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

Case Studies of Digital Humanities Pedagogy

Lisa Spiro

March 2, 2013

"Student-Writers" to "Student-Authors"

"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.
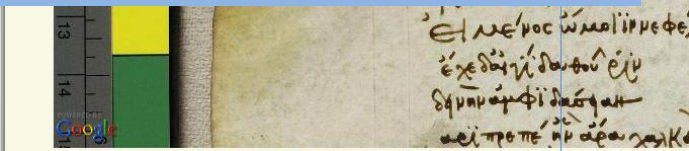
Undergraduate Research and the Homer Multi-Text

"We have developed working relationships with these students, looking at them as collaborators" (faculty member)
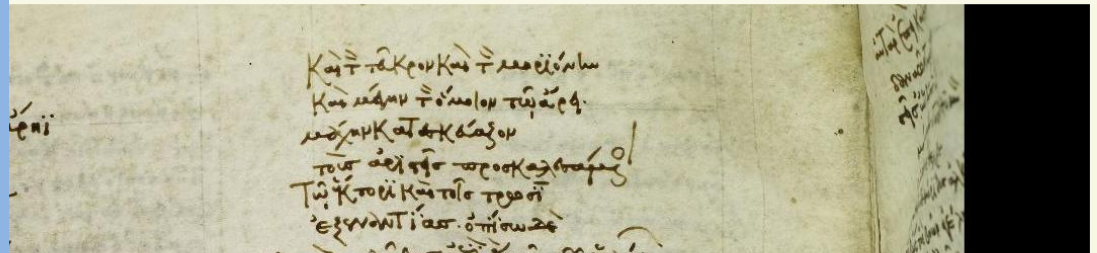
"I find it fantastic that our research is contributing to this huge collection of data, and that it will be part of a foundation for new, innovative research on Homer" (student)

http://www.homermultitext.org/

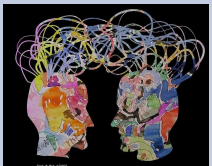# Approaches to digital (humanities) pedagogy

 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

undergraduate work (n): a paper which consists of su... filtering theoretical... textual evidence

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

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

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

"be uncomfortable but not paralyzed"

http://jmpolitoons.umwhistory.org/

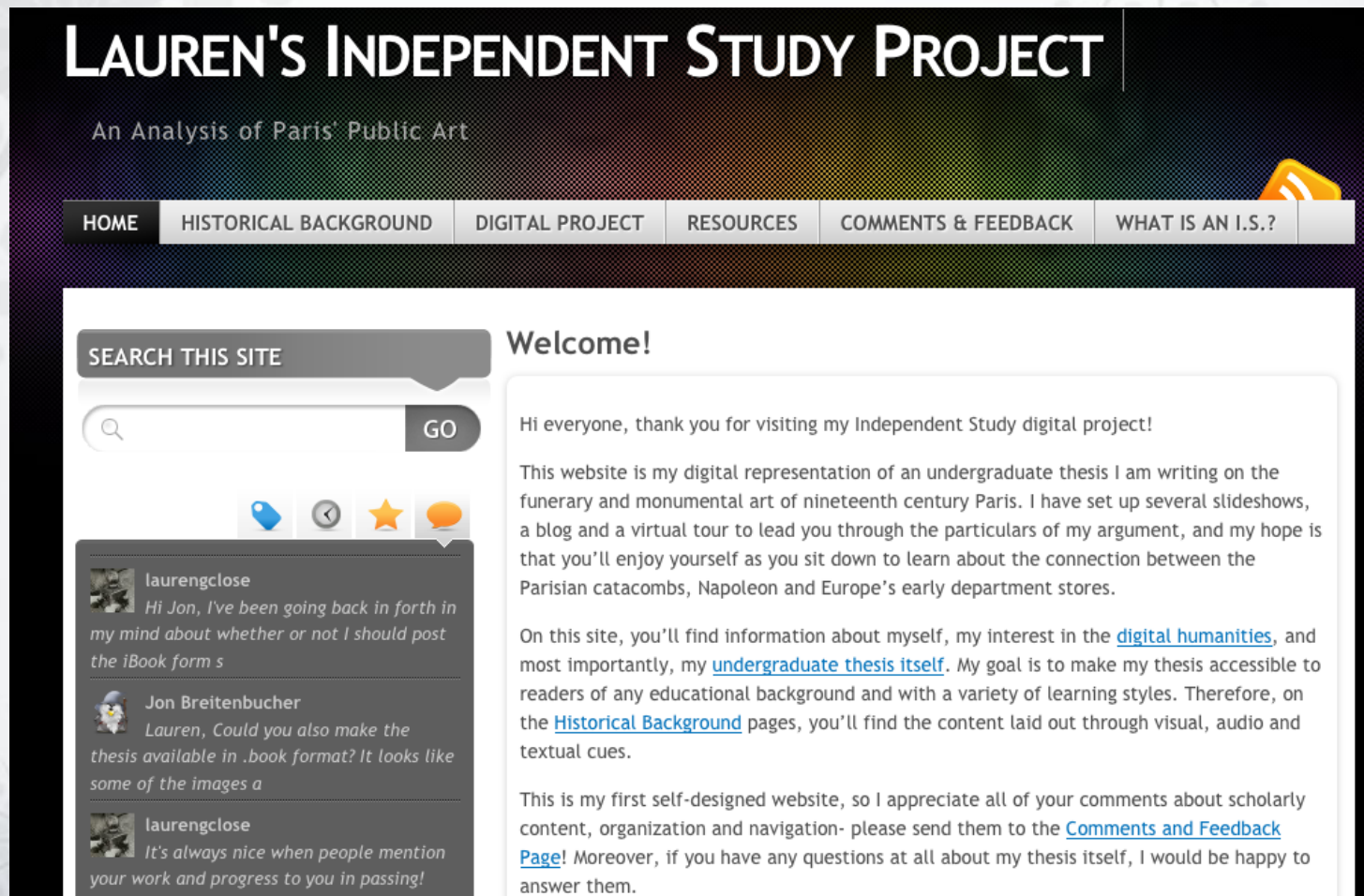# "Generative Scholarship": Student Work at Richmond's Digital Scholarship Lab

