



[Samuel Huron](#)

# Possibilities for Digital Humanities at Community Colleges

Lisa Spiro  
March 2019

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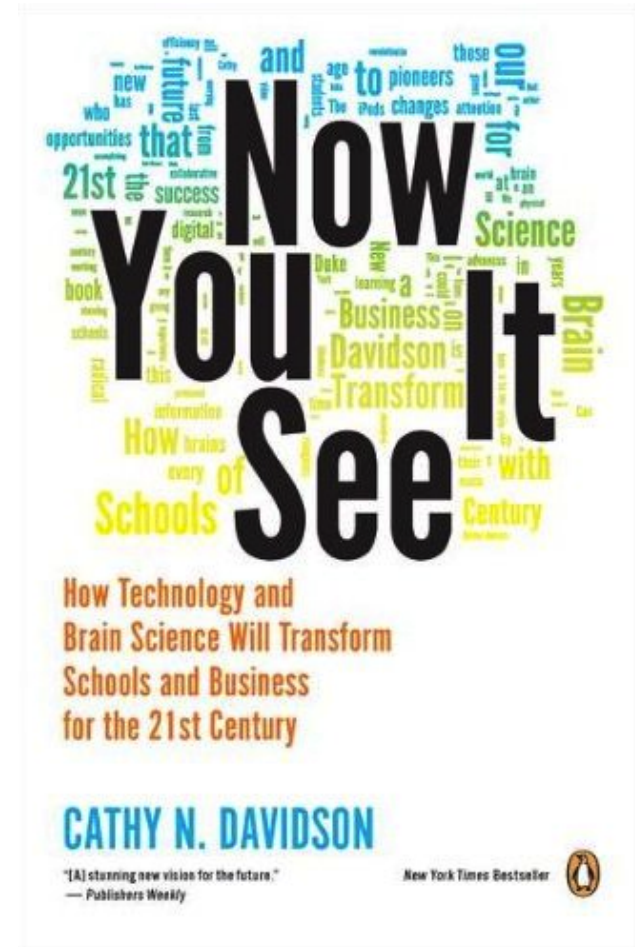
**What are three things that students need to know in the digital age?**

# Core Objectives for HCC Courses

- **Critical Thinking Skills**– creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills**– effective development, interpretation and expression of ideas through written, oral and visual communication
- **Empirical and Quantitative Skills**– manipulation and analysis of numerical data or observable facts resulting in informed conclusions
- **Teamwork**– ability to consider different points of view and to work effectively with others to support a shared purpose or goal
- **Social Responsibility** – intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
- **Personal Responsibility** – ability to connect choices, actions and consequences to ethical decision-making

# A Selected List of 21<sup>st</sup> Century Literacies (Davidson)

- Attention
- Critical consumption of information
- Learning, Unlearning & Relearning
- Narrative, Storytelling
- Collaboration
- [and more]





# High Impact Educational Practices (Kuh)

- First-Year Seminars and Experiences
- Common Intellectual Experience
- Learning Communities
- Writing-Intensive Courses
- **Collaborative Assignments and Projects**
- **Undergraduate Research**
- **Diversity/Global Learning**
- ePortfolios
- **Service Learning, Community-Based Learning**
- Internships
- Capstone Courses and Projects

# Digital Humanities Can Help Students Navigate the Digital Age

SECTIONS HOME SEARCH The New York Times

BOOKS | HUMANITIES 2.0

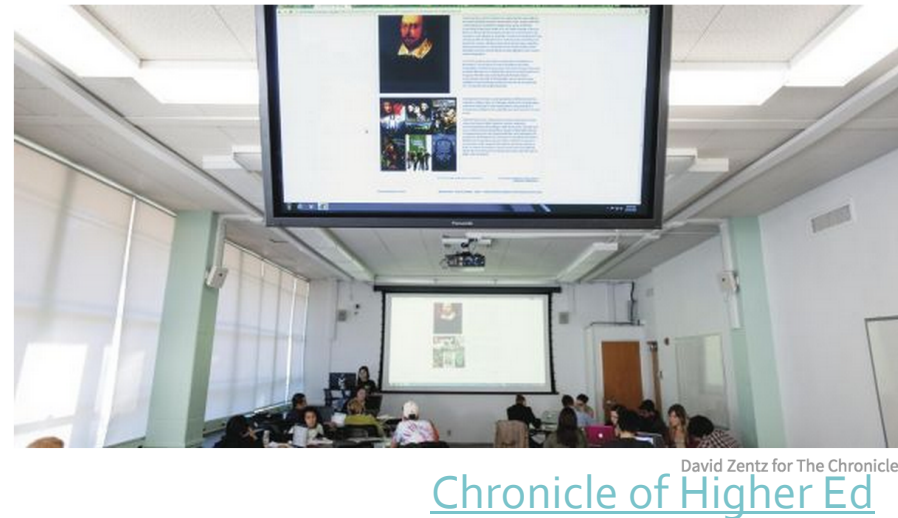
## Giving Literature Virtual Life

By PATRICIA COHEN MARCH 21, 2011




[NY Times](#)

