Digital Pedagogy Institute: Improving the Student Experience

Programme

Day 1: August 19th, 2015 – Instructional Centre (IC), University of Toronto Scarborough

9:15 – 9:30

IC Atrium

Opening Remarks

Sarah Forbes – Deputy Chief Librarian, University of Toronto Scarborough Library

Susan McCahan – Vice Provost, Innovations in Undergraduate Education, University of Toronto

9:30 – 10:30

IC Atrium

Opening Plenary

Nora Young, CBC, Host of Spark

Forget the Streams, Here Come the Waterfalls: Education and the Coming Data Revolution

Earlier waves of innovation in digital technology - such as the rise of Web 2.0 - have changed our relationship to data. They have called into question traditional hierarchies of information, authority, and approaches to education. The next wave of digital change, where constantly updated data comes from ever more sources, opens up new opportunities and challenges for digital scholarship, and digital pedagogy.

Bio:
Nora Young is an informed and ideal guide for anyone looking to examine—and plan for—the ever-changing high-tech landscape; she helps audiences understand trends in gadgets, apps, social media, and more, while showing them how to better protect their privacy in our increasingly digital world. The host of CBC Radio’s Spark and the author of The Virtual Self, she demystifies technology and explains how it is shaping our lives and the larger world in which
we live. Young is the co-creator of podcast *The Sniffer*, and she was the founding host of CBC Radio’s *Definitely Not The Opera*, where she often discussed topics related to new media and technology. Her work has appeared online, on television, and in print.

10:30 – 12:00

IC300

**Cathy Truong, Ailsa Craigen, Amin Nikdel, Vincent Hui, Ryerson University**

**Instructional, Informative, Interactive, and Integrative: Digital Tools in Establishing Experiential Excellence**

This presentation will outline a series of digital tools that have been implemented within Ryerson University’s Department of Architectural Science. Beginning with impacts of blended learning via online software modules, the presentation will elaborate on the Web 2.0 model of user-generated content via the development of a mobile app that both showcases and shares architectural information. Leveraging augmented reality tools to allow students to visualize their digital work in real time in the real world, the presentation will elaborate upon the successful adoption of advanced visualization software to support student experience. The presentation will then delve into the newest digital tool developed within the program that both complements and extends beyond curricula into professional application – the integration of *Sharp Scholar* as a portfolio development tool. As non-academic assessments, design portfolios have become ubiquitous components in determining admissions into post-secondary programs as well as entry into a range of professions. Outlets for creating and posting portfolios online have emerged in the past decade as rapidly as institutions have mandated them from students, yet there has not been an infrastructure to adequately provide meaningful experiential learning and evaluation. As a response to this, *Sharp Scholar*, was developed and deployed within the Department’s Co-op program. Though in its early stages, the software has proven to be an extremely effective tool in overcoming these challenges while providing additional insights afforded by features such as “heat-mapping” of audience activity, timed viewings, and peer feedback that not only improved individual student’s portfolio of work but the pedagogical offering as a whole. As digital portfolios become both commonplace pedagogical and professional evaluation tools, it is imperative that educators look to new infrastructures that go beyond the creation of portfolios and invest in the emerging systems for their critical assessment.

**Bio:**

Vincent Hui distinguished himself in his early teaching career at the University of Waterloo in both the schools of Architecture and Planning with several teaching awards and citations. He teaches a variety of courses at Ryerson University’s Department of Architectural Science including studio, structures, and digital tools. He has cultivated an extensive background of research in computer aided design, building information modeling, parametric design, advanced simulation, and rapid prototyping. While serving as the Department’s Experiential Learning Director, Vincent oversees the Department’s Co-operative Education program as well as a
spectrum of student extracurricular activities. As the head of Ryerson’s Architectural Design Lab, [R]ed[U]x Lab, Vincent has overseen the design, fabrication, and exhibition of innovative design work around the world.

William Ju, Lily Huang, Justin Huang, Tamara Chau, UTSC

The Shift from Teaching to Learning: Online Assignments, Assessment, and Capstone Projects Across the Undergraduate Spectrum to Enhance Student Centered Learning and Collaboration

Over the past few years that here has been a tremendous increase in the use of technology within the classroom as well as an increase in the complexity of assignments that require digital literacy. Specifically, there is an increasing trend to use online delivery methods for lecture content and online assignments (Irving, 2006). One advantage of online learning is that, if used correctly, it can enhance knowledge transfer and stimulate deep learning (Ramaswami, 2008). However, while the use of technology in the modern classroom has taken great strides in terms of delivery of material, the development of online digital assignments to enhance student learning and online collaboration have been slower in being developed and adopted. Furthermore, the newest pedagogy that suggests that courses should include “creativism” (and possibly digital creativism) where students contribute directly to the learning process as “makers” in the online environment (Greenhow et al, 2009). Here we describe the use of various digital platforms that students can use to collaborate and share ideas about course material and content (YouTube lecture stream annotation), become digital content creators with a course (Articulate Storyline 2), and the use of online project management software and learning portfolios to curate the student work. Although the assignments differ significantly in structure as well as scope, they share many common features including collaborative learning online, peer feedback, and critical thinking skills. Details of the thought processes behind the online assignments, their learning outcomes and student perspectives on the potential levels of engagement will be presented.

Bio:
Dr. Ju is a senior lecturer in the Neuroscience and Health/Disease platforms in the Human Biology Program at the University of Toronto, St. George Campus. His pedagogical interests include student engagement through digital and online learning platforms, collaborative learning and disruptive learning.

IC302

Peter Latka PhD, University of Toronto

Hot Ice and Wondrous Strange Snow”: Quantitative Analysis, Data Visualization, and Literary Studies?