February 4, 2013

A More-Radical Online Revolution

By Edward L. Ayers

Multimodal Arguments: Lauren Close's Digital Independent Study

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

Making Work Visible: Re:Humanities
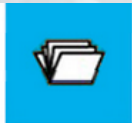
Re:Humanities

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 jrajchel 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 #digitialhumanities

Re:Humanities '12   Share   ▾ More info

1:29 / 3:15   CC ⚙ ⦵ YouTube
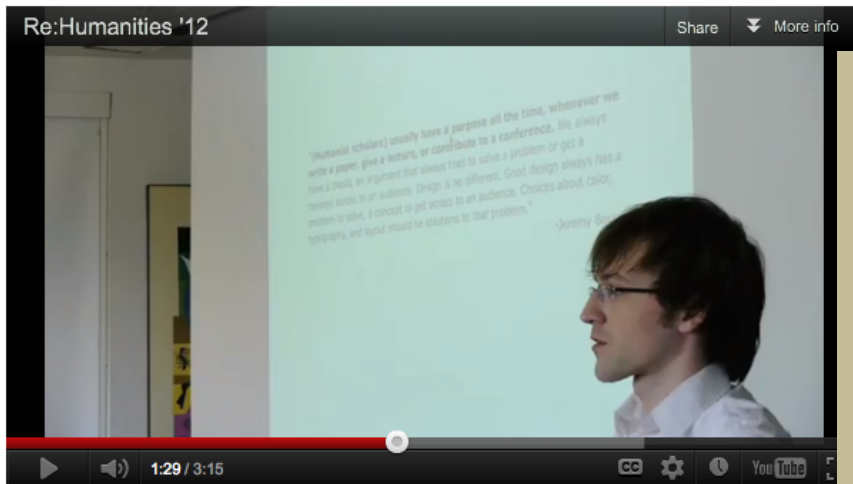
Re:Humanities '12: March 29-30, 2012 sponsored by Bryn Mawr, Haverford, & Swarthmore

"[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/

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

2. DEVELOP DIGITAL LITERACIES

Pedagogy for Abundance

"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](#)

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Mike Wesch's [Pedagogy in Action](): [Digital Ethnography]()

[http://www.netvibes.com/wesch#Digital_Ethnography]()

