Engaging online and in-person students with Talis Elevate

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The Challenge

We currently have a cohort that are half online and half in the room for an Equality, Diversity and Inclusion (EDI) module. I needed to be able to engage them all effectively with the tasks that were planned within the module. Additionally, I wanted to able to monitor engagement and understanding on the tasks for all students (virtual or in person). We needed to analyse documentation from different sporting organisations within the module and I needed a way of doing this for both the cohort in the room and online.

The Solution

I used Talis Elevate to analyse the different EDI policies by different organisations with the students. Using Talis Elevate allowed me to upload publicly available sources for students to review, comment and analyse. I used this over several weeks to monitor how the students' knowledge and understanding developed over the module. It allowed me to see engagement and understanding from the entire cohort. Each week we looked at a different sporting organisation and students had time to read, comment and ask questions about the policy being examined.

> "Talis Elevate has been a game changer for my teaching and my students learning. The engagement has steadily grown allowing more in-depth discussion and debate. I have gone on to use it in various ways in several modules and I am not sure what I did without it!"
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> **Dr Rachael Bullingham**

The Results

Over the weeks I used Talis Elevate as a teaching tool we increased the number of students commenting each week, as they gained more confidence. Additionally, the first week of using Elevate we had a total of 10 comments and by the final week we had 37 comments. This led to in depth discussion and analysis. With the number of comments increasing, it also allowed students the opportunity to respond to each other, allowing for open debate and discussion.

One student said:

"Using Talis Elevate for me has been very helpful. Using it in class so we can all edit documents and see each other's comments has been useful, especially if one has different opinions, it has been helpful to talk about the comments. Being away from class and still being able to write in the group section and personal comments kept me engaged in the documents we were using and were beneficial for reflection when looking at assignments. Also, being able to make a comment and get a response from the tutor while being away from lessons kept the conversation and engagement alive".

The Future

I am building in Elevate to all my modules, in different ways to try and engage students in reading and gaining a more critical approach. I am using it from pre-reading tasks to assessment guidance sessions. Being able to comment anonymously has really allowed students to ask questions they would not have asked verbally.