One subject that requires attention in a Shakespeare course is the analysis of formal poetry. Toward this end, I design models that harness digital resources in order to introduce undergraduates to important concepts required for the analysis and interpretation of formal poetry. Through an effort to offset student anxieties about the technical aspects of formal poetry,
I experiment with pedagogical practices that incorporate visual-based models. Digital-based educational approaches serve especially well in teaching technical skills. Student feedback suggests that such methods are helpful in terms of concretizing abstract concepts through visual conceptualization. Basic rhetorical schemes and tropes such as anaphora, litotes, parallelism, and zeugma are intimidating for many students if only because of the unfamiliar Latin/Greek names. When these terms are introduced through an approach that foregrounds students’ preexisting familiarity with the “outcomes” of these rhetorical devices – e.g., Tweets regularly employ poetic devices such as elision in response to the form’s restrictions – students are better able to understand the significance of key concepts, instead of being distracted by inaccessible jargon and seemingly rarefied subject matter. This paper introduces a range of case studies that are practical strategies for teaching close reading skills through digital-based strategies.

Bio:
Peter Látka completed his PhD at the University of Toronto in 2015. He is a course instructor for William Shakespeare’s poems and plays. Peter is designing a pilot project (tentatively titled, #shakespeare2020) that will eventually serve as an online tutorial suite for university-level students of Shakespeare’s works. His project harnesses pedagogical strategies (interactive, multiplatform, online, and visual-based) to provide undergraduate students with personalized skill development tutorials with five key subject areas in Shakespeare studies: close reading (language and poetic devices), context (and historicization), genre (and structure), sources and performance.

Anne Milne, Professor, UTSC

Unexpected Illiteracies and Clunkiness: Imagining ‘Writing for the Web’ for English Majors

Largely an anecdotal report and reflection on my recent experience (Winter 2015) with an assignment that required a group of third-year English students at UTSC in to ‘write for the web’, this paper plays with my assumptions about undergraduate student writing in English, student perceptiveness about the construction and creation of information on the Internet, and the level of pedagogical support and experience that would be available/already in place. When the initial response to the assignment was “Sweet!, we only have to write a few captions of 25-50 words each and a 300 word collaborative essay!” and the subsequent response was “Writing captions is the hardest assignment we’ve ever had”, I realized that I needed better strategies to anticipate and bridge that gap. Most of my students are reasonably good writers, and all of my students consume writing (aka, read) on the Internet constantly. Yet, they were ill prepared to ‘write for the web’. This was even as they conceded that, “somebody writes this stuff,” and realized that they needed to respond ‘in writing’ to my supplementary question, “then, shouldn’t it be you guys, English majors, who writes this stuff?” It all worked out in the end. How we got there is part of the story the paper tells, but the bigger story is about writing and undergraduate English in the twenty-first century. I hope to approach this larger question as a large question of whether and why, but I also need to see it from the more practical pedagogical perspective of how to actually teach students to ‘write for the web’.
Bio:
Anne Milne is a Lecturer at the University of Toronto Scarborough. She was a Carson Fellow at the Rachel Carson Center for Environment and Society in Munich, Germany (2011) and published ‘Lactilla Tends Her Fav’rite Cow’: Ecocritical Readings of Animals and Women in Eighteenth-Century British Labouring-Class Women’s Poetry (Bucknell UP) in 2008. Her research highlights local cultural production in eighteenth-century British poetry.

Workshop: Drupal
Delivered by Mona Elayyan

Bio:
Mona Elayyan holds a Masters of Information, a Bachelor of Applied Science and Engineering (specializing in Electrical Engineering) and an Honour Bachelor of Arts (English Specialist) from the University of Toronto. Mona was previously an Instructional Technology Support Assistant at the University of Toronto Mississauga Library, where she helped faculty, staff and student use online literacy tools and troubleshoot technical problems using Blackboard Learning Management System. Prior to that, Mona worked at Accenture as an Infrastructure Lead, managing project infrastructure and at Oscellus as a System Administrator, customizing client web spaces. Mona is looking at how various technologies can change pedagogy and how to make information accessible and available using digital tools. One of her on-going projects is a Charles Dickens page. She has developed a design concept for a website interface that promotes scholarship and engages users with the text through collaborative and annotative tools.

13:00 – 13:50

IC 300

Dr. Elzbieta Grodek, PhD, Jonathan Royce, MA, McMaster University

Partnering Digital Arts and Humanities to Teach Abstract Concepts in Literary Studies

Many concepts forged by French post-structuralist thinkers challenge traditional reading habits and common assumptions about the way in which words and concepts relate to the world. Students encountering post-structuralist essays in their literary theory courses often run into difficulty with constructing coherent and satisfying mental references for such terms. This presentation will discuss an ongoing project involving graduate students from the Department of French at McMaster University and students from the Faculty of Animation, Art and Design at Sheridan College. The aim of this collaboration is to mobilize digital humanities and digital art technologies to facilitate understanding of Jacques Derrida’s "la différence" by virtue of a multimodal, rather than purely linguistic, presentation of the concept. In the first stage of the project, two digital platforms have been used to improve French students’ reading experience and
to increase the level of their engagement with Derrida's text. In the second stage, digital tools applied by Sheridan College graphic artists allow for experimentation with multiple semiotic systems in order to produce a short instructional video that will be used by future students as a point of entry to Derrida's essay "La Différance". The project was conceived as a research-teaching experience for the faculty and aims at engaging students in an inquiry-focused learning process. As a matter of fact, students have played a pivotal role in the project since their reading adventures performed on digital platforms constantly oriented and reoriented the research trajectory. In this paper, the project will be discussed from both faculty and student perspectives. Two of the conference proposed topics will be addressed: using digital methodologies to improve student learning and shifting from transmitting knowledge to facilitating collaborative learning.

