

Directory of USD Faculty Interested/Engaged in Digital Scholarship and Pedagogy

2020

Barbara Berkovich, Hahn School of Nursing and Health Science, bberkovich@sandiego.edu

- Research/Scholarship tools: data or information visualization, video/audio production, digitized or electronic primary sources
- Pedagogical tools: data or information visualization, digitized or electronic primary sources

"I teach health in Hahn School of Nursing and Health Sciences. My specialty is health data analytics and population health analytics. My students perform scholarly research including the use of public health datasets. I've written online course content which is being deployed via Articulate and Blackboard. I use YouTube videos for lending professional context to our studies. I frequently use Google as a crowd-sourcing platform to have the class build their own reference libraries of podcasts, apps, data sources, etc. I received a Masters in Education from the SDSU Ed Tech program around 2010. I've worked in professional education roles, but I just became a faculty member this year. It would be helpful to have a central server that is HIPAA compliant (secure for health information). I would like to host more data sources because data access issues consume a lot of class time."

Paul Bradley, College of Arts and Sciences, paulbradley@sandiego.edu

- Research/Scholarship tools: social media, digitized or electronic primary sources
- Pedagogical tools: digitized or electronic primary sources

"I previously worked for an education technology consulting company and helped K-12 teachers utilize weblogs in their teaching. In addition to publishing in open-access journals, and making the data from my studies publicly available, more recently I have been attempting to utilize social media to help disseminate or bring attention to scholarship and research performed by my biology students. "

Austin Choi-Fitpatrick, Kroc School of Peace Studies, caustin@sandiego.edu

- Research/Scholarship tools: social media

"I write about digital tech, using digital tech, then publish in non-traditional ways ([open source](#), open access, [open review](#), living book, etc). In addition to my role at USD I am a concurrent associate professor at the University of Nottingham, a visiting scholar at the Institute for Practical Ethics at UCSD, a visiting scholar at the GLC Center at Yale, and a KFG Publishing Innovation Fellow at MIT's Media Lab. Previously I was on the faculty at Central European University and a visiting scholar at the Oxford Internet Institute."

Kate DeConinck, College of Arts and Sciences, kdeconinck@sandiego.edu

- Research/Scholarship tools: oral histories
- Pedagogical tools: social media, video/audio production, oral histories

“Over the past few years, I have created a digital mapping website (with ethnographic films) alongside my students to study religious sites, persons, and dynamics in San Diego. This idea grew out of a conference I attended a few years back when I saw what faculty in other contexts were doing and is also partly inspired by my own past work at the Pluralism Project at Harvard (which has a similar project). I am also considering adopting a new textbook/ set of course materials for my World Religions class that involves digital resources.”

Carlton Floyd, College of Arts & Sciences, cfloyd@sandiego.edu

- Research/Scholarship tools: social media, video/audio production, oral histories, digitized or electronic primary sources
- Pedagogical tools: social media, data or information visualization, video/audio production, oral histories, digitized or electronic primary sources

“Websites for storage and perusal by me and students (a kind of repository of course related materials). Online databases for research. Publications available from online sites. Book depositories such as Gutenberg for course and research materials. Video sites including but not limited to TedX, YouTube, Amazon, Netflix, etc. Currently doing a class on Transhumanism and I use a website I created for relevant documents, articles, news, and videos relevant to the course. I show various associated videos as well culled from the web. Students are also asked to trace a particular interest online (climate change, robotics, genome editing, etc).”

Maura Giles-Watson, College of Arts & Sciences, Mgileswatson@sandiego.edu

- Research/Scholarship tools: online authoring tools, text encoding, data mining, data or information visualization, digitized or electronic primary sources, bibliographic and text analysis tools, collaboration platforms
- Pedagogical tools: social media, online authoring tools, data mining, data or information visualization, video/audio production, oral histories, digitized or electronic primary sources, bibliographic and text analysis tools, collaboration platforms, stylometry tools

“Research with text analysis tools like Stylometry with R and Lexos. Corpus creation for text mining Digital editing tools Digital publication tools like Scalar Digital bibliographic tools like Zotero. In the classroom context I use digital texts a lot, and collaboration and annotation tools like google docs and Perusall. I create shared google drives for my classes as that works much better than blackboard. I have students use zotero to manage their resources and research In the undergraduate research context, I use digital scholarship tools including text analysis tools, digital paleography resources, and digital editing and publishing tools.”

Robert Hooper, College of Arts and Sciences, rhooper@sandiego.edu

- Research/Scholarship tools: social media, video/audio production, oral histories, digitized or electronic primary sources,
- Pedagogical tools: social media, video/audio production, oral histories

"I served as Project Director for "Filmmaking and TV Journalism for Peace and Tolerance in Bangladesh" (2013-15), funded by the U.S. Department of State. We created a virtual TV studio between the Qualcomm Institute at UCSD and the Independent University of Bangladesh in Dhaka, Bangladesh, to teach a series of courses modeled after the pedagogy of the UCLA film school. My course would begin in San Diego at 7 PM (9 AM Dhaka time following day) live by high speed Internet link to create a virtual classroom/studio in real time.

https://ucsdnews.ucsd.edu/index.php/pressrelease/long_distance_course_empowers_film_students_to_tackle_ethnic_religious_and

<https://www.georgetownjournalofinternationalaffairs.org/online-edition/how-film-school-can-address-violent-extremism>

Dedicated high-speed Internet link with Independent University of Bangladesh. As this was the first such link to a university in Bangladesh it required technology and the staff to install it from outside Bangladesh, requiring months of preparation. I began the project in 2012 and started classes in early 2014."