## How the Humanities Compute in the Classroom



**Digital humanities:** “a nexus of fields within which scholars use computing technologies to investigate the kinds of questions that are traditional to the humanities, or... ask traditional kinds of humanities-oriented questions about computing technologies.” ([Kathleen Fitzpatrick](#))





**Of course, learning isn't just about developing skills. It's also about...**

- Cultivating curiosity & wonder
- Inspiring passion
- Shaping selves



# Institutional Contexts for Digital Humanities



Research Universities



Liberal Arts Colleges



Regional Publics

# How might community colleges benefit from and contribute to digital humanities?

Grants

Our Work

## Lane Community College -- Eugene, OR

HD 51671, *Bringing digital humanities to the community college and vice versa*

Anne McGrail, Project Director

Outright: \$29,271

**To support:** To conduct a survey of community college faculty and administrations and host a series of workshops at the Community College Humanities Association annual meeting to consider how community colleges can better participate in and contribute to the multiple ongoing conversations about digital humanities teaching and research.



**An Institute for Community College Digital Humanists:  
Beyond Pockets of Innovation, Toward a Community of Practice**

**July 13-17, 2015**

**Lane Community College, Eugene, Oregon**

2013 NEH DH Startup grant

2015 NEH DH Institutes grant

# Outline of Today's Talk

- I. Relevance of **DH** in a **community college context**
- II. **Elements of digital (humanities) pedagogy:**  
*What is DH, and why is it important?*
- III. **Obstacles & practical solutions:** *What obstacles should we anticipate, and how might we address them?*

# I. Relevance of DH in a community college context





# Why DH is relevant to Community Colleges

“Many aspects of DH seemed a perfect fit for the local, open-access missions of community colleges: DH favors a culture of **cross-disciplinary collaboration**, offers an active **maker ethos**, and draws on and inculcates **multiple literacies and fluencies** at once.”  
([Anne McGrail](#), emphasis added)



**Anne McGrail**

Faculty  
Lane Community College  
[@@annemcgrail](#)

# Themes at NEH Institute for Community College Digital Humanists (2015)

- DH as Content
- DH as Method
- DH as Pedagogy
- DH as Rhetoric
- DH as Community Builder
- DH as Tool for Public Humanities and Equity



<https://blogs.lanecc.edu/dhatthecc/summerinstituteinformation/>

# Top Three Institutional Obstacles to DH at CCs

- Lack of clarity about the **DIFFERENCE** between "digital humanities" and other kinds of technology. ("We already have computer labs and technicians...."): 66.67%
- Lack of clarity about **LEARNING GOALS** of "digital humanities." What is it and why is it important?: 64.15%
- **LACK OF INTEREST** in what seems to many to be trendy. 45.28%

# Defining Digital Pedagogy

“engaged and reflexive practice and scholarship of teaching and learning through digital technologies.”

([THATCamp Liberal Arts 2012](#))

# II. Typical Digital Humanities Learning Goals



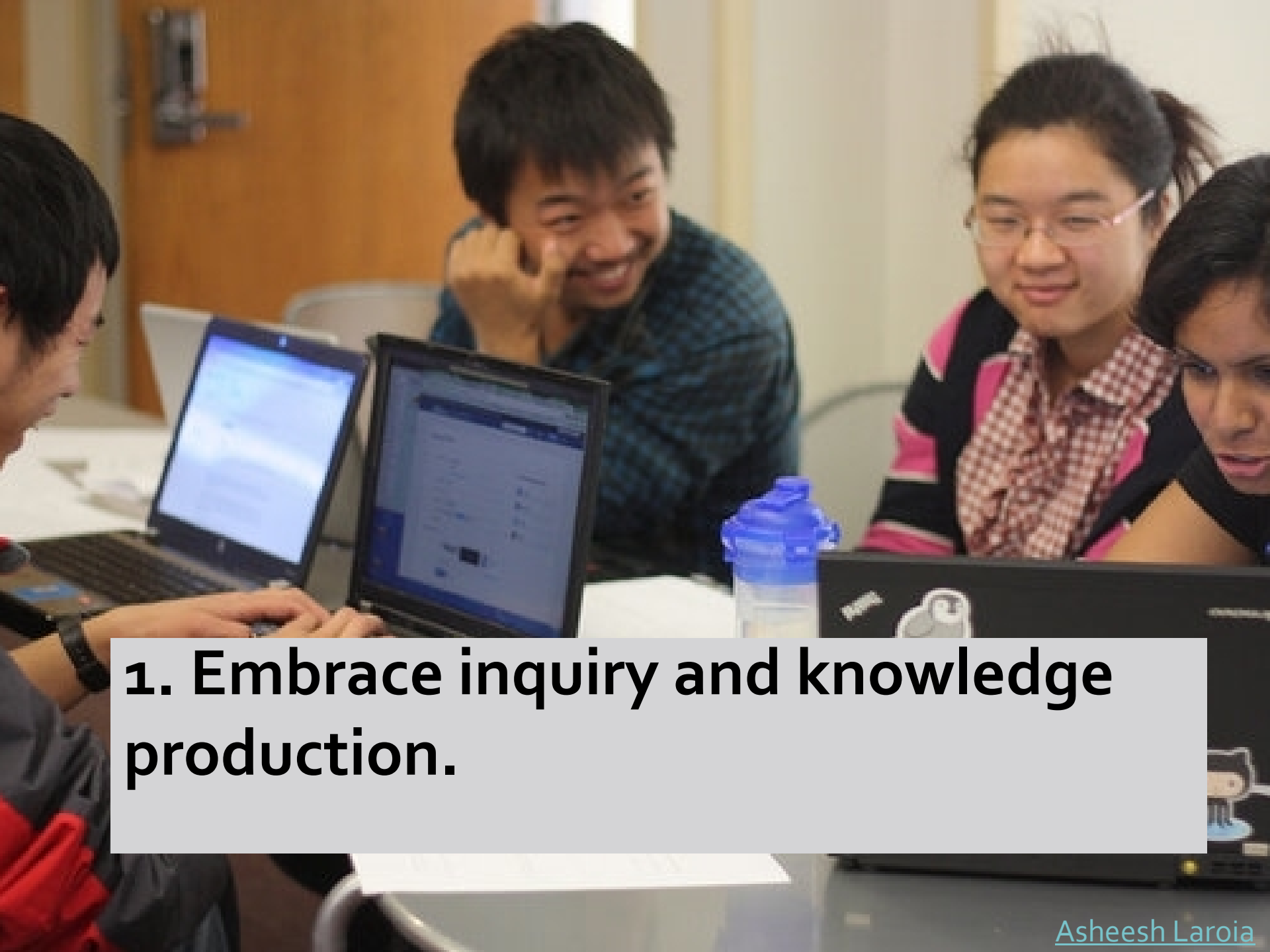
1. Embrace inquiry and knowledge production.



