

School of Humanities Newsletter

This issue:
Digital Education

Inside this issue

Digital Education in HUMS	1-5
Digital Case Studies in HUMS	6-9
HUMS News & Events	10-11
Staff News	12
Admin Teams	13
Research News	14
Good News & Congratulations	15
Other News	16

Welcome to the Spring edition Humanities newsletter from SED Lesel Dawson



Lesel Dawson (School Education Director) and Gloria Visintini (Senior Teaching Fellow in Digital Education)

Welcome to this special edition on Digital Education in Humanities and the wider Arts Faculty.

Over the last decade, the ways in which students engage with primary sources, access reading lists, receive feedback on assignments, conduct research, and listen to lectures have been transformed by digital learning. While there are challenges that come with this change, digital learning is clearly here to stay, and we need to find ways not only of avoiding its pitfalls, but also capitalising on its opportunities and benefits. In this issue of the Newsletter, I will give an update on some recent changes in online learning (such as the move to **BoxView**), highlight some new online teaching methods and activities that have been introduced (and are being developed), and share some of the innovative ways new units are being delivered and assessed.

BoxView

The biggest news with regard to Digital Learning has been the move from Crocodoc to **BoxView**. As most of you know, this change (and the timing of this change) was initiated by Blackboard. Despite reassurances from Blackboard that the change would be minor, a number of key features were removed, ensuring a large step backwards in terms of its functionality. There was a strong response from staff across the Humanities, both in terms of how this change impacted staff (in terms of the loss of functionality and the increase in marking time) and students (who could no longer download inline feedback). Views were collected from staff and brought together in a letter written by Prof Ronald Hutton, which was sent to the Digital team and then to PVC Prof Judith Squires, Alvin Birdi and others. The University has taken these problems seriously, meeting with Blackboard and pressing for a timeline for when some of our top priorities would be resolved. We have had reassurances and some changes already from Blackboard, although we are still waiting for a clear timeline for when some of our most needed changes will be achieved. However, this crisis has helpfully focused

... Cont. on page 2

Digital Education in HUMS

BoxView *(cont. from page 1)*

attention on the inadequacies of Blackboard and Roger Gardner, from the UoB Digital Education Office, has been working on ways of using add-on tools that would make Blackboard fit for purpose, as well as finding and looking at alternative systems to Blackboard (and if you have suggestions here, please do send them to [Gloria](#) and [me](#)). At the same time there have been in-house developments which have resolved some of the problems that staff experienced with regards to the new tool. While we are still quite a way from having a version of online learning that will answer our needs, the seriousness with which the Digital Education Team and University have taken this crisis and the desire to find more long-term solutions is positive.

- Lesel Dawson

Talis Aspire

Talis Aspire is a new tool for reading lists that has trialled in 2017-18 in English and History, which will soon be rolled out across Humanities. Feedback from students about Talis Aspire has been extremely positive; Talis Aspire links the texts found on tutors' reading lists to their entry in the library catalogue and, where possible, to the online version of these books and articles. As well as being a convenient tool for students, it also takes pressure off library resources. We are aware that getting to grips with a new online tool can be fiddly and inevitably requires an investment of time for staff. To help with this transition, Gloria -- in collaboration with our Subject Librarians, Damien McManus and Tim Riley -- will be organising training sessions for RETH and Classics staff (and for any remaining English and History staff who haven't made the switch) and they will also be on hand to help with this move.

- Lesel Dawson

Assessment Survival Guide

I am currently developing an **Assessment Survival Guide** with the Humanities' Student Administration Managers (also known as the SAMs - Julie Sealey and Jen Williams). This will appear as an envelope on the top right-hand side of all Humanities Blackboard units, containing helpful guidance material for students that can function as a one-stop shop for students' assessment needs. It will contain things such as the marking criteria, example footnotes and bibliography, information about writing fellows, and guidance about essay lengths and deadlines, all of which will be tailored to suit individual Departments. While most of this information already exists across individual Blackboard sites, by bringing this information together and making it available on every Blackboard unit, my hope is that this will gather together material that answers some of their most frequently asked questions.

- Lesel Dawson

Gloria Visintini, Senior Teaching Fellow in Digital Education

Gloria Visintini has been the Technology Enhanced Learning Director for the School of Modern Languages since 2011. This year her role has been extended, so that she is now responsible for TEL across the Arts Faculty. Since taking this role, she has been wonderfully proactive, tidying up the larger Blackboard pages, simplifying support pages and instructions for students and staff, and trying to ensure, as much as possible, the various forms and cover pages used across the faculty are clear and consistent (something that is particularly helpful for joint school students). She has also set up a number of training sessions, both for new staff and at times when new systems get introduced. Gloria is wonderfully helpful, so do call on her if you get stuck or have questions. More from Gloria below.

- Lesel Dawson

A note from Gloria

As Lesel mentioned, I have recently assumed a Faculty-wide role in Technology Enhanced Learning as Senior Teaching Fellow in Digital Education. As such, I will be working more closely with the School to support those of you who may want to use or experiment with digital teaching methods.

While I have already been fortunate enough to collaborate with some of you in Classics and English, as you can see by reading about some of the projects in this edition, in my new position I will be able to work on more projects across departments.

To better understand your current teaching and assessment practices, I will be joining some of your departmental and school meetings as well as talking to as many of you as possible individually.

In supporting digital activities, I often collaborate with the UoB Digital Education Office. I work closely with their Digital Education Development sub-team led by Roger Gardner. Over the years they have helped me facilitate several projects in the School of Modern Languages. Some of these are described on their website here <https://www.bristol.ac.uk/digital-education/ideas/all/> (see picture).

