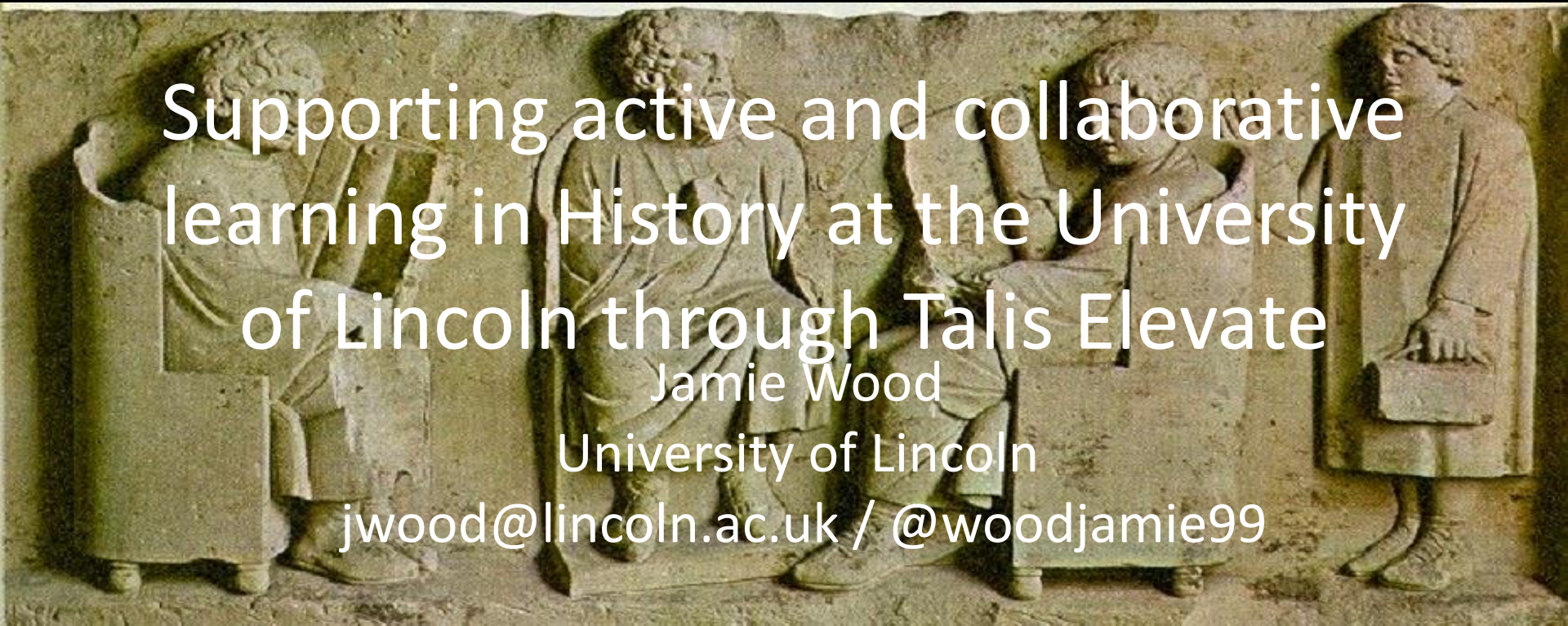
UNIVERSITY OF LINCOLN

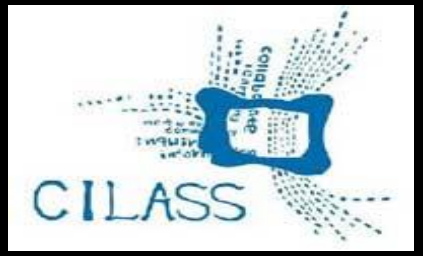


Supporting active and collaborative learning in History at the University of Lincoln through Talis Elevate

