

# Discover DH: Digital Tools in the Classroom

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Sarah Stanley  
Digital Humanities Specialist  
Office of Digital Research and Scholarship  
[scstanley@fsu.edu](mailto:scstanley@fsu.edu)



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# Let's Talk DH!

## DH events and discussion spaces @ FSU

- Percolator: A Digital Scholarship Support Group
  - Meets Wednesdays from 3-5 in the TaDS Commons.
- <http://digischolfsu.slack.com>
  - A discussion space for those interested in digital scholarship
- Invisible Work in the Digital Humanities
  - November 17-18 - Bradley Reading Room (Strozier)
  - Get more info and register at <http://iwdh.cci.fsu.edu>

# Got a Digital Project Idea?

**Apply for the Incubator!** This is a 7-week course that covers major areas of digital project planning and development. The outcome is a completed project proposal form and a proof of concept.

- Apply at: <http://bit.ly/penandinc>
- Deadline: Friday, November 18

# What is digital pedagogy?

Digital Pedagogy is precisely not about using digital technologies for teaching and, rather, about approaching those tools from a critical pedagogical perspective. So, it is as much about using digital tools thoughtfully as it is about deciding when not to use digital tools, and about paying attention to the impact of digital tools on learning.

-Digital Pedagogy Lab  
(<http://www.digitalpedagogylab.com>)

# What *isn't* digital pedagogy?

- Using computers in your class
- Using a digital tool in your class
- Having students do data entry on your project
- Making students tweet/blog for your class

Which is not to say these things  
aren't useful!

# Using computers/digital tools in your class

## Don't:

- Just teach the interface
- Focus on data entry
- Provide hyper-constrained guidelines for student work\*

## Do:

- Allow students to compare to other methods
- Allow students to generate their own guidelines
- Encourage students to see where the tool/method “breaks”

# Doing project-related data entry

## Don't:

- Have students do the work that should be done by paid interns/work study students
- Treat your research methodology as the only possible option

## Do:

- Allow students to push against the constraints you've set up
- Allow students to provide feedback on process
- Supplement data entry with other intellectual work

# Using social media/blogging

## Do:

- Have discussions about audience and genre!
- Be sensitive to the fact that certain students may need more privacy than others
  - Be especially sensitive to the fact that certain subjects are more susceptible to online harassment from strangers than others
- Focus more on fostering conversation than word count/post length/number of posts



# Best Practices

- Start thinking about your assignment *well* in advance of the start of your class
- Make sure that you fully understand the tool you are having your students explore
- Don't treat knowledge of digital tools as an end in itself
- Make sure you have clearly stated outcomes for the assignment
- Contact DRS!!

# Sample Assignment

## Gender and the Renaissance Body (Fall 2014)

- Groups decide upon encoding standards
- Write documentation and reasoning behind recording certain features
- Pick a document from EEBO
- Decide upon 10 motifs from documents (include in documentation)
- Encode documents according to your collaborative standards

# Let's create an assignment!

## What materials are we interested in?

- Physical texts (books, newspapers, manuscripts)\*
- Digital text (social media data, #content)\*
- Images
- Audio
- Video

\*This is an arbitrary divide, obviously.

# Let's create an assignment!

## What do we want to do/demonstrate:

- Make an argument using a visualization
  - Maps
  - Infographics
  - Networks
- Annotate and enrich
  - Texts, video, audio, etc.
- Show connections and relationships
- Curate and organize

# Let's create an assignment!

## Things to think about:

- What tool do I want to use?
- How (specifically) does that tool facilitate learning outcomes?
- How can students push up against the constraints of that tool in critical and creative ways?

# Let's create an assignment!

<http://bit.ly/ddhpedagogy>



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