2. Promote collaboration and community engagement.

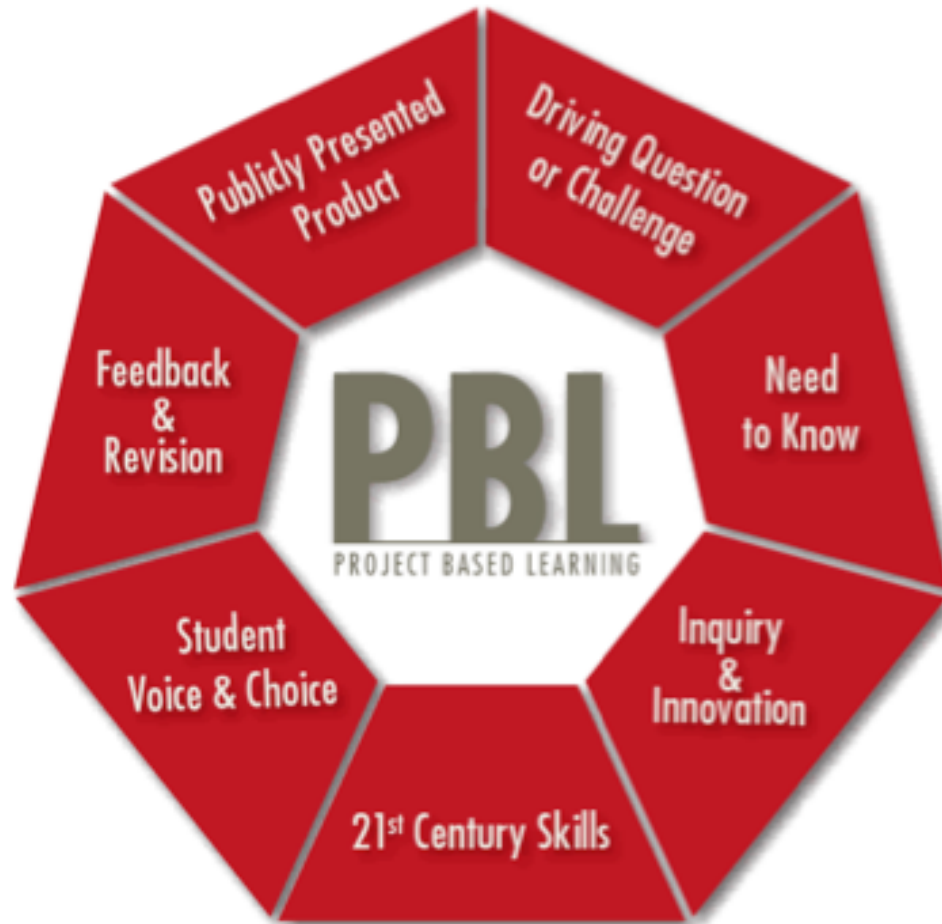


3. Foster digital fluencies and critical thinking.



**1. Embrace inquiry and knowledge production.**

# Features of Project-Based Learning



# Sharing Digital Discoveries ([McGrail's](#) American literature class)

## Process:

- Find a primary source document and connect it to a text from class (on American literature) during lab time.
- Give presentation about research on the document.
- Post a “reflective synthesis essay” in the class forum.