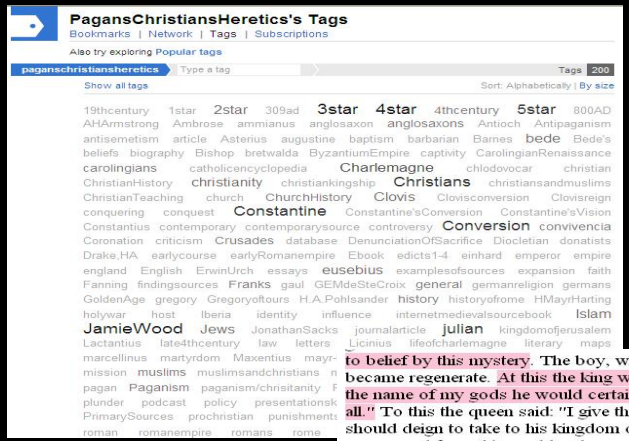
Jamie Wood
University of Lincoln
jwood@lincoln.ac.uk / @woodjamie99

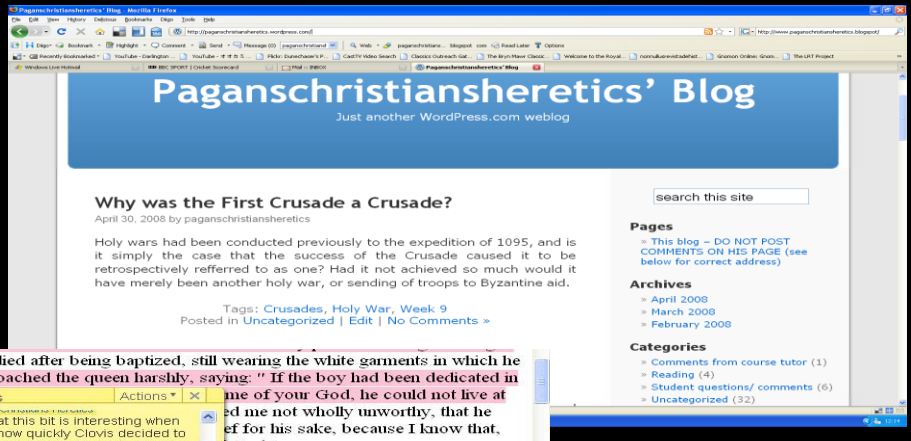
Today

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



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





to belief by this mystery. The boy, whom they named Ingomer, died after being baptized, still wearing the white garments in which he became regenerate. At this the king was violently angry, and reproached the queen harshly, saying: " If the boy had been dedicated in the name of my gods he would certainly have lived; [illegible]me of your God, he could not live at all." To this the queen said: "I give thanks to the on[illegible]ed me not wholly unworthy, that he should deign to take to his kingdom one born from [illegible]ef for his sake, because I know that, summoned from this world as he was in his baptis[illegible] God."

Sticky Notes | Actions

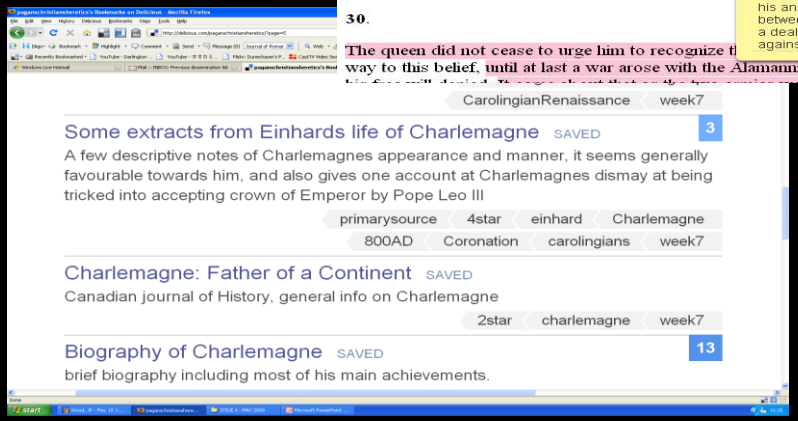
I just think that this bit is interesting when we consider how quickly Clovis decided to switch allegiances to the Christian God from the Pagan gods.
He seems pretty adamant in this extract that his gods are better than his wife's Christian God.
It might just be me but I can't help but think that Gregory has missed something out in his analysis of Clovis' conversion, in between this point and when Clovis makes a deal with Jesus when he is losing a battle against the Alamanni.

