

LTA Connect Beyond the Bookshelf with Talis Aspire

Richard Hughes

Lucy Dean

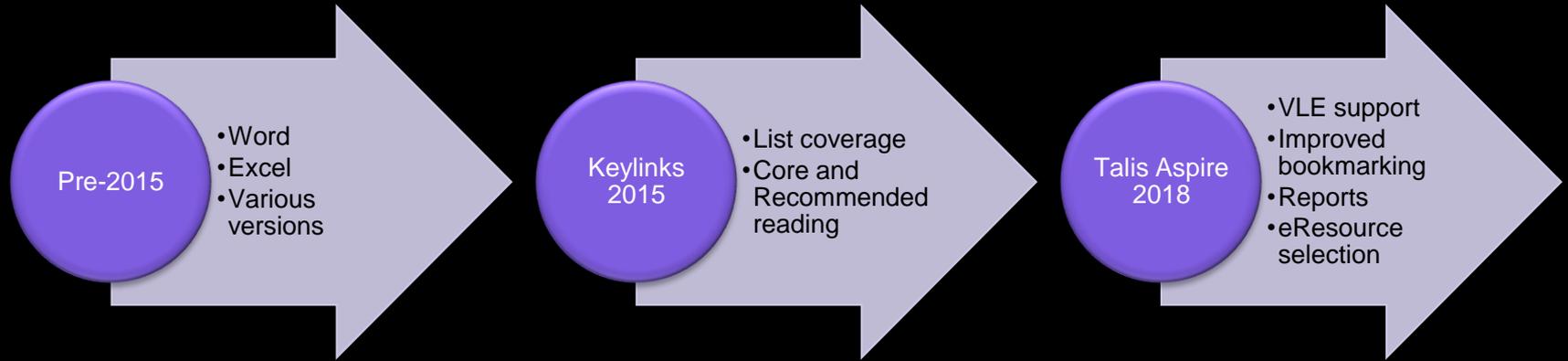
Welcome

Today's session:

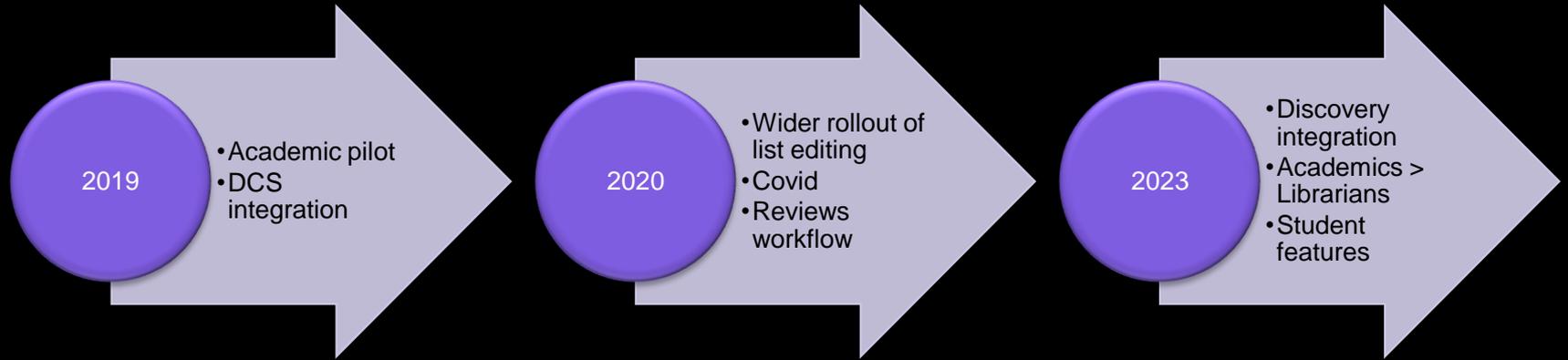
- + Background and progress to date
- + Learning Teaching Enhancement Strategy values
- + The academic experience
- + The student experience
- + Demo (a brief one!)
- + Q&A



