

## KEYNOTE

# THE SCALE OF DIGITAL PEDAGOGY

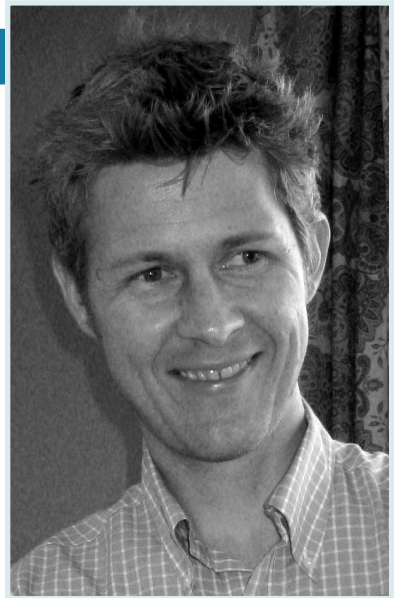
## Dr. Paul Fyfe

*Assistant Professor of English, NC State University*

In this talk, Dr. Fyfe asks teachers to consider the scales at which their students engage with the web. Along the dizzying spectrum of face-to-face classrooms to “massive” online encounters, Dr. Fyfe will share some recent experiments in mid-sizing digital pedagogy with focused collaborations between classes. Based on these experiments, Dr. Fyfe will also argue for new scales (in terms of measurement) to assess digital pedagogy’s effectiveness.

### ABOUT PAUL FYFE

Dr. Fyfe’s research areas include British Victorian literature, nineteenth-century book and media history, scholarly communications, and a broad spectrum of digital humanities practices. He has just completed a book on representations of the metropolis and accidents in nineteenth-century literature, and is now developing projects including “Victorian Telecommunication,” a hybrid print and digital exploration of the consequences of writing in a new era of steam transport and electric communications media; a reader of critical essays in book history; and an interdisciplinary project to virtually reconstruct Queen Victoria’s garden pavilion as an interactive three-dimensional model. He teaches courses in digital humanities as well as British and Victorian literature. As the Coordinator of Digital Humanities for the English department, he is organizing a graduate certificate in digital humanities and helping facilitate workshops and events across the Triangle Digital Humanities Network including NC State University, UNC-Chapel Hill, Duke University, and the National Humanities Center. You can follow him on Twitter at [@pfyfe](https://twitter.com/pfyfe).



## KEYNOTE

# HOW NOT TO TEACH DIGITAL HUMANITIES

## Dr. Ryan Cordell

*Assistant Professor of English, Northeastern University*

Dr. Cordell's talk encourages teachers to move beyond DH qua DH and instead think strategically about digital pedagogy in relationship to particular classes, curricula, and institutions. His talk will focus on specific courses, assignments, and strategies that have worked well (and a few that haven't) in his own classes in three distinct institutional contexts.

### ABOUT RYAN CORDELL

Ryan Cordell is Assistant Professor of English at Northeastern University and Core Founding Faculty Member in the NULab for Texts, Maps, and Networks ([nulab.neu.edu](http://nulab.neu.edu)). Cordell's scholarship focuses on convergences among literary, periodical, and religious culture in antebellum American mass media. Prof. Cordell is collaborating with colleagues in English, History, and Computer Science on the NEH-funded Viral Texts project ([viralttexts.org](http://viralttexts.org)), which is using robust data mining tools to discover borrowed texts across large-scale archives of antebellum texts. These "viral texts" help us to trace lines of influence among antebellum writers and editors, and to construct a model of viral textuality in the period. Cordell is currently a Mellon Fellow of Critical Bibliography at the Rare Book School in Charlottesville, Virginia. He also serves as vice president of the Digital Americanists scholarly society; is Co-Editor-in-Chief of centerNet's forthcoming new journal, DHCommons ([dhcommons.org](http://dhcommons.org)); and writes about technology in higher education for the group blog ProfHacker at the *Chronicle of Higher Education* ([chronicle.com/blogs/profhacker/](http://chronicle.com/blogs/profhacker/)).



## PANELS & PRESENTATIONS

### **The Golden Age of Video Games: A New / Old Approach to Video Game Design**

Teaching Game Design can be quite the challenge! From mega-blockbusters to small Indy games - the building of a video game is a collaborative and group effort. This often makes it difficult for a student (and a teacher) to know where to begin. At The Cleveland Institute of Art a new approach was taken in the Spring of 2013 to teach students to be 100% self-sufficient in their design and development of 3 video game projects based on the Golden Age of Arcade Games: Space Invaders, Pac-Man, and Donkey Kong.

### **Strategies for Effective Learning Outcomes with Students New to Text Mining & Text Analysis**

Depending on the source, it has been estimated that 80% of existing data is in the form of unstructured text. The processes and methods used to transform unstructured textual data into structured data through turning the text into numbers and then back into text to discover relationships and create knowledge is complex. This presentation will cover methods derived from instructional systems design that serve to effectively facilitate student learning outcomes for the text mining and text analysis process.