**Bios:**

Elzbieta Grodek is an Assistant Professor in the Department of French at McMaster University. Her teaching and research interests are in Contemporary French Literature, relationships between literature and the arts, and pedagogy of literary theory. She has published articles on intermediality in the novels of Claude Simon, Michel Butor, Nicole Brossard and Michel de Ghelderode. Her current project on visualizing theoretical concepts in literary studies aims at engaging digital arts and humanities to revitalize pedagogy of literary theory in light of the ongoing transformation of the literary filed by new media.

Jonathan Royce has led parallel professional lives in animation and music performance. Taking a leave of absence from a long career in film and television animation, he returned to school to finish a B.A. in Music from SUNY Empire State College in 2007. He subsequently earned an M.A. in French Literature and Language from McMaster University in 2014. He is currently working towards his second master’s degree, in Communications Studies and New Media, also at McMaster University, and he is a practicing jazz musician.

**IC 302**

**Kaleigh Mclelland, MA Candidate, University of Toronto**

**Story Nations: Lessons Learned in a (Fairly) Digital Classroom**

I will share key lessons learned in the teaching and management of a course taught by Dr. Pamela Klassen of the Department for the Study of Religion. Along with Dr. Klassen and two research assistants (of whom I am one), the class consisted of four University of Toronto undergraduates participating in a research course; each from a different department, and with technological enthusiasm ranging from keen to uncomfortable. The goal of the course was to create an accompanying website to Dr. Klassen’s forthcoming book about an Anglican missionary in late 19th century Canada. The resulting website, Story Nations, is a combination of digital mapping, archival information, and digital humanities exhibition tools. I plan to explore topics such as: being inclusive in duties among all members of a diverse team; incorporating online tools for real-time and remote collaboration; and introducing students to digital humanities research resources available to them through the University of Toronto. In addition, I
will discuss the results of our trip to the Rainy River at the end of June when we present the site thus far to the northern Ontario community in which the missionary was based. I will also examine the tools we employed to create a relatively digital classroom and our rationalization for choosing certain services over others, with a mind to open source software, usability across levels of expertise, and availability. Among these tools are Dropbox, Google Drive and Groups, Omeka, and its mapping plugin, Neatline.

The class was experimental at heart, an adventure in learning experiences both local and digital. In sharing these lessons and, I hope to contribute to a wider discussion of how one might combine traditional and digital pedagogies in order to create a learning atmosphere more conducive to collaboration and the development of students’ academic and professional skills.

**Bio:**
Kaleigh McLelland is currently finishing her MA at the University of Toronto’s Department for the Study of Religion, and will be entering its PhD program in September. Her research focuses on national identity formation among visitors to Canadian Catholic pilgrimage shrines. Although her methodology has thus far had an ethnographic focus, she hopes to incorporate elements of the digital humanities into her thesis research.

**IC 306**

**Workshop: Story Mapping**

**Delivered by Kristen Lemay, M.L.I.S Candidate, U.W.O**

**Bio:**
Having had her interest sparked by a Digital Humanities course in her MLIS program, Kristen Lemay has begun exploring DH tools and is excited by their potential to improve students’ learning experiences. She has completed co-op terms at the Library of Parliament and The D.B. Weldon Library (Western Libraries), and will be finishing her MLIS program at the University of Western Ontario this summer.

**13:50 – 14:40**

**IC 300**

**Lee Bessette, Faculty Instructional Consultant, Center for the Enhancement of Learning and Teaching, University of Kentucky**

**Digital Pedagogy/Humanities and the Role of a Campus Center for Teaching Excellence**

There have been numerous debates within Digital Humanities and our institutions around where DH should "live" on campus: A department? A Center? In the library? As a stand-alone? One place that is rarely mentioned, particularly at R1 institutions, is the campus Teaching and Learning Center, where the primary responsibility is to help faculty and graduate students
become better teachers. But what better place is there to embed digital humanities and digital pedagogy? These spaces on campus provide multidisciplinary space to improve the student experience through pedagogical innovation, of which digital pedagogy, and digital humanities approaches and tools, along with the embedded infrastructure, to be able to reach a wide variety of faculty. But, there are limitations, including a more traditionalist view of what faculty development looks like. This talk will look at the larger tradition of digital pedagogy and pedagogical innovation within Teaching and Learning Centers, as well as reflecting on the author’s personal experience in such a position.

Bio:
Lee Skallerup Bessette is a Faculty Instructional Consultant at the Center for the Enhancement of Learning and Teaching at the University of Kentucky. With over 15 years of classroom experience, Dr. Bessette has transitioned into a faculty development role, specializing in digital pedagogy and digital humanities. She has published in outlets such as Hybrid Pedagogy, the Journal of Interactive Technology and Pedagogy, and Educating Modern Learners. She has also taught the Digital Pedagogy and Networked Learning workshop at Humanities Intensive Learning and Technology (HILT). Her blog, College Ready Writing, is at InsideHigherEd.com.

IC 302

Dr. Elaine Khoo, Centre for Teaching and Learning, Dr. Sohee Kang, Professor, UTSC

Facilitating Better Collaborative Learning Capacity: Minimizing ELLs’ Language Barrier

Digital technologies contribute to increasing opportunities for greater learner participation and collaboration in the higher education teaching-learning environment. In ideal circumstances, students become co-creators of knowledge, and can leverage technology in the learning process. Since digital pedagogy encourages a learning-centred participatory approach that can potentially be more inclusive of diverse perspectives, students working on a collaborative learning model can bring individual cultural and educational experiences in the exploration of issues and new concepts. However, with internationalization and immigration, a significant proportion of English Language Learners (ELL) among the student population face initial Academic English challenges that act as barriers to their active participation in digital pedagogy and compromise the student experience. Many of these students have a great deal of valuable experience and ideas to share but are constrained by the lack of vocabulary, reading and academic communication skills as well as an understanding of the norms of academic culture in North American universities. This session reports preliminary findings of a pilot project using the Vocabulary Expansion Accelerator, an interactive web-based tool aimed at addressing the challenges ELLs face in the literature search process and when dealing with academic texts such as peer-reviewed journal articles. Presenting students’ perspectives based on a survey, interviews and investigation of students’ written output to discern impact of support, we invite participants to explore questions that need to be asked about empowering ELLs and other students so that the advantages afforded through digital pedagogy can be optimized. Implications for increasing
faculty and stuff awareness of ELL initial language challenges as well as productive ways of interaction and support will be discussed.