## Results:

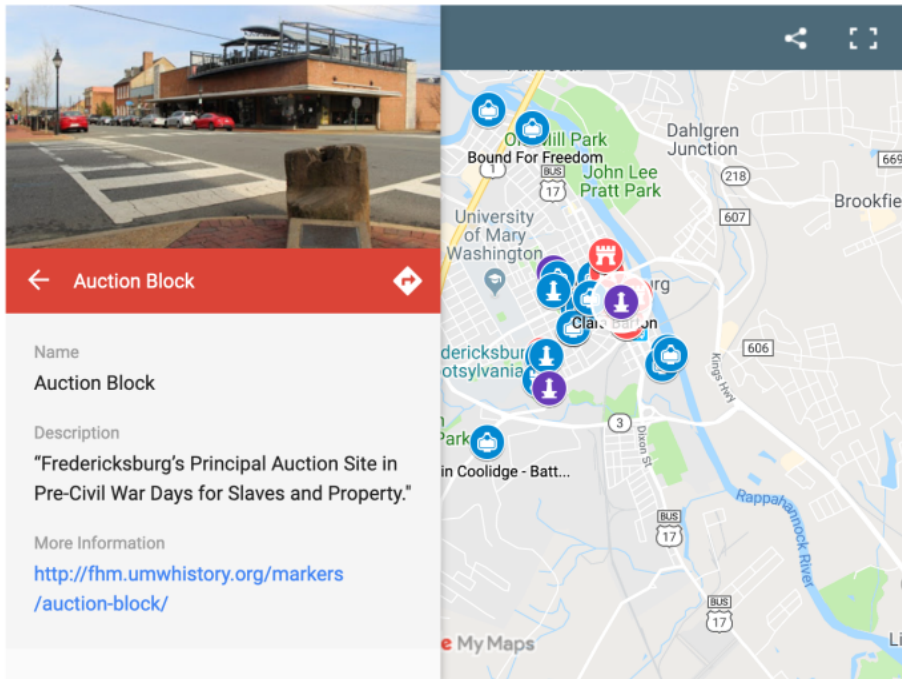
- Students learn how to explore research topics.
- Students gain a deeper understanding of historical context.
- Students feel more connected to history and culture.



# Creating Digital History by Building Digital Archives

## Google Maps

April 3, 2018 by Rachel Dacey



← Auction Block ↻

Name  
Auction Block

Description  
"Fredericksburg's Principal Auction Site in Pre-Civil War Days for Slaves and Property."

More Information  
<http://fhm.umwhistory.org/markers/auction-block/>

"be uncomfortable but not paralyzed" ([McClurken](#))

# Rice Example: Visualizing Abolition

## VISUALIZING ABOLITION A DIGITAL HISTORY OF THE SUPPRESSION OF THE AFRICAN SLAVE TRADE

*Visualizing Abolition* maps the suppression of the African slave trade by tracing nearly 31,000 records of correspondence exchanged between the British Foreign Office and British commissioners, ministers, naval officers, and representatives of foreign governments around the world over the course of the nineteenth century. It provides users with three resources. First, a database that lists the names of the senders, recipients, places of origin and destination, dates, as well as the subject of the letters when available. Second, essays exploring different topics related to the suppression of the traffic. Finally, a gallery of images that provides visual context for the information available on the website. These resources allow students and researchers to further understand the history of the suppression of the African slave trade and expand our knowledge of the largest coerced migration in history.



M.S. "Pilot" no longer employed under the Treaty.	Aberdeen, Earl	Walden, Lord H
M.S. "Sappho" employed under the Treaty.	Aberdeen, Earl	Walden, Lord H
Death of M. de Marboeuf.	H.M.'s Comman	Canning, Secre
Suggested En	Aberdeen, Earl	Aberdeen, Earl
the Possession	Moscova, Bar	Aberdeen, Earl
use of the "Ch	Aberdeen, Earl	Aberdeen, Earl
appointment of	Aberdeen, Earl	Aberdeen, Earl
as Vice	Aberdeen, Earl	Aberdeen, Earl
disposal of crews of captured Slavers.	Walden, Lord HO	Aberdeen, Earl
Range of Officer Second in command of H.M.S. "Acorn"	Aberdeen, Earl	Walden, Lord H
"Abolished under the Treaty.	Aberdeen, Earl	Walden, Lord H

Examine the correspondence on the suppression of the African slave trade.



Read essays on British abolitionism and the suppression of the traffic.



View images contemporary to the suppression campaign.

