



Developing Digital Project Assignments

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Digital Scholarship Department

- Digital project consultations
- Course collaborations
- Digital design studio
 - Media equipment
 - Recording room
 - 3D printing
 - Large format printing
- Listserv: dh@elist.tufts.edu





Outline

Digital project assignments

Course objectives

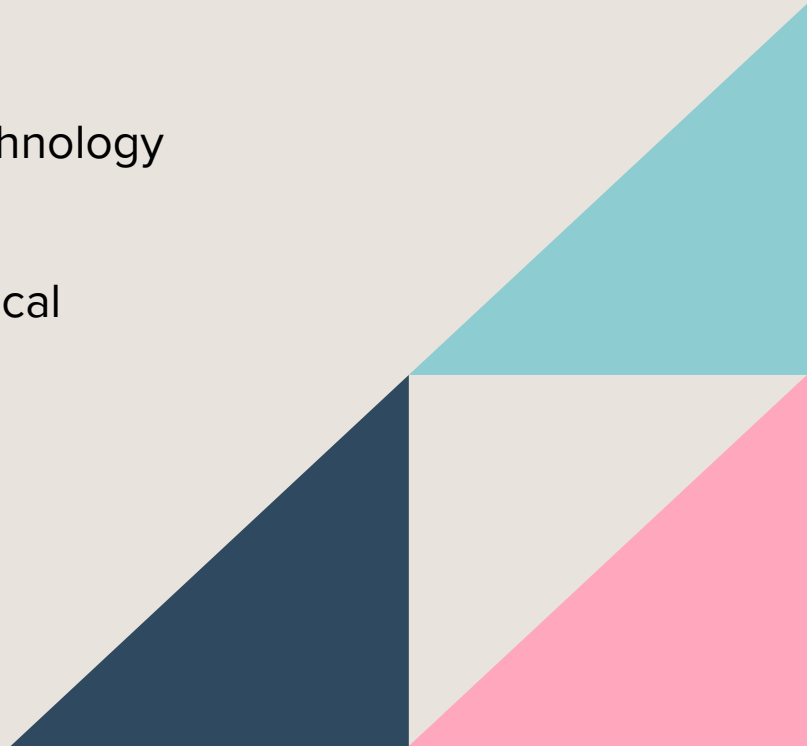
Scaffolding

Assessment

Digital Project Assignments

The background of the slide is composed of several large, overlapping triangles in various shades of teal, pink, dark blue, and light blue, creating a modern, abstract geometric design.

Digital Project Assignments

- Creative and project-based learning
 - Collaborative, exploratory
 - Critical approaches to the intersection of technology and subject matter
 - Requires balancing course objectives, technical skills, and time to complete a project
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- Decorative geometric shapes in the bottom right corner of the slide, consisting of overlapping triangles in teal, dark blue, light grey, and pink.

Digital Project Assignments

- Archives & collections
- Digital exhibits, essays, timelines
- GIS/Mapping
- Text analysis, visualization
- Podcasting
- Video essay
- Infographics
- Creative code projects
- More...

The image displays three examples of digital projects. The top example is a digital manuscript viewer for 'The Yellow Wall-Paper' by Charlotte Perkins Stetson, showing a page from the 1890 manuscript with a sidebar of navigation icons. The bottom-left example is a map of Chicago with numerous location pins, each containing a video thumbnail, representing a GIS-based tour. The bottom-right example is a video tour titled 'ANCIENT ROME IN CHICAGO' by Francesca Tataranni, featuring a video thumbnail of the Cook County Criminal Courthouse and descriptive text about the project's focus on architectural and cultural dialogue.

The Yellow Wall-Paper
by Charlotte Perkins Stetson

Manuscript (1890)

Mrs. C. P. Stetson Box 401 Pasadena Cal. (About 6000 words.) To be returned to Mr. Charles Walter Stetson at the Fleur-de-lis Providence R.I.

It is very seldom that mere ordinary people like John and I secure ancestral halls for the summer.

A colonial mansion, a hereditary estate, I would say a haunted house, and reach the height of romantic felicity—but that would be asking too much of fate!

Still I will proudly declare that there is **something** queer about it. **Else** why should it be let so cheaply? And why have stood so long untenanted?

John laughs at me: of **course**, but one expects that in marriage.

John is practical in the extreme.

He has no patience with faith, an intense horror of superstition, and **he** scoffs openly at any talk of things not to be felt and seen and put down.

John is a phys

Chicago, Illinois

Cook County Criminal Courthouse

ANCIENT ROME IN CHICAGO

A developing architectural tour showcasing the many ways in which Chicago's enduring, protean, at times antagonistic dialogue with classical antiquity has shaped the city's look, reputation, and identity.

A project by Francesca Tataranni with the support of The Alumnae of Northwestern University, the Kaplan Institute for the Humanities, the Media and Design Studio, the Classicizing Chicago Project (<https://classicizingchicago.northwestern.edu/>), and the Department of Classics at Northwestern.

December 10, 2022 - Northwestern University
NEW VIDEOS!

