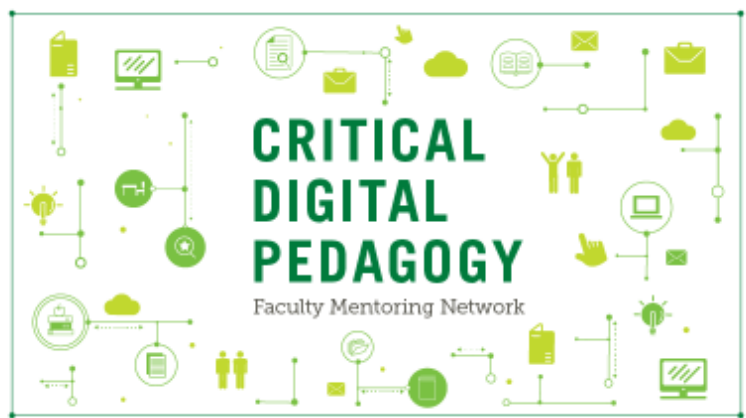


Final Report



Spencer D. C. Keralis, Ph.D.

University of North Texas Libraries

Contents

Figures.....	i
Participants	1
Principal Investigator	1
Team Members.....	1
Introduction	1
Summary of Fall 2016 Activities.....	2
Summary of Spring 2017 Activities	4
Day of DH Schedule.....	7
Calendar of Related Events	9
Fall 2016.....	9
Spring 2017	9
Event Attendance.....	9
Participating Departments.....	10
Other Participating Institutions	10
Summary of Project Budget	11

Figures

Figure 1: Event Banner image developed by UNT Libraries External Relations	2
Figure 2: Promotional image for February 16 event.	4
Figure 3 Kevin O'Sullivan of Texas A&M demonstrates type-setting at the Book History Maker Fair	5
Figure 4: Student-curated Timeline JS entry incorporating YouTube video and interpretive text.6	
Figure 5: Promotional image for Comics in the Academy	8

Participants

Principal Investigator

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Head, Digital Humanities and Collaborative Programs Unit
University Libraries

Team Members

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Repository Librarian
University Libraries

Rebecca Barham

Art & Theater Librarian
University Libraries

Denise Baxter, Ph.D.

Associate Dean of Academic & Student Affairs
College of Visual Arts & Design

Douglas Burns

GIS Librarian
University Libraries

Susan Smith, Ph.D.

Head, Library Research Support Services
University Libraries

Laura Treat

Moving Image Preservation & Digitization Librarian
University Libraries

Jennifer Way, Ph.D.

Professor, Art History
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Introduction

"Digital Pedagogy is precisely not about using digital technologies for teaching and, rather, about approaching those tools from a critical pedagogical perspective. So, it is as much about using digital tools thoughtfully as it is about deciding when not to use digital tools, and about paying attention to the impact of digital tools on learning."

"What is Digital Pedagogy?" Hybrid Pedagogy

The Critical Digital Pedagogy Faculty Network was established to develop a community of practice among faculty on the University of North Texas campus who are engaged in critical practices in digital pedagogy, through a series of workshops, visiting speakers, and common readings. There remains no programmatic response at any level at UNT for supporting digital humanities scholarship and pedagogy. This proposed community of practice seeks to begin addressing this gap organically through peer mentorship and collaboration.

In Fall semester of 2016, two workshops for faculty were scheduled with guest facilitators who are internationally recognized experts in digital pedagogy for the humanities. The first was an introductory workshop on digital pedagogy methods and techniques, focusing on developing meaningful assignments for classes. The closing workshop for the project focuses on critical engagement with technology in the classroom, and on strategies for deciding when digital methodologies are meaningful and useful. The visiting scholars were also invited to give a public talk on a topic of their choice related to digital pedagogy while they are at UNT.

In Spring semester of 2017, several larger scale events were held highlighting digital pedagogy methods, as well as smaller workshops, conversation groups and panel discussions. The focus of the spring activities was on specific projects, strategies, and considerations for integrating digital projects into courses.

