in a think tank or consultancy built around contract projects.

Project 2 and 3 organisation will take place during Reading Week of Term 1. This timing allows students to contribute ideas to the pool of potential subjects from which assignments will be drawn.

To divide responsibilities evenly, each team will be asked to agree on six roles:

1. Project 2 writer 1
2. Project 2 writer 2
3. Project 3 presenter 1 proposing the motion
4. Project 3 presenter 2 proposing the motion
5. Project 3 presenter 3 opposing a different motion
6. Project 3 presenter 4 replying to opposing video about you team's motion

Each group also will name one "Project point-of-contact," or POC. This person will be the first point of contact to the tutor for discussions and troubleshooting. The person who agrees to serve as POC will also serve one of these other roles, so do not agree to take on POC unless you understand this point. The role of POC may change hands over the course of the session, such as to accommodate different workloads or to offer experience to more people.

It must be understood that students are ***not*** expected to contribute merely one part of their team's project; ***nor*** are they expected to do all the work associated with that one role. They simply take responsibility for ensuring this element is completed, and they take the initiative to move it forward. We do expect a person identified as "presenter" to present; "writer" to write. However, as a matter of time management, teams may shift the relative balance of work individuals undertake as they deem fit provided this is agreed within the group and it results in a relatively fair distribution of effort. For instance, I might volunteer to be an opposition presenter because I have a heavy load in Term 1 already, and I've never done "opposition" presentations before so I would like to practice this. Or, I might recognise that I'm a strong presenter but relatively weak at writing this kind of document, so I might ask to be a "writer" to gain more experience in that role. No matter what my role is, I still contribute to all aspects of the projects.

The reason for structuring assessment this way is that it mimics a career path common for human science students, with first jobs likely to involve research assistance as a consultant, communications officer, project contributor, or marketing officer. In these roles, you will be focused on a client's instruction, dropped into a team of someone else's making, tasked, given strict deadlines and frustratingly tight specifications, then expected to get the job done.

This type of work is structured around *tasking* by managers onto projects that might be outside your expertise but that take advantage of your skills researching new questions, sifting acquired information, and applying critical skills. Tasking also requires social skills. In consultancies, working teams are organized by managers, and they frequently are - for want of a better term - imposed. Employees are expected to adapt, work together, draw out the best in each other, and remain task-oriented. Employers notice and respect people who not

only work well in teams but who also can marshal the teams they are placed in to produce commendable results.

You are a joint author of your Projects 2 and 3. All members of the group will receive the same mark for the submitted work.

5.4 Project 2: Team essay (25%)

Your team will produce an advocacy document supporting your position. This will deliver your evidence base. It also will provide you with a different means for communicating your point-of-view.

The format for this essay will mimic a [POSTnote](#), produced by the [UK Parliamentary Office of Science and Technology](#). These documents set a gold standard format for consultation and advocacy. You producing an excellent product in this module can provide you with a strong addition to your CV portfolio.

To set the level of technical detail and to determine your voice, consider the presumed audience to be UCL human sciences alumni working in high levels of the British civil service.

A non-assessed draft will be due in Term 1 for feedback. Submission is compulsory. An assessed final submission will be due at the end of Term 2. Due dates are listed elsewhere in this syllabus and on Moodle.

Your team essay *must not* exceed 2000 words. It *may* include up to 3 images and 1 table provided they contribute substantially to the piece and are appropriately referenced. As a design, try to create a document that works nicely within 4 sides of A4 paper when printed. The content does not need to be presented in one continuous essay, and it may be broken into elements composed into something like a brochure, as in actual POSTnotes. Additional notes for guidance are provided on Moodle.

5.5 Project 3: Team debates (50%)

Debates are a well-established genre for testing ideas in evidence-based policy development, consultancy, and legal practice. The choreography focuses on a “motion” or “title” set by a moderator. One team proposes the motion and presents an argument in its favour. A second team opposes the motion with arguments against it. Then, each team has a chance to rebut the other side’s claims.

