



<http://services.pepperdine.edu/techlearn/tools/ipadresearch.htm>

# Case Studies of Digital Humanities Pedagogy

Lisa Spiro

March 2, 2013

# “Student-Writers” to “Student-Authors”

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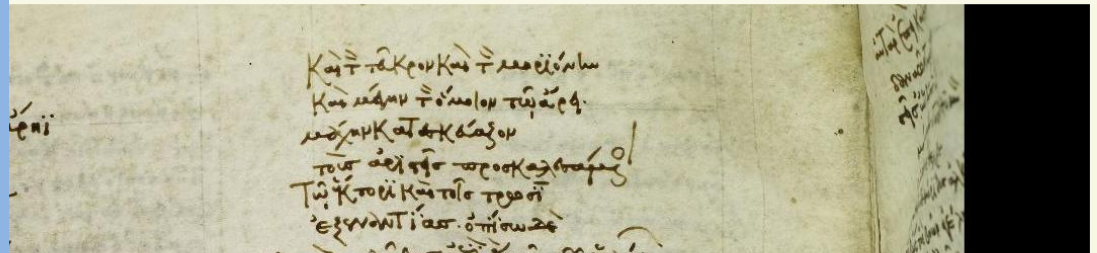
“It is our experience that **the closer we can bring our students to the real sources of knowledge** — the ancient texts, the archaeological remains, the papyri and parchment — and the real reward of scholarship — the joy of producing a piece of work that one knows will be discovered and read with interest and pleasure by people we may never meet — **the closer we can bring students to the experience of being true scholars**, working beside other scholars, the more enthusiasm we find.”

Blackwell, Christopher, and Thomas R. Martin. “Technology, Collaboration, and Undergraduate Research.” *Digital Humanities Quarterly* 3, no. 1 (Winter 2009).  
<http://digitalhumanities.org/dhq/vol/003/1/000024/000024.html>.

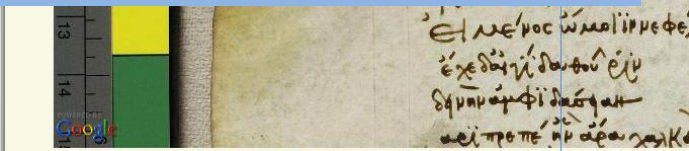
# Undergraduate Research and the Homer Multi-Text



"We have developed working relationships with these students, looking at them as collaborators" (faculty member)



"I find it fantastic that our research is contributing to this huge collection of data, and that it will be part of a foundation for new, innovative research on Homer" (student)



<http://www.homermultitext.org/>

# Approaches to digital (humanities) pedagogy

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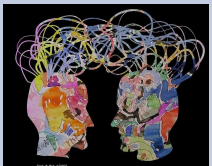
Promote undergraduate research



Develop digital literacies



Promote play, creativity, collaboration & problem solving



Foster social learning



# 1. PROMOTE UNDERGRADUATE RESEARCH

# Undergraduate Work in the Humanities Redefined

The screenshot shows the HASTAC website interface. At the top, there is a navigation bar with links for Home, About, Members, Organizations, Subscribe, and Help. On the right side of the navigation bar, there are links for Login and Contact, a search bar, and social media icons for Twitter, Facebook, YouTube, and RSS. The HASTAC logo is prominently displayed in the center, with the tagline 'Humanities, Arts, Science, and Technology Advanced Collaboratory' to its right. Below the navigation bar, there is a horizontal menu with categories: GROUPS, TOPICS, SCHOLARS, BLOGS, OPPORTUNITIES, NEWS, EVENTS, and COMPETITIONS. The main content area features a large blue box on the left containing the text 'undergraduate work (n): a paper which consists of s filtering theoretical textual evidence'. To the right of this box is a yellow box containing the text 'undergraduate work (n): the culmination of collaborative and independent research resulting in a curative and analytic project (v): to interrogate boundaries, text, and media through theory, experience, and reflection'. Below the blue box, there are tags: 'bryn mawr, digitalhumanities, Haverford, rehum, undergrads'. A 'Media' section is visible, featuring a video player with a play button and a thumbnail image. The video player has a red 'Featured Content' banner and a play button in the center. The video title is 'undergraduate work (n): a paper which consists of s filtering theoretical textual evidence'. The video player also has a 'POST CONTENT' button on the right side.