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🏠 > Digital Education Office > Ideas for practice

Ideas for practice

Education methods & environments



Active learning

Covering a range of approaches which focus responsibility for learning on learners and develop independence.



Blended learning

Integrating classroom and online learning.



Distance learning

From running courses fully online to supporting students on industry placements.



Group work

Ideas for introducing and supporting group work both online and face-to-face.



Labs, practicals and fieldwork

How technology can be used in more hands-on activities such as field trips, practicals and labs.



Lectures and large-group teaching



Research



Students as producers

Digital Education website

Digital Education in HUMS

cont. from page 3...

Together with Lesel and the admin team, Roger and I are currently working on the School online marking process and updating all the guidelines to reflect the recent transition to BoxView. For a full update on this, read Roger's article below.

I very much look forward to working with you. So, if you have a digital project in mind (of any size) that you would like to develop, please come to me in the first instance. I can help in a variety of ways by, for example, being a sounding board for new ideas and offering examples for digital practice. If needed, I could also run training sessions (for staff and/or students), buy equipment or organise technical support. I am always happy to assist and try to make things happen. So feel free to get in touch.

- Gloria Visintini

Online marking update 2018



The Digital Education Office (DEO) has been working closely with the School to understand and address concerns about online marking functionality in Blackboard. Since the change of annotation tool from Crocodoc to Box View in January, which was outside of our control, the University has continued to lobby Blackboard at the highest level to flag concerns. Thanks to all colleagues who have been in touch. We have been forwarding feedback from our users to Blackboard to help show the impact this change has had. As a result of this pressure from us and other users Box View re-introduced drawing functionality on 7th March 2018, and Blackboard are developing a way for students to

download their annotated feedback (timescales tbc). Further information about Box View is on the Blackboard website, including the current status of bugs and features in development: <https://community.blackboard.com/community/ideas/blog/2018/03/01/inline-grading-and-new-box-view-update-february-2018>

In February the DEO met with the Head of School, School and Faculty Education Directors to discuss feedback about online marking from colleagues in Humanities. Some short-term actions in response to these were agreed and are being carried out in collaboration with Gloria Visintini. These include:

- Promoting to students and staff the **new video guide** on how to access feedback, which has been added to the "Submit Work Here" area of every Blackboard course: <https://youtu.be/KxGv2rj-Ubo>
- Improved and updated **support materials**, currently being finalised. These will address some of the issues staff have raised, for example ensuring rubric feedback is saved
- Further **training opportunities** for markers and the admin team.

The DEO is also reviewing our current technology for online marking to identify what is needed to provide a more effective toolset in the medium and long term. Specific actions include:

- Updating and prioritising our list of electronic management of assessment (EMA) requirements. Feedback and suggestions from colleagues in the School of Humanities have been incorporated.
- Convening an EMA Advisory Group which is currently reviewing and prioritising the requirements. The group has academic and professional services representation from every Faculty, and includes Beth Williamson and Julie Sealey from the School of Humanities as well as Gloria Visintini.

Digital Education in HUMS

- Clarifying the roadmap for development of our existing tools by Blackboard and Turnitin.
- Carrying out an updated review of approaches and technologies used across the UK HE sector, and tools available commercially.

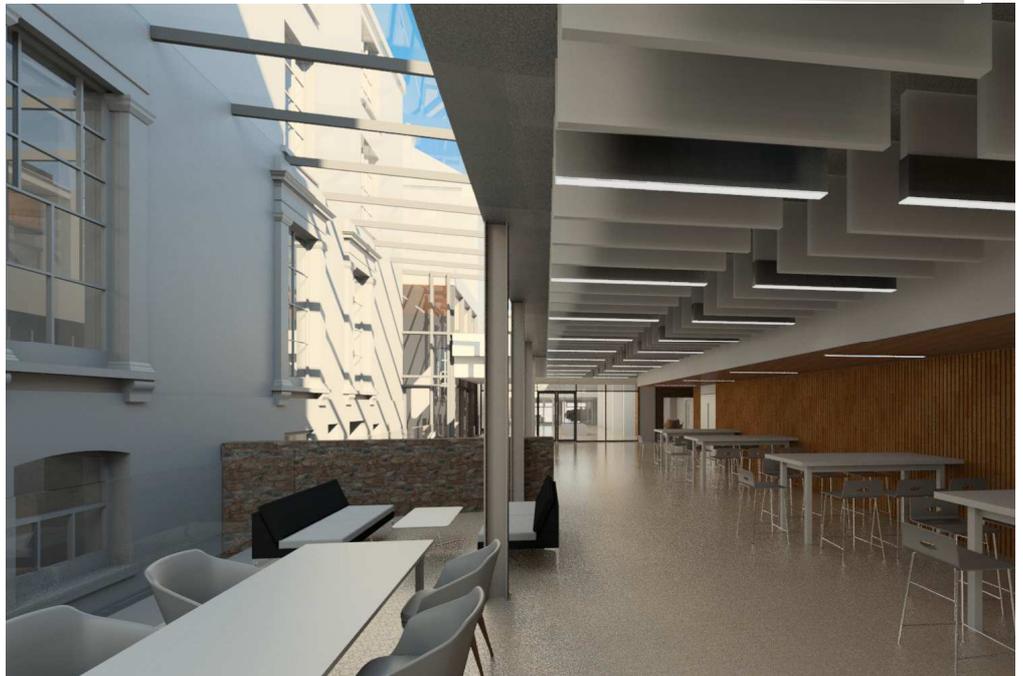
This review will inform a set of recommendations by Easter on what is needed to provide a more effective EMA toolset.