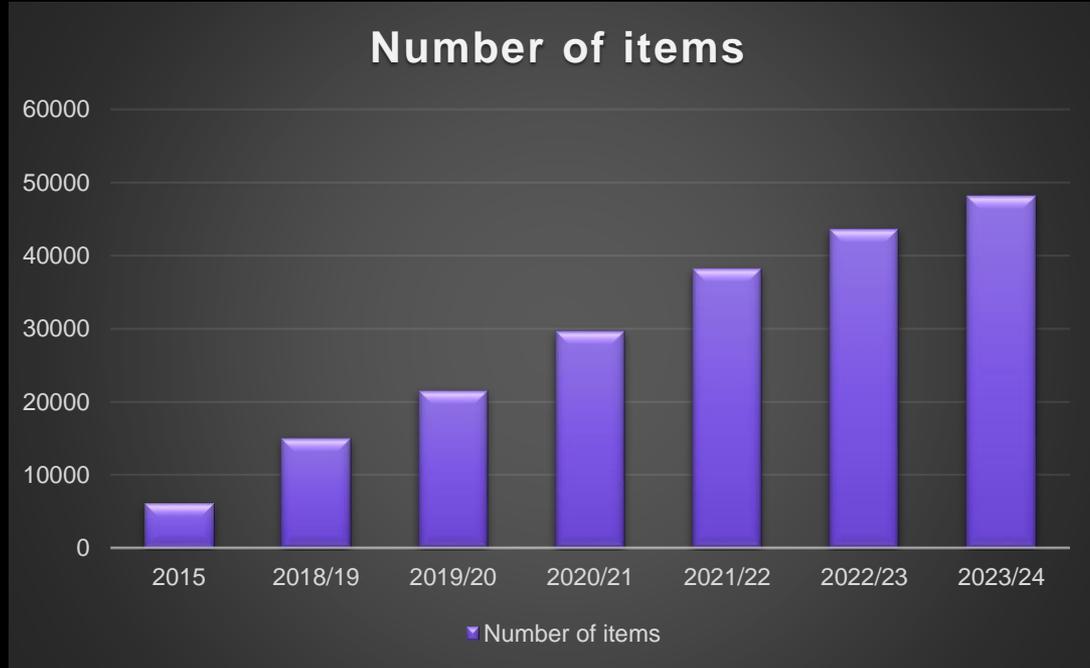
Timeline



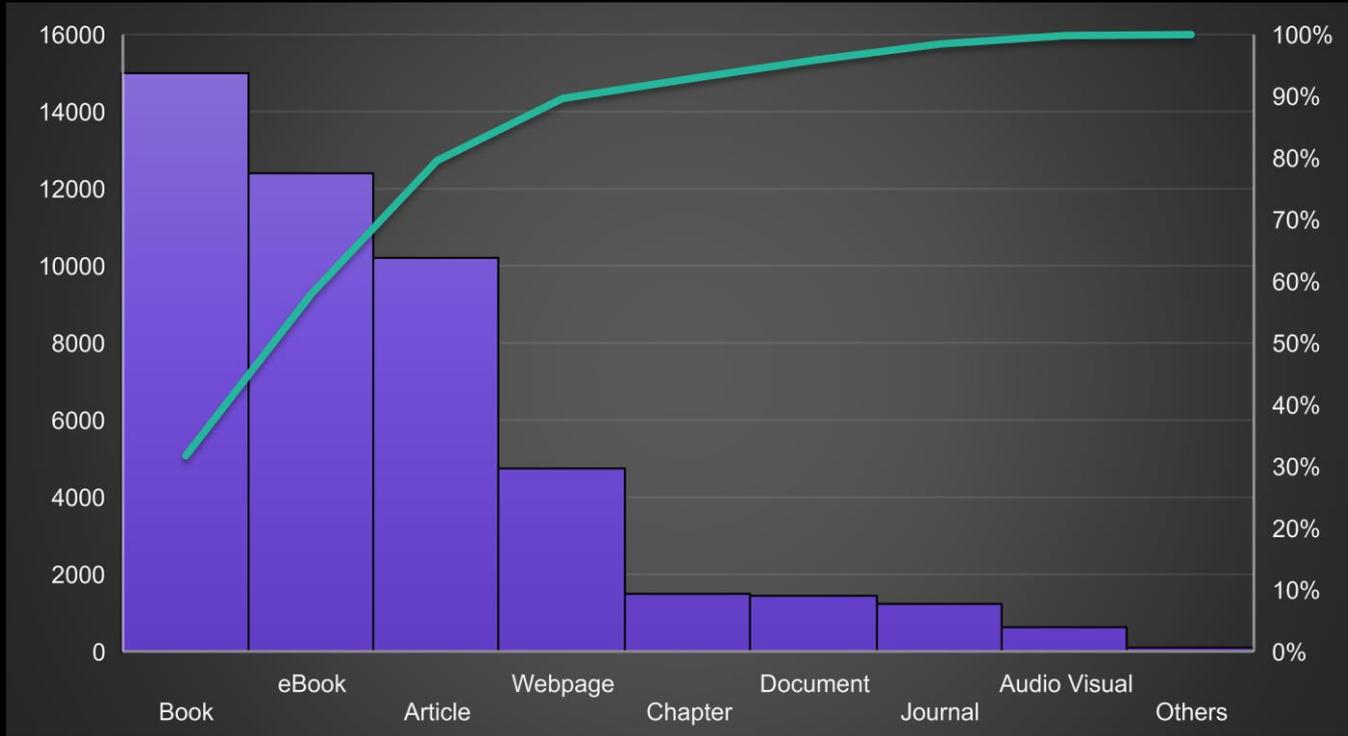
Timeline



List content



Material types 2023/24



Learning and Teaching Enhancement Values

Supporting the learner as an individual

Connecting learning across communities

Authentic assessment and meaningful feedback

Integrated and sustainable learning and teaching

Engaging students in reflection and research

Celebrating diversity through learning and teaching

Learning for personal growth and employment

Harnessing open education approaches

Enriching learning through digital practices

Supporting flexible and student-centred learning

Supporting flexible and student-centred learning

+ Structured lists help students prioritise and focus reading.

Table of Contents ▾	Type: All ▾	Filter: All ▾	Citation Style: None ▾
Themes in American History Resource List			
Core Readings			
Recommended General Texts			
Primary Source Collections and Digital History Projects			
Week One: Native America 1: Pre-Conquest			
Key readings			
Recommended reading			
Key activity			