**Bios:**
Dr. Elaine Khoo is a Senior Lecturer at the Centre for Teaching and Learning where she heads the English Language Development Centre (ELDC). Her international experience having studied, taught and researched in universities in four different continents, and her research interests to accelerate the academic integration of students (both international and domestic) have resulted in innovative approaches that directly support students in overcoming their cultural- and language-related challenges to become active members of the academic community. Her passion for student engagement and innovative approaches to teaching has been recognized through awards at Uof T and internationally.

Dr. Kang is a lecturer in the Department of Computer and Mathematical Sciences at the University of Toronto at Scarborough. She also works at the Mathematics and Statistics Learning Center to improve students’ proficiency in Statistics. She worked at Trent University as an assistant professor for two years before joining UTSC in July 2013 as a statistician. Her previous academic experience includes a one-year visiting assistant professorship in the department of applied statistics at Kyungwon university in South Korea, and a two-year postdoctoral research fellowship in biostatistics at Mount Sinai Hospital in Toronto. Sohee received a Ph.D. in biostatistics in 2007 from the University of Toronto with a dissertation in Bayesian semi-parametric logistic and Poisson Regression.

**IC 306**

**Workshop: Fusion Tables**

**Delivered by Mona Elayyan**

15:10 – 16:00

**IC300**

**Jodine Perkins, PhD Candidate, Indiana University**

**Engagement with community organizations in digital projects**

Partnering with community organizations on digital projects facilitates meaningful student learning and creates valuable outputs for the organization. My case study for this discussion is my graduate-level oral history course, housed in the School of Library, Archival and Information Studies at the University of British Columbia. In the course, students create an oral history collection with a community partner. This project includes the development of project goals, conducting interviews, and curation of born-digital outputs.

While teaching this course, I have partnered with three different organizations: a community-service nonprofit without a staffed archives; a community organization with a small archive/museum as just one of its many services; and a community archive/museum that began
as a community-led oral history program. I will share my experiences with each type of organization as well as ways of maximizing benefits for both the organization and the students (while also preserving the instructor’s sanity).

Students appreciate being part of a project that actually benefits the organization and the oral history interviewee. Throughout the project, students engage with theory, design and implement research methodology, collaborate with fellow students and an outside partner on a shared project, and learn and implement technical and project management skills. Curating born-digital project outputs, including audio recordings, photographs and documents, allows students to experience the challenges of applying metadata and preservation best practices in an organization with limited resources. Furthermore, legal and ethical concerns surrounding intellectual property and privacy, which frequently arise in digital projects, become more salient when students work with real data created in collaboration with people they have actually met. Even if they never complete another oral history project, the generalizable skills students gain during the course will allow them to implement their own community-led digital projects in a variety of domains as they enter competitive job markets.

Bio:
Jodine Perkins, MA/MLS, is a PhD candidate in Folklore at Indiana University Bloomington. She lives and works in Vancouver, BC, and teaches a course in oral history at UBC. She is also a project manager and digital curator who facilitates creative, community-led projects with social service providers and archives, libraries and museums. Recent projects include work with the Pacific Post Partum Support Society (www.postpartum.org) and BC First Nations.

IC 302

Robert Clapperton, Assistant Professor, Ryerson University

Digital Simulations of Professional Communication and Metacognitive Pedagogy

Digital simulations of professional practice produce what Shaffer and Resnick (1999) termed “thickly authentic” learning. Simulations align content and assessment with “real world” professional practice to provide an authentic learning environment. This thickly authentic simulated real world can be achieved in two forms: (1) the student is placed in an actual firm on an internship or co-op basis where they practice the skills of professional communication. The internship or co-op experience is still a form of simulation of sorts as the position is temporary and supported by the educational institution and participating firm. And (2) the student placed, figuratively speaking, in a digital simulation as part of workshop, hybrid, or online course. The first simulation form provides the thickest authenticity, but requires extensive institutional commitment. Digital simulations can be designed and implemented in a wide range of applications and intensities.

I contend that the pedagogical strength of digital simulations is their ability to invoke metacognitive awareness of the effective practice of professional communication. Digital simulations of professional communication produce a double level of observation. On the first level, the student observes the practices of the simulated professional environment while on a
second level observes their own practice in the simulated environment. My paper will describe the implementation and progress of a digital simulation offered as an introductory course in professional communication by the School of Professional Communication at Ryerson University and the research project aimed at determining the metacognitive effects of such an offering.

**Bio:**
Robert Clapperton is an Assistant Professor LTF in the School of Professional Communication at Ryerson University. His research interests include the use of simulations in pedagogy and knowledge mobilization especially in the areas of professional communication and social innovation.

**IC 306**

**Workshop: Islandora**
Delivered by Mona Elayyan

**16:10 – 17:30**

**Plenary**
**Geoffrey Rockwell, University of Alberta**

Understanding how data about us can be gathered, aggregated and analyzed has never been more important now that we are reading about large scale government surveillance. In this talk I will first make the case that we need to be teaching data analytics across the disciplines, especially in the humanities and social sciences that concern themselves with interpretation, ethics, and the political. I will then discuss some of the history of attempts to build analytics into a broader curriculum and the challenges of teaching digital methods. I will show different ways we can expose students to analytics and tools that are accessible for teaching text analysis.

