Questions	ITS Answers/Advice
1. Some students were unable to choose their own break out room in Zoom. Why was this and how can it be fixed?	Breakout rooms can be either pre assigned, or the students choose from a set of rooms. The issue is most likely that the student is either: ● Not logged in with their Brookes account (they need to log in to the app using SSO as brookes.zoom.us) so that they are not subject to Brookes Zoom policies. ● Using a Zoom application that needs to be upgraded to the latest version. Guidance is [here](#). We are taking two proposals to Academic Covid to improve compliance on both of these bullet points.
2. Some students were able to access a module on moodle at an earlier date than others. Why was this? Was it because the 'release' date for modules to arrive in students' Moodle dashboards did not take into account courses starting earlier than the undergraduate semester?	Modules are created in Moodle up to six months in advance but are set to hidden as default. The tutor chooses when to unhide the module, usually when the content is ready. If it was the same course that some students could access it earlier than others it suggests that the student enrolment in the course was not perhaps correct. This is fed from Banner automatically but late enrolment etc may not provision the Moodle access. There are ways to open access in more granular ways with groups but this is not widely used. Suggest guidance provided by Digital Services (LR) or Faculty DMELDs on best practice.
3. We would like students to be able to view the module at least a week in advance of the start of the module, how do we arrange this?	For Moodle - the tutor can control the visibility of the course. Setting the courses to unhide can be done by tutors, DMELDs and other with the appropriate permissions. Bulk unhiding could be done on request but carries a risk of opening access to courses that may not be ready (though content can be hidden, while being worked on, even if the course is unhidden). Suggest guidance provided by Digital Services (LR) or Faculty DMELDs on best practice.

4. On Banner staff don't seem to be able to identify all the people in their class and copy and paste all their emails, instead they have to do this manually using the participant list in Moodle. Can a list of students and their emails be made available in Banner? If not, please advise on a quicker solution than manually entering each email from the participant list on Moodle.	In Moodle, Course Settings, Participants you can select all, or filter with searches, and then export to Excel compatible formats; email addresses are included as a column. From this Participants list you can also Message the students directly within Moodle. Module mailing alias lists are available, generated from Banner data, e.g. A People's History of Britain <module_hist4010__s1_1.addressbook@brookes.ac.uk>
5. When creating a video in Powerpoint, only 2 minutes of it were uploaded to Youtube. Uploading to Youtube takes such a long time that staff think it is because the computer goes to sleep during the process. How can it be ensured that the full video uploads to YouTube?	YouTube is now no longer a recommended place to place content for students (It is not forbidden, and can be used as a secondary source). The university has invested in a 'Video Library' solution called Panopto, this article describes how it works together with Moodle and Zoom. In this instance Panopto Recorder, a desktop windows / mac screen recorder application available as part of our license, is recommended for the creation of asynchronous content. It has an upload manager that will manage the upload of videos regardless of any interruption of internet connection or computers going to sleep.
6. Would like to be able to set up Zoom meetings for groups of students to attend but not the Lecturer (for example, to enable 'coffee break' conversations), but still enable the lecturer to attend a different Zoom meeting at the same time. How can this be achieved?	We would suggest that the lecturer could set up the meeting in the Moodle Zoom LTI and either: ● Use a co-host to be at the meeting ● Allow users to attend the meeting before the host arrives, on by default ● Attend the meeting and pass the hosting onto one of the students
7. What are the legal implications if private conversations about named individuals are recorded in Zoom and transcribed and provided to students - for example, during a break in a blended session? Students are not necessarily aware that their voices can be heard on the recording if they sit near the front and lecturers do not have time to listen to and edit every recording prior to sharing it with the students.	There are unlikely to be any legal implications unless a student revealed either confidential information about another identifiable individual or said something potentially defamatory about another identifiable individual. In my opinion Brookes could satisfactorily reduce this (already low) risk by making it clear to students that sessions are being recorded and transcribed.
8. Are there any plans to carry out an evaluation of Banner so that modifications could be made to assist academic staff in carrying out their duties?	The BAU team is in place and will provide ongoing support and improvements for the SRS system. New requirements or requests can be raised via ServiceNow or by the heads of the various business areas, who attend the governance meeting. Items are reviewed by the BAU team and added to a backlog. The BAU governance group reviews the backlog on a quarterly basis to ensure that items with the highest priorities are taken forward. This is a regular task of the new BAU team and will be an ongoing activity that ensures continuous improvement.