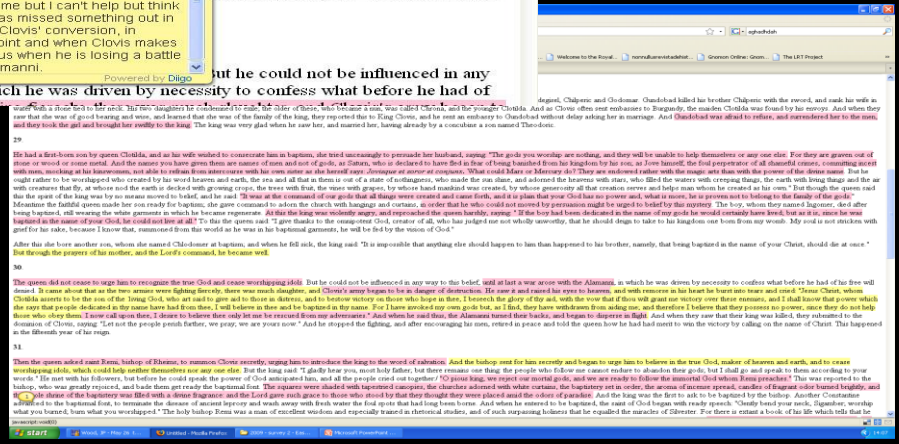
Powered by Diigo

After this she bore another son, whom she named [illegible], when he fell sick, the king said: "[illegible], the king said: "It is impossible that anything else should happen to him than happened to his brother, namely, that anything else should happen to him than happened to his brother, namely, that being baptized in the name of your Christ, should die at once." But through the prayers of his mother, and the Lord's command, he became well.

30.

The queen did not cease to urge him to recognize t[illegible]ut he could not be influenced in any way to this belief, until at last a war arose with the Alamanni, in which he was driven by necessity to confess what before he had of





Context

- New module
- Level 3 UG
- Semester A, 2018/19
- 19 students
- 1 seminar group
- 1 x 2-hour class per week
- Participation marks (10%)
- Talis Aspire reading list

Titian, *The Allocution of the Marquis del Vasto to his Troops*, El Prado (1540-41)

Weekly tasks

- Students post 2-3 comments on weekly reading
  - Questions
  - How materials inter-relate
  - (mis)understanding
  - Points of interest
- Used to help structure classes
- A record for individual essays

