

A Second Innovation Grant was used to bring Mills Kelly from George Mason University to St. Olaf.

Notes from lecture

Teaching Digital History includes the following:

1. Class materials online
2. Uses the Internet to do an assignment
3. Uses technology to address unrealized results
4. Meet students where they are (student-ready) - students are now coping with millions of primary resources when doing research. SHOW them how to do it. Make sure they know how to evaluate sources.
 - a. Google Books Ngram Viewer to search books instead of an unvetted web site set up by a biased author which is what happens when only using Google search
 - i. Graph these comma-separated phrases: traffic in women and children, white slave trade, human trafficking
5. Use the right tools. The prof. doesn't need to know the tool, just where to direct them. GMU has an ArcGIS lab with grad students who can help.
6. Take a tech skills inventory at the beginning of every course on a scale of 1-3, how well do you know x technology? This tells the instructor who the experts are, how to group students.
7. Explains that he is not asking students to do something complicated. If students are having difficulty with a technology, he will ask "So it won't do "x". What is left out? Is it important?" *The less you teach, the more they will know. Randy Bass, Georgetown.*

Examples of Mills' assignments:

(Using the Internet)

Objective: Evaluating sources, walks them through this exercise, critical thinking

Hitler.org - Is this web site valide? It claims to be a non-biased museum

Who Is - See who owns the site and other domains for clues leading to bias

Street View - It doesn't look like a museum. It looks like an apartment in San Francisco

Archive.org - Looking at a previous version of the site, we see a "Happy Birthday Hitler" cake indicating bias

Serendipity - searching the address turns up a review of a bedbug infestation of the apartment

Hoax Assignment

Objective: To get students to think about and discuss ethics, to show students how easily someone can create a good lie

Mills is no longer allowed to teach this assignment, due to bigger ethical concerns. People have fallen for the student hoaxes, including a USA Today journalist, and even his own colleagues.

- It must be about nothing, and nothing healthcare-related because that is too important to hoax.
- It will run for 10 days. After 10 days, you must tell everyone that it was a hoax.

“Let students figure out how to get there.” This was a theme I connected with as it is true in work. There is no one who can give you all the answers on how to problem-solve your job, you have to figure it out.

Current project examples use interactive maps (iMapbuilder, ArcGIS, Google My Maps - learn in 30 minutes, infogr.am). One of his students received a paid internship at the Smithsonian, which is rare. They have also found an error on a plaque at the Smithsonian on the name of the brewery in which the Star Spangled Banner was written. The brewery had changed hands and the plaque had the name of the owners after the original. The plaque has been updated.

- Pope-Leighey House madelinepicciano.wordpress.com
- www.racheshort92.com (Verify - numbers might be wrong - can't read my handwriting)

Mills emphasized the need for students to produce tangible results. He makes students get their own domain name with their name on it. This is where they will post their writing. They now have a broader audience. One prof at St. Olaf suggested a class-only blog, which worked really well for a cohort group of students who had been in classes together for 2 years.

One of the best writers Mills knew was a professor who wrote for 2 hours every weekday morning. He published a textbook.

Next up: Digital History without Electricity

Mills is taking students to a state park location where there is no electricity. (My guess is they will likely use mobile devices for some research, analog converted to digital later...similar to River Semester).

There will be a cross-collaborative interactive exhibit. **Are you thinking differently and how do you know?** (metacognition)

Students Must Build Community

Class community is very important. Mills starts each course with the same picture. He calls a volunteer to come to the front of the class and tell them everything they know about the picture. Not what they can infer, but what they actually know. The students can't see there is something

on the back of the picture, but the rest of the class can. This demonstrates that they can't succeed in this class on their own. They must work together. This is what Historians do all the time.

Scavenger Hunt

Objectives: Build community, emphasize collaboration, show how to do research (sorry, Google) He also provides an exercise where they are given a picture that they can find information about online, but they also need to translate Turkish. There are a number of Turkish students on the campus so inevitably someone can make a call to a friend or use social media to get the translation. (The Librarians in the crowd thought it would be great to do this with a Journal assignment. The trick is finding something that can't be located on Google.)

Thoughts posed after the lecture...

