Interstitial 1

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The core component of this module has been narrative, to extend this further it is how narrative is what we as historians can make of it. As many people, including myself, had never used technology for anything other than dreaded essays... It is difficult to see how technology connects to historical learning in a traditional sense, however, as this module has demonstrated, it is by practicing and learning technology it opens up more opportunities to explore and present history on a grander scale. Reaching more people than traditional practices can. The first reading's for this class by Erin Kavanagh and Kelly, T. Mills solidified the main message from the first day as they focused on how by utilizing different software we are able to create striking pieces of historical narratives. In Mills' reading she highlights how history has lost its fun, in both classroom and public settings, the rigid idea that in order to know history prospective students must only learn and think in one way has created a dissatisfaction in this day and age (Mills, 310).

Going from this first class I felt more comfortable knowing that this module would be a foway for everyone to get comfortable and more importantly used to the idea that it is okay to not know what you are doing, something which especially helped when it came to figuring out the plethora of new tools I would be using. Obsidian, Mural, and Hypothesis were all new programs that I am still getting acquainted with, remembering to check-in with each one to help with readings, designing, and note taking have been difficult to adjust to. Outside of this ongoing snag, from week three onwards I felt a better connection to this course as the first ongoing theme of the class was introduced; Public History, is a part of my concentration and my interest, to be able to understand how this discipline is well suited to furthering historiographical works, games, etc.. I think public history can best be summed up by Professor Evan's quote from her reading that week, "...The goal is to create opportunities for 'deeper, more empathic ways of seeing' beyond the objectified, observational mode of the museum (Evans, 26). In a simple when linked with public history technology can provide an accessible learning tool that anyone can pick up and understand, nowhere was this better idea of accessibility, public history, and the creativity of narratives better discussed then with the special guest speaker, Guay-Belanger, from the Université de Montréal. There the class discussed the basics of what is a game to more complex discussions on what truly encompases a game in a physical sense, with a walkthrough of game studies to an

assemblage of game mechanics. Adding onto the previous theme of public history the class centered around one of the many careers obtainable through this medium and was a reminder that games like Assassin's Creed and many others are only communicating the past further, as was described in Jeremiah McCall's article stating that historical video games certainly qualify as a medium that can push history (McCall, 2018).

       I feel the remainder and subsequent final part of my log should be dedicated to the work and trial and errors that have happened thus far. My successes are related to twine and somewhat understanding how github works, more importantly working collaboratively to achieve simple goals needed for each week. My favourite part of the class thus far is being able to create my first (albeit cursed) website with fellow classmate, Ryan. However recently I have struggled to understand coding, honestly I think this will definitely be an area I will need to continue to ask help with. I couldn't properly grasp how to use the twitter bots properly and have included a screenshot with my assignment demonstrating how difficult I found it to remember the character and steps needed. To wrap up this reflection about the work completed thus far I think it's best to discuss how the readings have been central in my understanding of digital history, they help connect both the technical aspects of this course that I am unfamiliar with to the general academic side of history, and historiography that I feel more comfortable with. The only area that I need to work to ensure I can better grasp the content and feel more familiar with it is utilizing hypothesis and having a better reading plan.