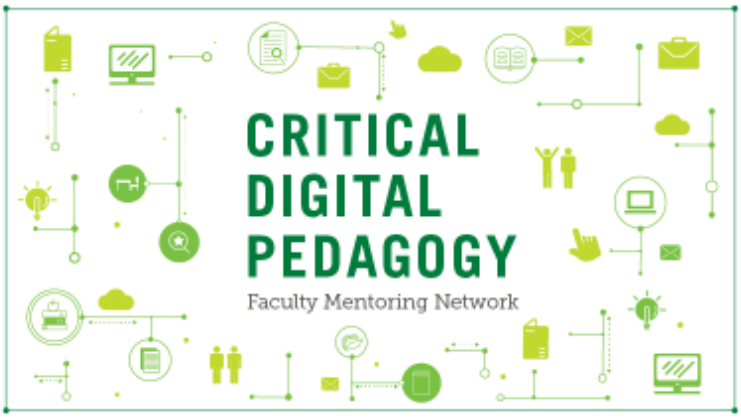
Midterm Report



Spencer D. C. Keralis, Ph.D.

University of North Texas Libraries

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Participants

Principal Investigator

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Introduction

"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."

"What is Digital Pedagogy?" ***Hybrid Pedagogy***

The Critical Digital Pedagogy Faculty Network was established to develop a community of practice among faculty on the University of North Texas campus who are engaged in critical practices in digital pedagogy, through a series of workshops, visiting speakers, and common readings. There remains no programmatic response at any level at UNT for supporting digital humanities scholarship and pedagogy. This proposed community of practice seeks to begin addressing this gap organically through peer mentorship and collaboration.

In Fall semester of 2016, two workshops for faculty were scheduled with guest facilitators who are internationally recognized experts in digital pedagogy for the humanities. The first was an introductory workshop on digital pedagogy methods and techniques, focusing on developing meaningful assignments for classes. The closing workshop for the project focuses on critical engagement with technology in the classroom, and on strategies for deciding when digital methodologies are meaningful and useful. The visiting scholars were also invited to give a public talk on a topic of their choice related to digital pedagogy while they are at UNT. These talks were free and open the public, with facilities provided by the UNT Libraries.

Summary of Fall 2016 Activities

The CDPFN convened at a Kick Off Meeting on September 9, 2016. The meeting was attended by 14 participants, with representatives from the University Libraries, the Honors College, the College of Information, the College of Visual Arts and Design, the Mayborn School, and the Center for Learning Enhancement, Assessment, and Redesign (CLEAR). The presentation from the meeting was archived in the UNT Scholarly Works Repository. A OneDrive group was created to share an events calendar and resources. There are currently 38 members enrolled in the group.

Ten copies of *Digital Humanities Pedagogy: Practices, Principles, and Politics* (Open Book Publishers, 2012) were ordered and distributed to project participants. A copy was also placed on reserve at the Willis Library service desk, and an e-book is available in the UNT Libraries.

The UNT Libraries External Relations group developed branding for the Faculty Network and marketing materials for each events, and the events were published on the calendar on the UNT Libraries website (see links below).

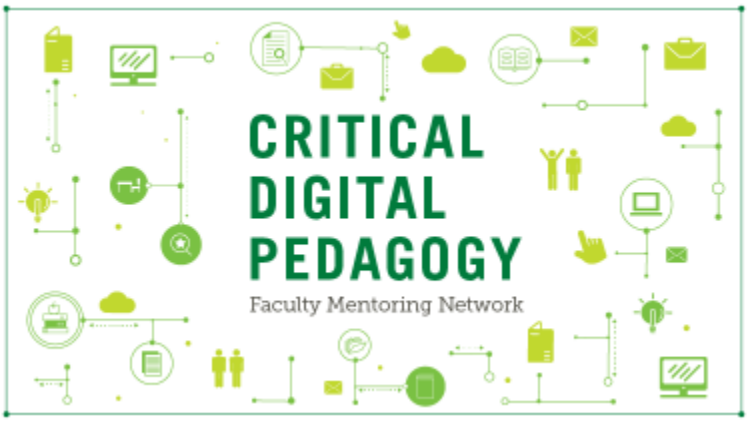

Figure 1: Event Banner image developed by UNT Libraries External Relations

The first lecture and workshop meetings featured Dr. Rebecca Frost Davis, Director for Instructional and Emerging Technology at St. Edward's University in Austin, Texas. The Lecture Dr. Frost Davis's work focuses on the intersections of digital pedagogy and liberal education. She is co-editor (with Matthew K. Gold, Katherine D. Harris, and Jentery Sayers) of Digital Pedagogy in the Humanities: Concepts, Models, and Experiments, an open-access, curated collection, being published by the MLA (forthcoming 2018), of downloadable, reusable, and remixable pedagogical resources for humanities scholars interested in the intersections of digital technologies with teaching and learning. The lecture was held Thursday, October 13, 2016; the workshop was held Friday, October 14, in Willis Library.