Brian Croxall's Mapping Mrs. Dalloway Assignment
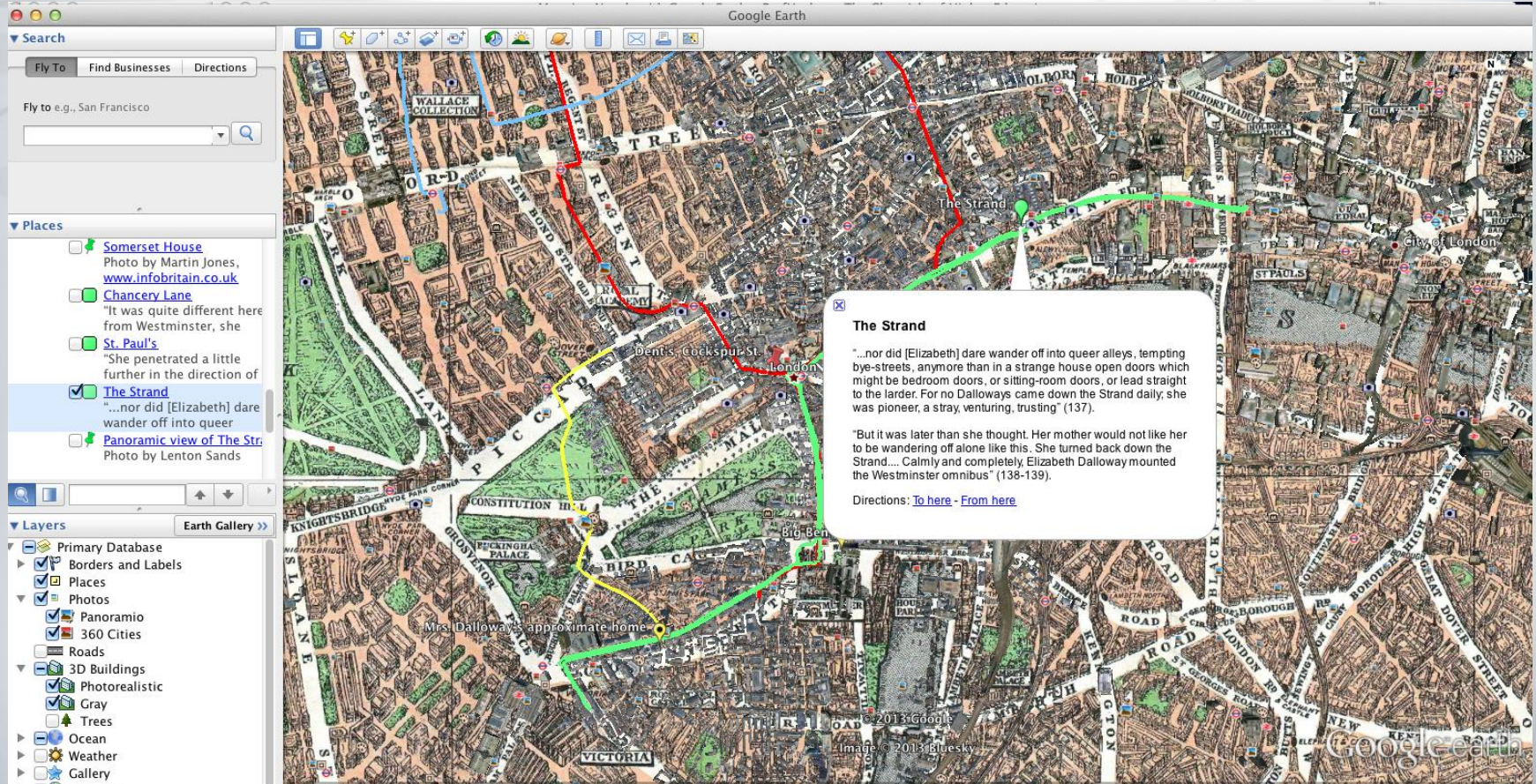
Digital Storytelling as Layered, Multimodal Narratives