If you have any suggestions, would like to review the requirements list, or need to report issues please contact the Digital Education Office at digital-education@bristol.ac.uk

- Roger Gardner (Digital Education Development Manager)

New Humanities Building

The new Humanities Building has been **designed to support the needs of a digitally enhanced curriculum** and will support a diverse range of student learning and assessment types. The ground floor study areas will support both individual and group study and will be enabled with digital screens, excellent WiFi coverage and plenty of charge points for mobile devices. The **exhibition space** will sustain curriculum development and design within History of Art and other disciplines and allow for student curated exhibitions. **Two new lecture theatres**, including a screening theatre, along with new seminar rooms complete this area and the seminar rooms will have furniture which can be cleared and stored so that the room purpose is as flexible as possible. The first floor combines new offices with additional seminar space and a **collaboration space** designed for academics and PG students to work together in an informal setting.



Look out for updates of a new project website dedicated to the redevelopment of the Humanities building. More details to follow soon...

Digital case studies in Humanities

Blending Digital and Printed Sources via QR Codes

QR codes are visual hyperlinks that can be printed on just about anything. When a smartphone scans the small, barcode-like arrays of dots, it opens an encoded web address. Although briefly popular with advertisers, the technology never really took off because users had to have already downloaded a QR Code Reader App. Recently, though, smartphones have come with QR Code recognition built in: Apple and Google have incorporated the capability in the latest versions of their IOS Camera and Mobile Chrome Apps. Obviously there are still accessibility issues to consider (not all our students have smartphones), but the technology is much more useable, and a search for 'QR Code generator' surfaces lots of free-to-use sites for making them.

When it comes to teaching, I've found that QR Codes are one way to blend digital and printed sources together more seamlessly. For example, on my 20th Century rhetoric unit, my students and I often walk through large-format printouts of speeches, annotating and reading out sections as we go. Sometimes, though, I want them to hear the lines as delivered. Previously, I've had to either break the flow of discussion by returning to the PC and skipping back and forth through a long recording (often a Youtube video) or be really prescriptive in advance about what we'll hear. But by adding a series of QR Codes to the margins of a speech, I can link together sections in the printout with sections in the recording. My students or I can then scan the code and have our phones (or sometimes a mini-Bluetooth speaker) play back what we're interested in. It's like having a digital recording overlaid onto printed source material, and I've found that I can both save time and be a bit more flexible about which parts of the speech we focus on.

- James Freeman
(History)

Virtual Exhibitions with Exhibita Pro

Ever since I joined History of Art at

Bristol, the department has been hatching plans to assess our students through group projects involving virtual exhibitions. Last year we finally put these plans into practice with a new BA2 course, Curating the Object. With the support of the Digital Education Office and the School of Humanities, we invested in some professional-standard software, ExhibitaPro, widely used in the museum and gallery sectors. This software contains a specially commissioned virtual copy of the lower galleries at Bristol's Royal West of England Academy. In small groups, the students curated some fantastic exhibitions in this three-dimensional space to a brief based upon the RWA's own summer exhibition theme of Air. Not only does the project test our students in subject specific skills in ways that were previously impossible, it also exposes them to state-of-the-art digital technology. Many of our students go on to work as curators (like Chrissie Iles, a Bristol alumna and internationally acclaimed curator, who was awarded an honorary doctorate in 2015), or in careers that require them to make visual arguments. We have already begun to use the software on other courses and the project has also opened the door to future collaboration with Computer Engineering.

If you want to know more, contact [Peter Dent](#) or [Gemma Brace](#) in HART, or take a look at this video:



<https://www.bristol.ac.uk/digital-education/ideas/all/case-study-virtual-exhibitions-with-exhibita-pro/>

- Peter Dent
(History of Art)

Digital case studies in Humanities

Digital Classics

In addition to the digital teaching and learning initiatives already embedded in our ancient language offerings, the Department of Classics and Ancient History will be introducing a number of new pedagogic tools to its Greek and Latin classes next year.

Example from the Perseus Project

The screenshot shows the Perseus Project interface for Ovid's *Metamorphoses*, edited by Hugo Magnus. The page features several key digital tools and annotations:

- COLLECTIONS & CLASSIFICATIONS FOR THIS DOC:** A sidebar on the left lists categories like 'Greek and Roman Homework', 'Latin Poetry', and 'Latin Texts'.
- TEXT CHUNKING OPTIONS:** A central area shows the text 'In nova... corpora... metamorphas... is et illas) ad mea perpetua... uisitate tempora carmen.' with a blue line indicating the current position.
- TABLE OF CONTENTS FOR THIS DOCUMENT:** A sidebar on the left provides a detailed table of contents for Book 1, listing line numbers and corresponding text segments.
- ALTERNATE EDITIONS:** A sidebar on the right offers different versions of the text, such as 'English (Brookes Mingo 1922)'.
- CROSS REFERENCES:** A sidebar on the right lists related works and authors, including 'Cross-references to this page (1)'.
- VOCABULARY TOOL:** A sidebar on the right provides a search function for specific words within the document and across the language.
- SEARCH THIS DOCUMENT & THIS LANGUAGE:** A sidebar on the right offers a more advanced search interface for the document and the entire language.
- DISPLAY PREFERENCES:** A sidebar on the right allows users to customize the display of the text, including options for Greek and Arabic display, and view preferences.

The screenshot shows the 'Introducing Classical Latin' tool, specifically the 'Using Nouns 1' section. The main content area displays the Latin sentence 'servus elephantum capit' with an illustration of a man running from an elephant. Below the sentence, a text box explains: 'In fact the slave is the SUBJECT and the elephant the OBJECT whatever the word order.' A navigation bar at the bottom includes 'PREV' and 'NEXT' buttons, along with numbered buttons from 1 to 10, with button 6 highlighted.