Additional readings			
Additional Resources			
Week Two: Native America 2: Colonisation and Indigenous Resistance, 1620s-1770s			
Key Readings			
Key Activity			
Additional Readings			
Native-colonial interactions and encounters			
Indigenous experiences			
Warfare, conflict and imperial policy			

+ Online access from any device allows flexible learning.

Filter: All ▾	Citation Style: None ▾
All	483
Physical Resource	50
Online Resource	433
Digitised	0
Digitisation Pending	0
No Digitisation	483
Core	44
Recommended	50
Additional	375
Suggested student purchase	1

Supporting flexible and student-centred learning

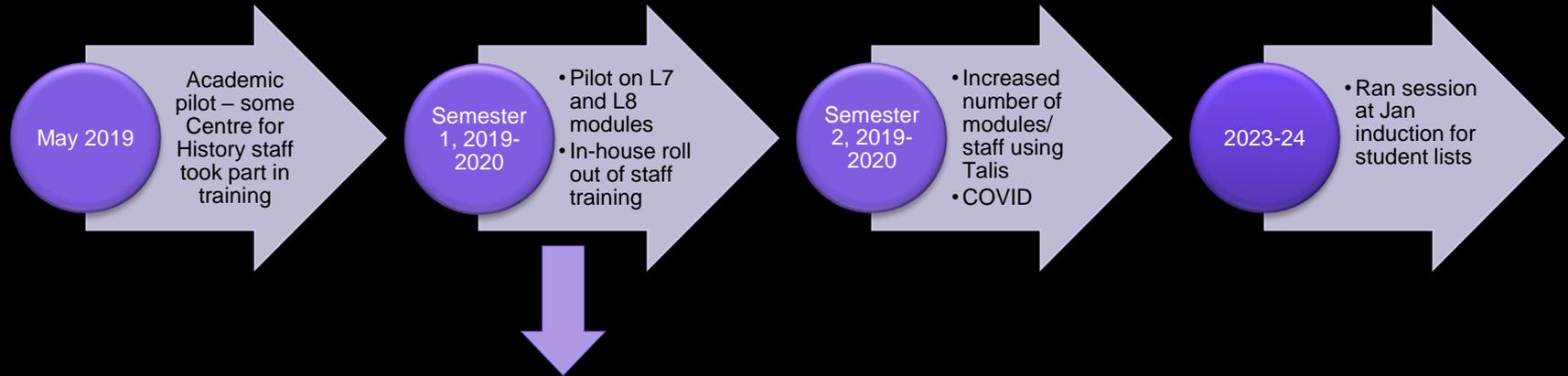
- + Annotations allow academics to add their personality to list.
- + Siddall & Rose (2014): "left unaided, students either read everything or nothing".*
- + Students expressed strong desire for lecturers to state how they expect lists to be used.
- + Providing context makes it clear what is expected of the reader and encourages engagement.
- + Currently 11247 Talis items have notes for the student.