Team members were given copies of Brett D. Hirsch's edited volume *Digital Humanities Pedagogy: Practices, Principles and Politics* as a common text. Additional copies were given as gifts to presenters, and drawings were held at each Spring Semester event to give copies to participants. Additionally, a copy was placed in the UNT Libraries general collection, and an e-book copy is also available.

All events related to the grant were free and open to the general university community and the public, with facilities provided by the UNT Libraries.

Summary of Fall 2016 Activities

The Faculty Network convened at a [Kick Off Meeting](#) on September 9, 2016. The meeting was attended by 14 participants, with representatives from the University Libraries, the Honors College, the College of Information, the College of Visual Arts and Design, the Mayborn School, and the Center for Learning Enhancement, Assessment, and Redesign (CLEAR). The [presentation](#) from the meeting was archived in the UNT Scholarly Works Repository. A OneDrive group was created to share an events calendar and resources. There are currently 38 members enrolled in the group.

Ten copies of *Digital Humanities Pedagogy: Practices, Principles, and Politics* (Open Book Publishers, 2012) were ordered and distributed to project participants. A copy was also placed on reserve at the Willis Library service desk, and an [e-book](#) is available in the UNT Libraries.

The UNT Libraries External Relations group developed branding for the Faculty Network and designed marketing and promotional materials for each events, and the events were published on the calendar on the UNT Libraries website (see links below).

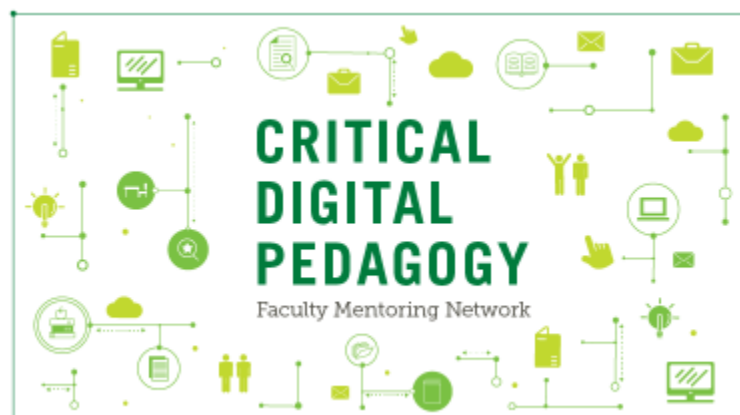


Figure 1: Event Banner image developed by UNT Libraries External Relations

The first lecture and workshop meetings featured [Dr. Rebecca Frost Davis](#), Director for Instructional and Emerging Technology at St. Edward's University in Austin, Texas. The Lecture Dr. Frost Davis's work focuses on the intersections of digital pedagogy and liberal education. She is co-editor (with Matthew K. Gold, Katherine D. Harris, and Jentery Sayers) of *Digital Pedagogy in the Humanities: Concepts, Models, and Experiments*, an open-access, curated collection, being published by the MLA (forthcoming 2018), of downloadable, reusable, and remixable pedagogical resources for humanities scholars interested in the intersections of digital technologies with teaching and learning. The lecture was held Thursday, October 13, 2016; the workshop was held Friday, October 14, in Willis Library.

Lecture: Designing for Agency in the Emerging Digital Ecosystem

Abstract: What skills, abilities, and habits of mind do today's graduates need for their careers and to solve complex problems in a constantly changing, globally-connected world? How do we integrate liberal education with learning in a digital context? The future of liberal education depends upon an integrative vision of digitally-informed learning that is not merely content delivery online but rather is reshaped in the same ways that digital learning has already fundamentally changed our culture. This talk will present a vision for implementing liberal education in the emerging digital ecosystem and developing a curriculum that scaffolds self-directed, digitally-augmented problem-solving from introductory to capstone level courses.

The lecture was attended by 16 participants.

Workshop: Digital Liberal Arts

Abstract: How can assignments that take advantage of digital tools and methods build student capacities in critical reading, thinking, and writing? What do community-engagement, global learning, and problem-solving look like in our globally-networked, data-driven, participatory digital culture? In short, how do we do liberal arts learning in the emerging digital ecosystem? Participants in this workshop will develop strategies for uniting the best of liberal arts education with our constantly changing digital culture.

