Using Talis Elevate in Seminars

Ideas for Synchronous and Asynchronous Use

Using Talis Elevate in World of Late Antiquity

1) Embedded Elevate readings in Blackboard

2) Used Elevate to bridge lectures and seminars

3) Required commenting tasks within seminars as well as outside of them

4) Used Analytics

Overall goal: make visible connections between different parts of a thematic module

Module Handbook

Attached Files: 📄 World of Late Antiquity - Module Handbook (2019-20).pdf ⌄ (543.551 KB)

Module Bibliography

Attached Files: 📄 World of Late Antiquity - Module Bibliography.pdf ⌄ (406.113 KB)

Talis Elevate Reading List

The seminars, led by Hope Williard, will make use of a new form of Reading List called Talis Elevate to support your reading and analysis of a wide range of late antique sources. Hope will demonstrate and explain how to use this platform in your first seminar, and it will form an important part of your participation in seminars throughout the semester. Before our first seminar, please click on the link (see the chain icon next to this text) to add yourself to the list, and have a go at adding comments against the seminar questions.

The Elevate List will be updated throughout the semester so do make sure to check on it each week.

Week 18 - Historiographies

This lecture examines the kingdoms that emerged in the aftermath of the end of the Western Roman Empire in the fifth century and afterwards. We will consider the extent to which it's fair to consider these kingdoms as 'barbarian' – or were they at least partly 'Roman' too?

World of Late Antiquity - Lecture Slides - Week 20. Kingdoms

Recommended Lecture Reading: A.D. Lee, From Rome to Byzantium AD 363 to 565: The Transformation of Ancient Rome (Edinburgh: Edinburgh University Press, 2013), pp. 178-195 (= Chapter 9 - Rome's heirs in the west).

This is a link to the recommended lecture reading on the Reading List. Keep in mind that you can access the entire Reading List by clicking on the link in the Blackboard menu on the left, or via the Library website (at the top left corner of the main Library webpage, look for the button which says Reading List).

Week 20 - Seminar - The post-Roman kingdoms: 'barbarian' rulers and imperial legacies in the west

This seminar examines some of the methods of government used by the 'barbarian' rulers of the post-Roman West. We will explore the importance of Roman law and the role that Roman aristocrats played in helping the new ruling elite to organise their kingdoms.   You are asked to read excerpts of four sources below—three letters, written by Romans who served barbarian kings, and a law code, originally written in Latin, from the kingdom of the Burgundians.

Week 20 / Week 3: Sources from the Post-Roman Kingdoms

Week 20 / Week 3: Sources from the Post-Roman Kingdoms

Please leave at least one comment against each of the following. 1. Highlight and comment on one or more instances where Romans and barbarians interact—how does the author of the text characterise this interaction? 2. Highlight and leave one comment on either of the two letters by Cassiodorus (source 3): what observations can we make about diplomatic relationships between barbarian kingdoms? 3. For seminar, I will be gathering a list of excerpts from the sources that you found interesting or confusing—please leave a comment indicating a passage you would like to discuss!

🔒 **CLICK TO ACCESS**

Image / lecture slide Annotation

1) Go to app.talis.com

2) Open the document there called 'Week 27 Seminar'

3) In addition to highlighting text on this slide, you can also drop a pin by clicking on the image or an area where there is no text.

4) Leave one comment / pin in relation to the following question:

How does network theory help us understand the letters of Gregory the Great?

Any questions or problems, drop me a comment in the chat.

The Social Networks of Gregory the Great

- Letter 5.7: to Gregory, deacon and rector of Sicilian estates

- Letter 5.31: to the tenants of estates and farms in Gaul

- Letter 5.43: to Domitian, the metropolitan bishop of Mytilene (though resident in Constantinople?)

