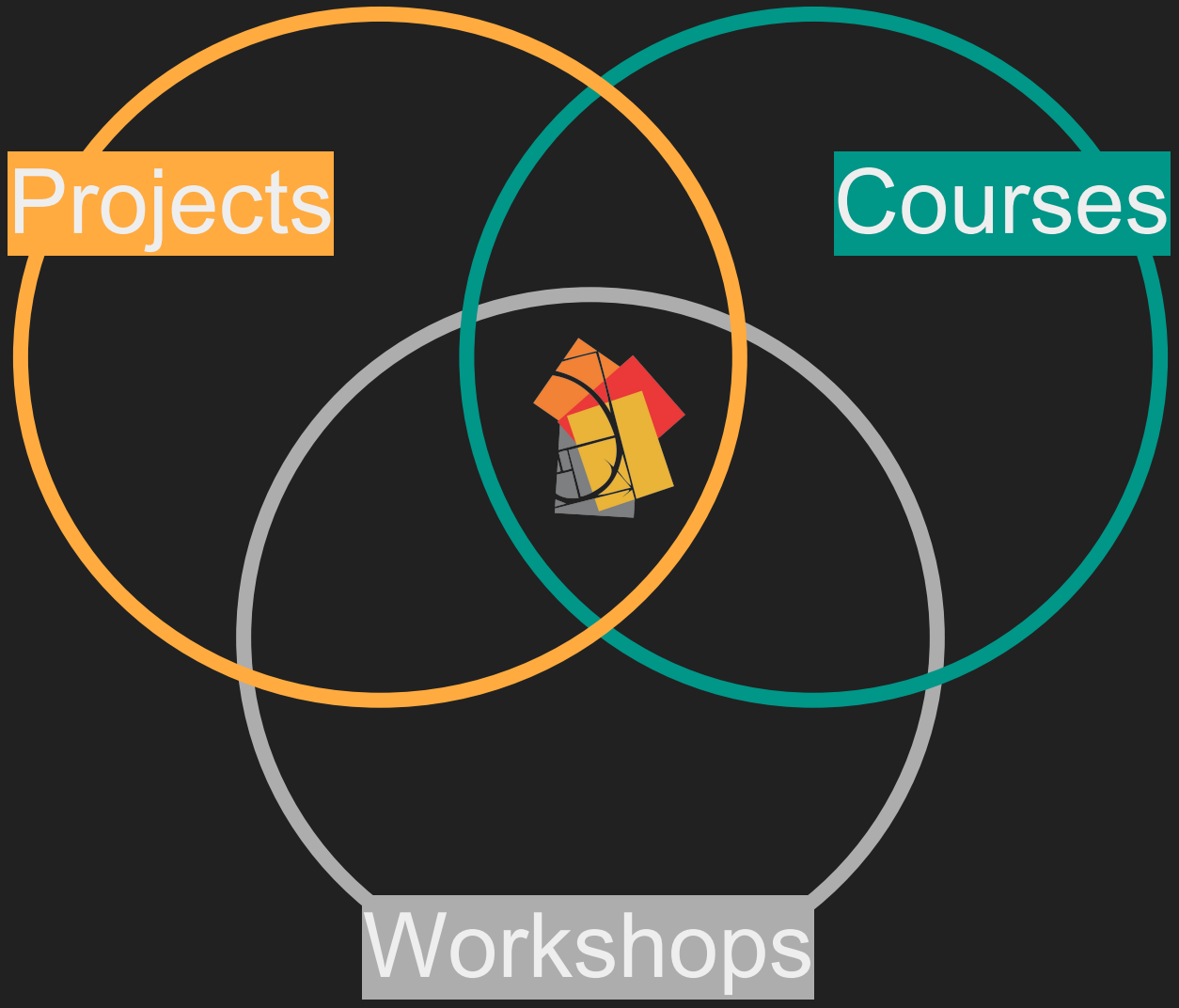
Wired!
digital art history & visual culture

Scaling Digital Humanities Pedagogy

Hannah L. Jacobs
Multimedia Analyst
dukewired.org
hannah.jacobs@duke.edu


Faculty
Graduate Students
Librarians
Postdoctoral Fellows
Staff
Undergraduates


Projects
Courses
Workshops

Courses

Adding Digital Components to Courses

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

1. Which method fits the course content?
    a. geography → mapping
    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?

Adding Digital Components to Courses

1. Which method fits the course content?
    a. geography → mapping
    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?