*Siddall, G. & Rose, H. (2014). Reading lists time for a reality check? *Library and Information Research* 38(118), p52-73.

Other LTES values

- + Supporting the learner as an individual
- + Engaging students in reflection and research
- + Enriching learning through digital practice
- + An example: [Geo-political development issues](#) (David Skene)

Timeline



core Level 7 skills module, “What is History (L7)”: <https://rl.talis.com/3/uhi/lists/054AFFB4-5BAB-18E5-7CE7-E3FB05289DF1.html>

What is History – Early List (2019-20)

What is History Reading List Information

The online reading list for What is History has the suggested student purchase, followed by some Core useful texts and this is followed by sections on the Key Weekly Readings/ Further Readings listed in week-by-week order below this. PLEASE SCROLL PAST 'CORE TEXTS' TO SEE THE KEY WEEKLY READINGS SECTION. The list here identifies the Key Weekly Reading and some other tasks, but this should be used alongside Brightspace where further materials and information about the preparation that is expected for each class. After the weekly reading sections, there is a section on Assignment Reading - PLEASE NOTE - this section currently reflects the 2019/2020 (last year's assignments) and this WILL BE UPDATED for the upcoming semester (2020/2021).

Suggested student purchase

You should try to purchase your own copy of this title as you will be referring to it throughout this module



A practical guide to studying history: skills and approaches

Book - 2017 - Suggested student purchase



Core



The pursuit of history: aims, methods and new directions in the study of history

Book - by John Tosh - 2015 - Sixth edition - Core

VIEW AVAILABILITY



The pursuit of history: aims, methods and new directions in the study of modern history

Book - by John Tosh - 2010 - 5th ed - Core

VIEW ONLINE



History: a very short introduction

Book - by John H. Arnold - 2000 - Core



History: a very short introduction

Book - by John Arnold - 2000 - Core

VIEW ONLINE



Week One: What is History Introduction

Key readings and further readings for Week One can be found here

Key Readings

All students should read both of the chapters ahead of class:



History: a very short introduction

Book - by John Arnold; DawsonEra - 2000 - Core

VIEW ONLINE



You need to read chapter one 'Question about murder and history' (pp. 1-14)



A practical guide to studying history: skills and approaches

Book - 2017 - Suggested student purchase



You need to read Tracey Loughran's 'Introduction: Framework and Perspectives'

What is History – Early List (2019-20)

Week 5: Practice III - Making Sense of the Primary Source Exercise

This week includes a short lecture, discussion on key readings, and then a workshop on a primary source and PSE exemplar.

Key Readings

Please read at least one of the following two chapters on Primary Sources, and all students should watch the interview with cultural historian Natalie Zemon Davis (there is further information available on the exhibition that she discusses in the interview in Further Reading and Resources below.



The pursuit of history: aims, methods and new directions in the study of modern history

Book - by John Tosh - 2010 - 5th ed - Recommended

Please read chapter 5 'Using the Sources'

[VIEW ONLINE](#)



A practical guide to studying history: skills and approaches

Book - 2017 - Suggested student purchase

Please read Garthine Walker's chapter titled 'Historical Research'



(3) About an Inventory: Dutch New York Between East and West: The World of Margrieta van Varick - YouTube

Audio-visual document - by bardgradcenter; Natalie Zemon Davis - 2012 - Additional

[VIEW ONLINE](#)



Reading for the Workshop Task

Please read the source extract (provided on Brightspace), and also the short Preface to Falconbridge's text. It is also recommended that you start doing some research around Falconbridge as an author and the topic of the source, and the other readings listed here will help you do that.