We will adapt this format for the circumstances of the current session. In Project 3, each team will produce 3 videos related to their assigned subject, with the cumulative running time not to exceed 30 minutes. These videos will include:

1. Propose the motion (10 minute video featuring 2 presenters)
2. Rebuttal to opposers (5 minute video featuring 1 presenter)

Each team also will be assigned a different debate title to oppose. This will be chosen at random from among the other teams in the module. The team will be allowed to watch the video proposing the motion, then produce a video to include:

3. Oppose the motion (5 minutes video featuring 1 presenters)

Anticipating the continuation of physical distancing into 2021, students will produce these debate elements as individual videos. I will bring these together as complete debates.

Submission deadlines for these different pieces will be staggered to best manage the overall workload.

6. Schedule

Treat this schedule as provisional. Inevitably, our schedule will change this year as we adapt to new events and to the pace of your work in the module. Follow those changes on Moodle. I have divided our timetable into segments associated with the projects.

The schedule identifies which students are expected to attend individual sessions. This is to help you prioritise your time. When “all students” is given, attendance will be collected. When a role is specified, students in those roles are expected to attend; other students are welcome to attend, too, but this is not expected. In all weeks, students seeking assistance - or wanting to talk about lateral issues - are welcome to book an appointment or email. All students also are encouraged to contribute to Moodle forums. All tutors are working hard to prevent feelings of isolation and detachment from the university. Keep in touch; even if it's a simple note to say “hello”.

6.1 Getting Started

| UCL Week | Date | Topic | To do |
|----------|--------|--|---|
| 6 | 06 Oct | Introduction Who attends live Zoom session? All students | Before: Read the latest issue of <i>New Scientist</i> . I will expect you to know at least one key story. If you have trouble accessing <i>New Scientist</i> , see the video. Before: watch 0019video06: accessing <i>New Scientist</i> . After: add suggested titles to forum for Project 1 on Moodle. |

6.2 Towards Project 1

| UCL Week | Date | Topic | To do |
|----------|--------|--|---|
| 07 | 13 Oct | Project 1 launch Who attends live Zoom session? All students | Before: watch 0019video07: Project 1 During: work within the bubble: (1) make contact with other members in the bubble; (2) create a communications system; (3) brainstorm initial questions and identify resources; review criteria for assessment. After: continue working with those in your bubble. |
| 08 | 20 Oct | Researching STS topics Who attends live Zoom session? All students | Before: watch 0019video08: Researching STS topics. During: bring developing ideas for your project to discuss. After: continue working within your bubble. Write plan your Project 1 essay. |
| 09 | 27 Oct | Draft review and critique Who attends live Zoom session? | Before: watch 0019video09: Project 1 criteria for assessment: audience, argument, evidence. |

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| | | All students | During: Share plan of essay within your bubble. Discuss. After: You should have a working draft at this point: not simply notes, but an organised text. |
| 10 | 03 Nov | Drop-in help session Who attends live Zoom session? Optional. Attend if you have questions about Project 1. | Before: no special preparation. During: live session will be a help session for anyone who thinks they want a little help with Project 1. If you attend, have your plan ready to upload for review. Alternative: if you don't attend the live session, contribute to Project 1 forum on Moodle. |
| 11 | | Reading Week | No sessions scheduled. |
| 11 | 09 Nov Monday | Project 1 due | Submit via Moodle. Due 12:00 London time. |
| 11 | 13 Nov Friday | Propose debate topics | Before: Propose debate topics via Project 2 forum on Moodle and add to conversations in Project 2 forum developing those topics. |

6.3 Towards Project 2 and 3

| UCL Week | Date | Topic | To do |
|----------|--------|--|---|
| 12 | 17 Nov | Project 2 launch Who attends live Zoom session? All students | Before: watch 0019video12: Project 2. During: discuss plan for Project 2, create project teams, assign project titles, discuss roles and division of labour. After: (1) make contact with other members of your team; (2) establish a communications system; (3) brainstorm to generate initial questions and identify resources; (4) agree on roles. |
| 13 | 24 Nov | Researching Q and A Who attends live Zoom session? Project 2 writers | Before: POCs submit agreement about roles. Submit via Moodle. During: Project 2 writers attend to discuss their developing work. POCs welcome to attend, too, but this is optional. During: all others use this week to contribute to Project 2 development with your team and via Project 2 forum on Moodle. |
| 14 | 01 Dec | Drop-in live session Who attends live Zoom session? Project POCs | Before: watch 0019video14 Project 2 criteria for assessment. Continue work on Project 2. During: Project POCs report on progress within group. Share best practice. |