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

3. PROMOTE PLAY, CREATIVITY, COLLABORATION & PROBLEM SOLVING

Pedagogy of Play and Experimentation:
[Alan Liu](#), [Literature +](#)
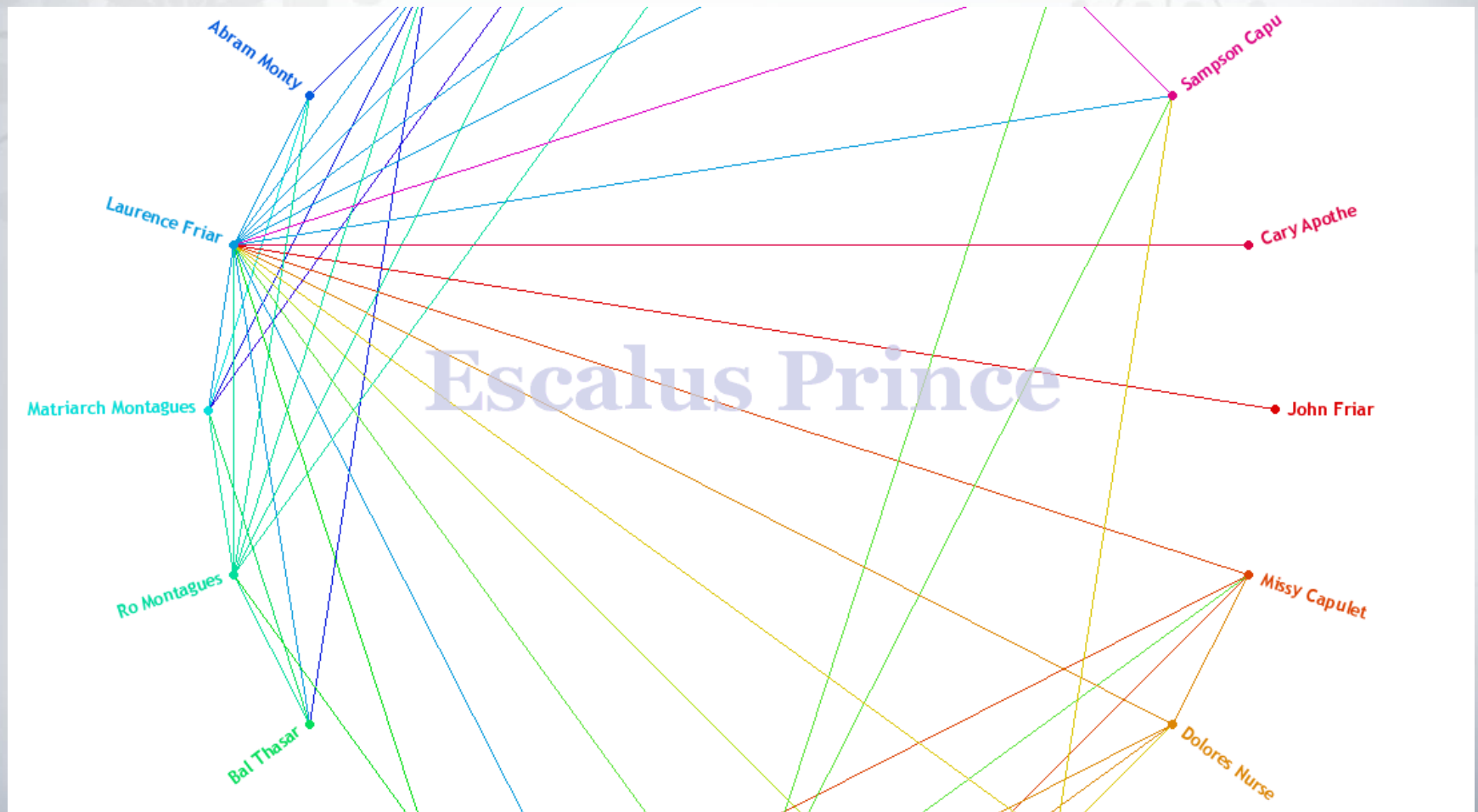
[Romeo and Juliet: A Facebook Tragedy](#)

"Designing New Ways of Knowing": UCLA Knowledge Design Studio (KDS)

- 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

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

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

Networked Pedagogy: Looking for Whitman

"experiment in multi-campus digital pedagogy"
(Jim Groom)

http://lookingforwhitman.org/

http://www.flickr.com/photos/jonlucas/2042 13403/

CHALLENGES AND OPPORTUNITIES

Challenges to Digital Humanities Pedagogy

- 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

- 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

- 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

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

http://dh2010.umwblogs.org/group-contracts/mary-ball-washington-contract/

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

TEAMWORK VALUE RUBRIC

for more information, please contact value@aacu.org

Association of American Colleges and Universities

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 3	Milestones 2	Benchmark 1
Contributes to Team Meetings	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.
Facilitates the Contributions of Team Members	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.
Individual Contributions Outside of Team Meetings	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.
Fosters Constructive Team Climate	Supports a constructive team climate by doing all of the following: • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members.	Supports a constructive team climate by doing any three of the following: • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members.	Supports a constructive team climate by doing any two of the following: • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members.	Supports a constructive team climate by doing any one of the following: • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members.
Responds to Conflict	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.

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Acquiring the skills yourself

- 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"

NITLE

How Digital Humanities Can Benefit Learning

- 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

- 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