

Supporting active and collaborative learning in History at the University of Lincoln through Talis Elevate



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Outline

- Previous experience
- Using Talis Elevate in History at Lincoln
- What the students thought
- Reflections

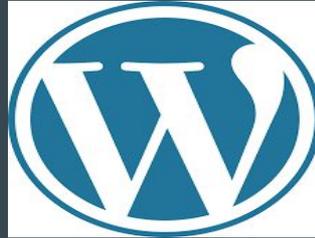
Background



The
University
Of
Sheffield.



del.icio.us



diigo

Jamie Wood, “Helping Students to Become Disciplinary Researchers Using Questioning, Social Bookmarking and Inquiry-Based Learning”, *Practice and Evidence of the Scholarship of Teaching and Learning in Higher Education* 6.1 (2011): <https://tinyurl.com/y2xp3n5n>

My student group

- New module
- Level 3 UG (final year, research-led)
- Semester A, 2018/19 (Sept-Dec)
- 19 students
- 1 seminar group
- 1 x 2-hour class per week
- Participation marks (10%); research question exercise (30%); essay (60%)
- Weekly readings via Talis Elevate

Other uses in the School of History & Heritage

- 2nd year module, 40 students, assessed discussion
- 2 x 3rd year modules, 40+ students
- MA level, 2 x modules, 10+ students

Aims/Approach

- Build a social learning environment
- Create a shared bank of knowledge
- Encourage critical thinking
- Provide insight into students' learning journey
- Understand how students interact with resources
- Inform classroom activities

What is Talis Elevate?

The screenshot shows the Talis Elevate interface for a resource titled "Week 5: Ausonius, Moselle (Professors of Bordeaux)". The main content is a Latin text with highlighted phrases and a right-hand column of student comments. The text includes:

with a quick twist, each move, in faithful detail,
what was lost, what gained, during the whole game.
Your mind, not black with bitterness, your tongue
sharp with much wit and jokes, kind, without venom;
an abundant table no critic's ideal could fault
nor worthy Piso be loath to call his own:
sometimes, on your birthday or holiday feast
rich, but not such as to shrink your slender means.
Though you died at sixty, lacking an heir,
you're mourned by me as a father and one still young.
And if anything survives one's final fate,
you live as yet, recalling an age that's gone:
if nothing remains and your long sleep lacks sentience,
you lived your life: your fame gratifies us.

2. Latinus Alcimus Alethius, rhetorician⁵

Posterity will not make a case against me
of undutiful silence, Alcimus,
nor call me unworthy, having neglected

Comments on the right include:

- A: 10 months ago. Emphasis on teachers being charismatic and maintaining a positive rapport.
- N: 10 months ago. The concept that teachers take on the role of father/parent when children are sent to be educated is perpetuated further by supporting the idea that even after students have left the classroom they th... Show more
- G: 10 months ago. The concept that teachers take on the role of father/parent when children are sent to be educated is perpetuated further by supporting the idea that even after students have left the classroom they th... Show more
- K: 10 months ago. Ausonius is saying here that even if death 'lacks sentence' or there is no afterlife, 'famous' lives on through his teaching and in the memory of his students
- M: 10 months ago. Students have to achieve 'fame' or a reputation in order for their teachers to be satisfied with their teaching. Do they view the education of students who don't achieve this to be worthless?

Collaboration within resources
(anonymised)

The screenshot shows the Talis Elevate dashboard for a resource. It displays various metrics and charts for the last 30 days:

- Last 30 days** (dropdown menu)
- Resource** and **Module** (filters)
- Activity by student in the last 30 days**: A bar chart showing individual student activity. The legend indicates "Marlenee Blud" (pink) and "Class Avg (21 active students)" (teal).
- Watched in the last 30 days**: A progress bar showing 100% watched (pink) and 85% Class Avg (teal).
- Activity by time in the last 30 days**: A line chart showing activity over time. A peak is highlighted on Feb 18 at 36m 50s. The legend indicates "58m 9s" (pink) and "18m 56s (Class Avg)" (teal).
- Activity by section in the last 30 days**: A bar chart showing activity across different sections. The legend indicates "6 Sessions" (pink) and "1.9 Sessions (Class Avg)" (teal).
- Close** button.