<http://hastac.org/blogs/jenrajchel/revising-definition-undergraduate-work-rehumanities-national-undergraduate-symposiu>

# Adventures in Digital History: Jeff McClurken, U of Mary Washington

Home Browse Items Browse Collections Browse Exhibits About The Artists Appreciation Page  Search

Related Terms Teaching Tools Timeline Works Cited About Us And How To Navigate The Site Advanced Search

## JAMES MONROE MUSEUM POLITICAL CARTOONS

A VISUAL WAY OF LOOKING AT HISTORY

### TWEELE DEE VERSUS TWEEDLE DUM

Click the image to launch gallery view



File(s)  
<http://s3.amazonaws.com/ome-net/2950/archive/files/24435a>  
(image/jpeg)

Collection  
Uncle Sam

Tags  
\$, Congress, Cut Expenses, Economy in Government, Keith Temple, Politics, Politics Out of Relief, Proposed Bills, Uncle Sam

Citation  
Keith Temple, "Tweele Dee versus Tweedle Dum," *James Monroe Museum Political Cartoons*, accessed February 4, 2013, <http://jmplitoons.umwhistory.org/>

“be uncomfortable but not paralyzed”

<http://jmplitoons.umwhistory.org/>

# “Generative Scholarship”: Student Work at Richmond’s Digital Scholarship Lab

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February 4, 2013

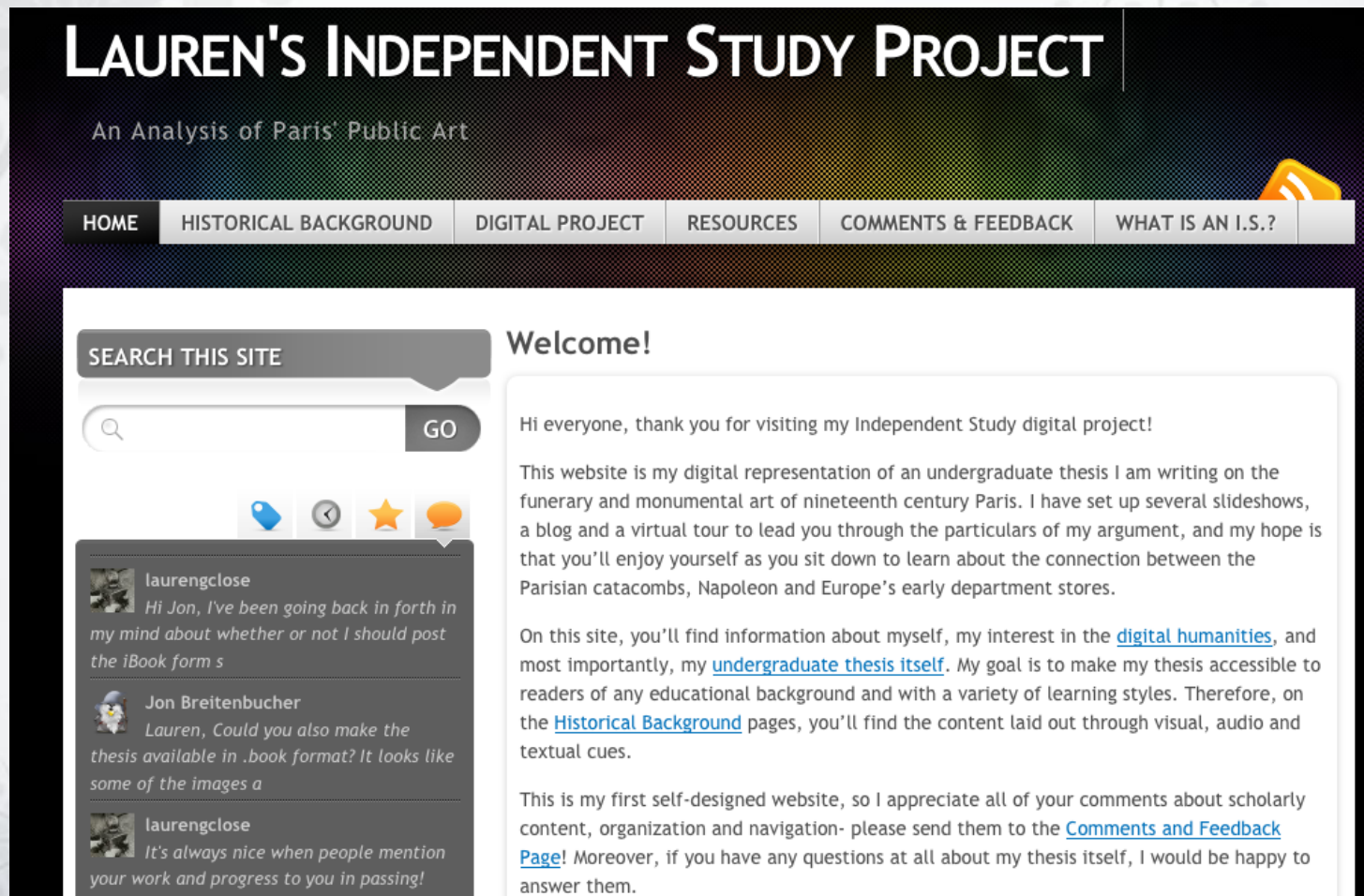
## A More-Radical Online Revolution

*By Edward L. Ayers*





# Multimodal Arguments: Lauren Close's Digital Independent Study



The screenshot shows the homepage of 'LAUREN'S INDEPENDENT STUDY PROJECT'. The title is in large white letters on a dark background. Below it is the subtitle 'An Analysis of Paris' Public Art'. A navigation menu includes 'HOME', 'HISTORICAL BACKGROUND', 'DIGITAL PROJECT', 'RESOURCES', 'COMMENTS & FEEDBACK', and 'WHAT IS AN I.S.?'. On the right, there is an orange RSS feed icon. The main content area features a 'Welcome!' message and a search bar. A comment section on the left shows three comments from users 'laurengclose' and 'Jon Breitenbucher'.