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|----|-------------|---|---|
| | | | During: all others use this week to contribute to Project 2 development with team and via Project 2 forum on Moodle. |
| 15 | 08 Dec | Careers session Who attends live Zoom session? All students | Before: review UCL Careers service provision via website; review Health Sciences careers Moodle. During: bring questions about your careers thinking; bring the plans you have for strengthening your careers development through summer 2021. After: continue adding to Project 2 forums; continue contributions to Project 2 development. Overlapping: Project 2 writers should be circulating a working draft of essay within their project team; team members should be providing feedback and research assistance as requested. |
| 16 | 15 Dec | Drop-in help session Who attends live Zoom session? Project 2 writers seeking specific assistance | During: all team members need to make strong efforts to support writers working to complete Project 2 essay drafts, which are due this week. Stay in communication and take initiative. |
| | 16 Dec Wed. | Project 2 essay draft due | Submit via Moodle. |

During the Interregnum, take a break. Time-off is important in developing resilience. In the new year, return to the project and your lead role. Plan your needs for the first half of Term 2. Take advantage of training resources for video, presentation, or publication, such as through LinkedInLearning. Be sure to log your skill development.

6.4 Towards Project 2

| UCL Week | Date | Topic | To do |
|----------|--------|--|---|
| 20 | 12 Jan | Return to Project 2 Who attends live Zoom session? All students | Before: review feedback for Project 2 essay draft; review the plan for project 2 presentations; reassemble the team and coordinate work. Before: watch 0019video20 Project 3 During: discuss Project 2 feedback; discuss Project 3. After: team focuses on Project 3 planning and needs assessment for Project 2 revision. |
| 21 | 19 Jan | Drop-in help session Who attends live Zoom session? Project 3 presenters 1 and 2 | Before: Project 3 planning and research. During: Project 3 presenters 1 and 2 meet to discuss plans and share best practice. POCs may also attend, optional. Teams: work towards research and scriptwriting |

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|----|------------------|--|--|
| 22 | 26 Jan | Drop-in help session Who attends live Zoom session? Project POCs | Before: watch 0019video22 Project 3 criteria for assessment. During: POCs discuss progress within teams, troubleshoot where needed, discuss criteria for assessment and raise questions from your team about those criteria. Teams: continue work, practice video technique, share skills with editing videos. |
| 23 | 02 Feb | Drop-in help session Who attends live Zoom session? Project 3 presenter 4 replying to opposition video | Before: draft video should be nearing completion. During: presenter 4s meet to discuss reply strategies. Teams: scripts should be near completion; videos should be drafted After: complete draft video. |
| 24 | 08 Feb Monday | Submit draft video "proposing the motion" | POC to send UCLdropbox link to module tutor <j.cain@ucl.ac.uk> to receive file. |

6.5 Towards Project 2 (opposition)

| UCL Week | Date | Topic | To do before the live session |
|----------|-------------------|--|--|
| 24 | 09 Feb | Screening and feedback Who attends live Zoom session? All students | Before: watch all draft Project 3 videos, add constructive feedback to Project 3 forum on Moodle. We'll check to ensure all students are adding their feedback to the forum. During: opposition topics will be assigned. Team: presenters 1 and 2 consider feedback; team supports presenters 3 and 4. |
| 25 | 15-19 Feb | Reading Week | No sessions scheduled. |
| 25 | 16 Feb Tuesday | Project 3 (proposing) due | Submit via Moodle. |
| 26 | 23 Feb | Careers session Who attends live Zoom session? All students | Before: review UCL Careers service provision via website; review Health Sciences careers Moodle. During: bring questions about your careers thinking; bring the plans you have for strengthening your careers development through summer 2021. Overlapping: teams focuses on all aspects of Project 3. |
| 27 | 02 Mar | Screening and feedback Who attends live Zoom session? All students | Before: watch all Project 3 (proposing) videos, add constructive feedback to Project 3 forum on Moodle. During: discuss feedback and discuss work for presenters 3 and 4. After: Teams review their work thus |