3. How does method fit within course framework?
    a. Primary focus: historical? visual? digital? combination?
    b. Project scale: weekly? midterm? final?
    c. Time dedicated: ~3 sessions? every week? entire course?

Small Plates

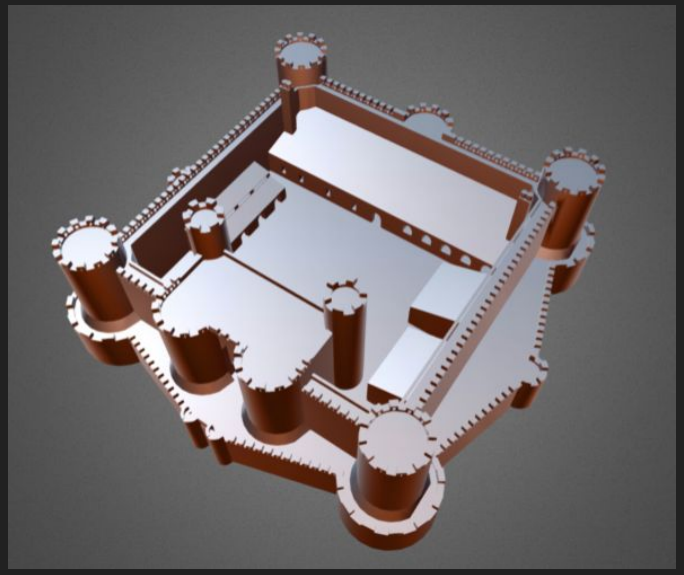
- “bite-sized” or part of larger assignment
- 1-2 tools that can be taught in up to 3 sessions
- individual or collaborative
- Examples: blog posts, timelines, maps, videos, 3D models

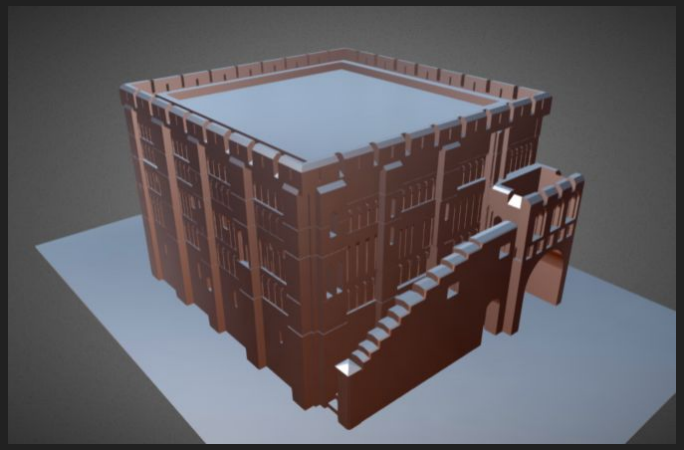
Large Plates

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.





