Technology enhanced teaching at University of Leeds
Lectures, Seminars, tutorials..

http://www.leeds.ac.uk/sddu/online/evoting.html
Grasses bite back: silica as an anti-herbivore defence

Sue Hartley

http://www.leeds.ac.uk/articulate/uol_examples.html
Lectures, Seminars, tutorials..
Lectures, Seminars, tutorials..

http://lutube.leeds.ac.uk/
Lectures, Seminars, tutorials..

Photo: http://www.flickr.com/photos/joshb/22423994/f

http://www.sddu.leeds.ac.uk/online_resources/podcasting/case_studies.html
“Blogging unites each aspect of my work, teaching and research, and it encourages individuality and expression amongst students. I can do it anywhere; I just wish I had more time to do it.”

Chris Moulin, Institute of Psychological Sciences

http://www.sddu.leeds.ac.uk/online_resources/blogging/casestudies.html
Communication and Collaboration
"We believed (and are now convinced!) that the way forward was to provide web-based learning and assessment materials"

Richard Ansell, Chemistry
Assessment

Eliot believed that modern society lacked a vital sense of community and a spiritual centre. The waste land of the poem is modern European culture, which had come too far from its spiritual roots. For this reason he drew heavily on fertility and vegetation myths throughout the poem. It is a grim portrait to the post-nuclear landscape, which overshadowed much of the late twentieth century making it a symbolic waste land, r g nomic, economic and social terms. Equally, the parallel we are uncomfortably forced to draw is between the barren, deserted landscape of the poem and the bleak, culturally and emotionally bereft landscape of the modern period.

Indeed, the poem's title, plan, and symbolism were influenced by Jesse L. Weston's book on the Grail legend, From Ritual to Romance (1920). He also recognized the importance for the poem of James G. Frazer's The Golden Bough.

In conclusion, therefore it epitomises the bleak modern landscape, steeped in death and decay, and yearning for rebirth. Accordingly the relationships portrayed in the poem mirror this, creating an equally grim emotional landscape.


[Editor's note: My guess is that these notes have been scanned from a printed text. There may be occasional textual errors, which I have not yet had time to correct.]

Eliot acknowledged that the poem's title, plan, and symbolism were influenced by Jesse L. Weston's book on the Grail legend, From Ritual to Romance (1920). He also recognized the importance for the poem of James G. Frazer's The Golden Bough (1890-1915), especially the portions that concern vegetation myths and fertility rituals. Eliot's fifty-two footnotes are incorporated among those of the editor and identified as his.

I. THE BURIAL OF THE DEAD

The epigraph quotes Petronius' Satyricon (first century A.D.): "For with my own eyes I saw the Sibyl hanging in a jar at Cumae, and when the boys said to her, 'Sibyl, what do you want?' she replied, 'I want to die.'"
WHAT IS GRADEMARK?

GradeMark is Turnitin’s new digital marking system that gives instructors the ability to edit and grade papers more easily than ever, giving students the valuable critical feedback so essential for developing their writing skills.

With GradeMark, instructors can discover an increased degree of efficiency and flexibility in their grading process. Marking in tiny margins, arrows leading to notes on other students’ papers, and marks lets you insert and edit comments of up to any length in order to associate comments with customizable rubrics that make grading problems most urgent for a given student or class.

What’s more, GradeMark allows you to annotate a student’s paper without leaving any trace on it, making it possible to identify, assess, and ultimately correct the writing problems students face.

QUANTIFIED EVALUATION

GradeMark’s ability to pair marks with rubrics lets you quickly identify both strengths and weaknesses, showing the distribution of specific errors or having difficulties. Incidence of specific errors is easily summarized across an entire class or school—helping you to quickly plan accordingly.

WHAT IS APOS?

APOS is an acronym for: Action, Process, Object, Schema. It is a framework for understanding the development of mathematical understanding. The stages of APOS are:

- **Action**: The ability to perform a task without understanding the underlying concept.
- **Process**: The ability to perform a task by understanding the underlying concept, but without a deep understanding of the structure.
- **Object**: The ability to think of the concept as an object or entity in its own right.
- **Schema**: The ability to understand the concept as part of a larger schema or system of concepts.
Administration

Photo: http://www.flickr.com/photos/sneedleflipsock/102011111/
teaching is scary!

I thought I would write a quick blog post as I haven’t written for ages! I have now started teaching and although it was very scary at first I am now really enjoying it. However, I did have to do a 15 minute lecture (within an hours general induction) today and I really didn’t enjoy that. I love taking groups and getting them to do hands on activities, discussing things with them, answering questions etc but I really didn’t enjoy standing in front of a large group of students and just talking. I found it quite intimidating! I hope I don’t have to do too many lecture style sessions, although having said that I have to do an hour lecture this afternoon aaaaagh!!! What I enjoy about teaching is actually interacting with students and in a large lecture theatre this seems really difficult. I’m not afraid of speaking in public but there is something about those large, tiered lecture theatres that fill me with dread!

Keywords: lectures, scary, teaching

Skills@Library PPT template

It seems the Skills@Library PPT template is having some issues with bullet points. Sara did fix the template a while ago (she took pity on Dan and I struggling with dollar sign bullet points!) but the template in PPT is the original one with the bullet point problems. I think this is being sorted out but in the mean time I have been going straight to the template at:

N:\Academic-Services\Library-Services\Intranet\TEAMS\GENERAL\programme\admin\templates\programmetemplate.ppt

and inserting the slides straight into the template (remember to save it with a different file name)
Staff Development

VLE faculty support
SDDU courses
SDDU online resources
Learning technology
Networks: – e-practitioners; courseware developers
Support and advice
Any questions