

Note: This document was created for a workshop held at Northeastern during the summer of 2017, but it contains resources that may be useful for digital assignment planning, including example assignments and syllabi, links to tools and tutorials, and some questions to consider in assignment planning. For questions about this document, please contact Sarah Connell (sa.connell@northeastern.edu).

Links to assignments and syllabi

Alan Galey (University of Toronto, “Encoding Challenge” assignment, Future of the Book: http://individual.utoronto.ca/alangaley/courses/INF2159_2015/syllabus.html

Elizabeth Tavares (Pacific University), “Omeka Exhibit: Final Guide and Curation” assignment, http://www.elizabethtavares.com/downloads_files/OM%20Final%20Curation.pdf

For teaching TEI within the context of creating digital editions this was a great class from Texas A&M: <http://programming4humanists.tamu.edu/syllabus-fall-2016/> It was team-taught; the initial set up was via a sample folder with html and css files in place. The class walked the students through scanning a text to creating an encoded document to publishing it online. The readings were to the point and the assignments just right. This was an online course, it can be even more impactful if the assignments were done during pset-style hands on “discussion sections”.

Digital Humanities 101 at UCLA where students create websites (Wordpress) in teams as the final assignment: <http://miriamposner.com/dh101f15/index.php/assignments/>

Marina Leslie Encoding the Archive assignment

- <http://www.neu.edu/www/teaching/assignments/archival.pdf>

Ryan Cordell and Ben Schmidt, Not Reading Assignment:

http://bostonography.benschmidt.org/?page_id=180

- See: Paul Fyfe, “How Not to Read a Victorian Novel”:
<http://diginole.lib.fsu.edu/islandora/object/fsu%3A207269>

Ryan Cordell

Technologies of Text: <http://s17tot.ryancordell.org/>

Humanities Data Analysis: <http://s17hda.ryancordell.org/>

Some (digital) undergraduate labs:

- <http://s17tot.ryancordell.org/fieldbook/labs-7a-7b-and-8/>
- <http://s17tot.ryancordell.org/fieldbook/lab-9-into-the-meme-pool/>
- <http://s17tot.ryancordell.org/fieldbook/lab-10-wiki/>

Exercises for a graduate coding course:

- <https://github.com/jonathandfitzgerald/s17hda/tree/master/exercises>

Key project assignment

- <http://f14tmn.ryancordell.org/assignments/key-project/>

Resources

WWP Teaching Materials

The WWP has been piloting a teaching partnership program and we've collected some sample assignments and activities (including several from NU) here:

<http://wwp.neu.edu/wwp/teaching/pedagogical-dev.html>

We also have a blog post on a workshop we did on digital pedagogies here:

<http://wwp.northeastern.edu/blog/early-modern-digital-pedagogies-workshop/>

This includes a list of resources and helpful links. The schedule:

http://wwp.neu.edu/outreach/seminars/emdp_2016-03/

has notes from the workshop and some sample assignments

Here's a writeup on a recent assignment one of our teaching partners did with Women Writers in Review

<http://wwp.northeastern.edu/blog/teaching-wwir/>

http://wwp.neu.edu/wwp/teaching/assignments/tagging_wwir.html

and a writeup English PhD candidate Kevin Smith did on teaching with markup here:

<http://wwp.northeastern.edu/blog/classroom-markup/>

As we continue to add blog posts on teaching, those will be here:

<http://wwp.northeastern.edu/blog/category/pedagogical-development/>

Other resources

Text exploration tool: <https://databasic.io/en/>

A common text analysis interface for introductory DH work: <https://voyant-tools.org/>

Very basic textual network analysis: <http://texttexture.com/>

Tool for looking at patterns in word usage: <https://www.jasondavies.com/wordtree/>

Word usage in early modern texts: <https://earlyprint.wustl.edu/>

Storybench site

- <http://www.storybench.org/>
- Has tutorials on mapping and visualization: <http://www.storybench.org/category/how-to/>

Some questions to consider

Do you want to make digital versions of the assignment optional?

Making digital work opt-in can cut back on some frustrations, but also means that not everybody will be doing the same kind of work, which adds its own challenges. Opt-in digital assignments are worth considering if you're concerned about student buy-in and additional logistics of learning new approaches; presentations can help to ensure that the whole class gets the broad strokes, even if they don't do digital work themselves.

How much class time do you want to spend on teaching tools/methods?

Adding new tools will inevitably multiply options for confusion, so you'll want to be prepared for some class time on demos and tool introductions, even for relatively straightforward tasks like searching through databases. You might consider scheduling extra work sessions or office hours to handle one-on-one troubleshooting.

Where are your priorities with the assignment? Are digital methods primarily serving as another way to think about the research questions of the class or do you want students to gain critical proficiency in applying those methods themselves? Do you want students to work with existing digital content or develop digital content themselves?

It often helps if you can be transparent about your goals in asking students to learn new technical skills; it also helps to let students know where you are still gaining mastery yourself.

How much existing knowledge/experience will you be able to rely on? What will students already know and how might you take advantage of that knowledge?

If you can, use familiar texts/research questions to introduce new tools. If you can find or create examples, those are extremely helpful as well.

Do you want to allow/require group work?

Group work will enable students to take on more ambitious projects and reflects the collaborative nature of much DH work, but does add logistical complexity and often needs more time

How will you evaluate students' work?

*This is an area that causes students considerable concern, so you'll want to be as transparent as possible. It can sometimes help to let students know what **won't** impact their grades.*