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

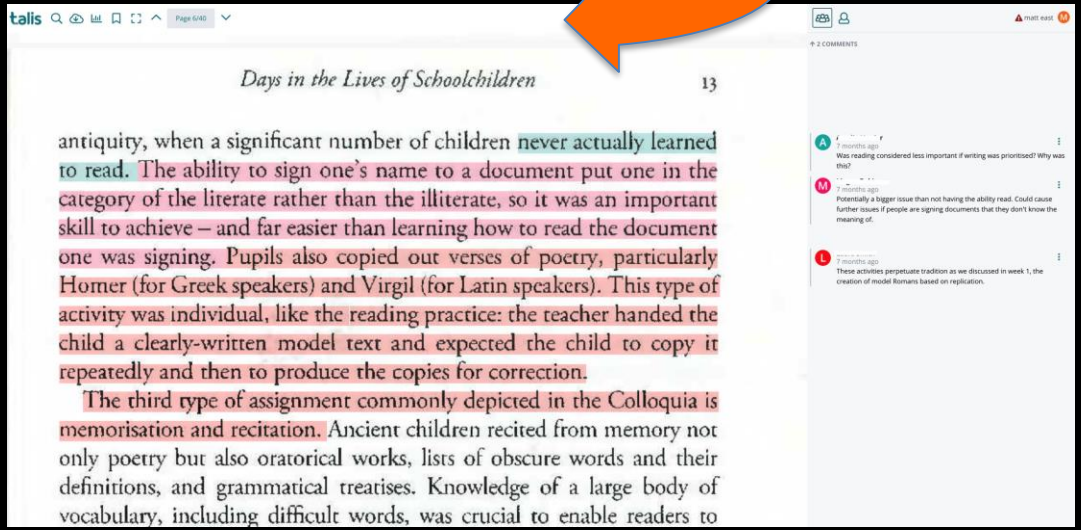
PowerPoint slides

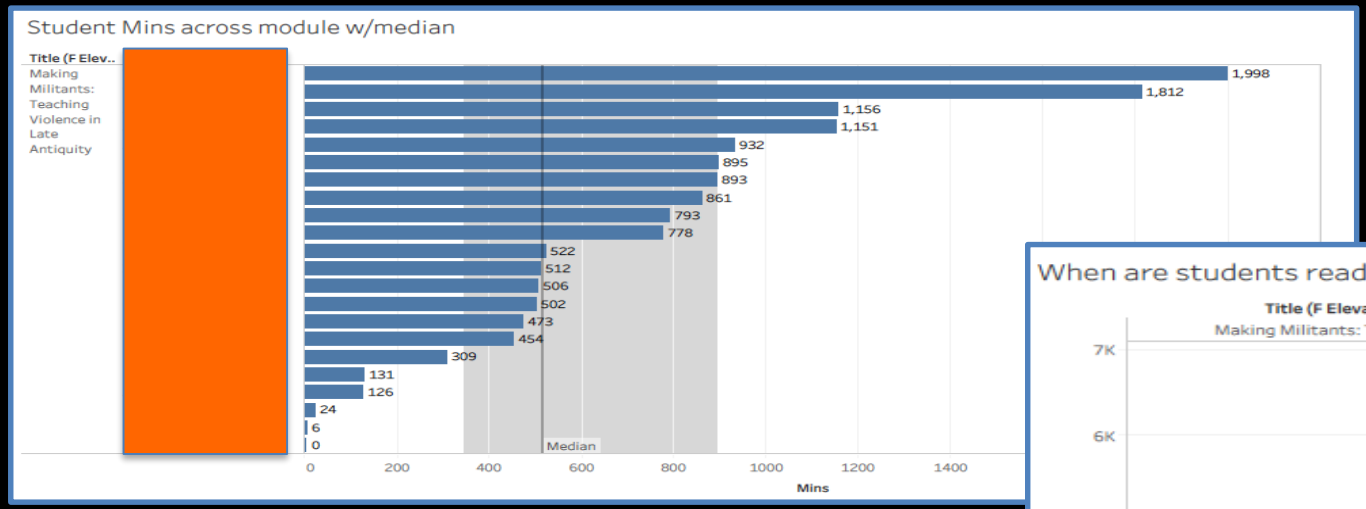
In preparation for the first class, please do two things:

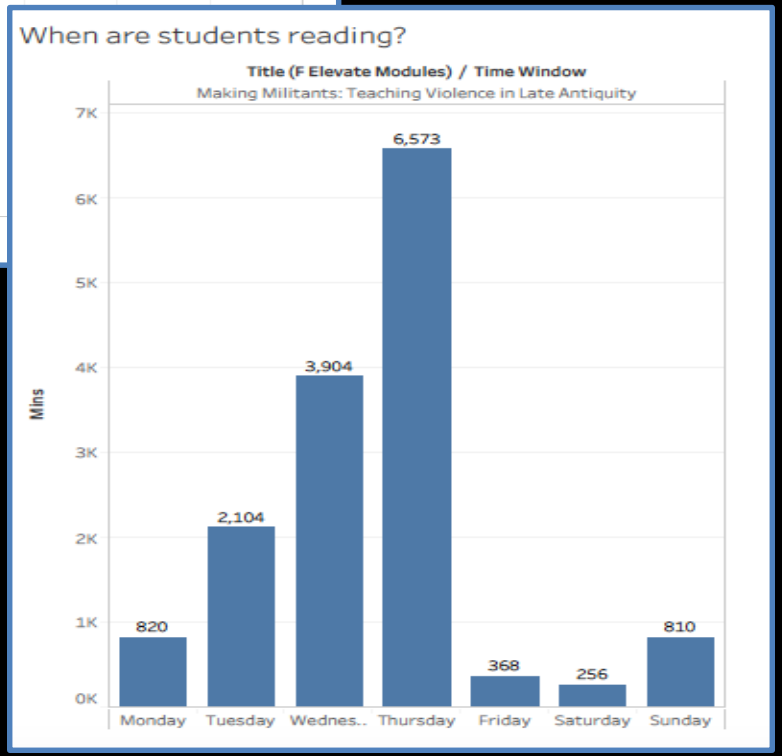
1. Read the following: J. Gardner and T. E. F. Wiedemann, *The Roman Household: A Sourcebook* (London: Routledge, 1991), pp. 102-116 (covering upbringing, education, schooling and discipline) - this is available as a scan on the module TALIS reading list (link to TALIS Elevate: https://app.talis.com/lincoln/player#/modules/5b9e851459faa30745000036/resour...5ba0c3cd97f7b5b119000004)
2. Based on your reading, think up 2-3 questions, write them down and bring them to cla...

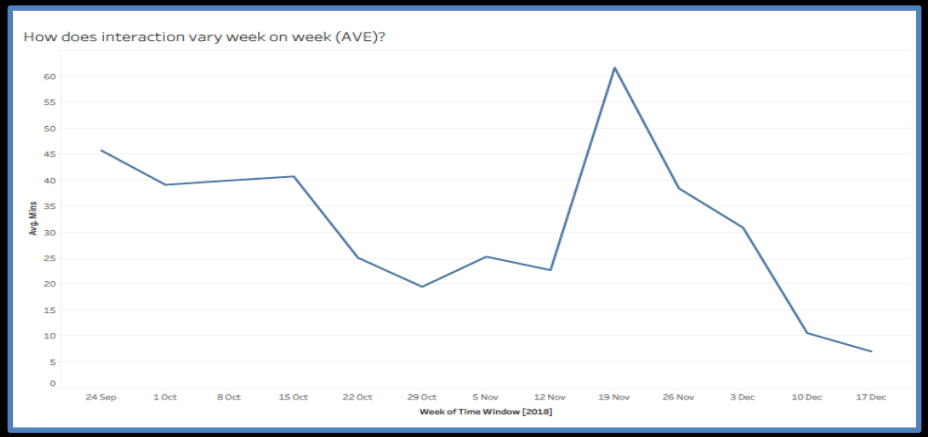
The module will incorporate participation marks so please do these preparatory activities so th... work immediately!