**Bio:**
Dr. Geoffrey Martin Rockwell is a Professor of Philosophy and Humanities Computing at the University of Alberta, Canada. He received a B.A. in philosophy from Haverford College, an M.A. and Ph.D. in Philosophy from the University of Toronto and worked at the University of Toronto as a Senior Instructional Technology Specialist. From 1994 to 2008 he was at McMaster University where he was the Director of the Humanities Media and Computing Centre (1994 – 2004) and he led the development of an undergraduate Multimedia program funded through the Ontario Access To Opportunities Program. He has published and presented papers in the area of philosophical dialogue, textual visualization and analysis, humanities computing, instructional technology, computer games and multimedia. He was the project leader for the CFI (Canada Foundation for Innovation) funded project TAPoR (tapor.ca), a Text Analysis Portal for Research, which has developed a text tool portal for researchers who work with electronic texts and he is now part of the Text Mining the
Novel project (novel-tm.ca/). He has published a book “Defining Dialogue: From Socrates to the Internet” with Humanity Books” and is co-author of a soon to be published book “Hermeneutica: Computer-Assisted Interpretation in the Humanities.”
Day 2 – August 20th, 2015 – Instructional Centre – UTSC

9:30 – 10:45

Plenary

Diane Jakacki, Bucknell University

Stepping Away From the Podium: Lessons to be Learned in Teaching and Doing DH

What do the digital humanities look like in the classroom? How does our experience as humanists translate into a learning environment that emphasizes the "H" while incorporating the "D"? In this talk, Diane Jakacki shares her experiences in finding ways to establish best practices for teaching and learning DH, and how that has fundamentally changed the ways in which she considers the humanities.

Bio:

Diane Jakacki is the Digital Scholarship Coordinator at Bucknell University, where she explores and institutes new ways in which Digital Humanities tools and methodologies can be leveraged in research and teaching in a small liberal arts environment. She earned her PhD at the University of Waterloo, and was a Marion L. Brittain Postdoctoral Fellow at the Georgia Institute of Technology. She is an assistant director of DHSI, where she teaches the Digital Pedagogy course. She is also a member of the Map of Early Modern London’s editorial board, the Internet Shakespeare Editions’s Pedagogical Advisory Board, the Records of Early English Drama’s Digital Advisory Committee, and has published widely on the intersection of digital humanities and early modern studies.

11:00 – 11:50

IC 300

Robert Jay Glickman, Professor Emeritus, University of Toronto

Online and Blended Courses: The Good, the Bad, and the Ugly

In the last fifty years, we in the Humanities have come a long way from producing word indexes and writing books like a Manual for the Printing of Literary Texts and Concordances by Computer, and have seen computer science proliferating and diversifying to the point that it now touches every frontier of knowledge. The abundance of research tools based on computer technology gives us prodigious investigative powers and beckons us to engage in new spheres of intellectual endeavor. Pedagogically, one of those spheres is the construction and management of online and blended courses. It is interesting to note, however, that introduction of such courses on the university level, though potentially valuable, can be extremely difficult. Novelty always is. As Machiavelli said: “there is nothing more difficult to plan, more doubtful of success, nor
more dangerous to manage than a new system.” And where online and blended courses are concerned, all too often technology and pedagogy fail to run in concert. As a result, multiple problems have arisen and, once publicly identified, tend to discourage students from taking such courses, teachers from wishing to participate in them, and universities from deciding to offer them. In view of this, it behooves us to provide unassailable examples of the worth of such courses and to develop compelling policies on how best to organize and manage them both technically and pedagogically. The aim of this paper is to discuss some of the more challenging problems that confront us with this type of course and to suggest practical, digitally-mediated, and sound pedagogical solutions to those problems.

Bio:
Robert Jay Glickman is a Professor Emeritus in the Department of Spanish and Portuguese at the University of Toronto. Although his specialty is Hispanic language, literature, and culture, Prof. Glickman has also researched and written on political, sociological, and military issues in the Americas and has done extensive research on knowledge acquisition, transfer, and utilization in multidisciplinary environments. He has taught at the University of California (Riverside), Harvard University, and the University of Toronto, and has lectured on a variety of historical and contemporary subjects at institutions of learning in the Americas and Europe. His current research is focused on pedagogical methodology and the diffusion of innovations within and across disciplines.

IC302

David Hutchison, Director of the Centre for Digital Humanities in the Faculty of Humanities, Brock University

Effectively Managing Undergraduate Student Projects

An interactive session which focuses on the challenges of implementing collaborative projects in undergraduate courses. The session will comprise a series of activities (e.g., short small group discussions, reflection worksheets, and problem-based case studies) that focus on the challenges student projects often face. The session will integrate my scholarship related to project management theory, showing how professional project management practices can inform and support student projects. Additionally, the session will focus on preparing undergraduate students for project work, planning and pitching project ideas to peers and incorporating their feedback, the 3M cycle: managing, monitoring, and modifying the role of the university instructor in supporting students engaged in projects.

IC 306

Workshop: XML
Delivered by Mona Elayyan
IC 300

Alexandra Bolintineanu and Andrea Loren Giamou, University of Toronto

**Chaucer in Italy, Boccaccio in Bedrooms: A Case Study in Digital Pedagogy**

Omeka is a digital platform that allows users to create collections of digital objects, to weave multimedia narratives around these objects, and even – using Omeka’s plugin Neatline – to project narratives and artifacts into time and space. So far, Omeka and Neatline have been used primarily by archivists and historians to digitize special collections, house online catalogues, document local history and current events, and explore the spatial dimension of historical events and artifacts. In this paper, we explore how Omeka and Neatline were used in an advanced undergraduate literature course, *Chaucer in Italy*, at the University of Toronto. *Chaucer in Italy*, taught by William Robins at the University of Toronto, studies Geoffrey Chaucer’s encounter with the literature and culture of medieval Italy. Its digital learning module, built around Omeka and Neatline, invited students to represent course thematics through digital mapping and visualization exercises. As with traditional translation exercises, the translation of medieval texts into digital media aimed to engage students in rigorous, immersive reading, as well as the development of digital and visual literacies. Using *Chaucer in Italy* as a case study in digital literary pedagogy, we describe—from an instructor’s and a student’s perspective—how an Omeka learning module was created, how it was implemented, what pitfalls we ran into, and what lessons we, instructors and students, learned along the way. Drawing on this experience, we present a conceptual framework and a digital toolkit for the integration of spatial digital humanities into undergraduate literature classrooms.