### **The Digital Centers at Columbia University: Strategizing Across Diverse Disciplines**

Columbia University Libraries/Information Services has developed a unique approach to providing digital scholarship services by creating Digital Centers that support the major disciplines: humanities, sciences, social sciences. This panel will discuss digital scholarship at Columbia through several lenses: space, services, and programs. New spaces enable the creation and support of digital scholarship communities; programs such as internships,

professional development, and research lifecycle consultation exist alongside traditional outreach; and initiatives like research data support, 3D printing, and new instructional paradigms influence how the Centers operate within the University community. The Centers are free to experiment and iterate as academic programs evolve.

### **Intersections of the Digital: Strengthening Instruction through Collaboration with Librarians and Archivists**

This talk will cover two successful cases of collaboration among librarians, archivists, and discipline faculty. The first case involves the University Libraries and the Biology Department and demonstrates how leveraging the technological prowess of librarians to create online resources enabled the biology faculty to focus on other parts of redesigning a foundation-level course. The second case involved the University Archives and the Department of History collaborating to strengthen the digital history curriculum through exposing students to new concepts and technologies, including copyright considerations, online research tools, and digital archives projects. The talk will conclude with suggestions on increasing successful collaborations.

**Sound Students in the Archive** This presentation will explore a collaboration between librarians and a Radio & Television faculty member to teach digital preservation methods to undergraduates interested in professional careers in audio engineering. The collaborators designed a series of lecture-based and hands-on instruction sessions to introduce students to a complete audio digitization workflow. Each student eventually digitized a reel-to-reel radio recording from the 1970s, then wrote a paper and participated in a roundtable discussion about digital pres-

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ervation of archival recordings. Potential future directions for this type of instruction will be considered based on feedback from the student participants.

**Re-envisioning Japan: A Faculty-DH Center Collaboration** *Re-envisioning Japan: Japan as Destination in 20th Century Visual and Material Culture* is an ongoing collaborative project by University of Rochester faculty and UR Digital Humanities Center members. This open-access, multimedia website is the digital component of a larger research project using travel, education, and the production and exchange of images and objects to illustrate changing representations of Japan in the world in the first half of the twentieth century. By sharing our experience in creating this tool and plans for future development, we address the research and instructional strategies, challenges and rewards involved in developing and implementing innovative digital research and pedagogical tools in the humanities classroom.

**Diving in: Digital Humanities for Graduate Students** At Cornell University, as at many others, graduate students in the humanities express an increasingly urgent need for opportunities to explore digital scholarship technologies and approaches. Without an established DH center, we at the Library needed to be creative and willing to learn by doing. Our Graduate Student Immersion Program is an intensive 3-day program run during the winter interterm and now in its fourth year. Our Summer Fellowship Program is now in its third year. Both initiatives have demonstrated success, as shown by positive exit evaluations and steadily increasing numbers of applications. We will discuss our approaches and outcomes.

**Visualizing and Making at NC State's Hunt Library** NCSU Libraries' new focus on visualization and maker technologies has created opportunities for librarians to work with faculty to teach students in novel ways. The new Hunt Library features large-scale visualization spaces. The large screens have enabled faculty to present their research in new ways, interact with data, and assign students to create visually compelling presentations. The 3D printers in Hunt Library's Makerspace have enabled students to build prototypes, especially useful for engineers' senior design projects. The Makerspace has also facilitated the creation of a tactile map for the blind, and a class project to build a large 3D scanner.

**Library-Faculty Collaboration for Digital Scholarship: Partnerships, Knowledge Sharing & Skill Building from the Ground Up** New tools for digital scholarship are piquing the interest of humanities scholars. In many cases, colleges and especially libraries do not have financial or staff resources to devote to creating a formal digital humanities infrastructure. Our presentation will demonstrate a case study of how existing library liaisons and faculty interested in digital scholarship can leverage existing relationships to build digital scholarship skills and capacity in individual librarians and scholars, as well as start conversations between librarians and library administrators about how the library can fulfill this new need in the larger scholarly campus ecosystem.

**Library-Based Platforms and Tools for English Majors: New Approaches for Collaborative Teaching in DH** Our presentation will explain, and evaluate, our recent team-taught Capstone for English majors: "Literature in the Age of Intelligent Machines." The course was the first to make use of a new Scholar's

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Lab at DePaul Library created to facilitate hands-on digital humanities projects. We will report our experiences teaching such a course to English majors with little or no experience of software applications. We will talk about the proper mixture of lab time 'at the bench' with software and online tutorials, office hours, and face-to-face classroom discussion; choice of literary objects and archiving formats; technology and personnel needs.