## LAUREN'S INDEPENDENT STUDY PROJECT

An Analysis of Paris' Public Art

HOME HISTORICAL BACKGROUND DIGITAL PROJECT RESOURCES COMMENTS & FEEDBACK WHAT IS AN I.S.?

SEARCH THIS SITE

GO

### Welcome!

Hi everyone, thank you for visiting my Independent Study digital project!

This website is my digital representation of an undergraduate thesis I am writing on the funerary and monumental art of nineteenth century Paris. I have set up several slideshows, a blog and a virtual tour to lead you through the particulars of my argument, and my hope is that you'll enjoy yourself as you sit down to learn about the connection between the Parisian catacombs, Napoleon and Europe's early department stores.

On this site, you'll find information about myself, my interest in the [digital humanities](#), and most importantly, my [undergraduate thesis itself](#). My goal is to make my thesis accessible to readers of any educational background and with a variety of learning styles. Therefore, on the [Historical Background](#) pages, you'll find the content laid out through visual, audio and textual cues.

This is my first self-designed website, so I appreciate all of your comments about scholarly content, organization and navigation- please send them to the [Comments and Feedback Page!](#) Moreover, if you have any questions at all about my thesis itself, I would be happy to answer them.

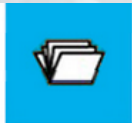
**laurengclose**  
*Hi Jon, I've been going back in forth in my mind about whether or not I should post the iBook form s*

**Jon Breitenbucher**  
*Lauren, Could you also make the thesis available in .book format? It looks like some of the images a*

