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 ENGL 857
 Dr. Sherwood
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Digital Pedagogy Intervention Mini Project

In Professor Sherwood's Digital Composition, Literature, and Pedagogy, I have had the opportunity to explore intersections of the ideas and practices that collectively form the namesake of the class. As a means to consider how I will approach a digital pedagogical intervention I have reflected on my own experience as a student in the Digital Humanities (DH) classroom and have arrived at the decision to create a lesson plan. My overarching goal is to engage a Tuesday/Thursday section of English 202 undergraduate students in my DH version of a *Studies in Travel Literature* class with the digital texts that appear on our class Omeka site at <http://voyage.omeka.net/>. Given an assigned text from the existing archive, I aim to facilitate a learning experience for the students to explore the text, to apply new and existing knowledge of DH, and to create an exhibit that will serve to teach visitors about their assigned texts. To complete this project, students will have access to the login information for the class Omeka account and will work to build individual exhibits relating to their texts that include the following:

- A summary of the assigned text in 300 to 400 words.
- A mini "Biography of *Author*" in a minimum of 250 words with an included image.
- A gallery of 8-10 related images pertaining to the travels/travel experiences mentioned in the text in addition to short captions to explain the selected images.
- One bonus section of their own choosing that enhances the exhibit. This section should include some sort of overview as to why the student selected to create it in addition to what it has to offer.

Following the completion of this project, students will present short presentations of their exhibits and reflect on their experience as well as how they could add to the exhibit if required to do so in the future.

The timeline to complete this project requires the following:

- Access to computers in a lab/classroom.
- Assignment of 1 of the digital texts to have been read in advance.
- A total of 3 class meetings (1 hour 15 minutes each).
 - Meeting 1, Tuesday, 2 October 2018 - Lesson **(See the lesson plan for this pedagogical mini project below)** to teach students how to add to our group Omeka as well as the expectations of the project. Homework: Work on building your exhibit.
 - Meeting 2, Thursday, 4 October 2018 - Begin with a class discussion of student progress and feedback followed by work time in class to continue work on constructing individual exhibits. Homework: Complete your exhibit and be prepared to do a short presentation of five to seven minutes during the next class.

- Meeting 3, Tuesday, 9 October 2018 - Five to seven-minute presentation on individual exhibits. If necessary, finish presentations the following class.
Assignment: Blog a short reflection in response to your experience of creating an exhibit based on your assigned text. Consider the following questions: Did knowing you would be creating an exhibit change the way you read/engaged with the text itself? How did creating an exhibit contribute to or detract from your understanding of the text? How does your exhibit teach the viewer about the assigned text?

<p>Meeting 1</p> <p>Tuesday 2 October 2018</p> <p>HSS Room 3 12:30 to 1:45</p>	<p>Objective</p> <p>Given an assigned text from the existing Omeka class archive, students will create exhibits that explore the text, apply new and existing knowledge of DH, and serve to teach visitors about their assigned reading.</p> <p>Materials</p> <p>Computer equipped with Internet access, Assigned text (Digital Version), Handout</p>
<p style="text-align: center;">Procedures</p>	
<p>Introduction Discussion questions and objective</p> <p>10 mins - 12:40</p>	<ul style="list-style-type: none"> • Tell students to think of a museum. • Discussion question: <i>What is an exhibit?</i> • Discuss responses; write key points on the board as to what constitutes an exhibit in a museum. Transition to draw on connections relating to the students' assigned texts. • Ask students to answer the questions: <ul style="list-style-type: none"> ○ Based on the reading of your assigned travel text, what is something that you learned, or stood out to you? How would you imagine an exhibit to look that is based on teaching your text to the general public? • Explain the objective: <i>Today our objective is to begin to create exhibits on our class Omeka as a way to teach the general public about the assigned texts. To do this, <u>let's login</u> to the computer and check out an example of what I mean.</i> <ul style="list-style-type: none"> ○ While students login, mention this project will take one full week to complete and will culminate with a short prestation on the due date, next Tuesday the 9th of October.
<p>Project Overview and Example</p> <p>10 mins - 12:50</p>	<ul style="list-style-type: none"> • Log in to the computer, if you have not already. • Visit an example Omeka exhibit (http://bridgesnyc.com/postcards/). <ul style="list-style-type: none"> ○ Use the projector to project the example exhibit on the screen. • Discuss how creating an exhibit is a way to engage with the text, practice research skills, exercise creativity, apply knowledge learned, and to teach the viewer/visitor. • Reiterate the objective that today we will create an exhibit similar to this, with focused categories based on assigned texts.