### **They Came and Built It Themselves!**

**Working with Students to Curate Digital Exhibits** In Fall 2013, BGSU's University Libraries (UL) began a partnership that allowed us to work with graduate students to curate a digital exhibit using primary source materials from our special collections and Omeka, an online digital gallery system. The students worked with librarians to discover and choose items for the exhibit. UL digitized the items and the students finished the work on the metadata and curated the exhibit without assistance. What we gained from this partnership was a stronger relationship with these students and faculty as well as a more thorough understanding of our collections. New scholarship was created and is now housed in UL's Digital Gallery.

### **Tornado Destruction & Financial Damage to Homeowners**

This project focuses on how the receipt of federal public assistance following a devastating natural disaster affects individual finances and migration decisions. The project considers individuals whose homes were directly in the damage path of very large tornadoes and asks: Do individuals affected by the same level of damage have the same post-tornado financial and migration outcomes despite some individuals receiving federal disaster assistance and others not receiving such assistance? This presentation summarizes the initial

research results. We will also discuss how we used GIS software to extract tornado damage information and relate this information to homeowner financial data to answer our research question.

### **Where is this? Using GPS & GIS to Enable Spatial Learning in the Undergraduate Curriculum**

Global Positioning Systems (GPS) and Geographic Information Systems (GIS) are highly compatible technologies that can encourage classroom discussion on spatial concepts. I use geospatial technologies to promote spatial learning in the humanities, social sciences and sciences. In this talk, I will present how to use GPS and GIS technologies to facilitate spatial learning in the classroom. This instructional method can be modified for different settings, particularly where learners have diverse skills and abilities.

### **Mobile Technology Support for Field Research**

Many researchers have a component of their work that is done in the field. This is often where most of the raw data is collected; however researchers who rely on IT infrastructure and academic support services on campus are left to their own devices when they are doing field research. This presentation will discuss the advantages of using mobile apps for data collection citing examples from Bolivia, Cambodia and a local undergraduate field exercise. It will show how academic libraries can include support for mobile data collection as part of their broader research data management strategies.

### **Building to Scale: Shaping Digital Coursework with Tools & Partnerships**

Under the auspices of a new Digital Scholarship initiative, the Five Colleges of Ohio is developing faculty- and student-curated curricular collections, while also broaden-

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ing this focus from thinking of the digital as a presentational medium—from digitization—to thinking with the digital as a pedagogical method. Many of these new projects have many moving parts, and we in the Ohio Five find ourselves building networks of technological and human resources as we navigate our digital turn. Panelists will offer brief presentations on individual and consortial efforts to build these projects and partnerships.

**Collaborating with Students on Digital Projects the “Open Source” Way** How can library staff members collaborate effectively with students to build and deploy digital projects? We suggest that adopting a workflow based on open source collaboration works best for joint projects between students and librarians. Drawing on our experience as mentors in our Library Dean’s Fellows program, we will discuss how we structured our work process to accommodate differing schedules and partitioned our responsibilities to avoid “getting stuck” along the way. We will conclude with a brief overview of tools we use to facilitate our “open source” model, including GitHub and Cloudant.

**The Promise of Digital (Undergraduate) Research: A Perspective from a Liberal Arts College** Dermot Ryan and Melanie Hubbard will discuss the design of *The Digital Eighteenth Century*, a literature course whose goal is to introduce students to a range of Digital Humanities research tools and projects. As a faculty member and a librarian trying to foster undergraduate research (UR) in the humanities, they believe that DH allows undergraduates to become active participants and stakeholders in the creation, preservation, and curation of cultural materials and practices. Their commitment to supporting UR along with the limited

resources available at their institution have encouraged them to identify digital tools and projects appropriate to the undergraduate classroom.

**Libraries as Collaborators in Digital Scholarship: Balancing Experimentation & Sustainability** Libraries have long been partners with scholars working on digital projects. As experimentation with digital tools and methods becomes more prevalent, libraries are increasingly concerned with making those partnerships more sustainable. This panel will focus on how three institutions approach specific issues in ways that reflect their particular philosophies on library collaboration. Zach Coble will discuss lessons learned from the first year of NYU’s four-tiered digital scholarship service model. Sarah Potvin will describe Texas A&M’s work to develop shared sociotechnical infrastructure. Stewart Varner will present on UNC’s DocSouth Data project which facilitates text analysis of digital library collections.

**Training and Outreach through Library-based Digital Scholarship Centers** Digital scholarship centers increasingly are seen as part of the university library’s mission. Frequently, these centers serve as a hub for introducing and training faculty and students in digital approaches to research (often including data management, mapping, text analysis or visualization). This panel discussion focuses on promotional efforts and instructional content development based in digital scholarship centers at three diverse institutions (University of Notre Dame, The Ohio State University and Indiana University, Bloomington). This panel begins with each of the three institutions presenting on the state of their center’s implementation, the types of services currently offered and future plans.