**Bios:**

Andrea Loren Giamou is a recent graduate with an Honours Bachelor of Arts from the University of Toronto, with a specialist in English and a major in Classical Civilization. One undergraduate thesis she completed for her English specialist involved digitally mapping a sexual farce which is shared between Boccaccio and Chaucer, and was presented at the annual Chaucer Seminar in Toronto this past April. She currently lives and works in Toronto.

Alexandra Bolintineanu is a postdoctoral fellow in medieval data curation at the University of Toronto, cross-appointed to the Centre for Medieval Studies and the University of Toronto Library. She studies medieval wonders through digital media. Turning the medieval poetics of wonder, with its focus on displacement and unknowing, unto the digital, she adapts digital analysis techniques formed by 18th and 19th century literary studies to the exigencies of medieval textual traditions, driven by far different models of authorship and textual transmission, and far more afflicted by time and loss. Bolintineanu’s research interests include medieval wonders, maps, monsters, and imaginary geographies, as well as usability and digital pedagogy.
IC 302

Maria Glass and Liz Romero, George Brown College

A Practical Method to Create Engaging Online Courses

It is already received knowledge that online education fosters accessibility and has the potential of increasing the learning experience of students who want to advance their learning and improve their skills beyond the traditional face-to-face classes. Consequently, education institutions are more and more interested in having online courses along with their in-class classes. Together with this interest comes a pressure for teachers to create innovative online activities that not only promote learning but also motivate and engage students. Unfortunately, teachers struggle to design and develop online materials with the above-mentioned characteristics. In this presentation, an instructional designer and an ESL instructor will share a simple and practical method to create innovative and engaging online courses. This method has been successfully used in the design and development of a variety of language courses for the School of ESL at George Brown College in Toronto, ON. The results are engaging online courses that promote critical thinking and problem solving skills.

Bios:

Maria Glass is a full-time professor with George Brown College in Toronto. She holds a TESL certificate, a Ph.D. in Linguistics and a Master's in Applied Linguistics. Her research interests include Pragmatics, Interpersonal and Intercultural Communication, and Second Language Acquisition.

Liz Romero is currently an instructional designer at George Brown College. She earned her Ph.D. in Instructional Systems and Emergent Technologies at the Pennsylvania State University. She is interested in creating interactive e-learning experiences that develop students’ critical thinking skills and problem solving abilities.

IC 306

Workshop: Introduction to Web Mapping Tools and API’s
Delivered by Kim Pham

Bio:
Kim Pham is a librarian at the University of Toronto Scarborough. She is responsible for analysing system requirements, providing technical support and training and product management in the library’s Digital Scholarship Unit.
IC 300

Emily Murphy, Queen's University

“Productive Failure” for Undergraduates

At the graduate level and up, the scholarly subject produced by current DH training understands her work to be one of the ‘making’ scholarly citizen, part of a community of participants and collaborators. While such training is well established in many professionalized communities (Hybrid Pedagogy, DHSI Training Network, Alexander and Frost Davis, Brier, Hirsch), we seek to identify and model a pedagogy attuned to the critical scholarly citizen at the undergraduate level. We maintain that integration of undergraduate, non-specialist participants in digital projects produces citizens of intellectually engaged communities; however, we must also consider how the history of DH training and the current balance of power within the DH knowledge economy places undergraduate citizen participants in potentially proscribed subject positions. The Digital Humanities Field School (BISC, Queen’s) is an experiment in undergraduate DH pedagogy, incorporating theories of learning and participation, revolutionary pedagogy (Freire), and critiques of participatory art (Bishop), and learning practices imbued with an experimental DH ethos. By presenting undergraduate citizen researchers with the opportunity to enhance their digital critical vocabulary, perspective, and methodologies, the DHFS seeks to equip students to challenge the boundaries of their user position and increase the potential for productive, dialogue cross generational. By taking an active role in shaping undergraduate DH pedagogy in the two years since the DHFS’s inception, our pedagogical approach has troubled the assumption that the next generation of critical users and DH citizens are currently “digital natives” who “essentially learned to do research with digital tools” (Unsworth qtd. in Svensson 18). We question how and whether the undergraduate researcher in DH should come to understand her role as citizen scholar. By adopting an explicitly political and ideological stance in our theorization of this role, we integrate student research, student belonging in critical community, and student self-expression into our pedagogical model.

Bio:
Emily C. Murphy is a doctoral candidate in the Department of English at Queen’s University, Canada. Her dissertation project focuses on representations of female literary celebrity and mental illness, particularly schizophrenia, in the modernist period, a project that has cultivated interests in modernist journalism, political activism, and public and private writing. Her most recent article on Samuel Beckett and the afterlife of hysteria is published in English Studies in Canada, and she is coediting a forthcoming edition on undergraduate pedagogy in Digital Humanities Quarterly with Dr. Shannon Smith. She is Instructor and Assistant Director of the Digital Humanities Field School at Herstmonceux Castle, and has taught digital humanities methodologies at the Digital Humanities Summer Institute and the British Library Digital Scholarship Training Programme. She is a doctoral fellow with the Canada and the Spanish Civil War project, directed by Emily Robins Sharpe and Bart Vautour.
IC302