- Letter 8.7: to Leo, bishop of Catania (Sicily)
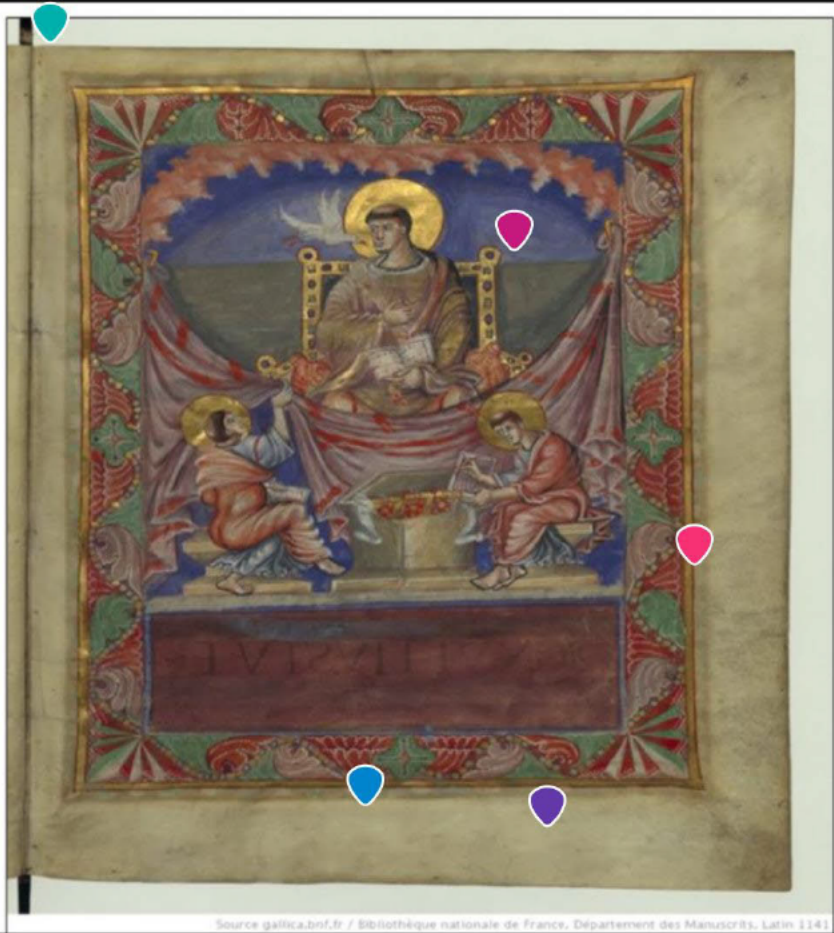
Source gallica.bnf.fr / Bibliothèque nationale de France, Département des Manuscrits, Latin 1141

Demonstrates the authority of the papacy through its ability to maintain networks of communication throughout, largely, the western world
↩ Reply

Interesting that most of these letters are to clergy in the previous western empire. Suggesting that Gregory's network was stronger in the latin speaking Christian world?
↩ Reply

While these letters are addressed to several people across the world, for the most part it is limited to the clergy. This demonstrates the fact that long range communication was very difficult, meanin... Show more
↩ Reply

Using Comments for Seminar Discussion

Worked Well

- Telling the students in advance
- Adding materials week by week
- Screenshots on seminar slides
- Clear instructions

Didn't Work

- Screen sharing in collaborate
- Wide range of options
- Lack of time limits

Commenting Tasks within Seminars

- Leave a reply to X or Y's comments, or to one of the other comments on this article

  - **I agree because…**

    - **I would add…**

Case studies in 'Maritime Networks and Economic Regionalism', bottom of p 8

Determining the social impact of such integration is another matter. Patterns of consumption provide one possible view, but few assemblages in the late Roman countryside of Cyprus have been quantified sufficiently and in such a way as to shed light on this question. An exception comes from the site of Kalavasos-*Kopetra*, a market town of perhaps 600 inhabitants located up the Vasilikos Valley just inland from the probable opportunistic port at Zygi-*Petrini* noted above. Here, Marcus Rautman has traced the record of imports during late antiquity, revealing that imported amphoras outnumber local Cypriot jars nearly four to one. This proportion is startling for a site that lay outside the island's major commercial ports and should be described as minor at best. The high percentage can be better understood through the clarification that nearly all of the imports are drawn from a restricted area along the neighboring mainland, mirroring the economic geography presented by the network picture above (Rautman 2003: 168-175, 169 tbl. 5.5; Rautman *et al.* 1999; Rautman 2013). Cyprus' larger port cities record substantial numbers of imports as well—including Amathus, the nearest major harbor to Zygi-*Petrini*—yet assemblages there exhibit a range of materials drawn more widely from not only the island but the whole of the Mediterranean (Kaldeli 2008: 153-158, 238-241 and 500 tbl. 13 and fig. 23). The material evidence points to two distinct spatial networks of maritime exchange centered on different ports, ships, agents, and commodities.