**laurengclose**  
*It's always nice when people mention your work and progress to you in passing!*

<http://independent-study.laurenclose.org/>

# Making Work Visible: Re:Humanities



## Re:Humanities

A SYMPOSIUM ON DIGITAL MEDIA IN ACADEMIA

HOME ABOUT 2012 CALL FOR PAPERS RE:HUM 10 RE:HUM '12 PARTICIPANTS RE:HUM '12 WORKING GROUP RE:HUM '12 KEYNOTE SPEAKERS

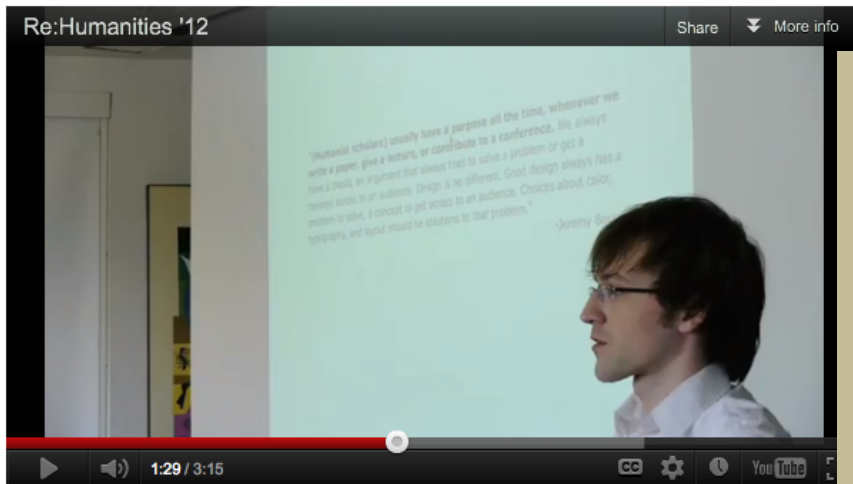
SCHEDULE FOR RE:HUM '12

### WHAT DO NEXTGEN DIGITAL HUMANISTS THINK?

Posted by [rajchel](#) on Thursday, April 26, 2012 · [Leave a Comment](#)

### #REHUM12

[igallupd](#): RT [@peasandpoetry](#): Read my [#Storify](#) story: "Re:humanities 12 " <http://t.co/u57nGMRX> [#storify](#) [#rehum12](#) [#digitalhumanities](#)



Re:Humanities '12: March 29-30, 2012 sponsored by Bryn Mawr, Haverford, & Swarthmore

“[DH] projects empower undergraduate students to take themselves and their academic work seriously, in part by making this work more publicly available” ([Stephanie Cawley](#))

<http://news.haverford.edu/blogs/rehumanities/>





<http://www.flickr.com/photos/bw/2516698553/>

## 2. DEVELOP DIGITAL LITERACIES

# Pedagogy for Abundance

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“As we increasingly move toward an environment of **instant and infinite information**, it becomes less important for students to know, memorize, or recall information...They need to **move from being simply knowledgeable, to being knowledge able; to examine, question, and even recreate** the increasingly digital structures that shape our world.”

--[Michael Wesch](#) [emphasis added]

cf [From Knowledgable to Knowledge-able: Learning in New Media Environments](#)

# Mike Wesch's Pedagogy in Action: Digital Ethnography

The screenshot shows a web browser interface. At the top, there is a navigation bar with the text "Mediated Cultures: Digital Ethnography at Kansas State University" and a user profile for "Michael Wesch" with "Sign Up" and "Sign In" options. Below this is a menu with items like "Digital Ethnography", "The Wall", "MediaBlogs", "Zeitgeist", "Mediated Cultures", "USD207", and "Anthro Blogs".

The main content area is titled "Video Drafts Discussion" and includes a rich text editor with a menu (File, Edit, View, Insert, Format, Tools, Table, Help) and a toolbar. The text in the editor reads: "Caitlyn: <http://www.yout>  
<3 pedagogy  
"good business" quote t  
good music transition in  
Example of how educat  
Say something about/d  
I like the music... make  
Who is the British Punk  
I like the transition to the  
If Dewey gets used here  
Need to identify Postma  
Could cut Postman to b

On the left side, there is a sidebar with "Student Blog Posts 2011" and several post teasers: "What a Semester", "Digital Landfill", "visions of students.", "Books I want to read/have been", "Well, I've done", and "Final Project".