Chelsea A.M. Gardner, Emma Hilliard, Katie Hurworth, Lisa Tweten, UBC

There and Back Again: Negotiating Pedagogy for Students and Professors

As graduate students, we often find ourselves studying under a professor and teaching a room of undergraduates in the same day. This transition from student to teacher and back again affords us a unique pedagogical perspective. Our paper discusses the creation of teaching modules based on Attic Greek inscriptions, how they help bring the ancient world alive in the modern classroom and facilitate a richer learning experience for both students and professors. For students of classics, and philologists in particular, engagement with primary source material is rare; undergraduates are often limited to texts printed in edited publications, and inscription evidence as it is encountered in the field tends to be reserved for epigraphers. By digitizing our department’s epigraphic squeeze collection, we provide digital copies to scholars around the world who would otherwise require access to archaeological sites or museum permits to study the original inscriptions. We are also creating open access ready made tutorials to bring our collection of squeezes into classrooms around the world. Digitized inscriptions allow for a more active form of learning in courses which are traditionally lecture based. Working out the text of an inscription gives students an understanding of how fragmented evidence is used to reconstruct history. Collaborative work of this nature creates a collegial feeling that is lacking in many university classrooms. Professors also benefit from activity based class work, which allows them to address questions and issues as they arise in discussion, and provides a welcome opportunity to involve their class in active rather than passive scholarship. This paper presents our methods for facilitating creative interaction between students and their instructors. Our teaching modules aim not only to increase students’ knowledge of the ancient world, but to do so in a collaborative environment that encourages research, critical thinking and the questioning of established scholarship.

Bio:

Chelsea Gardner is pursuing her PhD in Classics with a specialization in Classical Archaeology at the University of British Columbia, Canada. Her research focuses on cultural identity in the Mani peninsula of southern Greece. She is the founder and one of the project managers of From Stone to Screen, and has worked on the database and content management for the project.

IC 306

Workshop: Zotero

Delivered by Mona Elayyan
IC300

Steve Joordens, Dwayne Pare, Tim Cheng, Rob Walker, Ainsley Lawson, Aakriti Kapoor, *UTSC*

Building Purpose Built Evidence-Based Educational Technologies: The Ever Expanding Toolbox of the Advanced Learning Technologies Lab

Some would argue that the primary role of any educator is to teach students the content of some specific course. In this workshop we will describe and demonstrate two tools from the ALT lab that were created to enhance students learning of content. The first tool, mTuner, is an online multiple-choice assessment tool that embodies all current research on “assessment for learning” in a formative context to both reinforce correct content knowledge while correcting misconceptions. When students choose incorrect options they are pushed to a learning experience and then given a second chance for half marks, and in all cases they leave the question knowing what the right answer was and why it is correct. The second tool, Digital Labcoat, enhances students understanding of the scientific method for establishing facts and the role that statistics plays within it. It embodies active learning by allowing students to “play scientist” in the sense that they form and test hypothesis, replicate findings submitted by other students, and ultimately provide and evaluate theoretical interpretations of the most interesting findings. Students enjoy using both tools, and feel that both enhance their learning in strong ways, a claim we will support with data. Participants in our presentation will see both tools in action and will be given the opportunity to actively interact with them in a hands-on manner. These tools are both freely available at the University of Toronto, and are also being used at a number of our colleagues institutions in both Canada and the United States.

**Bio:**
Steve Joordens is Director of the Advanced Learning Technology Lab at the University of Toronto Scarborough. Along with his students he has won many awards including The President’s Teaching Award (2010) – the highest award for teaching at the University of Toronto – and a Special Commendation for Educational Innovation from the University of Toronto Scarborough (2014). At the provincial level he has won both an OCUFA Teaching Award (2011) and the Leadership in Faculty Teaching Award (2006). On the national level he is a co-winner of the National Technology Innovation Award (2009) and was just named a 3M National Teaching Fellow (2013). He also taught a Gates Funded MOOC in the Spring of 2013 that now has over 150,000 global registrations.

IC 302

Lauren A. Work, *Virginia Commonwealth University*

Aiding Pedagogy: an examination (and call for feedback), of a digital project from a Digital Collections Librarian
Instruction is not defined in my job description as Digital Collections Librarian with VCU Libraries; yet the core component of my duties involves the selection, digitization, outreach and dissemination of our scholarly publications and special collections and archives for broad use in scholarly research and learning.

The Baist Atlas of Richmond, VA (1889) was my first major digital project at VCU Libraries. http://labs.library.vcu.edu/baist-atlas/

This collaborative project explored news ways for users to find, download and reuse the Baist Atlas and our other digital collections, as well as providing additional items for use in research such as geospatial data and the development of a supplemental street index. This project took something of a “build it, and the scholarship will come” approach, and there was, in fact, some success in this area. However, there were also challenges and oversights in our scope, intent, use and outreach for the project, particularly when it came to the specifics of how this project could be best shaped for use in instruction and research.

My session will examine this ongoing project through a pedagogical lens and provide insight into both the successes and the missteps that can be made when developing digital projects meant to aid & enhance digital scholarship by students. I would also like to encourage feedback on our project and methods, and hope to facilitate discussion of the roles libraries can play to assist faculty and students in the development of digital research curriculum and projects.

Bio:
Lauren Work is the Digital Collections Librarian at Virginia Commonwealth University Libraries in Richmond, Virginia. She works with VCU’s Digital Collections as well as the institutional repository to better the discovery, access and use of digital assets within the university and larger scholarly community.