- ★ What can students learn without you?
- ★ How much time do you spend on this?
- ★ Think about thinking - How do doctors and nurses think differently about anatomy? Use class time to discuss questions like this and let them learn the bones of the foot on their own.
- ★ "Play" in history - (collaborative event, misconceptions dispelled)
- ★ Last 4 weeks of course are dedicated to problem-solving the digital projects. Classes are broken up into individual workshop mode.
- ★ Uses Blooms Taxonomy
- ★ Sets a "pace" for the class
- ★ Differentiates between historical analysis as far as doing and identifying what it looks like - expectations are different for grad students vs. undergrad.
- ★ Limit topics to ensure enough resources (instructor is familiar with the pool of topics available, dissuades from going outside of the topics - that favorite monument usually doesn't have enough info available to warrant a paper)
- ★ Professor's time management includes "Email hours" Calls are for emergencies.
- ★ Plans time to write into his week

Workshop

Objectives: What do you want students to...

- Know
- Do
- Assess

Goals become iterative over the years:

- 1999 - Ready and think more recursively

- 2003 - Collaborate
- 2010 - Understand what a body of knowledge is
- 2012 - Encourage play
- 2014 - Develop a sense of place

-Use of Digital copies of texts had some unintended results
 -More integrated, compared
 -Seem designed for more connection (hypertext)
 -Tend to reuse/revisit digital resources to make connections
 -Behaviors were different

Forum design - provides 2 questions in threaded discussion forums

Asks students to sit in groups to talk about what you have written.

Cold calls on students to either of the questions. Writes questions on the board at the end of class and tells them he expects they can answer them at the next class.

Issue avoided: sources not transcribable to English - uses local history projects, not international.

The archive of "place".

Mallet-Text Analysis tools

Invention - Maker Space implemented

Whiteboard paint must be refreshed every 6 months

New Project with MakerSpace

3D print a toy scan from the Smithsonian collection.

Come up with rules for the toy by 3 different people (including yourself).

Why are your rules different? What rules are the same? Why do you think that is?

Graffiti examples - performance, recreated a performance by printing a picture of graffiti

Is it the same act? No. How close is it? How different is it, really?

Offers undergraduates the chance to create a video, potentially juxtaposing two moments in time to make a historical argument. They always choose the paper.

Why did you choose this content?

Mentions Lendol Calder - wrote [article in Journal of American History "Uncoverage"](#).

What problem do you have? See if the technology can be used to help solve a problem.

Share your problem with a new set of people in the room....

One History professor wanted a collaborative timeline better than using a whiteboard on the last day of class. I suggested TimelineJS and Tiki-Toki as options.

Learned of Smashfact for quiz branching (Lesson does this in Moodle) from Music History prof, Epstein.

Shared problems as whole group:

1. Get students to care about writing
 - a. blog, audience, topics of interest, ask them "Why do you think I make you write?", relate to a job - story of student turned lawyer who had to rewrite in order to save her job, buy a domain, write on the domain, places little importance on voice
2. More analytical writing
 - a. Students tend to write process (like a blog...I went here...I did this...)
 - b. Community-based class blog helped with one prof - students were together for 2 years before her class
 - c. Peer review
 - d. Cross-cultural peer review, use students from a class on the other side of the world
3. Have students ask their own questions - is there a handout?
 - a. (To me, this is inquiry based learning - KWL charts)
 - b. How to ask a historian's question?
 - c. What is the story source? Why? What are your questions?
 - d. Mills writes all the questions about a topic on the board for the class. If you had to pick one question to write a research paper, which one would it be? That's a good question, but you can't write a paper on that. What sources would you use?
4. Mills writes 3 questions on the board that he will ask in the next class. One of these, you must answer online (this gives him some material when he gets to the next class).

Resources:

- "Understanding by Design" - this is used by our CTL group
- Limits tools for projects at 2-3 tools.
- Strategy (search terms) and use one resource to enable thinking like a database. Difference between B and A = archival research.
- Anatomy of a Digital Assignment? Mills' philosophy is simply integrated - match with learning objectives. The scavenger hunt is play, memory, experience, ephemeral.
- Open Archive for Stories - National Hurricane Database, 10 years since Katrina hit NOLA
- Deformative Pedagogy by Mark Samples
 - **How do you do it wrong?**
 - **What is your emotional response? Why?**

