Scaling Digital Humanities Pedagogy

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1. Which method fits the course content?
   a. geography → mapping
   b. architecture → modeling
   c. collection → archives/exhibitions
   d. data → graphs & charts
Adding Digital Components to Courses

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   b. architecture → modeling
   c. collection → archives/exhibitions
   d. data → graphs & charts

2. Which tool(s) might support this method?
   a. Learning curve?
      i. Building on common skills or teaching new skills?
      ii. Time needed to teach skills?
   b. Instructor/staff/TA prior knowledge?
   c. Access?
   d. Compatibility?
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3. How does method fit within course framework?
   b. Project scale: weekly? midterm? final?
   c. Time dedicated: ~3 sessions? every week? entire course?
Small Plates
- “bite-sized” or part of larger assignment
- 1-2 tools that can be taught in up to 3 sessions
- individual or collaborative
- Examples: blog posts, timelines, maps, videos, 3D models

Large Plates

Desserts
3D Modeling “Small Plate” - bit.ly/3D-castles

- design & build historically plausible medieval castle

- components:
  - model
  - narrative
  - business plan
  - defense plan

- tool: SketchUp
  - 2 tutorials

- focus remains on historical content with secondary focus on modeling techniques.
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Large Plates

- midterm and/or final project
- 1-6 tools taught in as many as 1 session/week
- individual or collaborative
- Examples: digital archives & exhibits, detailed 3D models, visual narrative

Desserts
3D Modeling “Large Plate”

- reconstruct a historic structure using scant documentation
- tools: SketchUp, Cheetah3D, Photoshop
  - 6 tutorials
  - weekly critiques
- focus on creating a scholarly model by interpreting sometimes conflicting evidence. Model must also be well constructed.
Mapping “Large Plate” - bit.ly/map-move

- individually develop a spatiotemporal narrative & digital archive of specific objects or materials
- tools: Omeka & Neatline
  - 4 tutorials
  - applied example: syllabus
  - midterm & final projects
- students complete multiple projects to learn the tool & are evaluated on the ways they use the tool’s storytelling functions as well as their research.
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Desserts
- digital project-based course
- content provided
- collaborative
- Examples: mobile apps, virtual environments
Mobile App “Dessert”

- class develops a prototype for a digital installation in the Nasher’s permanent exhibit.
- tools: Photoshop, Photoscan, Illustrator, 3D Studio Max, Invisio, others
  - weekly tutorials
- focus is on gathering & organizing digital assets, developing interactive narratives, and designing a prototype.
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Desserts

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Suggested Teaching Methods

1. Identify specific tool functions & teach only those needed to complete project
2. Break skills up into 1+ in-class tutorials
3. Train TA in tool(s) -- have them teach some or all of tutorials & field technical questions
4. Assign 1+ practice tasks in project tools--provide content
5. Schedule 1+ in-class project work days
6. Break large projects down with deadlines & offer technical critiques after each deadline
7. Allow students to present prior to the final due date so that they may make technical revisions after presentations
Thank You!

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## Tools

### Small Plates

**3D MODELING**
- SketchUp
- Photoshop
- Sketchfab

**MAPPING**
- Neatline
- QGIS
- Web applications (CartoDB, StoryMapJS, Arc StoryMap)

**WEB & MOBILE**
- Omeka
- WordPress
- Scalar
- Adobe Experience Design

### Large Plates

**3D MODELING**
- AutoCAD
- 3D Studio Max
- Photoshop
- Unity3D

**MAPPING**
- QGIS
- ESRI (ArcGIS)
- Mapbox
- Geoserver

**WEB & MOBILE**
- HTML/CSS
- Javascript
- Swift
- Drupal
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<thead>
<tr>
<th>Small Plates</th>
<th>Large Plates</th>
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<td><strong>DATA STRUCTURING &amp; VISUALIZATION</strong></td>
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<td>● Filemaker</td>
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<td>● Google</td>
<td>● PHP MyAdmin / MySQL</td>
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<td>● Tableau</td>
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<td>● Web applications (Palladio, RAW)</td>
<td>● Adobe Illustrator</td>
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<td><strong>SPECIAL TOPICS</strong></td>
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<td>● Photogrammetry</td>
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<td>● Laserscanning</td>
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<td>● Augmented Reality</td>
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<td>● BIM Modeling</td>
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<td>● Virtual Reality Interactions</td>
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