The right sidebar contains a navigation menu with the following sections:

- Welcome**
- SOUNDS**
 - The Latin Alphabet
 - Vowels
 - Consonants
 - Stress
- WORDS**
 - Introduction
 - People
 - Animals & Objects
 - Actions
 - Descriptions
 - Review All
- SENTENCES**
 - Using Nouns 1
 - Using Nouns 2
 - Using Adjectives

The screenshot shows the 'Introducing Classical Latin' tool, specifically the 'Using Nouns 1' section. The main content area displays the Latin sentence 'the slave captures the elephant' with an illustration of a man standing next to an elephant. Below the sentence, a text box explains: 'The order of words is important in an English sentence. A typical order is SUBJECT VERB OBJECT'. A navigation bar at the bottom includes 'PREV' and 'NEXT' buttons, along with numbered buttons from 1 to 10, with button 1 highlighted.

The right sidebar contains a navigation menu with the following sections:

- Welcome**
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 - Using Adjectives

Beginners in Latin and Greek will be using new resources specifically developed to cater for a new generation of 'digital natives', including a suite of materials recently developed by the Open University which integrates online tools such as Story Explorers, vocabulary flashcards, and morphology self-testing tools. Post A-Level students will be using online resources to research and produce collaborative commentaries on ancient Greek and Latin texts. And our final year students will be helping to produce a series of short videos that will showcase a new set of national guidelines for teachers and students on the use of the Perseus Digital Library

(<http://www.perseus.tufts.edu/>).

- Genevieve Liveley
(Classics & Ancient History)

Example screenshots from the new OU Latin tool

Digital case studies in Humanities

Modernising Myth: Group Project

For the last two years, 2nd year Classical Studies and English and

Classical Studies students have been asked to make a three-minute video of a modern version of an ancient myth as part of the formative assessment for the core Approaches to Myth unit; from next session this will be embedded as a form of summative assessment.

The task is underpinned by the intellectual content of the unit which focuses on the idea that Classical myth as we understand it today is Classical myth as it has constituted itself through reception, through its oral, visual and written dissemination throughout the ages. Rather than concentrating solely on the reconstruction of ancient myths within particular historical contexts, students examine the ways that different ages have interpreted myths with a view to understanding more about their affective power. Mythography teaches us that myth survives precisely because of bold, imaginative, revivifying interventions just as much as via the careful reconstructions of scholars and once they have an overview of different interpretative positions, students are asked to put what they have learnt into practice by creating their own 'modern' version of a myth that has some resonance for them.

They work in assigned groups of three or four and pick the myth they want to work on themselves. They begin by identifying its ancient sources and then decide what they consider to be the important features which will form the basis of their up-dated version. These have sometimes been straightforward details of the plot, but have also included moral dilemmas, emotional experiences, explorations of motive and character, and re-tellings from an innovative perspective. Techniques used have included animation, music, video footage, actors, and external sets and this has meant that the amount of personal exposure has been adjusted to suit the preferences of each group.



Students on Approaches to Myth course taught by Vanda Zajko

The Faculty TEL team, Gloria Visintini and David Perkins de Oliveria were involved in the project in a hands-on way from the start, providing training in using the equipment available (the simplest way to make the video is to use the software available on phones and most students did this and found it very easy), and invaluable support in all aspects of production and submission. This year we are using Padlet for the first time to help each group produce a storyboard which is accessible to other class members and TurningPoint equipment for the peer evaluation of the completed videos.

The videos are assessed on the basis of marking criteria developed collectively by the class and the emphasis is on evaluating what makes the stories told persuasive, pleasurable, and affecting, rather than on technical skill. The videos made last year were showcased on the Classics Facebook page and at Open Days. When the technology becomes more widely available within the University, the next stage of the project will be to use VR to explore how immersion inside the world of a story effects the responses of those who experience it. But this is still some way off!

- Vanda Zajko

(Classics)

Course Content delivered by Podcasts

I am currently developing the Bristol Futures unit, 'City Futures: Migration, Citizenship and Planetary Change', which will offer students the chance to consider different narratives of human life in the modern era through the lens of urban space. The unit explores how urban environments shape our ideas of citizenship and belonging. It begins by looking at how a rapidly changing planet is shifting our conceptions of what constitutes a city, how we construct cities, who lives in them, how we define their boundaries, as well as how we imagine cities and our relationship as a species to them. We will interrogate how the structural dynamics of cities both produce social and economic displacement, but also act as spaces of refuge for immigrants of all kinds, creating a continually shifting terrain of extra-political belonging. Engaging with the city of Bristol as a site for learning, much of the course content will be delivered via site-specific video podcasts, which will take students across, and into, the city. I'm working with a videographer to create a series of videos based on work Bristol University are doing in and around the city. For example, in a section of the unit on Bristol's maritime history, students' visit to the harbour to see the SS Great Britain will be virtually guided by Laurence Publicover's podcast detailing the story of the ship and its role in the history of Bristol as a major port in the global maritime world. Assessments for the unit will also include a video project where students map their movements and their interactions with the city.