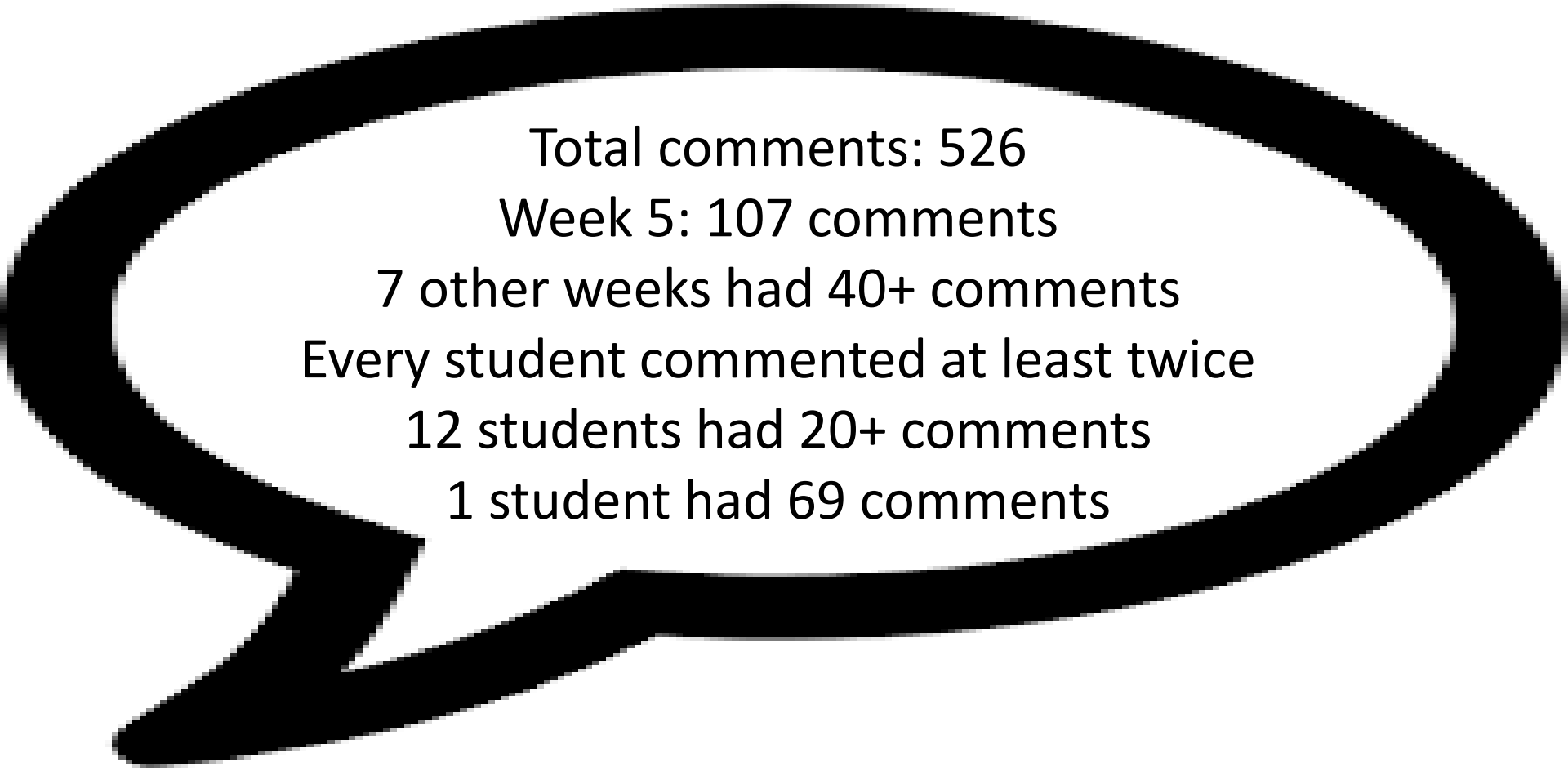
We'll spend the first class discussing the ideas underpinning the module, assessment (including what I mean b... and how it will work) and how we will work together more generally, so please also bring along any other questions that you've got.