<http://visualizingabolition.org/>

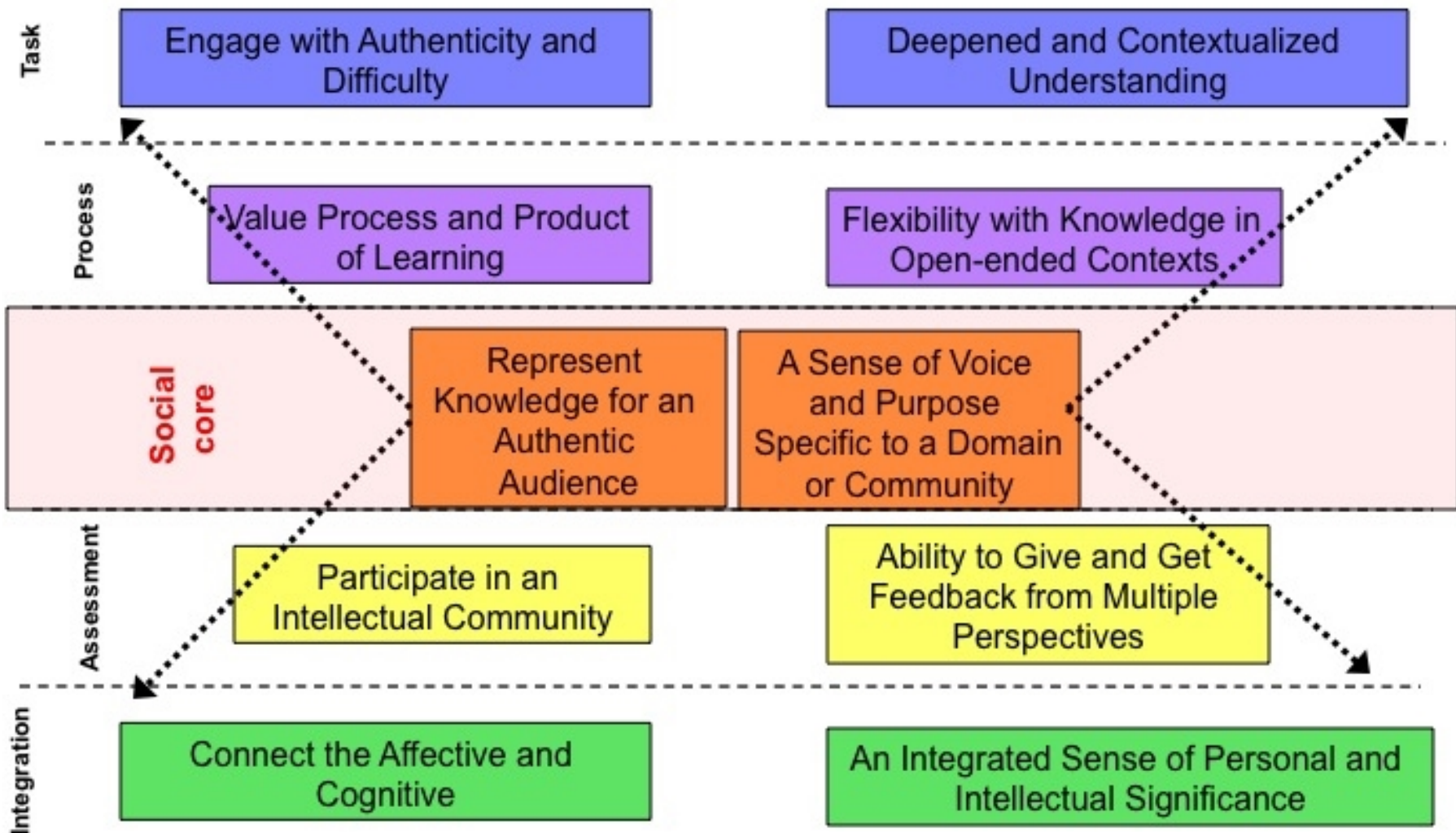
**2. Promote collaboration and community engagement.**



# Social Pedagogies: Design Elements & Goals

Create opportunities for students to:

Such that they develop:



# York County CC, "Go Local: Expanding Capacity for Public History in York County"

## ACADEMICS AT YORK COUNTY COMMUNITY COLLEGE

[YCCC](#) / [YCCC](#)

### Go Local: Expanding Capacity for Public History in York County: Home

A partnership between YCCC & seven collaborating institutions funded by a Digital Humanities Advancement Planning Grant from the National Endowment for the Humanities

[Home](#)

[Workshops](#)

[Resources](#)

[Curriculum](#)

[Discussion](#)

Go Local: Expanding Capacity for Public History in York County



NATIONAL ENDOWMENT FOR THE  
**Humanities**



An NEH-funded partnership between YCCC and seven partners

The main goals of this planning grant are to develop curricula, to expand expertise in technologies related to digital humanities, and to build relationships with our seven partner organizations. (Clicking the image will take you to the organization's website).



**BRICK STORE MUSEUM**

KENNEBUNK, MAINE



[http://virtual.yccc.edu/go\\_local/public\\_history\\_york\\_county](http://virtual.yccc.edu/go_local/public_history_york_county)

# “Micro DH”: Digital Salem

## DIGITAL SALEM

TELLING UNTOLD STORIES OF SALEM, MASSACHUSETTS

HOME

ABOUT DIGITAL SALEM

PROJECTS

CREDITS

OMEKA

Micro-DH “places high value on working with available resources, however small.”

