Digital Humanities in the Classroom and Beyond: 1) How Scaffolding Saved the Day -- Integrating Omeka into Classroom Curricula 2) New Ecologies of Collaboration -- Digital Humanities and Renaissance Drama

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Digital Humanities in the Classroom and Beyond: 1) How Scaffolding Saved the Day -- Integrating Omeka into Classroom Curricula 2) New Ecologies of Collaboration -- Digital Humanities and Renaissance Drama

Presenter 1 Title
Online Learning Librarian

Presenter 2 Title
Digital Assistant

Presenter 3 Title
Assistant Professor, English

Session Type
45-minute concurrent session

Abstract
This session will feature perspectives on digital humanities from presenters at two different institutions:

1) How Scaffolding Saved the Day: Integrating Omeka into Classroom Curricula

This presentation chronicles a university’s journey to bring digital exhibiting into classrooms across the curriculum. What began as an idea for a different kind of class project became an opportunity that invites students to embrace humanities in a new light and present it on a world stage. While the experience of curating digital exhibits using Omeka transformed the student learning process, it brought numerous challenges to library staff. To overcome these challenges, the presenters embraced flipped-classroom methods and developed a scaffolded approach to providing instruction throughout the semester. Presenters will offer suggestions for developing scalable and sustainable digital humanities projects that engage students and faculty in digital literacy and demonstrate the value of new and different, outward-facing alternative research projects.

2) New Ecologies of Collaboration: Digital Humanities and Renaissance Drama

This presentation on the current state of DH + Renaissance Drama Studies will address the way that DH is changing the field by raising the profile of collaborative research methods and projects, and will explore emerging models for collaboration between scholars and librarians.

Location
KIPJ Theatre

Keywords
digital humanities, Omeka, instruction, Renaissance drama

This 45-minute concurrent session is available at Digital USD: https://digital.sandiego.edu/symposium/2018/2018/26
How Scaffolding Saved the Day

Integrating Omeka into Classroom Curricula
About Us

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Outline slide

- The Beginning of Omeka
- Challenges
- Phase One: Flipping the Classroom
- Phase Two: Scaffolding
- Benefits
- Lessons Learned
Digital Initiatives @ USU

- Institutional Repository & Digital Library.
- Bepress and contentDM
- Digital Library Narrative
The Beginning of Omeka

- **Fall 2015**
  - Digital wanted a better way to showcase collections
  - A way to share a narrative

Omeka was a natural choice: open-source, outward facing, allowed for a public platform
Bringing them together?

- Transforming the final project
- Digital Initiatives Department tie-in
- The beginning
I really enjoyed getting into the sources and doing the research and then trying to figure out what kind of a presentation we could make with that information. The collection we were assigned became a sandbox of sorts in which to work and play and create something of our own.
Great to be able to produce something real that other people may actually interact with.
Legal Document by Bartolomeo Lelii (1537-1543): What is a Palimpsest?

What is a Palimpsest?

This legal document is covered by a palimpsest cover, or at least it would seem in that way at first glance. The word, "Palimpsest," is derived from a Greek root meaning, "scraped again," or "Scraped Smooth." The primary use for this technique was for the purpose of re-using the limited writing materials that were available. This technique was not limited by median, as some cultures were known to have used wax-coated tablets, which were then scraped off and re-covered as to write on them again. However, since the cover of this document was never scraped or washed, the cover is not a true palimpsest.

There are two plausible explanations as to why the author might have left the original text intact on the cover. The first explanation would be that the original text was re-purposed for aesthetic reasons. The text consists of two neatly perfect columns, and the original parchment was cut so that those columns were perfectly centered, leaving equal margins on the top, bottom, and a wide margin on the non-bound side. The original document was also rotated sideways prior to being cut for binding. It should be noted that the author cut clean through both marginal comments, as well as lines of the original text so as to keep the columns centered and visually appealing. For this reason, the original text may have been left as decoration on what would have otherwise been a blank cover.

The second, and more likely, explanation as to why the original text was left intact would be a simple matter of efficiency. The process of washing the parchment for reuse involved using a chemical concoction of lime, wine, or pitch. This process effectively removed much of the ink, but would have been very time consuming. A lot of time and effort were also required for the process of scraping a thin layer off the top to remove the ink. Along with being time consuming, the process of scraping would have also posed the risk of irreparably damaging the parchment if done improperly. It therefore seems likely that the original text of the cover may have been left intact simply to save time in the binding process. After all, it would have been much quicker to just turn a document sideways and bind it as the cover of the book than to go through a lengthy process to remove the ink prior to binding.

The text itself was written using a simplistic form of calligraphy. Red ink was used for headings, while the body of the text was written in black ink. This was standard practice prior to the introduction of the printing press. The author then proceeded to write the volume's information over the original text, and in the margins. This renders some sections of the original text impossible to read.

The content of the document itself does not seem to be of any significance besides the fact that it was possibly used for decoration, and the calligraphy was very precise. However, one line translated from the cover reads, "maio imprun pestil ontid ac passo oppress," which translates to -- "ill or injured, and can safely be opposed." While this is only a partial excerpt from the text, it seems to indicate that the document was in relation to the law in some way. The fact that calligraphy was used to write this document indicates that it was originally of importance, as writing in calligraphy, especially in precise columns, was an extremely time-consuming process. However, the reason that the parchment was harvested for the cover may have been because the original document had fallen out of relevance, and was recycled, a common practice during the period, as parchment was difficult and time consuming to manufacture.
Challenges

Omeka vs. Course Content
How do we teach Omeka and get students familiar with the content of their exhibits?