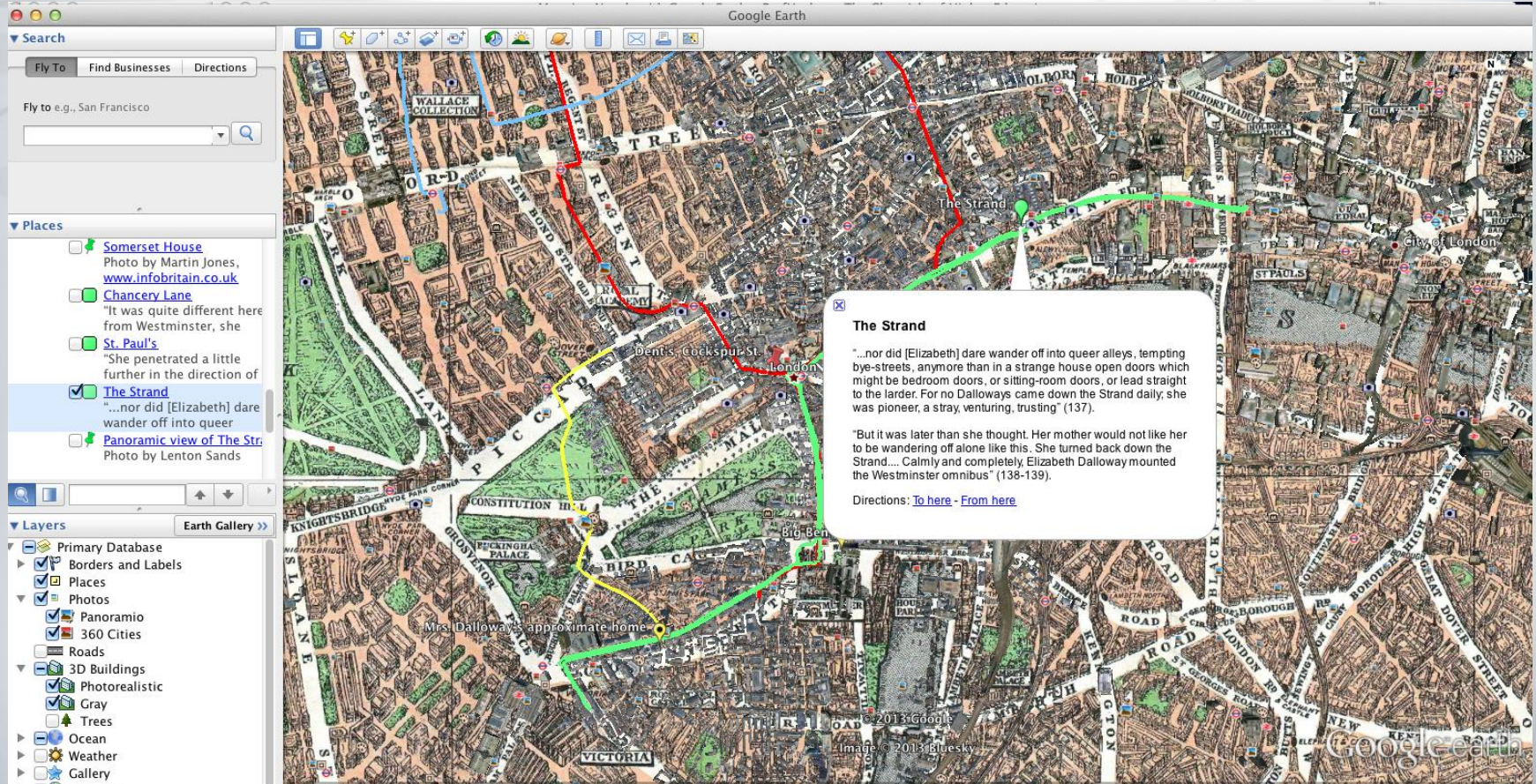
On the right side, there is a video player for "Birth of Education - VOST 2011" by ReynoldsCJ, with a "Subscribe" button and "6 videos" dropdown. The video shows a large brick building with a clock tower. The video player controls show a progress bar at 0:05 / 5:51, and the video has 32 views.

At the bottom, there is a URL: [http://www.netvibes.com/wesch#Digital\\_Ethnography](http://www.netvibes.com/wesch#Digital_Ethnography)



# Brian Croxall's Mapping Mrs. Dalloway

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# Digital Storytelling as Layered, Multimodal Narratives



[Jessie Poole and Cathryna Brown](#), Missing in Action  
(The Charlestown Project)