	<ul style="list-style-type: none"> • Distribute a handout to help keep students on task. While you pass out the handout, ask students to login to the class Omeka site by following the instructions on the handout listed under Activity 1, Section 1. • Check to see that the students understand
Adding Items 15 mins - 1:05	<ul style="list-style-type: none"> • On the main computer, complete the steps from Activity 1, Step 1, to login. • Explain how this activity is one that gives each student the power to modify the entire site, and with this power comes an expectation that they will follow the directions to work to build their own exhibits and NOT to modify other parts of the existing site. Later in the semester the students will create their own Omeka archives however, this opportunity will serve as a collaborative publishing endeavor that will also be a training experience. • Adding Items: Activity 1, Step 2 on handout. <ul style="list-style-type: none"> ○ Explain how items will make up what is in your exhibit. Show students items that already appear in the exhibits I've created. ○ Follow steps with students ○ Check for understanding
Building an Exhibit 35 mins - 1:40	<ul style="list-style-type: none"> • Tell students building exhibits is more complex but very much the same. Have students refer to the checklist in Activity 2. • Read and explain the requirements, then move to show students how to create an exhibit. <ul style="list-style-type: none"> ○ To do this, split the projection screen in two and show the all of the steps in writing from the site: https://guides.library.ucsc.edu/c.php?g=214447&p=1432741 ○ Explain, unlike adding an item, the steps are not on the handout, however the link address is and may be referenced if needed. • Students may continue to work on their own until it is time for the concluding remarks.
Concluding Remarks Assignment for next class 5 mins – 1:45	<ul style="list-style-type: none"> • Explain the entire next class session is a workshop session to continue building exhibits with help from myself and peers. • Encourage students to work more to add at least one more page before the workshop. • Tell students the due date for the projects is Tuesday, 9 October 2018, and explain they will be required to present a five to seven-minute presentation of their exhibit.

Handout

ENGL 202 | **Studies in Travel Literature** | Professor J. Mabold

Objective: Build an Omeka exhibit related to your assigned text. Meet the requirements in Apply knowledge of your assigned text to creating an exhibit on our Omeka class archive. Your objective is to build an exhibit that explore the text, apply new and existing knowledge of DH, and serve to teach visitors about their assigned reading.

Activity 1:

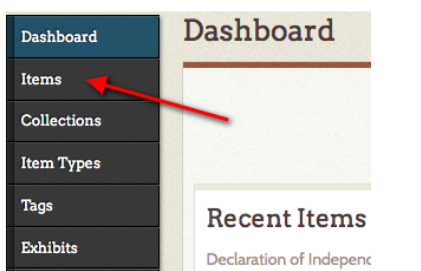
Section 1 - Login to Omeka:

Login information and password for class website would appear here.

Section 2 - Adding items:

- A Open a new tab
- B Go to <https://search.creativecommons.org/>
- C Search for a free/open source Google Image related to your text. Example *Smollett*.
- D Save your image to your personal drive as Author's Last Name and Title. Example *Smollett Portrait*. This will be easier to locate the item since we are all working on the same Omeka.
- E Follow the steps below with Professor Mabold to add metadata and upload your file.

Add an Item from your computer



Dashboard

Items
Collections
Item Types
Tags
Exhibits

Recent Items

Declaration of Independenc

Add an Item

Dublin Core Item Type Metadata Scripto Zotero Avalon Video UC

Map

Dublin Core

The Dublin Core metadata element set is common to all Omeka records, including items, files, and collections. For more information see, <http://dublincore.org/documents/dces/>.