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|----|------------------|--|---|
| | | | far, strategy for completion. |
| 28 | 09 Mar | Drop-in help session Who attends live Zoom session? Presenter 3s opposing a different motion | During: POCs may attend help session, optional. Team: teams support presenter 3. |
| 28 | 12 Mar Friday | Project 2 presentations (opposing) due | Submit via Moodle. |

6.6 Finishing Projects 2 and 3

| UCL Week | Date | Topic | To do before the live session |
|----------|--------|---|---|
| 29 | 16 Mar | Drop-in help session Who attends live Zoom session? Presenter 4s replying to opposing video about your motion | Before: watch all opposition videos; contribute feedback to Project 3 forum on Moodle; develop strategies for replying to opposition. Team: team supports presenter 4s. |
| 30 | 23 Mar | Conclusion and feedback; moving into your Year 3 Who attends live Zoom session? All students Afterwards: Optional help meeting for Project 2 writers | Before: complete formal module evaluation. During: discuss portfolio, Year3 dissertation. After: team work to complete Projects 2 and 3, supporting Presenter 3s and Project 2 writers. |
| 31 | 30 Mar | Project 3 (reply to opposition) due Project 2 essay due | Submit via Moodle. |

7. Plan for each week

Moodle is the central organising tool for learning in this module. We meet through Zoom. Links will be provided on Moodle to the Zoom sessions.

Students are expected to undertake several activities each week for this module, focusing on the theme identified as the session topic:

1. **live class session** (1 hour per week identified in the UCL Timetable) - The purpose of this class time is for tutors to present content associated with the week's theme and to offer help sessions supporting the projects.
 - a. In some weeks, tutors will deliver live face-to-face presentations during this scheduled hour, and attendance is expected from students.
 - b. In other weeks, tutors will provide unstructured help sessions for specific groups associated with projects. Instructions on who attends is provided in the schedule.
 - c. the schedule lists work expected before, during, and after the live class sessions. This will be repeated on Moodle.
 - d. Prior to the scheduled face-to-face session, students are expected to complete any asynchronous learning activities prescribed by the tutor in the weekly instructions.
2. **engagement on projects** (4 hours per week) - students are expected to make time to read and reflect upon relevant material supporting their essay writing. This means going beyond simple regurgitation of information or trite analysis. Also, time for revision is essential for producing polished, readable, and insightful writing.
3. **independent reading** (4 hours per week) - students are expected to undertake independent reading in subjects associated with this module. Tutors will offer suggestions for additional reading, and peers can offer supplements. Finding relevant material is an essential professional skill and should not be taken lightly. Students are encouraged to share their growing understanding via forums on Moodle. You also should be reading *New Scientist* each week as a core element of your degree programme. This will support your projects; it also will contribute to open-ended discussions.
4. **participate in Moodle forums** (1 hour) - physical isolation can be frustrating for many reasons. One is the potential to lose social interaction with peers. Forums are provided as one alternative. Students are expected to scan forum discussions and to participate where they believe they can make an active, positive contribution. Forums are monitored by module tutors and by the Convenor.

Reading Week is scheduled for UCL Week 11 and UCL Week 25, which are the sixth week of formal teaching in the teaching terms. During these weeks, no tutor-led activities are scheduled. Instead, students are given time to catch-up where needed and to read more widely in their subject, using the wide variety of resources available to them as members of the UCL community. Students are encouraged to use online forums to discuss their discoveries as they might do through other social media. Students are expected to be pursuing their studies during this week. It is not intended as a holiday.

7.1 Content delivery

We must adapt the course plan in light of requirements for physical distancing.

- Term 1 will use online platforms: Moodle, Zoom, and Microsoft Teams
- Term 2 likely will use the same
- Safety permitting, we'll be able to convene as a community for some elements of our work together

7.2 Required materials and additional materials

This is not the type of module where the tutor assigns required readings, you read them, we test on that. It is the type of module where you're expected to find resources you think are relevant, sift them according to quality, and make the most use of what you have.

As a result, required materials for this module are slight. When selected, they are used to ensure a baseline of knowledge. I'll also offer additional materials -- and you'll contribute some, too -- for the benefit of inspiration. Who knows? I have no doubt you'll be interested by most topics in the module. And I'm certain you'll be gripped by at least one of the topics we'll engage and you'll want to know more. Additional materials will get you started.