([Risam & Edwards](#))



MODELING SULLIVAN BUILDING

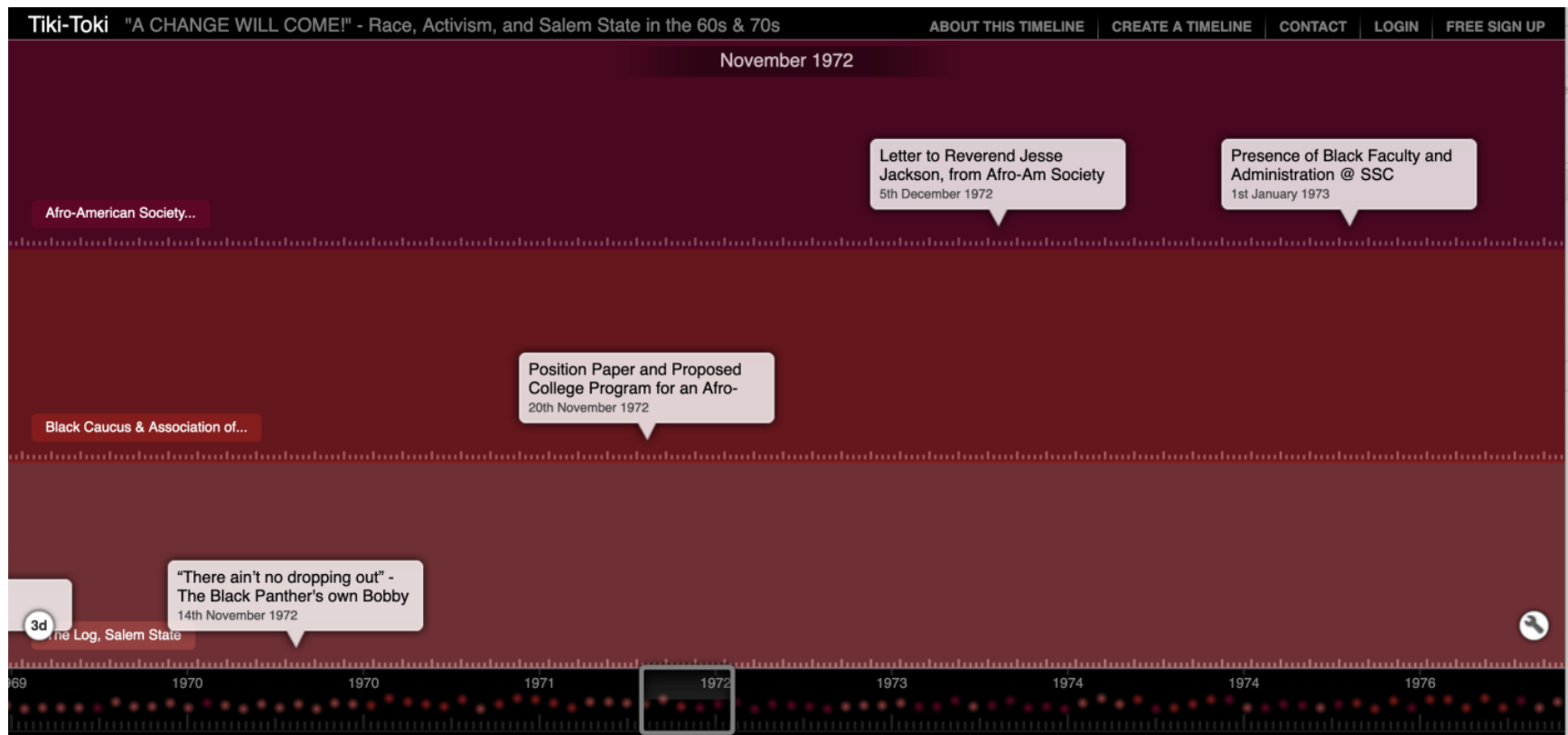
The Salem Normal School Collection



<http://di.salemstate.edu/digitalsalem/>



# Digital Salem: "A Change Will Come"



<http://di.salemstate.edu/digitalsalem/>

# Making a Public Impact: Seattle Civil Rights and Labor History



<http://depts.washington.edu/civilr/>



# Rice Example: Houston Asian American Archives


## HOUSTON ASIAN AMERICAN ARCHIVE (HAAA) ORAL HISTORIES

 ... 🔍


<a href="#">Browse Items</a>	<a href="#">About</a>	<a href="#">Interviews</a>	<a href="#">Map</a>
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[Home](#) > [Interviews](#)


### INTERVIEWS




Selina Ahmed



Nusrat Ameen



Susan Kwok Annoura



Anonymous

Recipient of the 2018 Phi Beta Kappa Society Award for Innovative Efforts to Build Community Connections through the Humanities

<https://haaa.rice.edu/interviews>

### 3. Foster digital fluencies and critical thinking.



# INFO 270 / BIOL 270 “Calling Bullshit: Data Reasoning in a Digital World” (F 2019)

**Instructors:** [Carl T. Bergstrom](#) and [Jevin West](#)

**Synopsis:** Our world is saturated with bullshit. Learn to detect and defuse it.

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## Learning Objectives

Our learning objectives are straightforward. After taking the course, you should be able to:

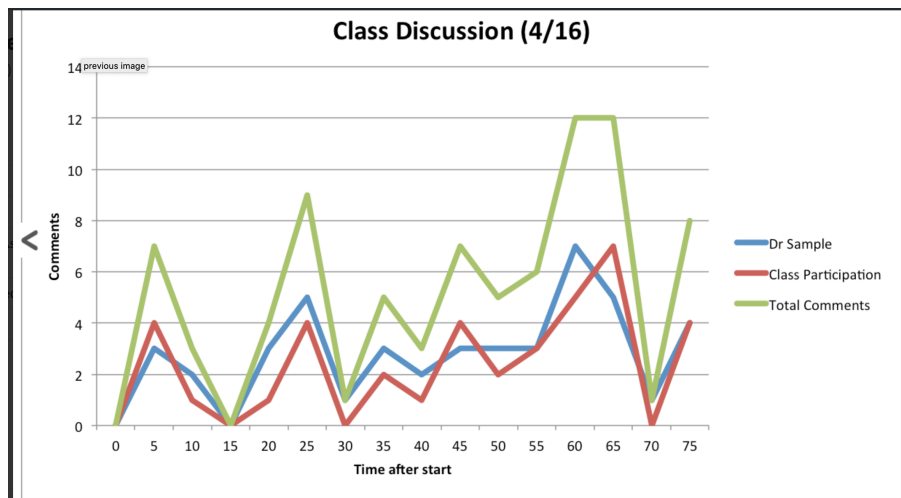
- Remain vigilant for bullshit contaminating your information diet.
- Recognize said bullshit whenever and wherever you encounter it.
- Figure out for yourself precisely *why* a particular bit of bullshit is bullshit.
- Provide a statistician or fellow scientist with a technical explanation of why a claim is bullshit.
- Provide your crystals-and-[homeopathy](#) aunt or casually racist uncle with an accessible and persuasive explanation of why a claim is bullshit.

We will be astonished if these skills do not turn out to be among the most useful and most broadly applicable of those that you acquire during the course of your college education.

<https://callingbullshit.org/syllabus.html>

# Thinking Critically about Data: Observers in Mark Sample's "Data Culture"

"Observers' will obsessively collect data about our class, ranging from the trivial (e.g. the number of people wearing red one day) to the substantive (e.g. the type of questions asked during a class discussion)."



## How Do We Argue?

This week I paid attention to and tracked some of the rhetorical tactics people used in class.

- Tuesday, March 31
  - Similes and metaphors: 5
  - Allusions/Examples: 14
  - Counter-arguments: 2
  - Theses/Statements: 2
- Thursday, April 2
  - Similes and metaphors: 2
  - Allusions/Examples: 9
  - Counter-arguments: 1
  - Theses/Statements: 4

# Rice Example: Using Voyant for Text Analysis in Digital History Methods

## DIGITAL HISTORY METHODS



```
3 import json
4 import ner # pyner
5
6 def locations_tag(direct
7 locations = {}
8 tagger = ner.Socket
9 subs = {
10 '\n': ' ',
11 'co.': 'County'
12 'Co.': 'County'
13 'county': 'Coun
14 'A.T.': 'Arkans
15 'M.T.': 'Missis
```

```
0 5 county runaway
day april james dec ma
montgomery december no
peace years master joh
1 5 reward dollars
delivery apprehension
hundred person fifty s
undersigned girl head
reasonable colorado lo
2 5 years houston
```



## Using Voyant for Text Analysis

By Alyssa Anderson

This page walks through the process of using [Voyant](#) for digital text mining. Find [here](#) a link to our entire corpus of runaway ads uploaded into a Voyant skin.

<http://ricedh.github.io/>







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

## III. Challenges and Approaches

# Challenges for Digital Humanities Pedagogy

1. Integrating digital projects into the curriculum
2. Helping students develop technology skills
3. Evaluating student work



[jo quinlan](#)



# 1. Incorporating Digital Projects into the Curriculum

- Determine how digital pedagogy advances your course objectives.
- Start small, ideally with content or tools that you are already familiar with. (Practice micro-DH.)
- Plan for time required for integrating digital tools.
- Focus on the concepts rather than tools.
- Respect students' privacy concerns and offer alternatives to posting with their names online.

## 2. Helping Students Develop Tech Skills and Access Resources

- Try out the assignment yourself first.
- Survey students to understand their skills and needs, as well as what technologies they have access to (don't assume).
- Use simple, freely available tools.
- Offer step-by-step, hands-on labs, ideally in-class.
- Partner with IT and the library
- Recruit student tech mentors
- Show that you are also learning

# Example of Lab: Anne McGrail's Tiki-Toki Timeline Lab

## My Instructions for Creating Your Own Tiki-Toki Timeline for Women Writers

**NOTE:** You can develop one or more Tiki-Toki timelines for your final project if you wish. Today everyone will be tinkering with one.

**IMPORTANT:** By the end of class, post the URL for your tiki-toki timeline in this forum to get credit for attendance.

1. Go to tiki-toki.com <http://www.tiki-toki.com/>
2. Click on "free sign up"
  1. Choose a username: "YOURNAMEEnglish260"
  2. Type in your email address
  3. Choose an easy-to-remember password
  4. Click on the box that says "I agree to terms..." and click "Sign Up"
  5. Once you have signed up, click on "log in" and type your new username and password.
  6. Once you are logged in, click "Create New Timeline"
  7. Click on the triangle that says "ADMIN"
  8. Go to "Settings" in the ADMIN box at the top right-hand side of the screen.
  9. Give your timeline a title. You can change this in future if you wish.
  10. Choose a start and end date. You should start around 1800 for our purposes, although this can change if you wish later.
  11. Click on "SAVE".
  12. Next, we're going to write an entry for our timeline.