- Kirk Sides

(English)

Using Digital Technology to Teach Old English

For the first time this year we are using digital technology to help students learn Old English. Students of any new language (dead or living) need to develop language skills, and acquiring skills involves repeated practice and exercise. We used to handle this in seminars, using paper copies with exercises involving things like multiple-choice questions, 'fill-in-the-blanks' exercises, and so on. But seminar time is precious and can be spent on more interesting things than grammar drills. And so when the teaching hours for Old English were squeezed by 30 minutes, the Old English tutors, Kate McClune, Ad Putter, Gareth Griffith and Cathy Hume, decided the time had come to deliver the grammar exercises on-line. We had a lot of help along the way. Gloria Visintini, the Faculty's Senior Teaching Fellow in Digital Education, discussed the project with us and put us in touch with David Perkins de Oliveria (david.perkins@bristol.ac.uk) in Modern Languages, who uses digital exercises routinely to get his students to master Portuguese. He gave Ad Putter and two fine Medieval Studies graduate students, Claudio Cataldi and Hatsuko Matsuda, a couple of tutorials; and, more than that, he got his hands dirty, built the platform and solved various problems. We were able to pay the graduate students thanks to a small grant from the Faculty's Director of Undergraduate Teaching (Mark Allinson) and the School's DHTL (then Jane Wright), and the graduate students acquired valuable and marketable professional skills. The programme we used to compose the exercises is Xerte (everyone in the University can use it: <https://xerte.bris.ac.uk/>), and it is pretty intuitive. As well as allowing for a range of exercises (variety is the spice of life), it can offer 'hints', it tells students whether their answer is correct or not (and if not, what the right answer is, and why), provides assessment scores, and so on.

It is possible in future to use the technology for formal assessment (the dream of a machine-marked exam is within reach), but it's early days. First we need to trial it, and of course we will want to know how students are getting on with the technology. Needless to say, there have been glitches along the way, but the good news is that the Old English digital exercises are now up-and-running on Blackboard, and that we have been, and continue to be, very well supported.

First and second person pronouns

Drag and drop the correct personal pronoun to fill the gap. Remember: in Modern English, the function of a pronoun is determined primarily by position, not by form: if a young child says "him loves the doggie," we easily translate "he loves the doggie." But in Old English form is primary: if you read *hine lufað se hund*, you must translate "the dog loves him," despite the word order

1. Se wæthrēowa wiga wille _____ ofslēan.
2. _____ cōm tō ān **scīnende** engēl.
3. Pæt folc _____ gēcēas tō cyninge.
4. Se goldsmiþ _____ geworhte gyldenne bēag.
5. _____ cumað of þære ilcan mægþe.
6. _____ forġeaf se cyning þās scildas.
7. _____ sende se preost tō _____.

Mē þē þē Ūs Wē Ūs ēow
ūs

First and second person pronouns



There is expertise in the Faculty, and in our experience the University is always willing to support new teaching and learning initiatives financially.

- Ad Putter
(English)

Extension of Staff Survey

The Staff Survey completion deadline has now been extended to **30th April 2018**. Please remember this is your opportunity to express your views on a range of subjects related to your experience as a University of Bristol employee.

You will have received a personalised email with instructions on how to complete the survey. If you have accidentally deleted this email, you can contact Capita directly on their Freephone number: 0800 587 3115, and they will send a replacement.

See the [Staff Survey website](#) for more information.

New BB Video Guides for Markers

The Blackboard Team are pleased to launch the following new video guides for markers.

The first video is based on feedback received from colleagues in Humanities and focuses on adding feedback into rubrics, and ensuring they are saved: <https://youtu.be/CYLN6-7mBIO>

The second video covers marking offline, including downloading assignments and uploading feedback files: <https://youtu.be/bJeweWDUmwl>

Both videos are also linked from the Blackboard Help tab.

ERP Update

Budget Holders & Line Managers: Remember to [log in to My ERP](#) regularly to check your task list (top right-hand corner of the My ERP screen). You will not necessarily receive email reminders to approve costs on your budget. There are also briefings available for Budget Holders and Line Managers, bookable online via [OnCourse](#)

Budget codes: The old EL1/2/3 codes, (e.g. HUMS HF1000 6306) are no longer in use. There is a [budget code conversion table](#) available on the My ERP site to convert the old codes into new account codes.

Drop-in sessions: There are various drop-in sessions scheduled around the University over the next few weeks, several of which will be held in the Humanities Staff and Student Common Rooms. Please see the [ERP site](#) for all details.

Other help & support: There are ["how-to" guides](#) available on the My ERP support site for most ERP activities. Rosanne and Laura are also "expert users" so have received some additional training and may be able to help with queries. Feel free to pop in to G36 or email us at hums-academicssupport@bristol.ac.uk.

Embodied Mind Research Cluster Events, June 2018

In June, **Jeppe Sinding Jensen** (Aarhus) will be here as Faculty of Arts Visiting Fellow connected to the Embodied Mind research cluster. He'll be taking part in a series of events as listed below:

- A public lecture on the 'Cognitive Humanities: On the Traces of Meta-Cognition in Religion and Culture,' *Tuesday 19th of June, 43 Woodland Road LT1 4-6pm, followed by drinks*
- A post-graduate workshop on the problems and benefits of using cognitive science for the study of religion *Tuesday 19th of June, 31-37 St Michael's Hill, Room 3.1 11-1pm*
- A panel discussion session involving members of the Embodied Mind research cluster on the theme of **metacognition: the theory of thinking about thinking** *Weds 20th of June, Wills Memorial Building 1.5, 10-12 am.*

The above events are open to all. Dr Jensen will also be taking part in a 4th event that has limited numbers:

- *Monday 18th June:* a workshop on the topic of **Cognitive Approaches to Ancient Christianity** organized by Bella Sandwell (with the support of the Embodied Minds research cluster and funded by the Department of Classics and Ancient History and IGRCT, Bristol). If you would like to attend this event, please email Bella Sandwell (Bella.Sandwell@bris.ac.uk) saying why you'd like to attend.

