

# Resources and Techniques for Designing and Supporting DH Projects in Remote Classrooms

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# Hi! We are...

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# Today's goals

- Introduce important questions
- Consider backward design
- Think about project planning logistics
- Have breakout group discussions
- Share out insights, questions & additional resources

# First, why digital?

Hannah Jacobs (2018) poses the following questions for course-based digital projects:

1. *Will a digital assignment transform students' overall experiences in ways that enhance not only critical interactions with technologies but also understandings of course content?*

# First, why digital?

Hannah Jacobs (2018) poses the following questions for course-based digital projects:

2. *Will the digital creation process itself help students explore and analyze course topics in ways that reading, writing, ... or other analog [disciplinary] methods may not?*

# First, why digital?

Hannah Jacobs (2018) poses the following questions for course-based digital projects:

- 3. Will a digital assignment complement other assignments by helping students to draw connections between topics and deepen their analytical engagement?*

# Next: Start at the ending

There are many valuable instructional design methods that educators may use when developing courses and assignments.

- **Backward design** (Wiggins & McTighe, 1998; 2005) is especially useful for thinking about the learning outcomes we want from a project rather than starting with specific tools/platforms, etc.

## Identify your desired results.

What are the “essential questions” of your course? What are the **big ideas** students should come away understanding?

What should students know, understand, or be able to do as a result of completing the project?

## Determine acceptable evidence.

How can students demonstrate their understanding? (What *could* it look like?)

How will you know your **outcomes** have been met? How will you measure this?

## Design instruction & activities to get there.

What knowledge or skills will students need to meet the outcomes? How will they learn and practice what they need to know?

**1. Identify your desired results.**

*Students should be able to discuss the idea of "sacred" in diverse examples of poetic texts and their contextual environments, cultures, and time periods. They should also recognize how definitions of sacred places, people, and objects change over time and across boundaries.*

**2. Determine acceptable evidence.**

*A comparison of three poems that employ concepts of the sacred from different cultures, geographies, and/or time periods. Students should annotate each poem to incorporate primary observations, secondary analyses, and visual elements as evidence for how each poet has used sacred themes/motifs/images.*

**3. Design instruction & activities to get there.**

*Recorded lectures introducing key concepts and examples with weekly synchronous office hours for answering questions and providing reinforcement. Guided small group discussions of readings and selected poems. At least one practice activity annotating a sample poem using comment function in Google Docs. A self-guided tutorial to PressBooks platform with an embedded librarian in the LMS for supporting students each creating their own interactive three-text volume of annotated poems.*

# Do I need to start from scratch?

- No! Start by looking for planning, organizing, and teaching resources or templates (rather than tool tutorials).
- **(Digital) pedagogy guides** can get you started, help solidify learning objectives, and focus on the underlying purpose (student learning).
  - Plus, your favorite teaching books and lesson templates are still useful for digital project design!

# Setting expectations

- Be transparent about your goals, processes, and expectations with yourself, your students, and your colleagues—now more than ever.
- If you're not sure where to start, try using a [project charter](#) (example from UNC Libraries).
  - Planning with collaborators forces you to be a little more intentional; try it even when you're teaching solo!

# What about logistics?

Always leave ample time for working out the logistics of your digital project assignment, especially for remote teaching.

- **Planning** (what we're covering today!)
- **Executing** (teaching, facilitating co-instructors, troubleshooting)
- **Evaluating** (assessing student work *and* yourself)
  - Don't forget to "close the loop!"

# What about tools?

- Choosing a tool depend on your interests, skill level, and the resources available to you and your students.
- When you know what [type of tool or general method](#) you want students to use, check with your institution's library or IT department (who may also provide training for you and/or your students!)

# Helpful resources

- UNC Libraries' Digital Pedagogy Guide:  
<https://guides.lib.unc.edu/digitalpedagogy>
  - Includes information about dh pedagogy, overviews of tools & methods, and resources for lesson planning.

Find more in our bibliography: [go.uncg.edu/dhci](https://go.uncg.edu/dhci)

# Time for discussion

1. You will be put in a Zoom “breakout room” with other attendees for ~15 minutes.
2. Pick one of the prompts and assign someone to be the notetaker/reporter for your group.
3. Discuss your prompt and be prepared to share out your ideas, questions, challenges, and solutions!

# But wait!

We are about to share the discussion prompts, but don't worry about writing them down!

You can find the prompts, and a bibliography of additional resources (including some we have already mentioned), here:

[go.uncg.edu/dhci](https://go.uncg.edu/dhci)

# Prompt #1

How could you create a final project assignment that would meet this learning objective: "Students will be able to articulate and visualize stylistic trends and influences in folk and outsider art of the southeastern U.S. between 1930 - 1980"?

# Prompt #2

What challenges do you anticipate encountering with helping students troubleshoot digital humanities projects in a remote environment, versus face-to-face instruction? What resources will you use to prepare for meeting these challenges?

# Prompt #3

Imagine you've planned a major project for the end of term that involves students using ArcGIS to create local flood maps, but as you start your first workshop session you realize that some of your students aren't able to reliably install the software as planned on their personal devices, such as Chromebooks. What changes do you need to make to the project plan and still meet your learning objectives? How do you pivot during the workshop session, in the moment?

# Share out/questions

- **When we call on your group:** Your recorder can give us a one-minute summary of what your group discussed.
- **After the shareout:** Pose your other questions in the chat. Want follow-up from other attendees? Share your contact info!

# Thank you!

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# References

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