

The Challenge

The introduction of research articles to the reading list can, for some Foundation Year students at University, be an overwhelming experience which can lead to self-doubt about their own abilities. Research articles are likely to have a different structure to anything they might have read before; there will undoubtedly be new and unfamiliar jargon; and the interpretation of the statistical element is likely to create some anxiety.

I wanted to find a more inclusive way of supporting all students equally in their engagement with research articles regardless of prior experiences and levels of stamina – that's when I turned to Talis Elevate as a collaborative tool.

The Solution

I take time to create a 'pledge' with the students around how we work together and support each other on the module. Popular suggestions students always agree on are 'being allowed to make mistakes' and 'build on each other's answers'. Creating this kind of psychological safety in the classroom is helpful when building trust with and among the students.



I introduce the first Talis Elevate supported research article early in the Autumn Term alongside focused guided questions relevant for their use in an assignment. The guided questions are important as they provide focus and lessen the reading burden. As students provide their answers in real time using the comment boxes, I can provide further 'stretch' questions or elements for deeper thinking, as well as instant feedback.

The Results

I tend to use Talis Elevate as part of my classroom practices where students engage with the reading individually, in pairs or small groups, co-creating knowledge.

Students like the interactive approach Talis Elevate offers and have commented on the usefulness as a review tool (the answers stay in place) and as a way of promoting inclusivity as even if you are absent, you get the learning benefit when accessing the article later.

I have learnt that students tend to use the 'anonymous' feature in the Autumn Term when leaving their comments but come Spring Term have gained sufficient trust in each other and confidence in themselves to use their own names. I have also learnt that by this interactive approach, students become more willing to engage with research articles across other modules.

"It's really important for me that all students are enabled to participate on an equal footing with research articles regardless of previous academic experiences or levels of resilience or perseverance; Talis Elevate facilitates this."

Dr Ritta Husted

The Future

Talis Elevate very much continues to be part of my inclusive toolkit and I will expand its use for some coursework assignment tasks offering students opportunities to share ideas in the essay planning stage on examples, definitions and relevant readings to include.

We'd like to thank Dr Ritta Husted for providing this case study on his use of Talis Elevate.

If you'd like to contribute a case study to this collection, please get in touch with our EdTech Success Consultant - matthew.weldon@talis.com