Library Updates

Database trials

The Library currently has trial access to [Cold War Eastern Europe](#), a new resource from Taylor and Francis. Sourced from the UK's National Archives, Cold War Eastern Europe provides access to over six thousand files from the Foreign Office on the Soviet Union and the socialist states of Eastern Europe. It is an important resource for students and academics studying the history of Eastern Europe, Communism and the Cold War. **Access to this resource will end on 8 May 2018.** Please send any feedback about this resource to Damien McManus (damien.mcmanus@bristol.ac.uk)

We would also appreciate any feedback on previous database trials from this academic year. Please contact your Subject Librarian if you used any of the following databases and would like to provide feedback:

- The North-China Daily News & Herald Newspapers and Hong Lists (1850-1951)
 - The China Press (1911-1949)
- Indian Papers of Colonel Clive and Brigadier-General Carnac (1752-1774).

Library support for the creation of reading lists on Talis Aspire reading list software

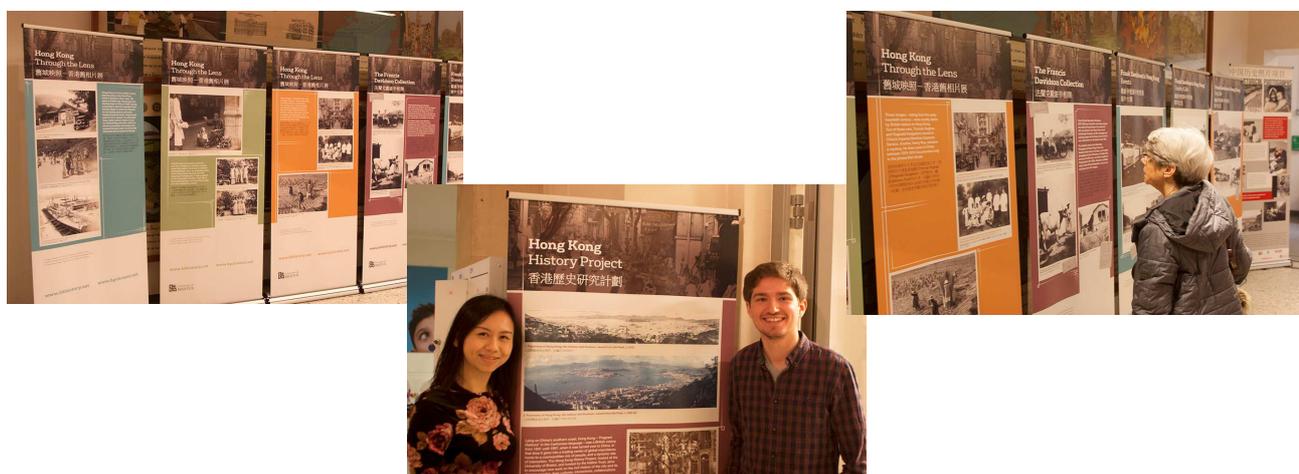
If you are doing any teaching in TB1 2018/19, the Library is currently able to offer temporary additional support with creating new online Reading Lists. The Reading List Team has staff available who can set up new lists for TB1 and add readings to lists on the online system.

If you have a reading list in another format, such as a Word file or PDF, which you can supply to the Library, our Reading List Team may be able to convert these readings into an online list for you. Reading List staff can also create online lists based on reading lists from previous years which you can then modify for future use if you don't yet have a finalised list for TB1.

If you would be interested in making use of this additional support for any of your reading lists, or if you have any other queries about this, please contact your [Subject Librarian](#).

Hong Kong History Project at Bristol Museum

A pop-up exhibition curated by Vivian Kong and Chris Wemyss for the Hong Kong History Project, was part of the Chinese New Year weekend, at Bristol Museum and Art Gallery on February 17th and 18th. "Hong Kong Through the Lens" featured 26 images from Historical Photographs of China. The Chinese New Year event attracted 8,200 visitors over the weekend, and visitors' remarks included 'awesome', 'absolutely brilliant', 'the best thing ever', 'fantastic' and 'thank you!' Another happy upshot is that the HPC project was then lent for copying, a very interesting album of early twentieth century China photographs, by a couple from Westbury-on-Trym who had chatted with Chris and Vivian at the exhibition.



School Manager Recruitment

The recruitment process for a new School Manager is currently underway. Presentations and interviews were held on 18th and 19th April, and the successful candidate is due to be announced shortly.

Head of School Appointment

Professor Martyn Powell has been appointed as the next Head of School of Humanities. He has written an initial message to the School which you can read here:

"I'm delighted to be joining you as Head of the School of Humanities at Bristol – and wanted to start by sending a greeting 'electronically' before I can do it in person over the summer. I know a number of you already through Irish history circles, 18th/19th-century studies, and work for the AHRC, and of course many others by scholarly reputation. I'm an interdisciplinary scholar by instinct, and I hope that this will become evident in my support for all of the different Departments within the School, as well as in advocating for the School as an entity.

It is obvious that major efforts have been made in Bristol to improve teaching satisfaction levels with NSS and TEF in mind, and I'm aware of the significant changes that you have all worked hard to introduce within the School of Humanities – I'm certain that the curriculum review that has been undertaken will reap positive rewards. Similar initiatives, I can see, have been made in advance of REF, and, more broadly with a view to enhance the research culture of the School, and I'm enthused by your individual research activities, along with those of the various clusters, Centres and Institutes that members of the School are engaged in. In turn, I hope that I can bring some of my own experiences in dealing with challenging NSS environments to the School, and contribute to the excellent work that is being done on student experience and teaching innovation. I'm equally keen to support the School's advances in PG and international recruitment, in widening access, and of course, in its REF preparations. Finally, we must make important progress in equality, diversity and inclusion and this will be a key priority.

