Last week's IDH classes truly whetted our digital appetites as we delved deeper with hands-on experiences with new digital tools. Transitioning from the History of Humanities in the first week, to the History of Humanities Computing, and finally exploring the emergence and trajectory of Digital Humanities, we realized how essential it has become to learn the language of computers, in the Digital Era in which we live today. Just as English once served as the **global lingua franca**, **coding** now seems to hold that status in the present era, making it just as necessary to interact with computers as it is to communicate with people globally.

In one of our classes, we learned to create a timeline for the ‘Trajectory of Digital Humanities’ using **Timeline JS**, a free and open-source tool developed by Knight Lab. The process was as simple as working with a Google spreadsheet, allowing us to insert media from various sources of our choice, including images from websites, links to YouTube videos and Google Maps and so on. We collected data from our readings on Digital Humanities, marking significant dates from the emergence of computers to the development of the field of Digital Humanities. The collaborative nature of the exercise made it even more enjoyable.

We also revolutionized our reading and interaction methods by using digital tools like **GitHub, Hypothesis, and Slack** ( instead of WhatsApp) for coordination. Our professor introduced us to GitHub for submitting assignments and sharing important reading materials. Switching to Slack provided a more professional platform offering tools like shared to-do lists, polls, creating sub groups, to communicate and coordinate effectively. In upcoming classes, we also look forward to learning to create our own website using **Omeka**, a tool similar to WordPress but with a greater capacity for expanding metadata and interrelating information.

The impact of this week’s DH class is profound. I've grown accustomed to using Hypothesis for reading all my **Literature Review** articles, through which I can place all my annotations in one place. This tool has also made learning more efficient in class, as we can view and comment on each other's annotations, fostering a sense of community and collaboration. Another effective teaching technique that our professor uses is incorporating memes and GIFs into her powerpoint presentations, which makes us even more enthusiastic about our IDH classes. Her classes encourage a **participatory culture** by allowing us to edit the presentations by adding our notes and comments.

We also had the opportunity to interact with **Samya Brata Roy**, a PhD scholar at IIT Jodhpur, and a fellow of the Electronic Literature Organization, who has co-founded **Electronic Literature India**. The session on electronic literature, its origins, and current developments was enlightening, and we had the chance to ask questions, which he answered with great humility.

Overall, the experience of our IDH classes feels akin to the transformation from **Web 1.0 to Web 2.0** ( the presence of a **participatory culture**) and with each passing class, we’re not just upgrading our digital skills but also our entire approach to learning, making it more interactive, collaborative, and, above all, enjoyable.