The workshop was attended by 9 participants.

The second lecture and workshop meetings were to feature [Dr. Jesse Stommel](#), Executive Director of the Division of Teaching and Learning Technologies at University of Mary Washington. Dr. Stommel is Co-founder of [Digital Pedagogy Lab](#) and *Hybrid Pedagogy*: a digital journal of learning, teaching, and technology. The lecture was scheduled for Thursday, October 20, 2016, and the workshop for Friday, October 21. Due to travel complications, these events were cancelled and rescheduled for [February 16, 2017](#).

The Fall Capstone Meeting was held November 11, 2016. 8 participants were present from the Libraries and CLEAR. No faculty participated. It was decided that, in addition to rescheduling Dr.

Stommel's talk in Spring semester, we would do a series of shared readings and collaborative hands-on workshops to support the community and drive discussion.

Summary of Spring 2017 Activities

The first [Reading Group](#) discussion took place on February 3, 2017. Deborah Caldwell (MLIS Candidate, College of Information) led discussion of "</Parentheses>: Digital Humanities and the Place of Pedagogy," Brett D. Hirsch's introduction to *Digital Humanities Pedagogy*. There were 7 participants at the discussion, representing the Libraries and CLEAR. No faculty participated.



Figure 2: Promotional image for February 16 event.

[Dr. Stommel's talk](#) was rescheduled for Thursday, February 16, 2017. Dr. Stommel webcast his talk, and there were approximately 20 remote attendees, and 30 participants at UNT.

Lecture: Cogs and Pinions: Obedience and Critical Digital Pedagogy

Digital pedagogy is not equivalent to teachers using digital tools. Rather, digital pedagogy demands that we think critically about our tools, demands that we reflect actively upon our own practice. So, digital pedagogy means not just drinking the Kool-Aid, but putting the Kool-Aid under a microscope. In the 1915 book *Schools of To-Morrow*, John Dewey wrote: "Unless the mass of workers are to be blind cogs and pinions in the apparatus they employ, they must have some understanding of the physical and social facts behind and ahead of the material and appliances with which they are dealing." The less we understand our tools, the more we are beholden to them. The more we imagine our tools as transparent or invisible, the less able we are to take ownership of them. Some tools are decidedly less innocuous than others. And some tools can never be hacked to good use. Remote proctoring tools can't ensure that students will not cheat. The LMS can't ensure that students will learn. Both will, however, ensure that students feel more thoroughly policed. Both will ensure that students (and teachers) are more compliant.

Dr. Stommel's lecture is available on the [Digital Frontiers YouTube channel](#). The lecture was preceded by an event "[What's Brewing at UNT: Digital Pedagogy](#)." We served local craft beer during a resource fair highlighting tools for managing digital pedagogy projects before the lecture. Participants in the fair included CLEAR, UNT Libraries Digital Humanities, UNT Libraries Scholarly Communication, the Office for Faculty Success, Career Connect, and faculty from the Department of Media Arts. The "What's Brewing" event series is funded by a UNT Libraries Dean's Innovation Grant, and the Faculty Network partnered with those grantees to cross promote these events. The resource fair/lecture combination was a successful model that can inform future programming.

Friday March 3, a workshop "[Using Timeline JS in a Survey Course](#)" was held. In this brownbag session, Dr. Spencer Keralis discussed a digital timeline assignment he used in his Spring 2017 ENGL2220 World Literature course. [Timeline JS](#) is a free, web-based tool for developing interactive timelines. Dr. Keralis described the FERPA Release forms he developed for the course (Appendix A), his application of minimal computing principles to developing the assignment, and learning outcomes based on student activities thus far in the semester. 12 participants attended the workshop, including faculty from Music History as well as Librarians and CLEAR staff.