Lecture: Designing for Agency in the Emerging Digital Ecosystem

Abstract: What skills, abilities, and habits of mind do today's graduates need for their careers and to solve complex problems in a constantly changing, globally-connected world? How do we integrate liberal education with learning in a digital context? The future of liberal education depends upon an integrative vision of digitally-informed learning that is not merely content delivery online but rather is reshaped in the same ways that digital learning has already

fundamentally changed our culture. This talk will present a vision for implementing liberal education in the emerging digital ecosystem and developing a curriculum that scaffolds self-directed, digitally-augmented problem-solving from introductory to capstone level courses.

The lecture was attended by 16 participants.

Workshop: Digital Liberal Arts

Abstract: How can assignments that take advantage of digital tools and methods build student capacities in critical reading, thinking, and writing? What do community-engagement, global learning, and problem-solving look like in our globally-networked, data-driven, participatory digital culture? In short, how do we do liberal arts learning in the emerging digital ecosystem? Participants in this workshop will develop strategies for uniting the best of liberal arts education with our constantly changing digital culture.

The workshop was attended by 9 participants.

The second lecture and workshop meetings were to feature Dr. Jesse Stommel, Executive Director of the Division of Teaching and Learning Technologies at University of Mary Washington. Dr. Stommel is Co-founder of Digital Pedagogy Lab and Hybrid Pedagogy: a digital journal of learning, teaching, and technology.

Lecture: Cogs and Pinions: Obedience and Critical Digital Pedagogy

Digital pedagogy is not equivalent to teachers using digital tools. Rather, digital pedagogy demands that we think critically about our tools, demands that we reflect actively upon our own practice. So, digital pedagogy means not just drinking the Kool-Aid, but putting the Kool-Aid under a microscope. In the 1915 book Schools of To-Morrow, John Dewey wrote: “Unless the mass of workers are to be blind cogs and pinions in the apparatus they employ, they must have some understanding of the physical and social facts behind and ahead of the material and appliances with which they are dealing.” The less we understand our tools, the more we are beholden to them. The more we imagine our tools as transparent or invisible, the less able we are to take ownership of them. Some tools are decidedly less innocuous than others. And some tools can never be hacked to good use. Remote proctoring tools can’t ensure that students will not cheat. The LMS can’t ensure that students will learn. Both will, however, ensure that students feel more thoroughly policed. Both will ensure that students (and teachers) are more compliant.

Workshop: Designing Digital Assignments with Emergent Outcomes

This workshop will explore methods and approaches for designing assignments that leverage digital tools. We’ll look at several digital humanities assignments as examples, but the workshop will also raise larger interdisciplinary questions. We will talk about when and how to assess digital projects. Much of our work in education resists being formulated as neat and tidy outcomes. When learning is the goal, space should be left for wonder and experimentation

The lecture was scheduled for Thursday, October 20, 2016, and the workshop for Friday, October 21. Due to travel complications, these events were cancelled. The lecture is rescheduled for February 16, 2017.

The Fall Capstone Meeting was held November 11, 2016. 8 participants were present from the Libraries and CLEAR. No faculty participated. It was decided that, in addition to rescheduling Dr. Stommel's talk in Spring semester, we would do a series of shared readings and collaborative hands-on workshops to support the community and drive discussion.

Proposed Spring 2017 Activities

The first Reading Group discussion took place on February 3, 2017. Deborah Caldwell (MLIS Candidate, College of Information) led discussion of "</Parentheses>: Digital Humanities and the Place of Pedagogy," Brett D. Hirsch's introduction to *Digital Humanities Pedagogy*. There were 7 participants at the discussion, representing the Libraries and CLEAR. No faculty participated.