Some of you may know that my family are already based in the area, and I want to emphasise how fond I am of Bristol itself, feelings - somewhat oddly - that were enhanced rather than retarded by a stint doing Jury Service at Bristol Crown Court last spring... The symbiotic relationship between university and city is crucial, and again, I can see that activities within the School are a key part of enhancing this. Much of my own academic work has an accent on both the urban and the sociable, and with the latter in mind I hope to meet as many of you as possible over the summer, and show my support for your various seminars, conferences and public events over the coming years, as well as organising the School's own opportunities for conviviality."

- Martyn Powell

Welcome to **Martyn**, and many thanks to **Ronald** for filling the post for this last year.

New Academic Staff

Erin Forbes is the new Lecturer in African American Literature



Michael Malay is the new Lecturer in English Literature and Environmental Humanities



Josepha Richard is the Oak Spring Early Career Fellow



Matthew Steggle is the new Chair in Early Modern English Literature, and is currently on research leave



Helen Thomas-Hughes is the new Senior Teaching Associate in Literary Communities

Education Team recap

Student Administration Managers	Julie Sealey & Jen Williams	Hums-senioradmin@bristol.ac.uk
Senior Student Administrators	Nasim Tadghighi & Annette Weekes	Hums-senioradmin@bristol.ac.uk
Programme Administrator—Liberal Arts	Nasim Tadghighi	Liberal-arts@bristol.ac.uk
Student Administrator	Laura Henriksen	Hums-schooloffice@bristol.ac.uk
Student Administrator—Classics & Ancient History	Nick Torrens	Hums-cart-admin@Bristol.ac.uk
Student Administrators—English	Louisa King, Lorrie Strawbridge-Smith & Gemma White (<i>shortly leaving on maternity leave</i>)	Hums-engl-admin@bristol.ac.uk
Student Administrators—Historical Studies	Alice Chadwick, Charlotte Richards & Caroline Barnard (<i>shortly leaving the University</i>)	Hums-hs-admin@bristol.ac.uk
Student Administrator—Religion and Theology	Kim Lai	Hums-cart-admin@bristol.ac.uk
Student Administrator—Short Courses	Valentine Jackson	english-lifelong@bristol.ac.uk
Student Administrator—ELCE and Foundation in Arts and Humanities	Konstantina Ioannou (<i>started in post 16th April</i>)	arts-fyah@bristol.ac.uk

Executive Team recap

Senior Executive Assistant	Rosanne Jacks	Hums-academicssupport@bristol.ac.uk
Executive Assistant	Laura Maclean	
Executive Admin Assistant	Sienna Tse	
School Administrative Assistant	Nicole Andrieu	Hums-schooloffice@bristol.ac.uk

Professional Services updates



Nick Torrens joined the admin team in January and is the new Student Administrator for Classics & Ancient History. Nick moved from Melbourne, Australia and was previously working for Deakin University in Melbourne.

We will be very sorry to say goodbye to **Caroline Barnard** who has been part of the HUMS team for several years. Caroline, we wish you all the best on this new and exciting stage.



Konstantina Ioannou joined the School on 16 April and is responsible for administering the ELCE and Foundation Year programmes. Konstantina is currently a part-time research associate in the School of Education (having completed her Masters there a few years ago, and having worked as a teacher for a while) and she will be starting a part-time PhD in Education in the autumn to sit alongside her new role.

Reminders

- **Speed Networking Event** :: *Wednesday 9th May, Hepple Lecture Space, 1.30–4pm.* A social gathering with an opportunity to meet Valerie, Sam, Emma and Jean as well as other professional support staff, including colleagues from the International Team, Finance, IT support, Ethics, Impact and Library Services. Registration [here](#).
- **Introduction to Grants Applications Workshop** :: *23rd May, 2-5pm, 1 Priors Road.* Colleagues from RED will run a workshop aimed at anyone in the Faculties of Arts or Social Sciences and Law starting to look towards applying for research funding. All information [here](#)

Opportunities

- Expressions of interest welcome for **Newton Fund**, open to **Early Career Researchers**. Deadline 27th April. More information here: <https://www.britishcouncil.org/education/science/current-opportunities/british-council-research-programmes-call-reviewers>
- All current funding opportunities for the British Council are open for application now. Please see all details here: <https://www.britishcouncil.org/education/science/current-opportunities>
- **Faculty Research Internship Scheme** :: The Faculty will fund up to 10 projects that support the research activity of Pathway 1 members of staff. For all information and for an application form, please contact [Martin Hurcombe](#). Application submission deadline is 11 May.
- Meetup for anyone interested in the **civic uses of technology from a historical perspective** (any period) :: *29 May, from 6.30pm, Bethnal Green, London.* For more information, see Helen Fulton's email dated 12th April.

Grant Calls

- **Faculty Research & Conference** fund, deadline 14 May, details [here](#).
- **Marie Skłodowska Curie Fellowship**, deadline 12 September, details [here](#).
- **International Collaboration Awards**, deadline 3 May, details [here](#).
- **Challenge-led Grants**, projects must start by Dec 2018, details [here](#).
- **GCRF Networking Grant** call, to open in June, details [here](#).
- **2019 ERC Starting Grant**, internal deadline 25 June, details [here](#)
- **2018 ERC Advanced Grant**, internal deadline 2 May, details [here](#).
- **2019 ERC Synergy Grant**, internal deadline 12 June, details [here](#).
- **British Academy / Leverhulme Small Grants** Spring 2018 call, internal deadline for drafts 16 May, details [here](#). If you are interested, please first contact [Emma Pritchard](#) or [Sam Lamshead](#).