On Monday, April 3, 2017, 4-6 p.m. the [Book History Maker Fair](#) was held in the Willis Library Forum. This event served as the kick off for National Library Week. The event featured hands-on demonstration stations on the history of type design and typesetting, compositing with moveable type, letterpress printing, and book format and binding. An innovative pedagogic experiment using digital 3-D printing to teach book history was the centerpiece of the event. The project was developed as a collaboration between UNT Special Collections Librarian Courtney Jacobs, Digital Projects Librarian Marcia McIntosh, and Kevin O'Sullivan of Texas A&M's Cushing Memorial Library and Archives. Approximately 120 UNT faculty, students, and staff attended the event.



Figure 3 Kevin O'Sullivan of Texas A&M demonstrates type-setting at the Book History Maker Fair

Wednesday, April 5, 2017, UNT observed the international “Day in the Life of Digital Humanities”, or “[Day of DH](#).” A celebration of technology in the humanities, the event featured workshops, speakers, and collaborative events and was cosponsored by the UNT Libraries Digital Humanities and Collaborative Programs Unit, the UNT Libraries Digital Scholarship Work Group, the Critical Digital Pedagogy Faculty Network, and Digital Frontiers. A [Call for Participants](#) was issued through the Network email list, and via department liaison librarians. 16 proposals were received for sessions and blog posts. Participants included faculty, administrators, librarians, students, and staff. Overall approximately 50 faculty members, librarians, and students attended and participated in the event. Participants were invited to contribute blog posts to the Digital Humanities at UNT blog with highlights of a day in their life as a digital humanities scholar or librarian. 8 posts were contributed, and can be found on the blog with the tag “[Day of DH](#).”

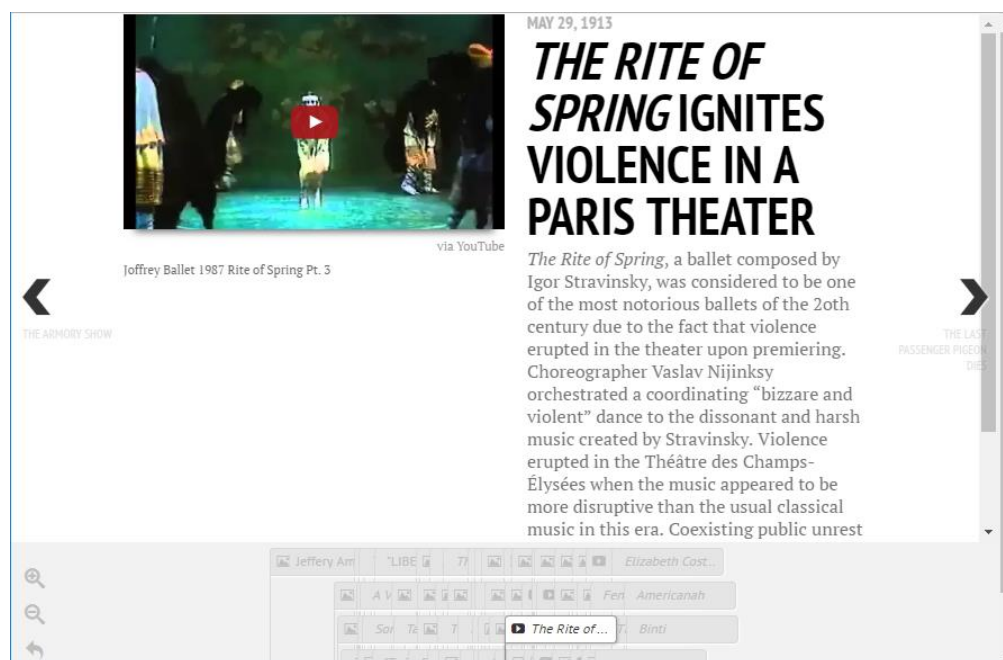


Figure 4: Student-curated Timeline JS entry incorporating YouTube video and interpretive text.

