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.”

"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 (n): a paper which consists of summarizing and 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

“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
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 shows, 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 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.
“[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/
2. DEVELOP DIGITAL LITERACIES

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

http://www.netvibes.com/wesch#Digital_Ethnography
The Strand

"...nor did (Elizabeth) dare wander off into queer alleys, tempting by-streets, anymore than in a strange house open doors which might be bedchambers, or sitting-room doors, or head straight to the latter. For no Dalloways came down the Strand daily; she was pious, a stay-wandering, bustling" (137).

"But it was later than she thought. Her mother would not like her to be wandering off alone like this. She turned back down the Strand... Calmly and completely, Elizabeth Dalloway mounted the Westminster omnibus" (138-139).

Directions: To here - From here
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”
4. FOSTER SOCIAL LEARNING

http://www.flickr.com/photos/dailypic/1459055735/
Building Community through Class Blogs

Themes in American History

Archive for the 'ADMIN ONLY – featured' Category

African Burial Ground

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 monument.
Networked Pedagogy: Looking for Whitman

“experiment in multi-campus digital pedagogy”

(Jim Groom)

http://lookingforwhitman.org/
CHALLENGES AND OPPORTUNITIES

http://www.flickr.com/photos/jonlucas/204213403/
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](http://doit) (Digital Research Tools) for examples
- Offer occasional [labs](http://doit) 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](http://doit)
Evaluating Student Work: Use a Group Contract

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

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 Mary Ball Washington and educate the UMW community on the significance of her work.
Evaluating student work: Use a rubric (e.g. AAC&U VALUE Rubric)

### Teamwork VALUE Rubric

**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 (full unit) level performance.

<table>
<thead>
<tr>
<th>Capstone 4</th>
<th>Milestones 3</th>
<th>Benchmark 2</th>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>Contributes to Team Meetings</strong></td>
<td>Helps the team move forward by articulating the merits of alternative ideas or proposals.</td>
<td>Offers alternative solutions or courses of action that build on the ideas of others.</td>
<td>Offers new suggestions to advance the work of the group.</td>
</tr>
<tr>
<td><strong>Facilitates the Contributions of Team Members</strong></td>
<td>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.</td>
<td>Engages team members in ways that facilitate their contributions to meetings by constructively building upon or synthesizing the contributions of others.</td>
<td>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.</td>
</tr>
<tr>
<td><strong>Individual Contributions Outside of Team Meetings</strong></td>
<td>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.</td>
<td>Completes all assigned tasks by deadline; work accomplished is thorough, comprehensive, and advances the project.</td>
<td>Completes all assigned tasks by deadline; work accomplished advances the project.</td>
</tr>
<tr>
<td><strong>Fosters Constructive Team Climate</strong></td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td><strong>Responds to Conflict</strong></td>
<td>Addresses destructive conflict directly and constructively, helping to manage/resolve it in a way that strengthens overall team cohesiveness and future effectiveness.</td>
<td>Identifies and acknowledges conflict and stays engaged with it.</td>
<td>Redirecting focus toward common ground, toward task at hand (away from conflict).</td>
</tr>
</tbody>
</table>
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”
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