Dr. Stommel's talk was rescheduled for Thursday, February 16, 2017. Dr. Stommel webcast his talk, and there were approximately 20 remote attendees, and 30 participants at UNT. Dr. Stommel's lecture is available on the Digital Frontiers YouTube channel. The lecture was preceded by an event "What's Brewing at UNT: Digital Pedagogy." We served local craft beer during a resource fair highlighting tools for managing digital pedagogy projects before the lecture. Participants in the fair included CLEAR, UNT Libraries Digital Humanities, UNT Libraries Scholarly Communication, the Office for Faculty Success, Career Connect, and faculty from the Department of Media Arts. The "What's Brewing" event series is funded by a UNT Libraries Dean's Innovation Grant, and the Faculty Network partnered with those grantees to cross promote these events. The resource fair/lecture combination was a successful model that can inform future programming.

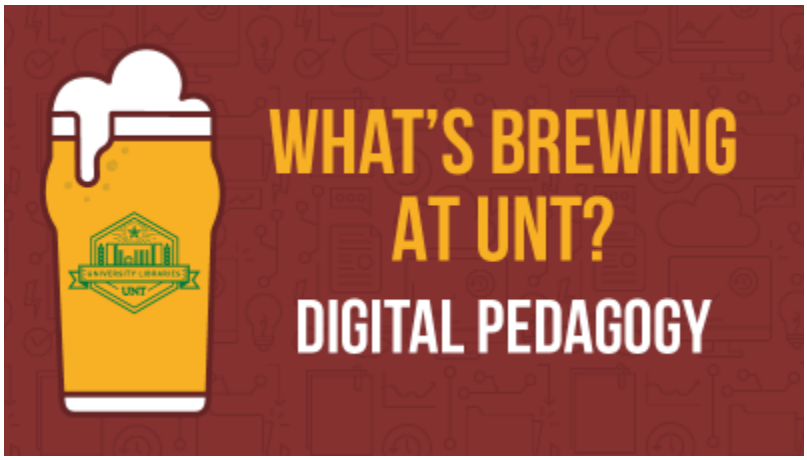

Figure 2: Promotional image for February 16 event.

Friday March 3, a workshop "Using Timeline JS in a Survey Course" will be held. In this brownbag session, Dr. Spencer Keralis will discuss a digital timeline assignment he is currently using in his ENGL2220 World Literature course. Timeline JS is a free, web-based tool for developing interactive timelines.

On Monday, April 3, 2017, 4-6 p.m. the Book History Maker Fair will have hands-on demonstration stations on the history of type design and typecasting, compositing with moveable type, letterpress printing, and book format and binding. The event will feature an innovative pedagogic experiment using digital 3-D printing to teach book history, developed in cooperation with Texas A&M's Cushing Memorial Library and Archives, and UNT Libraries Special Collections and Digital Libraries.

Wednesday, April 5, 2017, UNT will observe the international "Day in the Life of Digital Humanities", or "Day of DH." A celebration of technology in the humanities, the event will feature workshops, speakers, and collaborative events. The Faculty Network will cosponsor the day's activities, and a call for participants was released February 15.

A final Reading Group is tentatively scheduled for April 14, 2017. This group will be led by Breanne Henson, Administrative Assistant III in the UNT Libraries, and an MLIS Candidate at TWU. No faculty have stepped forward to lead Reading Group sessions.

A Final Capstone Workshop will be scheduled for late April in which participants can discuss potential digital assignments for the 2017-2018 school year. Because of low participation by faculty, we do not anticipate meeting the project goal of 50% of participants developing assignments.

One positive outcome of the grant activities is the increased awareness among CLEAR and Libraries staff and librarians of complementary services offered by both organizations. We anticipate future collaborations between these two entities, which can help foster awareness of these resources among faculty, and encourage future conversation among faculty about digital pedagogy.

Because of low attendance at events and limited interest and engagement by faculty, we do not intend to apply for funding for this project for the 2017-2018 school year.

Calendar of Related Events

Fall 2016

September 9	Kick Off Meeting
October 13	Rebecca Frost Davis Lecture
October 14	Rebecca Frost Davis Workshop
November 11	Fall Capstone

Spring 2017

February 3	Reading Group
February 16	What's Brewing at UNT and Jesse Stommel Lecture
March 3	Timeline JS Workshop
April 3	Book History Maker Fair
April 5	Day of DH
April 14	Reading Group
April TBD	Final Capstone

Summary of Project Budget

This table shows completed and anticipated expenditures by event.

Budget redacted.

UNT guidance for Public Information Requests