# Top Five:

1. **Timeline: Literary Historical Research** 
   * Situates events in a visual way (students are responsible for plotting 2 years’ worth of events, that are later combined into one online document)
   * Students are asked to add multimedia and citations right to the timeline entries.
   * A great project to do throughout the semester, and can be used as a tool for the whole class to revise material before exams.
2. **Wiki: Introduction to the Art** 
   * Uses a class Wiki to keep track of a glossary of terms used throughout the semester.
   * Teaches how to create a basic wiki, and how to share information and images collaboratively.
   * Another great way to work on a project throughout the semester that can be used for revision at the end.
3. **Comparison of Oral History Transcripts and Audio Recording**
   * Uses original audio recording and transcripts as a way to explore history.
   * Teaches how to critically evaluate sources through active listening and reading.
   * Teaches how to compare similar materials, and how to ask follow up questions.
   * Students are also asked to use a very interesting website: <http://www.library.okstate.edu/oralhistory/dustbowl/> giving them more experience in uses new and different academic sources.
   * Students then submit their essay onto a class blog so the class can comment and read each other’s work.
   * This sort of assignment can be built into a longer assignment, and used in multiple disciplines.
4. **Elements of Literary Study**
   * The goal of this assignment is to use analytical skills and digital tools to break down text and examine how those parts work.
   * Step one of the assignment uses *Voyant Tools* a program pulls text apart and looks at it word by word. It includes tools like a word cloud, frequency graph and a way to explore the context of word.
   * Students are then asked to share what they’ve learned from this tool on an online blog.
   * The second part of the assignment asks students to “tag” the text with information regarding structural and literary elements.
   * Students then share with each other why they tagged what they tagged and why they thought it was important.
   * Finally students are asked to write a paper with the information and insights they gathered using these two steps.
5. **Behind the Written Record**

* Really interesting, by asking students to take the rule of a “citizen journalist” and exploring what technology they would use to express the events happening around them.
  + The next part of the assignment asks students to “be and editor” and format the data into a public record.
  + Then the last part of the project is to synthesize and respond objectively to what happened in both steps, and how their approached changed between steps.
  + This allows students to use digital humanities tools in ways that are very important and useful for future study and work.

# Access

1. **Cost:** The cost of any technology used in class has to be affordable.
2. **Access to technology:** any technology used in the classroom need to be accessible outside the classroom for students with no access at home.
3. **Learning curve:** students are comfortable with technology and different level, extra instruction time needs to be dedicated to teaching students with little knowledge of technologies being used.

# Other considerations:

1. **Relevance:** Any technology used should be up to date and useful for future work or study opportunities.
2. **Time Commitment:** The amount of time needed to learn how to use a technology, research it uses and implements the technology needs to be accounted for.

# Tools

1. Online blogging platforms like Wordpress
2. Youtube
3. Google Maps
4. Social Media
5. Collaborative learning tools like Google Docs, Google Hangout and Wikis

# Best Practices:

1. Digital Humanities projects that can allow students to gain practical knowledge of technologies important in their future workplaces or academic studies.
2. These projects can ne collaborative and fulfill that requirement of learning but in an online space so students can work on it on their own time, how it’s convenient for them.
3. Projects can give students real concrete experience doing “real world” work in their field.