Start Exploring

Project Examples

- [Harlem Echoes](#) / [Claude McKay's Early Poetry](#)
- [Read My Lips: Queer Protest Art and Ephemera](#)
- [Hacking the Humanities Final Projects](#)
- [DDS Course Collaboration Examples](#) (Video, Audio, and Storymaps)
- [Field Project Reports](#)
- [MyTern Conversations](#)



How did they make that?

What it is: A collection of primary sources and contextual essays.

What you'd need: Digitized primary source documents, metadata, software/platform, web host

What you'd need to know: Metadata, GitHub, markdown, working with files

What do your students need to know?

READ MY LIPS
Queer Protest Art and Ephemera

HOME BROWSE SUBJECTS LOCATIONS MAP TIMELINE DATA ABOUT

Search

21 OF 21 ITEMS

1975
"GAY LIBERATION"
POSTER
A pro-gay rights poster from the early 1980s.

JUST AS QUEER AS YOU
POSTER
Date: 1993
Creator: Unknown

"AIDSGATE" POSTER
Date: 1987
Creator: Silence=Death Project


1960 1965 1970 1975 1980 1985 1990 1995

COLLECTION AS DATA (CLICK TO DOWNLOAD)


[Read My Lips: Queer Protest Art and Ephemera](#)

See: Miriam Posner: "How did they make that?" (2013)

Course objectives

The background of the slide is composed of several large, overlapping triangles in various shades of teal, pink, dark blue, and light blue. The text 'Course objectives' is positioned on the left side, overlaid on the teal background.

Course Objectives

- Why are you doing a digital project?
 - How does the assignment contribute to the class?
 - Do you want them to learn the technology?
 - Does the technology detract from the course?
 - Does critical engagement with the technology or methods enhance the course?
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- Decorative geometric shapes in the bottom right corner of the slide, consisting of overlapping triangles in teal, dark blue, light grey, and pink.

How the library can collaborate

- Course design
- Instruction sessions
- Training in tools, methods, and critical approaches
- Student support
- Resources depending on project

Discussion

What are ways digital media projects intersect with your classes?



Scaffolding Digital Projects






Scaffolding and Play

“We consider scaffolding and play as different ways to structure learning that may be blended and balanced depending on course goals.

While extensive scaffolding may close down opportunities for play, more often scaffolding prioritizes where play and learning takes place.”

— Tracy & Massa Hoiem, Scaffolding and Play Approaches to
Digital Humanities Pedagogy

Scaffolding and Play

- Even highly structured assignments need room for play, technology failure, troubleshooting
 - “Messy” final products, as people are learning (and failing)
 - Scaffolding creates opportunities for play by managing student anxiety
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- Decorative geometric shapes in the bottom right corner of the slide, consisting of a light blue triangle, a dark blue triangle, and a pink triangle, all pointing towards the bottom right corner.

Keep in mind

- Learning technology takes time, even for so-called “digital natives” — are they native to *this* technology? Do they have a critical framework for *this* context?
- In-class time for technical training and work time can make all the difference
- Ensure under-resourced and non-traditional students will have access to the time and technology to complete what is asked

Scoping the project

- Size of the project: Module, Final, Collaborative
- Selecting a specific platform instead of letting students pick from “everything” is helpful
 - Allows you to better integrate the digital with focused trainings and examples
 - Minimizes student anxiety; helps students critically engage
 - Have an analog/physical option
 - Can leave open-ended for students who already know other mediums
- What do students need to know? Technically, critically
- Setting clear expectations

Scaffolding


Digital outcomes should be scaffolded, just like other course content to avoid retrofitting, but develop with the digital project in mind from the start

- Use digital projects as assigned readings throughout the course and discuss them critically
- Include technical training sessions, can be micro-learning
- Project proposals include consideration of technical approach as well as topic
- Digital draft submitted (e.g., wireframes, storyboard, script, collection of files, or rough web project)

Assessment

The background of the slide is composed of several overlapping geometric shapes, primarily triangles. A large teal triangle occupies the upper right portion. Below it, a pink triangle is visible. To the left of the teal triangle, there is a dark blue triangle. Further left, a light blue triangle is present. In the bottom right corner, there is a small white triangle. The overall design is modern and minimalist.

Assessment considerations

- What are you attempting to assess? Are you assessing what you want them to know?
 - Grading *process*, not product
 - Managing student anxiety, unfamiliarity, failure
 - Rubrics, making specific needs clear
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- A decorative graphic in the bottom right corner of the slide. It consists of several overlapping triangles in different colors: a large teal triangle, a smaller light blue triangle, a dark blue triangle, and a pink triangle. These shapes are arranged in a way that they appear to be part of a larger, abstract geometric design.

Process papers, presentations

- Helps evaluate student, solidifies student learning
- Possibilities
 - Methodology
 - Argumentation and analysis
 - Project evaluation
 - Findings and conclusions
 - Reflection on experience and process
 - Learning from failure





Resources

https://go.tufts.edu/digital_assignments_25

Discussion

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