Click to add a comment

Uses this material evidence to support his argument that smaller agricultural communities were interconnected on the island as part of one type of regional economic market, an extension of the agricultural economy Show less
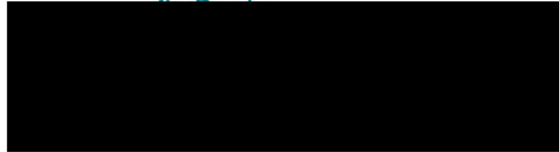↩ Reply

Imports of items from all around the Mediterranean. This supports his argument that seaborne connectivity was crucial to commercial networks.
↩ Reply

↑ 8 COMMENTS

The fact that the amphoras outnumbered the local jars shows that they were popular and perhaps there was a higher demand for them
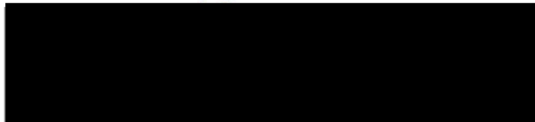
Imports of items from all around the Mediterranean. This supports his argument that seaborne connectivity was crucial to commercial networks.

lick to add a comment

It also indicates that seafaring trade allowed the exchange of goods far beyond typical isolated networks.

↩ Reply

The authors argument is that reliable transpo and imports from the sea were crucial to maintaining economic routine on the island.
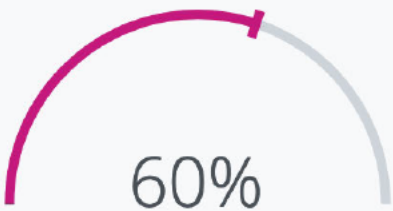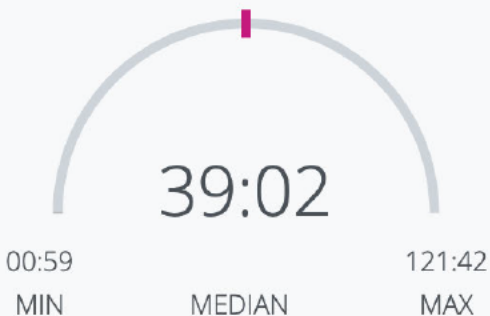
↩ Reply

Analytics

Resource   **Students**

How many students have viewed this?

60%

21 OF 35 STUDENTS

How long have students spent on this resource?
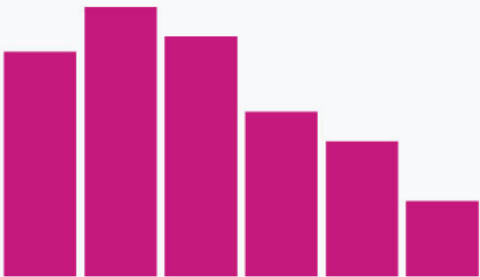
39:02

00:59
MIN

MEDIAN

121:42
MAX

How many class comments have been made?

21

BY 9 OF 35 STUDENTS

Which parts of this resource are being used?

Discover more insights on the analytics dashboard

17 min

12 min

9 min

7 min

5 min

5 min

1 min

LOWER QUARTILE

No activity

No activity

No activity

No activity

No activity

Looking Ahead

1) Ask students to annotate lecture slides and images

2) Use annotation tasks to develop students' understanding of how an academic argument works

3) Ask students to curate comments as discussion leaders

4) Watch analytics to track participation and award partial credit

Thank you for listening.
Questions welcome!