Engagement and usage data within
content

Discussion within media content

talis elevate

What is Postmodernism?

This film features some of the most important living Postmodern practitioners, Charles Jencks, Rober... Show more



04:01

- D** Deborah Ng 5 months ago
As the expert here suggests, postmodernism is about pluralism, an idea where multiple groups of culture or beliefs coexist. Thus we may interpret postmodernism design as a mixture of different styles ... Show more
- S** [redacted] 5 months ago
its nice seeing both male and female artists being represented within the video
- [heart]** [redacted] 5 months ago
Yes - nice thoughts, pluralism is a good theme to relate to PM and as Sam says this relates to identities too (gender, race, class...)
- D** [redacted] 5 months ago
Have artists in the postmodernist era started to agree that explore the beauty of the medium is a legitimate theme of an artwork? Has that theme been a focus of an artwork/craft before?
- [heart]** [redacted] 5 months ago
This is a complex one - some of the modernist studio pottery that we looked at (I think) wants to make the medium very prominent but this is arguably heightened in PM
- D** [redacted] 5 months ago
Is this postmodernist idea (rejecting absolute ideas and ideals; embracing pluralism) influenced by the Cold War and other political changes around the globe in late 20th century?
- [heart]** [redacted] 5 months ago
Yes the fall of totalitarian regimes can be seen as part of it - we will talk about this in class...
- S** [redacted] 5 months ago



Weekly preparation activities and participation marks

Each week you will be expected to complete the preparatory readings (this will be upto 50 pages of primary and/or secondary source reading - sometimes it will be much less). We will base our discussion in class around these readings so it is vital that you do them.

In order to focus discussion in class, you will also be expected, on a weekly basis and in advance of the seminar, to share a minimum of two comments or questions based on the weekly reading via the modules TALIS Elevate site. I will show you how to use this tool in the first week.

Your participation marks (worth 15% of the grade for the module) will be determined by a combination of your preparatory activities and your work in class (either individually, in small group work or with the class as a whole). See the module handbook for details of how these marks are calculated and do come to see me if you have any questions.



Week 1 - An introduction to Roman education

[PowerPoint slides](#)

In preparation for the first class, please do two things:

1. Read the following: J. Gardner and T. E. F. Wiedemann, *The Roman Household: A Sourcebook* (London: Routledge, 1991), pp. 102-116 (covering upbringing, education, schooling and discipline) - this is available as a scan on the module TALIS reading list (link to TALIS Elevate: <https://app.talis.com/lincoln/player#/modules/5b9e851459/aa3074500036/resources/f5b0c3cd97f7b5b119000004>)
2. Based on your reading, think up 2-3 questions, write them down and bring them to class.

The module will incorporate participation marks so please do these preparatory activities so that you can discuss your work immediately!

We'll spend the first class discussing the ideas underpinning the module, assessment (including what I mean by 'assessment' and how it will work) and how we will work together more generally, so please also bring along any other questions that you've got.



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Days in the Lives of Schoolchildren

antiquity, when a significant number of children never actually learned to read. The ability to sign one's name to a document put one in the category of the literate rather than the illiterate, so it was an important skill to achieve – and far easier than learning how to read the document one was signing. Pupils also copied out verses of poetry, particularly Homer (for Greek speakers) and Virgil (for Latin speakers). This type of activity was individual, like the reading practice: the teacher handed the child a clearly-written model text and expected the child to copy it repeatedly and then to produce the copies for correction.