Callen Hyland, College of Arts & Sciences, chyland@sandiego.edu

- Research/Scholarship tools: social media, data mining, data or information visualization, video/audio production, digitized or electronic primary sources
- Pedagogical tools: digitized or electronic primary sources

"I use the published genome and single cell transcriptome of Hydra vulgaris to search for genes that are differentially expressed in the nervous system. I have three students working on this project and we have been doing it for about three months. One of my students is preparing a Youtube video to illustrate scientific techniques we are developing. I plan to have other students do this in the near future."

Marni LaFleur, College of Arts and Sciences, marnilafleur@sandiego.edu

- Research/Scholarship tools: social media, data mining
- Pedagogical tools: video/audio production, digitized or electronic primary sources, Blackboard

"I use social media to understand species exploited in wildlife trafficking and peoples' perceptions of wildlife exploitation. I originally started collaboratively mining tweets to understand how people's responses to wildlife as pets. I now either examine comments/text or photos/videos to understand trafficking."

Elaine Lewis, SOLES, Elaine.lewis@sandiego.edu

- Research/Scholarship tools: Online authoring tools, GIS, data mining, data or information visualization, video/audio production
- Pedagogical tools: Online authoring tools, GIS, data or information visualization, video/audio production, oral histories

“Currently using Blackboard to teach a month long course several times a year. Students use blogs, journals, view and upload videos, view PowerPoint lectures, and engage in discussion. Students also use group areas to organize themselves, share material, and craft group projects. Research at the Castor Center involved GIS, synthesizing data from large online databases, and using online statistical packages. I developed and teach an online course for USD School of Professional and Continuing Education. I have taught the course twice a year for the last 7 years. The students and I use an array of tools available on Blackboard.”

Amanda Makula, Copley Library, amakula@san Diego.edu

- Research/Scholarship tools: Qualtrics, NVivo, Google Drive applications, Digital USD
- Pedagogical tools: StoryMaps, digitized or electronic primary sources, Digital USD

Ann Mayo, Hahn School of Nursing and Health Science, amayo@san Diego.edu

- Research/Scholarship tools: Online authoring tools, digitized or electronic primary sources
- Pedagogical tools: e-portfolios

“I am designing a research study examining learning outcomes among PhD nursing students who use e-Portfolios.”

Molly McClain, College of Arts and Sciences, mmcclain@san Diego.edu

- Research/Scholarship tools: oral histories, digitized or electronic primary sources
- Pedagogical tools: oral histories, digitized or electronic primary sources, Blackboard

“I use digital resources to develop biographies of Southern California residents, c. 1880-1940, for use in my scholarship. I've been working on one or another related projects for the last decade. GenealogyBank (newspapers); Ancestry.com; Online Archive of California; Calisphere; and any number of other digital archives and repositories.”

Charissa Noble, College of Arts and Sciences, cnoble@san Diego.edu

- Research/Scholarship tools: social media, video/audio production, oral histories, digitized or electronic primary sources
- Pedagogical tools: social media, digitized or electronic primary sources

“In my research, I frequently consult personal blogs, digital magazines, and online reviews as a key part of musical reception history in my research. Additionally, some blogs contain photographs, concert programs, and

other primary source ephemera that doesn't exist in any other physical archive or medium; at that point, I feel that these digital resources become their own unique type of archival material. In terms of teaching, one of the classes I offer examines the genre of music video and its intersection with technology and media culture since the late 1960s. This class frequently engages music videos on YouTube and also requires students to occasionally search online fan magazines (such as Pitchfork and Vice) and social media platforms such as Instagram and Twitter to find out more about the music video's production and general reception."

Jo Ellen Patterson, SOLES, joellen@sandiego.edu

Research/Scholarship tools: video/audio

Pedagogical tools: video/audio, news outlets, electronic primary sources

"I wrote a chapter for a professional organization that is an online publication published by the professional organization AAMFT."

Karma Lekshe Tsomo, College of Arts and Sciences, tsomo@sandiego.edu

- Research/Scholarship tools: social media, online authoring tools, video/audio production, oral histories, digitized or electronic primary sources, news outlets
- Pedagogical tools: social media, online authoring tools, video/audio production, oral histories, digitized or electronic primary sources, news outlets

"I use digital resources in my classes, including instructions, images, journal articles, book chapters, etc. I also use digital resources extensively in my research, publications, and socially engaged projects. I have been involved in this work since 1990, increasing over time. I am currently in the process of building an archive of my publications on Digital USD. I've been engaged in this work with Amanda Makula at Copley Library for two years. I'm interested in copyright issues and have attended a number of presentations on the topic over the last few years. In addition to building resources for students on Blackboard every semester, I send students links to digital resources that are relevant to what we are studying in the classroom. I incorporate student research in all my classes at USD and introduce students to digital tools for pursuing their research. More broadly, I have created several websites to provide educational resources to the general public, for example, by posting newsletters (<http://sakyadhita.org/resources/newsletters.html>), books (<http://sakyadhita.org/resources/publications.html>) and other information (<http://www.jamyang.org/pages/about.php>), to make more information accessible to people, especially women, in developing countries. These efforts are designed to increase intercultural and interreligious understanding."

Novien Yarber, SOLES, nyarber@sandiego.edu

- Research/Scholarship tools: social media, online authoring tools, text encoding, data or information visualization, video/audio production, digitized or electronic primary sources

- Pedagogical tools: social media, online authoring tools, data or information visualization, video/audio production, digitized or electronic primary sources

“A great deal of my work, rather as a doctoral student/ researcher or educator, entails a contemporary methodology of gathering and sharing information-- technology. I tend to lean into using technology as a tool as it allows me to express and share learning/ knowledge in a creative manner--an integral component to who I am as a learner and teacher. We use online interface as a means for communication, assignment submissions, and other various in-class methodologies of learning (video presentations, in-class games, etc.).”