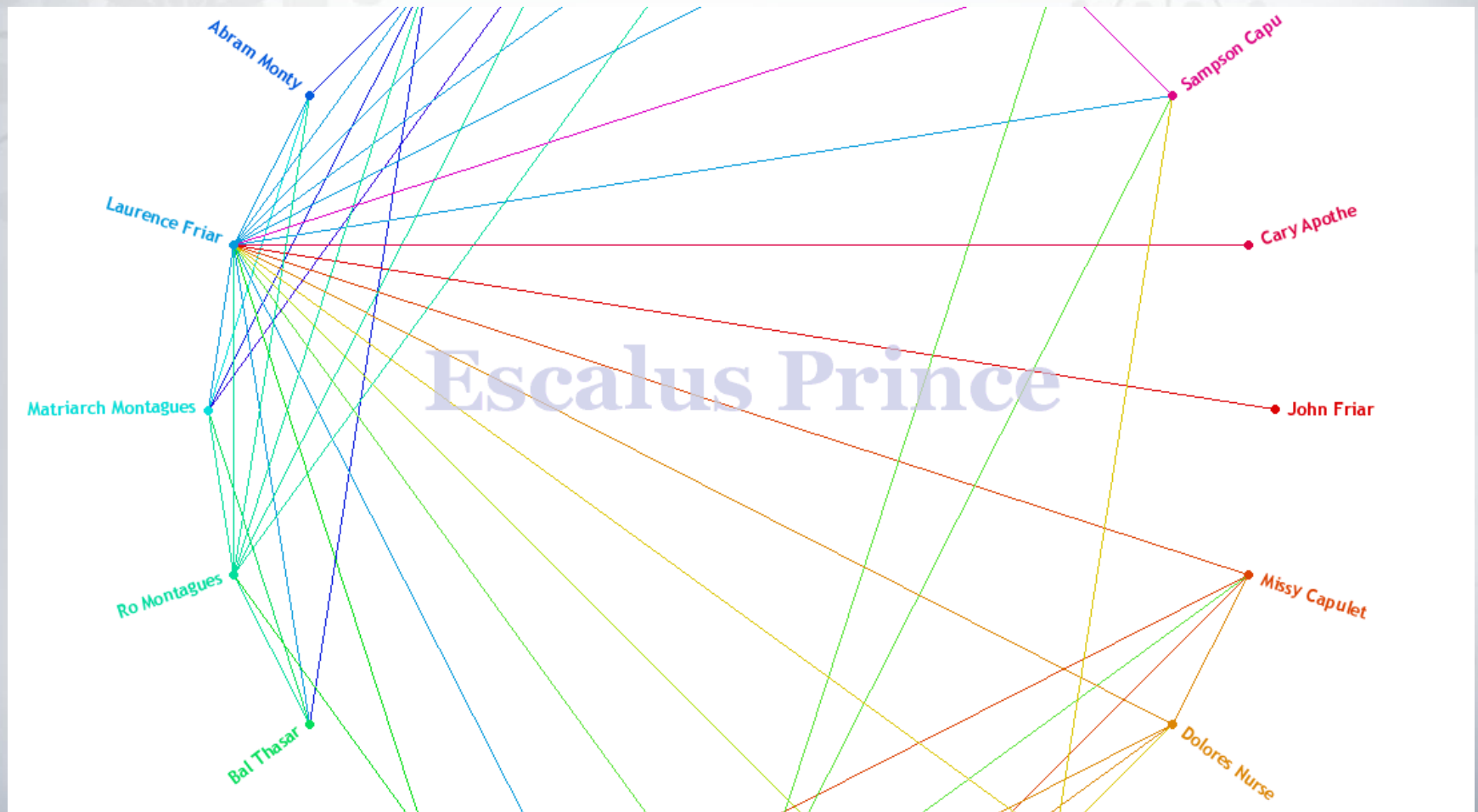
<http://www.flickr.com/photos/edublogger/8071798950/>

### **3. PROMOTE PLAY, CREATIVITY, COLLABORATION & PROBLEM SOLVING**



# Pedagogy of Play and Experimentation:

Alan Liu, Literature +



Romeo and Juliet: A Facebook Tragedy

# “Designing New Ways of Knowing”: UCLA Knowledge Design Studio (KDS)

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- Focus on “novel, real-world” problem
- Collaborate across disciplines, age groups
- Produce something tangible:
  - digital textbook about Sunset Blvd
  - Mobile app for mapping street signs



Students “experiment with solutions for mapping Baltimore street signs”



