Mar 26th, 9:00 AM - 9:45 AM

Best Practices for Entering the Digital Humanities Academic Community: Engaging and Training Faculty

Judith A. McDaniel
University of Arizona, mcjudith@email.arizona.edu

Follow this and additional works at: https://digitalcommons.georgiasouthern.edu/sotlcommons

Part of the Curriculum and Instruction Commons, Educational Assessment, Evaluation, and Research Commons, Educational Methods Commons, Higher Education Commons, and the Social and Philosophical Foundations of Education Commons

Recommended Citation
https://digitalcommons.georgiasouthern.edu/sotlcommons/SoTL/2015/4

This presentation (open access) is brought to you for free and open access by the Conferences & Events at Digital Commons@Georgia Southern. It has been accepted for inclusion in SoTL Commons Conference by an authorized administrator of Digital Commons@Georgia Southern. For more information, please contact digitalcommons@georgiasouthern.edu.
Best practices for entering the digital humanities academic community: engaging and training faculty

Session Objective: To untangle the threads of resistance to adopting and using an online learning experience.

Judith McDaniel, Ph.D., J.D.
What is/are (the) Digital Humanities?

Or how I learned to stop worrying and love using tools built for marketers, militaries, bankers, oilmen, scientists, gamers and the F.B.I. (D.H.S.) to pursue humanities scholarship.
digital humanities

…a “nexus of fields within which scholars use computing technologies to investigate the kinds of questions that are traditional to the humanities.”

Kathleen Fitzpatrick, 2010 Digital Humanities Conference
…three distinct cultures coexisting in higher education:

1. the pre-modern culture of the faculty;
2. the modern culture of the administration;
3. the post-modern culture of distance educators who apply information technology to teaching and learning

GROWTH RATE OF NUMBER OF STUDENTS TAKING AT LEAST ONE ONLINE/DISTANCE COURSE – 2003 TO 2013

2015 Babson/Online Learning Consortium report
FACULTY WHO ACCEPT THE VALUE AND LEGITIMACY OF ONLINE EDUCATION – FALL 2002 TO FALL 2014

http://onlinelearningconsortium.org/read/survey-reports-2014/
Proportion of higher education students taking at least one online course now stands at 32%.
Online Course Enrollment Climbs for 10th Straight Year

A new study finds that online education continues to grow despite declining faculty support.

Kelsey Sheehy, Jan. 8, 2013
Diverging paths...
Seriously out of control
Barriers?
Success in an online environment

1. Are faculty in favor of online education?
2. Have faculty/instructors been trained in an online environment?
PREMODERN  MODERN  POSTMODERN

"Because God put it there and that's the way it's always been."
"Onwards and upwards with inevitable progress!"
"Blppppggghljdsllkfljowejflasldjflkssjdljdj;jaldflkkj;df"
CACSSS Research
Traditional Research
Dr. Ellen Schattschneider--*Immortal Wishes*: labor and transcendence on a Japanese sacred mountain

**Teaching Resources**

**Akakura Mountain Shrine**

**Architecture and Natural Features**

(see esp. Chapter Two, "Between Worlds: Akakura's Architecture of Potential Transformation")

See: Slide show of Akakura architectural and natural features

<table>
<thead>
<tr>
<th>Sacred architectural sites in the Akakura complex include:</th>
<th>Important outdoor sites on Akakura Mountain include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Shinden (Inner Sanctuary)</td>
<td>- The twin pines</td>
</tr>
<tr>
<td>- Honden (Kami Sanctuary)</td>
<td>- bridge over the Akakura river</td>
</tr>
<tr>
<td>- Byoushinsama (Dragon shrine)</td>
<td>- path up the mountain</td>
</tr>
<tr>
<td>- Reido (Ancestral Memorialization Halle)</td>
<td>- Akakura Gorge</td>
</tr>
<tr>
<td>- Godaimyoo (Five Lords Hall)</td>
<td>- Ubaishi</td>
</tr>
<tr>
<td>- Meido (Image Hall for the Founder)</td>
<td>- Waterfall of Fudo</td>
</tr>
</tbody>
</table>

Conventional architectural spaces:

- kitchen
- courtyard
- shop
Mieido Shrine and Altar
Akakura Mountain Shrine Rituals

Each May 1st, the assembled congregation climbs Akakura mountain, from Akakura Mountain Shrine up to the Waterfall of Fudo (Fudo taki) to hang a great rice straw rope (shimenawa) across the gorge. After the ceremony has been performed the mountain is considered "open" for the performance of shugyo (ascetic discipline) on the mountainscape above the shrine itself.
1991 video of “mountain opening” ceremony—rope carry, raise rope.
Book of Kells Now Free to View Online

Trinity College Library Dublin would like to announce that the Book of Kells in its entirety is now viewable in the Library’s new Digital Collections online repository, provided by the Library’s Digital Resources and Imaging Services.

Direct link to the Book of Kells online

The Book of Kells transparencies, originally captured by Faksimile Verlag, Lucerne, Switzerland in 1990, have recently been rescanned using state of the art imaging technology. These new digital images offer the most accurate high resolution images to date, providing an experience second only to viewing the book in person.

In addition, we would like to direct you to the new iPad app of the Book of Kells, with added functionality and commentary.
What are cultural markers and how do they function in academic disciplines?
academic language

understand
communicate
style
oral
genres
charts
written
distant audience
pictures
visuals
specific purposes
academic disciplines
specialized vocabulary
Assessment Criteria—the skill of grading
**DARIAH survey on digital practices in the arts and humanities**

1. Where do you consult the following materials?

<table>
<thead>
<tr>
<th>Material</th>
<th>On a desktop or laptop PC</th>
<th>On some mobile device (tablet, smartphone etc.)</th>
<th>Printed, or using an analogue device</th>
</tr>
</thead>
<tbody>
<tr>
<td>Articles in scholarly journals or conference proceedings</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Books</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Archival holdings</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Images</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Maps</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Video</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Audio</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>

Check all that apply.
DARIAH survey on digital practices in the arts and humanities

5 How often do you perform the following activities as you work on your research?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Never</th>
<th>Seldom</th>
<th>Often</th>
<th>Very often</th>
</tr>
</thead>
<tbody>
<tr>
<td>I visit historical archives, special collections or museums</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I seek information or advice from archivists, subject librarians or collection curators</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I access primary sources outside my country of residence</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I use a standard keyword list or thesaurus to organize my research assets</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I use my own keyword list or thesaurus to organize my research assets</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I use a bibliographic management application (e.g., Endnote, Zotero etc.) to manage my citations</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I collaborate with others on a research project</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I communicate with others in a social media site or discussion forum</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
7 How often do you disseminate your work through...

<table>
<thead>
<tr>
<th>Question</th>
<th>Never</th>
<th>Seldom</th>
<th>Often</th>
<th>Very often</th>
</tr>
</thead>
<tbody>
<tr>
<td>...an open content journal or publication?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>...the portal or repository of your institution?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>...your own website or blog?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>...a scholarly community site (e.g., academia.edu, ResearchGate)?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>...a generic online content community (e.g., Slideshare, Flickr, Youtube)?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>...a social network (e.g., Google+, Twitter, Facebook)?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
As leaders in digital humanities, we are asking our students to leave accepted pathways and march into the desert; we have a responsibility to know enough to help them draw a new map.

For a list of references:

Judith McDaniel
Union Institute and University
University of Arizona

judithmcdaniel4@gmail.com