An account of the slave trade on the coast of Africa

Document - 1788 - Additional

Please read the Preface from this text (the extract from the text is provided in a handy print out for you on Brightspace)

[VIEW ONLINE](#)



Falconbridge, Alexander (c. 1760-1792), doctor and slavery abolitionist - Oxford Dictionary of National Biography

Dictionary of National Biography

Chapter - by Christopher Fyfe - 23/09/2004 - Additional

The Oxford Dictionary of National Biography (ODNB) online is an excellent tool for searching out information on a primary source author (particularly if they are British and male... more women are appearing on it regularly though!) Please read this short entry on Falconbridge to help you understand the extract from his book that we will be discussing in the class workshop.

[VIEW ONLINE](#)



London, metropolis of the slave trade

Book - by James A. Rawley - c2003 - Additional

For some helpful research reading into the slave trade at the time that Falconbridge was writing his source, please read Chapter 1: The Transatlantic Slave Trade: A Survey, pp. 1-17. Please note that you should go to the PDF version of the text and from here you can download individual chapters and save them to your computer/tablet etc. If this ebook is not available, there are some other general topical reading suggestions below in Further Reading and Sources.

[VIEW ONLINE](#)



Comments from staff

As a Module Leader, I have found the move to Talis a useful and efficient one. It has allowed me to move from considering my module resource list as something more than an ordered collection of readings. It is also much more user-friendly for students, and I have had far fewer queries from students about where and how to find resources since we introduced it.

I would say [Talis] is great at organising your reading list into weekly reading lists and to add notes for students to resources when you need to. This makes it much easier for students to navigate and for staff to feel reassured that the students are reading the correct material each week (keeps them focused and prevents them from going off in the wrong direction).

I find [Talis] great because if/when I find new sources that will be useful to students it takes a couple of minutes to update the reading list. It is also a quick way to let students see what resources are available online, what are available in print only (although I have been removing them and replacing them with the online resources we have for accessibility for students).

Student Feedback

During my first years at university, my interaction with Talis was limited due to my inexperience. Once I became familiar with its function, I realised it could be a beneficial part of my study toolbox. It is now forms a central part of my study process, usually accessing it through Brightspace and through key word searches for my chosen modules.

Having weekly materials divided into sections on Talis has made preparing and accessing reading for modules less daunting and accessible. This has helped me greatly during weeks when I have had a busier workload. Being able to quickly access key readings in this way has been helpful during class also, when a summary of reading may be necessary during discussion.

The ability to search and see if a book is available at my partner college has been useful during last minute trips to campus. Also being able to bookmark works for each of my modules in their own easily accessible folder has been great. This has been especially useful in preparation for assignments and module projects, as I can build lists of works of use easily for later study.

I believe the Talis lists are useful as they offer direct access to materials lectures feel will be beneficial for chosen modules. Talis offers a great opportunity to tailor module lists, with the further ability to prepare saved books in tailored lists for assignments and connected study.

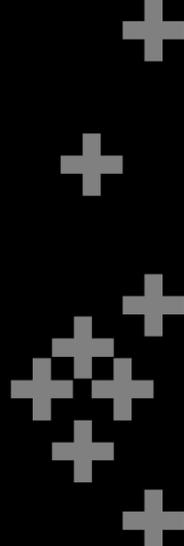
Ways Forward & Concerns

Staff: some students are very grateful, but others are too lazy to even use Talis. That is something I find really difficult to understand. I also feel that Talis is encouraging a bit of laziness amongst students, particularly because the library catalogue is not working as well as it used to and because students are loathe to search individual journals for relevant articles.

Student: Small refinements that I would have found useful may be the option to colour code module and assignment lists. I always find coloured coded lists assists my learning. Also, the option to possibly read an abstract of a book would be helpful in some instances.

As Bond et al. have argued using technologies in higher education does not automatically lead to better student engagement, so providing adequate training for staff and students when new technologies are introduced is essential (Bond et al., 2020).

Thank you
Tapadh leibh



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