<http://www.flickr.com/photos/dailypic/1459055735/>

## 4. FOSTER SOCIAL LEARNING

# Building Community through Class Blogs

The screenshot shows a class blog interface. At the top is a navigation bar with links: HOME, FEATURED, ABOUT, SCHEDULE, ASSIGNMENTS, ALL POSTS, LECTURE SLIDES, and READINGS. Below this is a 'BLOG SUPPORT' section with an 'RSS FEED' icon. A large banner image titled 'Themes in American History' depicts a landscape with a body of water and mountains. On the left side, there is a search bar with a 'Search' button, and a 'TAG CLOUD' section listing various topics such as '19th century', '20th Century', '1920s', 'American Civil War', 'American history', 'entertainment', 'amusement', 'art', 'baby', 'show', 'Barnum', 'Barnum's', 'American Museum', 'Barnum', 'Museum', 'baseball', 'Boston', 'Chicago', 'civil war', 'entertainment', 'erie', 'canal', 'exotic', 'Fashion', 'fire', 'Gangs of New York', 'Great Depression', 'history', 'immigrants', 'Immigration', 'lost', and 'MUSEUM'. The main content area features an 'Archive for the 'ADMIN ONLY – featured' Category' with a post titled 'African Burial Ground' dated 'Jul 14 2011'. The post text begins with 'On the day before the final exam, I went to visit the African Burial Ground as for a traceback of what I've learned in the HIS 1000 class, since learning about the slave was one of the first things we learned at the beginning of the class as I recall. There are Two sites that I have visited; the National Monument and the Visitor Center. The visit to the both sites of African Burial Ground was truly a great experience of learning history that we usually cannot get information from class. This place is very important for the history of the New York City although many of us living in here don't know even about the existence of slavery in New York. The first thing I saw in front of me was the National Monument. I didn't intend to visit from the monument, but as I was trying to find the entrance to the Visitor Center, I found the National Monument. There was a lady guide who explained basis of the monument, and by listening to her and seeing the monument itself, I learned that the height of the Ancestral Liberation Chamber represents the depth below the surface where the ancestral were discovered, and also the spirit of the Africans. I found that there were several symbols engraved on the wall of the

- Active
- Social
- Open
- Meta-cognitive
- ...

<http://writinghistory.trincoll.edu/teach/teaching-the-introductory-course-harbison-waltzer/>

# Networked Pedagogy: Looking for Whitman

LOOKING FOR WHITMAN ▾ LOG IN ▾ SIGN UP ▾

LOOKING FOR  
WHITMAN

The Poetry of Place in the Life and Work of Walt Whitman

A multi-campus experiment in digital pedagogy sponsored by the NEH Office of Digital Humanities

HOME COURSES PROJECTS DIRECTORIES ABOUT SUPPORT

Walt Whitman and the Levi's Ad Campaign: A Provocation, A Challenge, and an Invitation

Nov 11th, 2009 by Matthew Gold. No comments yet

*This is the first in a series of posts on The Vault, a new conversational space in the Looking for Whitman project that is devoted to creating public conversations about Walt Whitman and his work.*

Subscribe to our Feed via RSS

Who's Online Avatars

“experiment in multi-campus digital pedagogy”  
([Jim Groom](#))

<http://lookingforwhitman.org/>



<http://www.flickr.com/photos/jonlucas/204213403/>

# CHALLENGES AND OPPORTUNITIES

# Challenges to Digital Humanities Pedagogy

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- Incorporating digital skills into a crowded course schedule
- Providing appropriate technical support to students
- Evaluating student work
- Acquiring skills yourself

# Incorporating Digital Projects into the Curriculum

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- Consider [scale](#): one day, one assignment, or an entire course? (You may want to start [small](#))
- Tie your assignment to particular pedagogical goals
- Introduce students to possible ways to realize the project, but give them latitude
- Use existing platforms, such as [History Engine](#) or [HyperCities](#)



# Providing Technical Support

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- Use simple, freely available tools
  - See [Bamboo DiRT](#) (Digital Research Tools) for examples
- Offer occasional [labs](#) focused on particular skills
- Partner with IT and library (e.g. Zach Coble and Eric Remy)
- Appoint student tech leads to provide peer learning
- Turn to the network:
  - [Digital Humanities Questions & Answers](#)

# Evaluating Student Work: Use a Group Contract

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## Mary Ball Washington Contract

### ***Mary Ball Washington Group Contract***

Digital History 471C3

#### **Group Members**

Jenn Arndt

Caitlin Donnelly

Stephanie Lefferts

Kari Wilson

#### **Section I – Mission Statement**

The purpose of our website is to educate the University of Mary Washington and Fredericksburg community on who Mary Ball Washington was and why she was significant. Through a survey of the UMW student body, we have found that most students know that Mary Ball Washington was the mother of our first president, but when asked why she was important not many people can provide more information. Our group aims to produce a website that follows the life of

## **Components:**

1. Mission statement
2. Tools
3. Division of labor and structure
4. Milestones

# Evaluating student work: Use a rubric (e.g. AAC&U VALUE Rubric)

## TEAMWORK VALUE RUBRIC

for more information, please contact [value@aacu.org](mailto:value@aacu.org)



### Definition

Teamwork is behaviors under the control of individual team members (effort they put into team tasks, their manner of interacting with others on team, and the quantity and quality of contributions they make to team discussions.)

*Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.*

	Capstone 4	Milestones		Benchmark 1
		3	2	
<b>Contributes to Team Meetings</b>	Helps the team move forward by articulating the merits of alternative ideas or proposals.	Offers alternative solutions or courses of action that build on the ideas of others.	Offers new suggestions to advance the work of the group.	Shares ideas but does not advance the work of the group.
<b>Facilitates the Contributions of Team Members</b>	Engages team members in ways that facilitate their contributions to meetings by both constructively building upon or synthesizing the contributions of others as well as noticing when someone is not participating and inviting them to engage.	Engages team members in ways that facilitate their contributions to meetings by constructively building upon or synthesizing the contributions of others.	Engages team members in ways that facilitate their contributions to meetings by restating the views of other team members and/or asking questions for clarification.	Engages team members by taking turns and listening to others without interrupting.
<b>Individual Contributions Outside of Team Meetings</b>	Completes all assigned tasks by deadline; work accomplished is thorough, comprehensive, and advances the project. Proactively helps other team members complete their assigned tasks to a similar level of excellence.	Completes all assigned tasks by deadline; work accomplished is thorough, comprehensive, and advances the project.	Completes all assigned tasks by deadline; work accomplished advances the project.	Completes all assigned tasks by deadline.
<b>Fosters Constructive Team Climate</b>	Supports a constructive team climate by doing all of the following: <ul style="list-style-type: none"> <li>Treats team members respectfully by being polite and constructive in communication.</li> <li>Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work.</li> <li>Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it.</li> <li>Provides assistance and/or encouragement to team members.</li> </ul>	Supports a constructive team climate by doing any three of the following: <ul style="list-style-type: none"> <li>Treats team members respectfully by being polite and constructive in communication.</li> <li>Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work.</li> <li>Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it.</li> <li>Provides assistance and/or encouragement to team members.</li> </ul>	Supports a constructive team climate by doing any two of the following: <ul style="list-style-type: none"> <li>Treats team members respectfully by being polite and constructive in communication.</li> <li>Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work.</li> <li>Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it.</li> <li>Provides assistance and/or encouragement to team members.</li> </ul>	Supports a constructive team climate by doing any one of the following: <ul style="list-style-type: none"> <li>Treats team members respectfully by being polite and constructive in communication.</li> <li>Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work.</li> <li>Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it.</li> <li>Provides assistance and/or encouragement to team members.</li> </ul>
<b>Responds to Conflict</b>	Addresses destructive conflict directly and constructively, helping to manage/resolve it in a way that strengthens overall team cohesiveness and future effectiveness.	Identifies and acknowledges conflict and stays engaged with it.	Redirecting focus toward common ground, toward task at hand (away from conflict).	Passively accepts alternate viewpoints/ideas/opinions.

# Acquiring the skills yourself

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- Play
- Work on your own pilot project
- Attend a workshop, e.g. Digital Humanities Summer/Winter Institute, THATCamp, NEH Institute
- Consult online guides & tutorials
  - See my [“Getting Started in the Digital Humanities”](#)

# How Digital Humanities Can Benefit Learning

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- Supports authentic, inquiry-driven learning
- Facilitates undergraduate research projects
- Enables students to have a public impact
- Fosters collaborative, social learning
- Empowering; promotes creative confidence
- Promotes greater understanding of the digital environment in which we operate
- Promotes interdisciplinary, integrative thinking & doing

# Small Group Work

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- Examine an assignment from a digital humanities class with an eye toward how you might implement something similar in your own classes. Use the [positives, potentials, concerns, opportunities](#) framework to assess the assignment.

Group 1: Text analysis

Group 2: Studio learning

Group 3: Digital collections/ digital history

Group 4: Visualizing time

Group 5: Digital mapping