7.3 Participation in teamwork and project bubbles

There will be a significant amount of self-organised project and teamwork in this module. Full participation in project bubbles and project teams is part of your participation for this module.

For project 1, students are organised in bubbles by the module tutor. These are intended as supportive discussion groups in which you share preliminary thinking, seek advice, and offer constructive peer review. You are welcome to share draft material, too. Project 1 work is submitted separately by individuals and marks are awarded to individuals.

For projects 2 and 3, students are organised into teams by the module tutor. Teams submit a series of assessed work, and all members of the team receive the same mark for each item of work submitted by team members.

Teamwork projects frequently raise concerns about relative contributions, one person compared with the next. You are responsible for your own role. You also are responsible for the work involved in keeping your team focused and functioning well, with all people contributing more or less equally throughout the project.

Teamwork sometimes is not easy. It requires many different skills and a degree of tolerance for differences among team members. Most of your working lives will be spent in environments that will require collaboration with people of different cultures, beliefs, abilities, and personalities. Sadly, the world of work also includes many settings with people who have different levels of commitment to excellence in the work you must deliver. It is essential to develop skills for creating and working within friendly, non-threatening, and supportive environments. It also is essential to develop skills for identifying people's individual strengths, cultivating them, motivating them, and empowering them within your team. Do not let superficial, first impressions lead you to overt or covert biases. Also, do not expect the tutor to micro-manage participation. It's your team; make it work.

Managing teams and solving problems are common subjects discussed job interviews. As in the question, "Describe an experience you've had getting the most from a team you've been assigned to." Teamwork like you'll experience in this module is common across every sector of employment.

8. Important policy information

Refer to the *STS Student Handbook*. As this is an HPSC module, we follow the rules of that handbook.

8.1 Essay extensions and mitigations

Information about extensions and mitigations is provided in the [STS Student Handbook](#). Individual tutors cannot grant extensions on their own initiative, so please do not ask.

STS works with Human Sciences regarding mitigations. Students with arrangements through Human Sciences do not need to seek duplicate arrangements with STS. Raise your situation with the module tutor, who will liaise with relevant staff about the matter.

8.2 Project feedback

Your feedback and first marks on each project will be accessible via Moodle, normally two weeks (15 working days) after the due date. Please note that first marks are provisional and might change after second marking and moderation by external examiners. Marks are confirmed and fixed in June at the STS Board of Examiners.

Please focus on the feedback provided by the first marker, which is what will allow you to improve in the next piece of coursework.

You should discuss all your feedback with your personal tutor with the aim of identifying weaknesses and possible routes for improvement.

8.3 Course communications

Me communicating with you:

- Moodle Announcements: the principal means for communications in this module. You can set Moodle to “digest” communications (collecting all notices sent in one day into a single email sent once per day). I find “digest” helps keep me organized and avoids disruption hour-to-hour in my day.
- Moodle FAQ: the same questions tend to repeat, so I’ll post on the Moodle FAQ those frequently-asked questions that keep coming up.
- Moodle Forums and Chat: I scan these most days, normally first thing in the morning, and you’re likely to find answers to questions here, too.
- If I have a matter for you specifically, I’ll communicate to your UCL email address. I don’t use other email addresses. I’ll put “0019” in the subject line to help you filter. If you want help managing email using filters, see UCL IS’s “how-to” guides: <https://www.ucl.ac.uk/isd/how-to-guides>

You communicating with me:

- office hours: you have dedicated time in my diary for office hours. That’s time I’m available for face-to-face conversations online. Schedule an appointment via Moodle. I’ll normally meet students using Teams. I also will have drop-in times online, which operate on a queuing system.
- email: I have responsibilities for over 100 students, and I’m a slow typist. Please understand that email is not ideal for every communication. Please also prioritise: use email for confidential and personal matters (e.g., tell me about a SORA or if an accessibility obstacle exists that we need to sort), use it only after checking for information on Moodle. Please do not expect a response outside normal working

hours (Monday–Friday, 09:00–18:00 GMT), and be courteous in your communications with staff and fellow students.