<https://blogs.lanecce.edu/dhatthecc/teachingnotesfall2012/digital-humanities-lab-3-tiki-toki-timelines/>

# 3. Evaluation: Use a Group Contract to Make Students Responsible

## Mary Ball Washington Contract

### *Ball Washington Group Contract*

History 471C3

#### **Members**

rndt

Donnelly

inie Lefferts

Wilson

#### **Part I – Mission Statement**

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

## Components:

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

## Features:

- Check in points
- Individual reflections

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

# Evaluation: Use a Rubric to Make Clear Expectations and Assessment

## eBook Digital Documentary Rubric Eng 210

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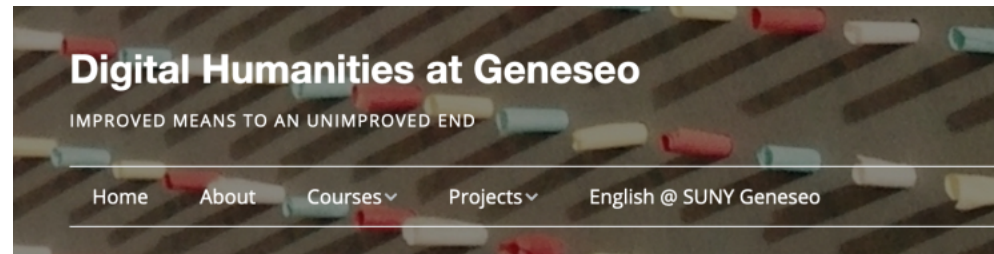
Project Title:					
Group Members' Names:					
1. The documentary introducing its topic to the audience clearly	5	4	3	2	1
2. The documentary has an argument: it makes a statement or claim about its topic, and supports the statement or claim with reasons.	5	4	3	2	1
3. Images are ordered in the documentary to build to the argument over time.	5	4	3	2	1
4. Images are relevant to argument.	5	4	3	2	1
5. All the visual strategies (typography, arrangement, etc.) used in the documentary are appropriate to the argument.	5	4	3	2	1
6. Verbal text/captions/narration are relevant to the argument.	5	4	3	2	1
7. Verbal text/captions/narration support visual text and not vice versa.	5	4	3	2	1
8. Mechanics: (Grammar, punctuation, spelling, capitalization)	5	4	3	2	1

# Evaluation: Require Self-Reflection

## Assessment

How will you know if you've met the individual outcomes? How will we know if we've met the community outcomes?

- You'll keep a journal in which you write regularly about what you're learning in the course
- You'll write two blog posts for this website in which you reflect on your learning in this course
- You'll contribute to a group project in which you make use of particular computing skills that you acquire in the course



Category: Self-reflection

FEBRUARY 20, 2019

## Taking Small Steps

I have never been overly proficient in computers or technology of really any kind. I, however, have never run into any serious problems with computer or technology to challenge my knowledge. This class, while not a serious problem, has me doing things with my computer that I have never really done nor thought could be done. I always understood what coding was and that there are different ways to do so—I knew there was HTML and I had heard of

<https://dh.sunygeneseoenglish.org/courses/english-340/spring-2019-syllabus/>

# Questions for You...

- What are some other challenges facing digital pedagogy?
- What are other strategies for dealing with these challenges?





# Possibilities for (Digital) Humanities Learning

- Support authentic inquiry
- Enable students to have a public impact
- Foster social learning
- Promote creative confidence
- Facilitate greater understanding of the digital environment



[Berliner Sehen](#)

# Selected Resources

- Ryan Cordell, ["How Not to Teach Digital Humanities"](#)
- [Digital Humanities Pedagogy](#) (ed. Hirsch)
- [Hybrid Pedagogy](#)
- [Journal of Interactive Technology and Pedagogy](#)
- [SERC Pedagogy in Action](#)
- [UCLA Intro to Digital Humanities](#)
- [Digital Pedagogy in the Humanities: Concepts, Models, and Experiments](#) (MLA Commons)
- Lisa's [digital pedagogy](#) & [digital humanities pedagogy](#) bookmarks

# More Resources

- Faull and Jakacki , ["Digital Learning in an Undergraduate Context"](#)
- Jacobs, ["Getting Started with Digital Humanities in the Classroom"](#)
- Risam and Edwards, ["Micro DH: Digital Humanities at the Small Scale,"](#) DH 2017
- Anne McGrail, [\*Doing DH at the CC\*](#) [blog]
- McGrail et al, ["Community College,"](#) *Digital Pedagogy in the Humanities*, MLA Commons
- McGrail, [\*Bringing Digital Humanities to Community Colleges and Vice Versa\*](#)
- Amanda Visconti, ["A Digital Humanities What, Why, & How"](#)

