Digital Pedagogy in Practice

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What are the **three things** that every student should know to thrive in the digital age?

Inspired by **Cathy Davidson**
Objectives for Today’s Workshop

I. Articulate key learning objectives

II. Understand digital pedagogy

III. Explore case studies of digital pedagogy

IV. Work through potential challenges

V. Devise assignments that cultivate digital literacies

Meta-objective: Experience the ethos of digital pedagogy: play, collaboration, learning by doing and reflecting
What are key 21st century challenges?

Daniel Pink on Challenges for 21st Century:
- Information abundance
- Global competition
- Automation of work
How do we prepare students? Pink’s Six Senses

http://divergentmba.wordpress.com/2009/12/07/%E2%80%9Ca-whole-new-mind%E2%80%9D%E2%80%9Cyour-plan-for-developing-the-right-brain-critical-to-your-future-successes%E2%80%9D
A Selected List of 21st Century Literacies (Davidson)

- Attention
- Collaboration
- Narrative, Storytelling
- Critical consumption of information
- Learning, Unlearning & Relearning
- [and more]
Students on How They Want to Learn: Bloomsburg Undergraduate DH Manifesto

Bloomsburg U. Undergraduate “Manifesto” on Digital Humanities

The Manifesto

We are a group of fourteen undergraduate students at Bloomsburg University. As part of our course – Introduction to Digital Humanities. As our final project, we were inspired (and, thankfully, allowed and encouraged) to create this digital humanities manifesto. [explanation of context for this manifesto on 4Humanities site.]

“Today, we need collaboration, not lectures; we need to learn concepts, not singular facts; we need networking and socialization, not isolation; we need interactive learning, not to sit back and listen.”

http://humanistica.ualberta.ca/who-we-are/bloomsburg-u-undergraduate-manifesto-on-digital-humanities/
Sample Learning Objectives for an Undergrad Digital History Course

- “Ability to utilize technological resources in research, data analysis, and presentation.
- Appreciation of the diversity of methods and processes.
- Ability to make discipline-specific oral presentations to groups.
- Ability to communicate in a group setting.
- Ability to conduct research in multiple sites.”

McClurken, Adventures in Digital History 3.0
II. What is digital pedagogy?
My Syllabus **Study**: Common Features of DH Classes

- Bringing together theory and practice
- Student projects
- Collaboration
- Blogs & other social networking
Defining Digital (Humanities) Pedagogy

- “engaged and reflexive practice and scholarship of teaching and learning through digital technologies.” (THATCamp Liberal Arts 2012)
- Typical features:
  - Brings together theory & practice, making & thinking
  - Embraces creativity, play & productive failure
  - Encourages participation, collaboration & public engagement
  - Aims to increase critical understanding of the digital environment
III. Case Studies of Digital (Humanities) Pedagogy

http://services.pepperdine.edu/techlearn/tools/ipadresearch.htm
Approaches to digital (humanities) pedagogy

1. Promote undergraduate research
2. Develop digital literacies
3. Foster social learning
1. Promote Undergraduate Research

http://blogs.haverford.edu/rehumanities/
undergraduate work (n): a paper which consists of summarizing and filtering theoretical articles, with 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.

"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/
“be uncomfortable but not paralyzed” (McClurken)
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
Text Analysis with Voyant: “My Dear Watson” (Lauren Klein’s class)

“my dear Watson”
Text Analysis Example: “Elementary, my dear Watson!”

“Elementary, my dear Watson”

Brian Croxall’s Mapping Mrs. Dalloway

Assignment

Google Earth

The Strand

“...nor did [Elizabeth] dare wander off into queer alleys, tempting five-cents, anymore than in a slattern house open doors which might be bedroom doors, or sitting-room doors, or lead straight to the latter. For no Dalloways came down the Strand daily, she was pioneer, a stray, wandering, lost” (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
3. Foster Social Learning

http://www.flickr.com/photos/dailypic/1459055735/
Making Learning Authentic: Social Pedagogies (Randy Bass)

Social Pedagogies: Design Elements & Goals

Create opportunities for students to:

- Engage with Authenticity and Difficulty
- Value Process and Product of Learning
- Participate in an Intellectual Community
- Connect the Affective and Cognitive

Such that they develop:

- Deepened and Contextualized Understanding
- Flexibility with Knowledge in Open-ended Contexts
- A Sense of Voice and Purpose Specific to a Domain or Community
- Ability to Give and Get Feedback from Multiple Perspectives
- An Integrated Sense of Personal and Intellectual Significance
“Lean Forward Pedagogy”: Using Twitter to Build Community & Spark Discussion

GMU Students Live-Tweet Blade Runner
A selection of tweets from the ENGH 451 students' live-tweeting of their viewing of Ridley Scott's "Blade Runner"

The Variants of Blade Runner

Will
@Wangle4

ultimate replicant question you are shown 6 different versions of a film and asked to pick the real version gets em every time #ENGH451
12:01 AM - 13 Oct 2011

http://storify.com/samplereality/gmu-students-livetweet-blade-runner
Exercise 1: Examine an Assignment

- Group 1: Mark Sample’s Cell Phone Assignment
- Group 2: Brian Croxall’s Mapping Mrs. Dalloway Assignment
- Group 3: Lauren Klein’s Text Analysis Assignment
- Group 4: Jeff McClurken’s Building Digital Collections
- Group 5: Jentery Sayers’ Timeline Assignment

http://goo.gl/NhyG2N
Challenges and Opportunities

http://www.flickr.com/photos/jonlucas/204213403/
Challenges to Digital Pedagogy

1. Incorporating digital skills into a crowded course schedule
2. Providing appropriate technical support to students
3. Evaluating student work
1. Incorporating Digital Projects into the Curriculum

- Consider **scale**: one day, one assignment, or an entire course? (You may want to start **small** or use a **scaffolded** approach.)

- 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**
2. 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 the library

- Appoint student tech mentors

- Turn to the network, e.g. Digital Humanities Questions & Answers
3. Evaluating Student Work: Use a Group Contract

Components:

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

Mary Ball Washington Contract

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 the history of the University of Mary Washington.
Evaluating Student Work: Use a Rubric (e.g. AAC&U **VALUE** Rubric)

### TEAMWORK **VALUE** RUBRIC

*for more information, please contact 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).

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

<table>
<thead>
<tr>
<th><strong>Contributes to Team Meetings</strong></th>
<th><strong>Capstone</strong> 4</th>
<th><strong>3</strong></th>
<th><strong>Milestones</strong> 2</th>
</tr>
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<tbody>
<tr>
<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>
<td></td>
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<tr>
<th><strong>Facilitates the Contributions of Team Members</strong></th>
<th><strong>Capstone</strong> 4</th>
<th><strong>3</strong></th>
<th><strong>Milestones</strong> 2</th>
</tr>
</thead>
<tbody>
<tr>
<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>
<td></td>
</tr>
</tbody>
</table>
What benefits and challenges do you see to practicing digital pedagogy?
Exercise 2: Create a Digital Assignment

- Sketch out a digitally-inflected assignment
- Articulate the learning objectives
- Consider building upon/ remixing someone else’s assignment

http://goo.gl/myC4vd
Selected Resources

- *Digital Humanities Pedagogy*
- *Hybrid Pedagogy*
- *Journal of Interactive Technology and Pedagogy*
- *ProfHacker*
- *UCLA Intro to Digital Humanities*
- DH Education Zotero collection
- Lisa’s *digital pedagogy* & *digital humanities pedagogy* bookmarks
- *Pedagogy* on DH Questions & Answers
Thanks!

Get in touch:
lisamspiro@gmail.com

thank you note for every language
Does digital pedagogy have to be electronic?
How Tools Can Support Learning Objectives

- **Researching**
  - (Collaborative) bibliographies, e.g. Zotero and Diigo
  - Collecting and curating data
  - Developing a research workflow

- **Analyzing**
  - Text analysis/ text mining, e.g. Voyant and TAPoR
  - Data analysis and visualization, e.g. ManyEyes
  - Image analysis, e.g. **ImagePlot**
  - Social annotation, e.g. CommentPress & Classroom Salon
More Tools for Learning

- Communicating and collaborating
  - Blogging, e.g. WordPress
  - Tweeting
  - Contributing to wikis
  - Creating videos/ digital stories

- Building and making
  - Creating digital collections and editions, e.g. Omeka
  - Making timelines
  - Creating GIS maps
  - Creating 3D models
  - Tinkering/ making (3D printing, Arduino, etc.)