Title A name given to the resource

Add Input

Use HTML ☐

Step 1: Go to the Items screen

1. Log into your Omeka site to go to your Dashboard
2. Select "Items" from the left-hand menu
3. Click the green "Add an Item" button above the list of items

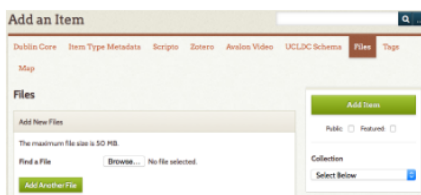
Step 2: Add Item metadata

1. Look at the navigation bar under the page title "Add an Item" to make sure you are in the "Dublin Core" section
2. Fill in the necessary fields such as Title, Creator, Source, etc.
3. Optional: Click the "Use HTML" box below a field to get a WYSIWYG editor box for adding hyperlinks or other HTML code



Step 3: Upload your file

1. Click on "Files" in the top navigation bar
2. Click the "Browse" button to select and add a file from your computer.
3. Optional: Click "Add another file" if your item is composed of more than one file (example: the front and back of a postcard, a video file with a text transcript)
4. Click the "Public" box below the "Add Item" button on the right to make your item visible
5. Select a collection from the drop-down menu on the right
6. Click the green "Add Item" button



Add an Item

Dublin Core Item Type Metadata Scripto Zotero Avalon Video UCLDC Scheme Files Tags

Map

Files

Add New Files

The maximum file size is 50 MB

Find a File Browse No file selected

Add Another File

Add Item

Public ☐ Private ☐

Collection Select Below

Activity 2:

Checklist: The following items and requirements are to appear as pages within your exhibit. Let's talk about the four pages you are about to build in your exhibit.

- A summary of the assigned text in 300 to 400 words. (This is your first page)
- A mini "Biography of *Author*" in a minimum of 250 words with an included image.
- A gallery of 8-10 related images pertaining to the travels/travel experiences mentioned in the text in addition to short captions to explain the selected images.
- One bonus section of their own choosing that enhances the exhibit. This section should include some sort of overview as to why the student selected to create it in addition to what it has to offer.

Follow along and begin to create your exhibit with Professor Mabold. The step by step instructions that are projected from the main computer can be found at the following address:

<https://guides.library.ucsc.edu/c.php?g=214447&p=1432741>



Conclusion

In *Literature in the Digital Age* Adam Hammond explained, “The advent of the digital heralds not the death of literature, but an opportunity to look at it with fresh eyes,” and referred to the final pages of his book not as the end, “but the beginning of an exploration” (206). Indeed, it has been with *fresh eyes* that I have tasked to create a digital pedagogical intervention by assigning my students the opportunity to engage with a text and to showcase the discoveries that have resulted from their exploration.

My lesson certainly has drawbacks to consider, notably in the manner that students have been entrusted with the temporary login information to a class site (My intention would be to change the password upon completion). In addition, there would perhaps be an overwhelming amount of items. My solution to this issue was to ask students to save files strategically with the last name of their author before they add an original title. This should lessen the confusion and help to locate the uploaded files easily. Regarding the organization of my personal lesson plan, you will also notice that I included “stop” times for each section so that I may attempt to remain on track by gauging the time.

I realize this lesson is complex, but given the allotted amount of time, including a class workshop and a four-day weekend before the due date, I feel that the task of creating exhibits that meet the goals of the checklist is achievable. As I had previously mentioned, this lesson will be helpful as a training experience to prepare students for their individual Omeka archive projects.

In closing, one of the very first readings we were assigned in Dr. Sherwood’s class was from *Educause*. I was particularly inspired by the following passage:

The use of digital resources can greatly enrich pedagogy in the humanities and humanities-related courses and can spark innovation in curriculum development. Further, opportunities to create and curate digital humanities projects constitute to rich learning experiences in which students benefit not just from consuming knowledge but also from conducting scholarship in collaboration with peers and faculty (2017 Educause).

I believe that my digital pedagogical intervention meets the ideals mentioned above, especially in the reference to creating a collaborative learning experience. I look forward to applying this activity, and many other DH activities, to my future lesson plans.

Works Cited

- 7 Things You Should Know About Digital Humanities*, Educause Learning Initiative, 2017.
Hammond, Adam. *Literature in the Digital Age: An Introduction*. Cambridge UP, 2016.
Library Guides: Omeka Exhibit Building: Add Items. *Library Guides at University of California, Santa Cruz*.