IC 306

Workshop: Visual Eyes
Delivered by Mona Elayyan

16:10 – 17:00

Plenary
Sam Popowich, University of Alberta

This plenary will look at computer programming as a humanist practice, exploring how programming might allow us to regain some agency in our interactions with technology, both in research and teaching. I will look at the practical benefit to librarians, faculty, and researchers of learning to code, by looking at an alternative to the 'engineering' model of software development.
Bio:
Sam Popowich is Discovery Systems Librarian at University of Alberta. He has a BA in history from University of Manitoba, an MLIS from Dalhousie, and an MA in musicology from Carleton University. Prior to working at the University of Alberta, he was the Emerging Technologies Librarian at the University of Ottawa. At both universities, he has been responsible for implementing library discovery systems and other technology services. He has experience with PHP, JavaScript, HTML/CSS, XML, Java, and Ruby, and he is an avid mandolin player. Over the past several years, Sam has become interested in computer programming as a faculty/librarian skill. He has participated in Software Carpentry and Ladies Learning Code workshops, and was heavily involved in the switch to Ruby as the primary programming language for University of Alberta’s Information Technology Services and Digital Initiatives groups. He has been interested in and has worked with open-source software and communities since the mid-1990s. He’s active on Twitter as @redlibrarian
Miriam Posner, *UCLA*

**Honoring Students' Labor: Why We Wrote a Student Collaborators' Bill of Rights**

Digital pedagogy presents us with a lot of exciting possibilities for rethinking hierarchies, reimagining students' capabilities, and reevaluating the student-teacher relationship. But in all that excitement, we can lose sight of the fact that students and teachers occupy different positions of power within the university. Students sometimes don't feel comfortable telling senior scholars when they feel their labor is being undervalued. That's why students and faculty at UCLA wrote a Student Collaborators' Bill of Rights: to ensure that in our program, students will learn the value of their labor through the respect we demonstrate for their time and energy.

**Bio:**
Miriam Posner has a Ph.D from Yale University, in Film Studies and American Studies. She coordinates and teaches in the Digital Humanities program at UCLA. When she is not teaching, helping to develop the program, or working with students, she is writing a book on medical filmmaking; that is, the way doctors have used film to make sense of the human body. If you’d like to know more about her, please see [http://miriamposner.com](http://miriamposner.com), as well as this story in the *Chronicle of Higher Education* that features her teaching.

**Michelle Schwartz, Learning and Teaching Office, Moderator**

**Roundtable: The Flipped Classroom**
Paul Chafe, **Arts/English, Ryerson University**

**Turn On, Tune In, Flip Out: My Experience. Empowering and Engaging Millennial Students in “SSH 205: Academic Writing and Research” Through Online Lectures and In-Class Workshops**

Kelly Dermody and Val Lem, **Library & Archives, Ryerson University**

**Doing Flips for Research Skills:The Benefits of Flipping Research Instruction for Faculty, Students and Librarians**

**Bios:**

Michelle Schwartz is Research Associate with the Learning & Teaching Office, where she helps to develop new programming for faculty and graduate assistants on teaching with technology, information literacy, and open access course materials. She is also the co-director of Lesbian and Gay Liberation in Canada, an affiliate project with the Centre for Digital Humanities at Ryerson.

Paul Chafe teaches in the Department of English at Ryerson University where he is the Teaching Team Coordinator for *SSH 205: Academic Writing and Research*. His project to “flip” this introductory writing course received funding from Ryerson’s Learning and Teaching Enhancement Fund (LTEF) and the National Center for Academic Transformation (NCAT). He is the recipient of the 2015 Ryerson University Faculty of Arts Excellence in Teaching First-Year Classes Award.

Kelly Dermody is the E-learning and Accessibility Services Librarian at Ryerson University Library and Archives. She started at Ryerson in 2005 as the Accessibility Services librarian and established the library’s accessible materials service. She has been the E-learning Librarian since 2012 and is busy creating online resources and flipping library instruction.

Val Lem is the Ryerson liaison librarian for English, History, Caribbean Studies, French and Spanish and the coordinator of library instruction for SSH205. He is a regular reviewer for *CM: Canadian Review of Materials*. Research interests include book history and Asian Canadian studies.

**12:15 – 13:30**

Peter Bronfman Learning Centre, Heaslip House (Chang School)

**Lunch and Digital Pedagogy at Ryerson**

Nancy Walton, **Director, E-Learning**;

Eric Kam, **Director & Michelle Schwartz, Learning and Teaching Office**

Lorraine Janzen Kooistra, **Co-Director, Centre for Digital Humanities**
13:30 – 14:45

Student Learning Centre/RULA

Tour of the Ryerson Student Learning Centre (SLC) & Digital Media Experience (DME) Lab

15:00 – 16:30

Student Learning Centre/RULA

Workshop 1: Maker Spaces and Learning Environments (DME Lab, SLC)
Delivered by Fangmin Wang, Ryerson University Library and Archives, and Namir Ahmed, DME Lab

Bio:
Fangmin Wang is the Head of Library Information Technology Services at the Ryerson University Library and Archives. He has more than 10 years of work experience as an academic librarian. He has been responsible for many innovations in library services at Ryerson including the Book Finder Application which won the Canadian Library Association Award for Innovative Technology in 2013. Fangmin recently completed a study leave where he researched Library Makerspaces and consulted with faculty members to gather ideas for the creation of the Library's Digital Media Experience Lab.

Workshop 2: Voyant Tools
Delivered by Mona Elayyan
Sponsors

On behalf of the Digital Pedagogy Institute, we would like to thank the Chief Librarian of the University of Toronto Scarborough Library, Victoria Owen, for her generous financial and staff support, the Dean of the Faculty of Humanities, Brock University, Ryerson University, and the SSHRC Connections Grant for so kindly sponsoring our event. The research and discussions generated at the event was supported and made possible by these three leading, innovative institutions, as well as by the Social Sciences and Humanities Research Council of Canada, through its Connections Grant. Additionally, the Digital Pedagogy Institute’s meeting (including the Digital Scholarship Ontario inaugural meeting) at Ryerson University has been funded by the Centre for Digital Humanities, Ryerson University Library and Archives, the Director of eLearning, the Learning and Teaching Office, the Office of the Dean, Faculty of Arts, the Department of English and its M.A. Literatures of Modernity program, and the Master of Digital Media program.

https://utsc.library.utoronto.ca/    http://www.ryerson.com/

https://www.brocku.ca/