Student Mins across module w/median
Title (F Elev..
Making Militants: Teaching Violence in Late Antiquity
1,998
1,812
1,156
1,151
932
895
893
861
793
778
522
512
506
502
473
454
309
131
126
24
6
0
Median
0
200
400
600
800
1000
1200
1400
Mins


When are students reading?
Title (F Elevate Modules) / Time Window
Making Militants: Teaching Violence in Late Antiquity
Mins
7K
6K
5K
4K
3K
2K
1K
0K
820
2,104
3,904
6,573
368
256
810
Monday
Tuesday
Wednes..
Thursday
Friday
Saturday
Sunday


How does interaction vary week on week (AVE)?
Avg Mins
60
55
50
45
40
35
30
25
20
15
10
5
0
24 Sep
1 Oct
8 Oct
15 Oct
22 Oct
29 Oct
5 Nov
12 Nov
19 Nov
26 Nov
3 Dec
10 Dec
17 Dec
Week of Time Window [2018]


Total comments: 526
Week 5: 107 comments
7 other weeks had 40+ comments
Every student commented at least twice
12 students had 20+ comments
1 student had 69 comments

Resource use by week

Title (F Elevate Mo..	Title	24 Septe mber 2..	Oct	ve 2..	26 Nove mber 2..	3 Decem ber 2018	10 Dece mber 2..	17 Dece mber 2..
Making Militants: Teaching Violence in Late Antiquity	Week 1: Gardner and Wei..	275				3	26	8
	Week 2: Dickey, Stories of..				6	14	30	
	Week 3: Brown, Power an..					79	6	2
	Week 3: Maas, Readings i..					22	3	2
	Week 4: Campbell, The Ro..					6	129	10
	Week 4: Vegetius, Epitom..				52	20	174	36
	Week 5: Ausonius, Mosell..						12	3
	Week 5: Green, Still water..							5
	Week 5: Libanius, To the A..					6	15	2
	Week 7: Alberii and Harlo..					78	17	0
	Week 7: Jerome, Letter 107						50	
	Week 7: Katz, Educating P..					385	5	
	Week 8: Cribiore, The Sch..				7	121	28	1
	Week 8: Sandwell, Libaniu..						23	
	Week 9: Libanius, Selecte..			48			80	0
	Week 10: Bloomer, School..			0	624		44	13
	Week 10: Breij, Vitae Neci..			0	348		26	5
	Week 11: Hillner, Monks a..					333		73
	Week 11: Isidore of Sevill..				1	45		1
Grand Total		275		49	1,038	1,112	668	162

Resource use by week

Title (F Elevate Mo..	Title	Week of .. Grand Total
Making Militants: Teaching Violence in Late Antiquity	Week 1: Gardner and Wei..	357
	Week 2: Dickey, Stories of..	1,544
	Week 3: Brown, Power an..	1,603
	Week 3: Maas, Readings i..	647
	Week 4: Campbell, The Ro..	1,973
	Week 4: Vegetius, Epitom..	1,105
	Week 5: Ausonius, Mosell..	670
	Week 5: Green, Still water..	465
	Week 5: Libanius, To the A..	774
	Week 7: Alberii and Harlo..	561
	Week 7: Jerome, Letter 107	615
	Week 7: Katz, Educating P..	653
	Week 8: Cribiore, The Sch..	651
	Week 8: Sandwell, Libaniu..	559
	Week 9: Libanius, Selecte..	1,136
	Week 10: Bloomer, School..	689
	Week 10: Breij, Vitae Neci..	380
	Week 11: Hillner, Monks a..	407
	Week 11: Isidore of Sevill..	47
Grand Total		14,835

What the students thought

(online survey with 8/19 respondents)

- How often? 8/8 weekly
- Useful learning support? 8/8 yes
- Would you recommend? 8/8 yes

“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.”

“being able to make comments helps to better process the reading and makes it more memorable so it can be discussed in seminars.”

“it actually makes you do the reading as the tutor knows when you have skipped it.”

“When I don't completely understand the reading, seeing other people's comments can help me gain a better understanding”

“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.”

Module evaluation

“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.”

Reflections

- Visibility
- Reward
- Integration
- Assessment
- Design