Timing
We taught Omeka at the beginning but by the time students created the exhibits they forgot the skills.
phase one

Flipping the classroom
Why Flip the Classroom?

- Step by step processes → screencast
- Free up class-time
- Collaboration
- Multiple learning styles
Flipping the Classroom Logistic

- Videos & LibGuide with handouts
- 8 videos
- Utilize subject expertise vs. Design expertise
Flipping the Classroom

- Videos & LibGuide with handouts
- Point of need access
- Re-usable

Time intensive on the onset but pays off over time.
Changes from Flipping Omeka

Shifted Focus
Omeka
Course Content

Reduces Staff Time
6 - 8 Sessions
2 – 3 Sessions

Deliberate | Consistent | Outcomes
Second student exhibit
I would make a small assignment that gets you more hands on with Omeka before starting the project. I just felt by the time we started the exhibit I was not as experienced with Omeka as I would have liked.
phase two
Scaffolding Omeka
Scaffolding Process

Create mini assignments → Test skills → Point value incentive

Explicit instructional supports
Scaffolding Example: Research Paper

1. Thesis statement
2. Outline
3. Annotated Bibliography
4. Peer-review
5. Final paper
Scaffolding Assignments

- Break down process
- Small assignments
- Tie-in with training materials
- Assign point value
- Provide examples
- Give feedback
Success we've seen from flipping and scaffolding Omeka
Number of students reached through Omeka curriculum

<table>
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<tr>
<th>Semester</th>
<th>Course</th>
<th># of Students</th>
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<tbody>
<tr>
<td>Spring 2015</td>
<td>History</td>
<td>30</td>
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<tr>
<td>Summer 2015</td>
<td>Field School</td>
<td>10</td>
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<tr>
<td>Fall 2015</td>
<td>Spanish</td>
<td>25</td>
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<tr>
<td>Spring 2016</td>
<td>Honors</td>
<td>25</td>
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<td></td>
<td>History</td>
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<tr>
<td>Fall 2016</td>
<td>Break</td>
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<td>Spring 2017</td>
<td>English</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>History</td>
<td>18</td>
</tr>
</tbody>
</table>
Benefits

- Scalable and sustainable
- Professor buy-in (not running away)
- Focuses time in classroom
- Peer tutoring
Benefits

- We went from helping 18 students the first semester to now being able to help 50 students at once.
- Professors see students grasp history as a profession.
- Students care more about the project.

Overall creates better exhibits
Ale and Beer: "Whether Ale or Beere Bee Better"

Whereas wine was reserved for the wealthy and special occasions for peasants, ale and beer became everyday beverages for the common folk of Renaissance England and Northern Europe. The drink of choice in England was ale, a fermented beverage made from barley, yeast, and water.(1) It was a beverage where few quantities limited constantly, beer and ale were considered essential dietary supplements and ale in particular had a long history of use in English medicine.(2) Beer, which added hops to the mix, was considered as a healthy drink from 1560 onwards by most Europeans.(3) Cagan thought beer and ale as failure beverages associated with drunkenness and beggars.(4) He also argues that, "for it is wiser to bee drunker of lar than of Wines, and the stolinarmor endureth longer, for reason that the furnes and vapors of Ale that ascend to the head, are more gresse, and therefore can not bee so soone resolv'd as those that rise by Wines." However, he does concede that ale and beer possess several health benefits.(5) Like wine and water, beer and ale also possess humoral qualities. Ale was made with water and barley malt, both considered cool. Beer included hops which took on a high quality. Cagan recommends the consumption of ale over beer because he believed it the superior beverage for health. This belief reflects popular English opinions regarding beer, which sought to disprove by ale production to stop its growth, continued to increase in popularity throughout fifteenth and sixteenth-century England.(6) Cagan recognized that beer acted as an effective diuretic, but believed that ale "increaseth strength, increaseth flesh, strengthens bowle [broad], and proveth urines..." while beer "hasteth the belly, and puffeth it up, and causeth moderately."(7) Cagan's critiques of beer occurred as other scholars of English medicine weighed in on the argument. So, like Cagge, performed the old English ale, while others argued that beer was the more healthful and economic beverage. Eventually beer succeeded ale as the beverage of choice by common Renaissance Englishmen.

(1) Lingel, "The in the Middle Ages and Renaissance," 57-60.
(2) Bock, ".
(3) Bock, 15.
Lessons Learned

**Get Feedback**
Ask students and professors what works and what doesn’t.

**Explicit/Realistic Expectations**
Clearly articulate to professors what is expected of them & students.

**Peer Tutoring**
Utilize training materials to train student workers who can in turn train their peers.

**Worth the Effort**
Creating content takes time but is worth it in the end because materials are reusable.

**Professor Buy-in**
Share materials with professors to create buy-in.

**Experiment**
Don’t be afraid to try new things and always take it a step further. There’s always room for improvement.
Thanks!

Any questions?

Email us at:
- Teagan.eastman@usu.edu
- Alison.gardner@usu.edu
Credits

Special thanks to all the people who made and released these awesome resources for free:

- Presentation template by SlidesCarnival