ARR and Mock REF

Please remember to send ARR forms to hums-academicssupport@bristol.ac.uk by **26th April** at the latest.

The reading process for the Mock REF should now or very soon be underway. We are collecting materials in G36, both in hard copy and/or electronically. Please remember to submit a copy of your work to us as soon as possible. If the School needs to purchase a copy, then please let us know.

Research Leave Applications for 2019/20

For those eligible to apply for research leave in 2019/20, the deadline for submitting your application has been extended to **Friday 4th May**.

Applications can be submitted either using the new online form, or by sending the Word document directly to anona.williams@bristol.ac.uk. Please contact hums-academicssupport@bristol.ac.uk for more information. If you submit the online application form, please save a copy of your application locally for your information and records.

Good News & Congratulations

Two funding awards for Benjamin Pohl

Congratulations to **Benjamin Pohl** (History) who has recently been granted two funding awards:

The British Academy's [Neil Ker Memorial Fund](#), which he will use to conduct research on a medieval autograph manuscript of Abbot Ellinger of Tegernsee held in the Harry Ransom Center at the University of Austin, Texas in November/December 2018. The project is called 'A medieval abbot-historian at work – Ellinger of Tegernsee (†1056) '.

Short-term Visiting Fellowship by the Center for Renaissance Studies at the Newberry Library in Chicago, where Ben will take up residence for one month in May/June 2019 to study some of their medieval manuscripts for his forthcoming monograph. The project is called 'Making History: Medieval Monasteries as Centres of History'.

Leverhulme Research Project grant for Ad Putter

Congratulations to **Ad Putter** (English) who has recently been granted a [Leverhulme Research Project Grant](#).

Contacts between Dutch and English speakers in the Middle Ages and the Renaissance and their impact on literature will be explored thanks to a new grant from The Leverhulme Trust.

The Leverhulme Research Project grant of £363,449 awarded to the University of Bristol will allow scholars to investigate literary exchange and international relations during this period. The project will lead to a co-authored book and to a large-scale exhibition, North Sea Crossings, to open in November 2020 at the Weston Library of the University of Oxford.

Professor Ad Putter, a specialist in medieval literatures and languages, will collaborate with the medieval historian Professor Elisabeth van Houts of the University of Cambridge.

Professor Putter commented: "We are delighted with this prestigious award from the Leverhulme Trust. The current political climate has made it more urgent than ever to appreciate the deep historical connections between the UK and Europe.

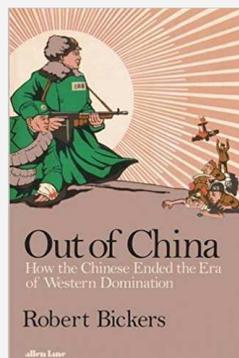
"It is well known that the close relations between England and the Low Countries resulted in the coronation of a Dutchman as the King of England in 1688, but it is important for us to understand that this 'Glorious Revolution' was in reality a 'Glorious Evolution' with firm roots in Anglo-Dutch exchanges in the medieval and early modern periods. These political and cultural exchanges enriched literature on both sides of the North Sea."

Professors Putter and Van Houts will be assisted by the chronicle expert Dr Sjoerd Levelt and the medieval Latinist Dr Moreed Arbabzadah.



Wolfson History Prize 2018 Shortlist for Robert Bickers

Congratulations to **Robert Bickers** (History) whose book "Out of China: How the Chinese Ended the Era of Western Domination" has recently been shortlisted for the [Wolfson History Prize 2018](#).



Alice's Marathon success

Congratulations to **Alice Chadwick** (Administrator for Historical Studies) who completed the London Marathon on 22 April in 4 hours 50 minutes, a great achievement, particularly given the heat. Alice raised a spectacular £2300 for [Shelter](#), of which £66.50 came from her most recent bake sale which provided some more much-needed cake for the School!

Donations are still welcome here:

<https://uk.virginmoneygiving.com/fundraiser-display/showROFundraiserPage?userUrl=shelter2018&pageUrl=2>



Other News



Arts Matter

The Arts Matter campaign has recently been launched, with a view to highlighting and celebrating research and teaching in the Faculty of Arts, our community of staff and students, and our plans for the future, as well as amplifying the message of why arts matter, both internally at the University, and externally. Visit the new [Arts Matter webpage](#) for more information.

Please remember to use [#artsmatter](#) when posting on social media.

If you need any of the Arts Matter branding material, please contact hums-academicssupport@bristol.ac.uk

Thank you Jill, and good luck!

Sadly for the School, our School Manager Jill Walsh will soon be leaving us to take the reins down the road at the School of Arts. We will be very sorry to see Jill go, who has been managing the School with great dedication and finesse for almost 4 years. Jill's achievements over this time—to name but a few—include:



- leading the way on setting up and co-chairing the School's Equality, Diversity and Inclusiveness Committee and encouraging both professional and academic staff to take up opportunities for flexible working
- brokering a fair space policy and managing to accommodate the 50 new arrivals to the School since 2014
- bidding for and managing the School refurb, creating smart and functional working spaces throughout the School
- ensuring a smooth and seamless transition and absorption of the Graduate School admin team

... and all this while working part-time towards her MBA with the OU, from which she is soon to graduate.

Jill, we wish you all the very best in this new chapter of your professional career.

A note from the editor

Thank you to everyone who has contributed to this Spring newsletter, particularly at such an incredibly busy time. And many thanks to **Gloria Visintini** for all her hard work not only on helping to compile this issue of the Newsletter, but also in promoting Digital Education and the excellent examples of work that are taking place throughout the School. The next newsletter will be due out in the Summer term.

- Laura Maclean

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