Day of DH Schedule	
Breakfast & Blogging	Enjoy a light breakfast and write your Day of DH posts for the DH@UNT blog
ARCGIS Demo Douglas Burns (Libraries)	Learn how mapping software ARCGIS can enrich your research
Preserving Lamkang Shobhana Chelliah & Levi Acord (Linguistics)	Discover a project to create a dictionary of a language spoken in northeast India.
Library Lightning Round John Martin, Marcia McIntosh, Pamela Andrews, Laura Treat, Courtney Jacobs, & Maristella Feustle (Libraries)	Learn about digital projects and resources in the UNT Libraries
Digital Pedagogy Brownbag Spencer Keralis (Libraries & English), with students Sydney Kim, Keifer Mauldin, and Megan Gardiner	Student's from Dr. Keralis's ENGL2220 World Lit class will demonstrate their class project using Timeline JS (See Figure 4: Student-curated Timeline JS entry incorporating YouTube video and interpretive text.)
Linguistics Lightning Round with Shobhana Chelliah, Sumshot Kular, Sadaf Munshi, Alexis Palmer, Melissa Robinson, Xian Zhang (Linguistics)	Digitally-enabled Linguistics at UNT: from documentation of endangered languages to detection of abusive language online
Administration Roundtable Denise Baxter (CVAD), Martin Halbert (Libraries) Michael Rondelli (Innovation & Commercialization)	This roundtable offers a chance for students to ask UNT Administrators about digital scholarship prospects and priorities.
Portal Newspapers in the Classroom Ana Krahmer (Libraries)	Learn about how scholars and students are using digital newspapers for teaching and learning
Visualizing MOMA Data George Dawson (CompSci & Libraries)	Get a student perspective on doing dataviz with public data from the Museum of Modern Art

The capstone event for National Library Week was a panel discussion [**Bam! Pow! Boom! Comics in the Academy**](#). This event was headlined by Dr. Jason Helms, Assistant Professor of English at Texas Christian University, who discussed his digital pedagogy experience using web comics and e-publishing technology. The event was moderated by Libraries Associate Dean for Public Services Christopher Matz, and featuring Marshall Needleman Armintor, Lecturer in English, and Samantha Langsdale, Lecturer in Philosophy. The panel discussion served as the opening for the exhibit [**Bam! Pow! Boom! Comics in the Library**](#), on view in the Willis Library Forum through August 15. 65 people, primarily students (including many TAMS students) attended the event.



Figure 5: Promotional image for Comics in the Academy

A final [panel discussion on the Student Collaborators' Bill of Rights](#) was held on May 4, 2017. The panel was moderated by Dr. John Martin (University Libraries), and featured panelists Dr. Rebecca Geoffrey-Schwinden (Musicology), Courtney Jacobs (University Libraries), and Dr. Spencer Keralis (University Libraries). [The Student Collaborators' Bill of Rights](#) was developed at UCLA's Digital Humanities program to address abuses of student labor in the digital humanities classroom. The document offers statements of principle to help safeguard students from exploitation in the classroom, and provide guidance for collaborations that benefit everyone. Dr. Keralis served as a consultant for the authors, and is both credited as a contributor and cited on the project. Each panelist described their experience overseeing student work in and out of the classroom, and discussed the importance of credit and compensation for student collaborators. The panel discussion was attended by 8 participants, including faculty from Music History, Learning Technologies, and the Libraries, and doctoral students from Music History.

Overall, approximately 359 participants from 15 UNT administrative units, and 5 other institutions took part in grant-related activities. One positive outcome of the grant activities is the increased awareness among CLEAR and Libraries staff and librarians of complementary services offered by both organizations. We anticipate future collaborations between these two entities, which can help foster awareness of these resources among faculty, and encourage future conversation among faculty about digital pedagogy. The OneDrive group, resource library, and communication list will remain open and, though we did not apply to renew the grant for the coming year, we believe that the groundwork has been laid for a community of praxis concerned with conducting digital pedagogy that is just, equitable, and innovative.