The third type of assignment commonly depicted in the Colloquia is memorisation and recitation. Ancient children recited from memory not only poetry but also oratorical works, lists of obscure words and their definitions, and grammatical treatises. Knowledge of a large body of vocabulary, including difficult words, was crucial to enable readers to

9/2 COMMENTS

A 7 months ago
Was reading considered less important if writing was prioritised? Why was that?

M 7 months ago
Potentially a bigger issue than not having the ability read. Could cause further issues if people are signing documents that they don't know the meaning of.

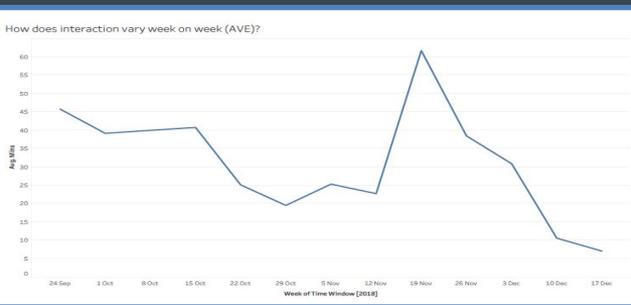
L 7 months ago
These activities perpetuate tradition as we discussed in week 1, the creation of model romans based on replication.

Weekly activity (contributed to 10% of grade)

- Students posted 2-3 comments on weekly reading(s)
 - Points of interest
 - Questions
 - How materials (and weeks) inter-relate
 - (mis)Understanding
- Structured seminars
- Created a centralised knowledge bank for the cohort

Student engagement in numbers

*Note; RAW Data, not Talis Elevate visualisations



Weekly distribution of active engagement (average)

Total students: 19

Comments: 526

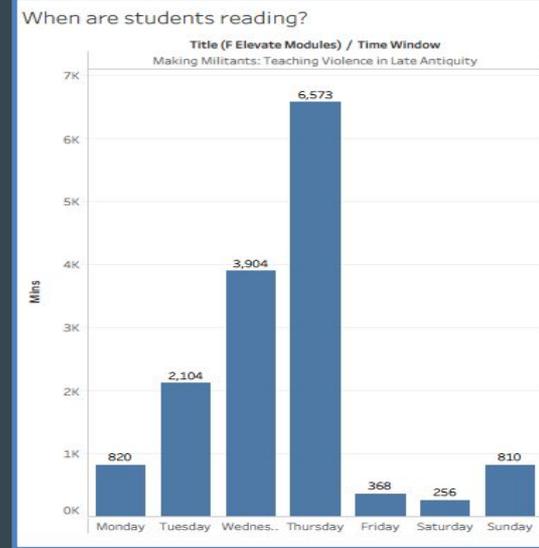
Week 5: 107 comments

7 weeks: 40+ comments

All: at least 2 comments

12 students: 20+ comments

1 student: 69 comments



Sum of engagement by day over 12 weeks

“It perpetuates discussion in seminars when combined with a participation mark. Everyone is able to contribute and has background knowledge for the week’s topic at a minimum. If the reading isn’t understood then there are comments available to offer an explanation of certain things.” (survey)

“It offers a platform for peer interaction and posing questions that seems more organic (and safer? less awkward at least) than in the seminar room. Being able to attach a comment directly to a piece of the text as you read it makes it easier to open a discussion and highlight points of confusion.” (survey)

“Using Talis elevate has really helped me understand the themes of the module better than I thought I would, and has really helped me with participation. I think basing the seminars around comments for the reading has worked really well, as people have an idea what to discuss and what issues to address.” (meq)

Other findings

- 100% respondents to survey felt this helped their learning
- Students went back to content when preparing assignments - shared knowledge was used
- 100% respondents would welcome this approach on other modules

Reflections

Engagement with formative activities

Quantity over quality

Managing/responding to vast amounts of discussion

Design, integration and alignment

Visibility

Assessment as reward

Collaborative development of knowledge and understanding

Information or digital literacy?

Active and collaborative reading