Calendar of Related Events

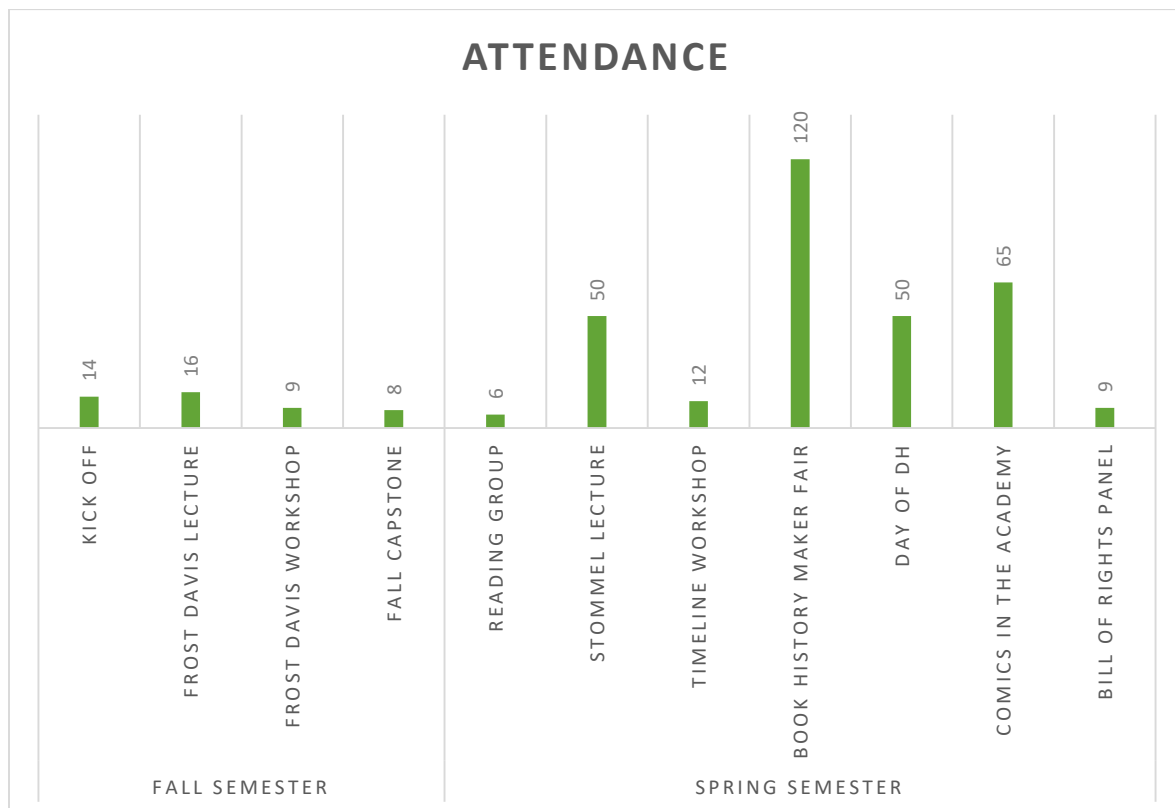
Fall 2016

September 9	Kick Off Meeting
October 13	Rebecca Frost Davis Lecture
October 14	Rebecca Frost Davis Workshop
November 11	Fall Capstone

Spring 2017

February 3	Reading Group
February 16	What's Brewing at UNT and Jesse Stommel Lecture
March 3	Timeline JS Workshop
April 3	Book History Maker Fair
April 5	Day of DH
April 6	Comics in the Academy
May 4	Panel Discussion on Student Collaborators' Bill of Rights

Event Attendance



Total Participation: approximately 359 faculty members, administrators, librarians, students, and staff members.

Participating Departments

Art History*

Career Connect

Center for Learning Enhancement, Assessment,
and Redesign

Computer Science

English

Honors College

Information Technology Services

Innovation and Commercialization

Learning Technologies

Linguistics

Libraries*

Media Arts

Music History

Office for Faculty Success

Philosophy

* indicates Project Team department

Other Participating Institutions

Austin College

St. Edward's College

Texas A & M University

Texas Christian University

University of Mary Washington

Summary of Project Budget

This table shows completed expenditures by event.

Budget redacted.

[UNT guidance for Public Information Requests](#)