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

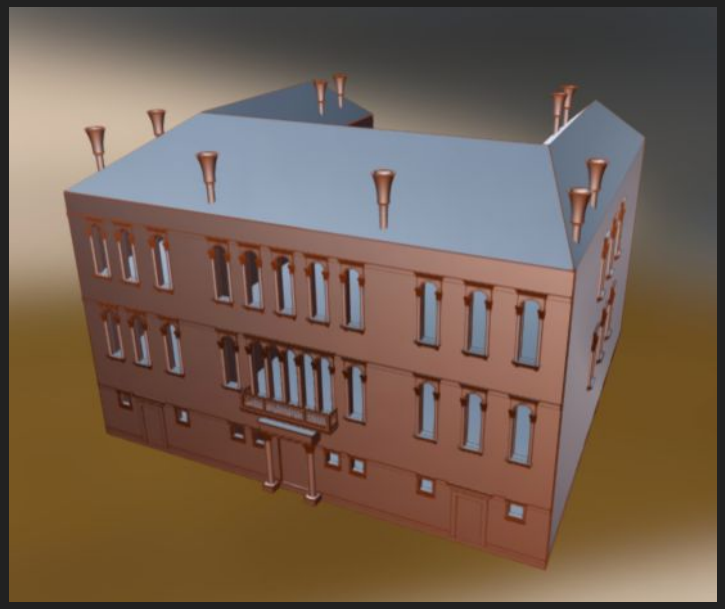
Large Plates

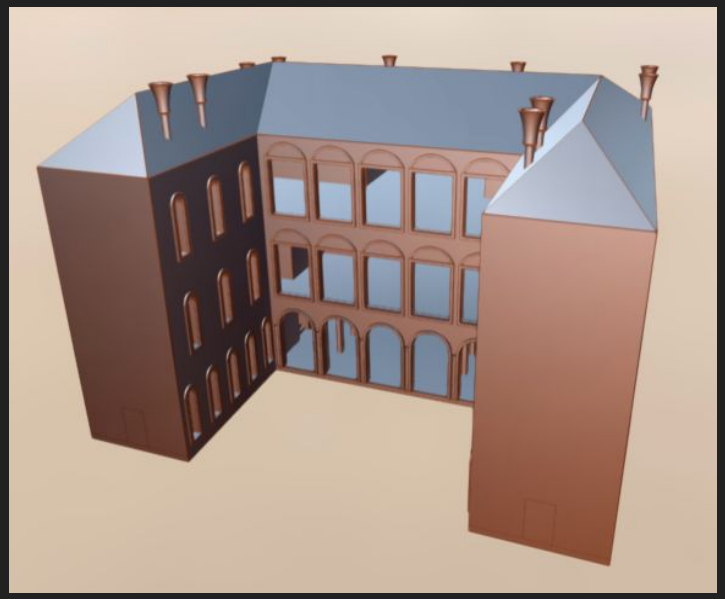
- midterm and/or final project
- 1-6 tools taught in as many as 1 session/week
- individual or collaborative
- Examples: digital archives & exhibits, detailed 3D models, visual narrative

Desserts

3D Modeling “Large Plate”

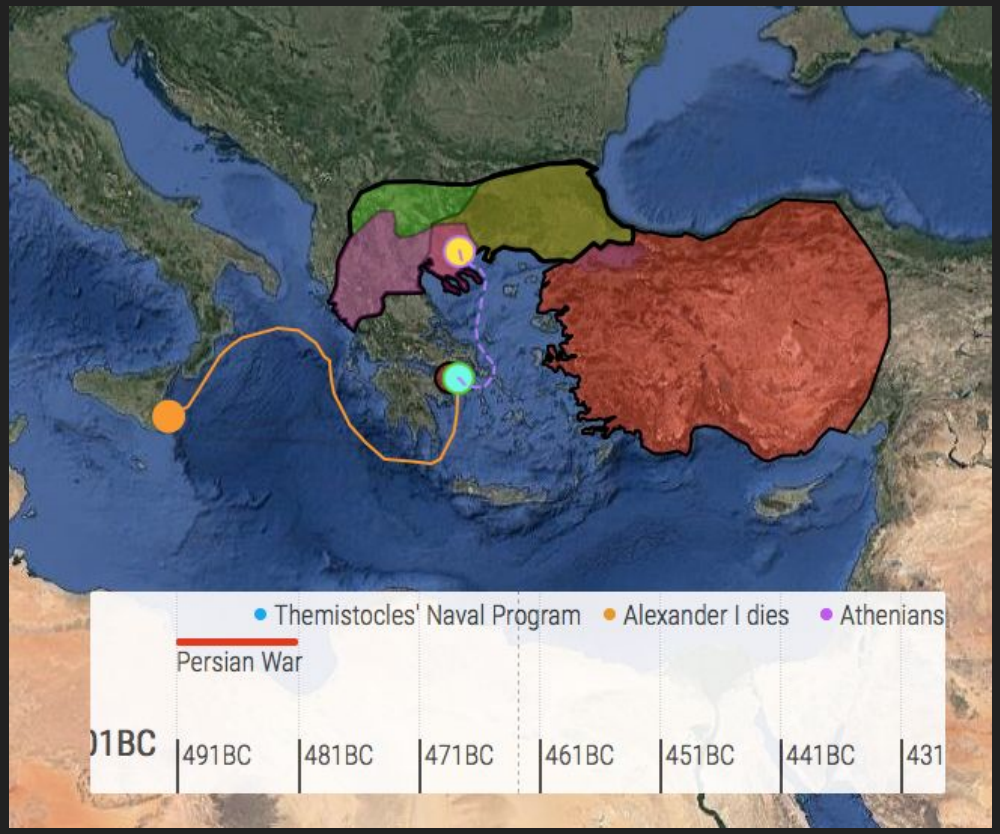
- reconstruct a historic structure using scant documentation
- tools: SketchUp, Cheetah3D, Photoshop
  - 6 tutorials
  - weekly critiques
- focus on creating a scholarly model by interpreting sometimes conflicting evidence. Model must also be well constructed.





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.



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

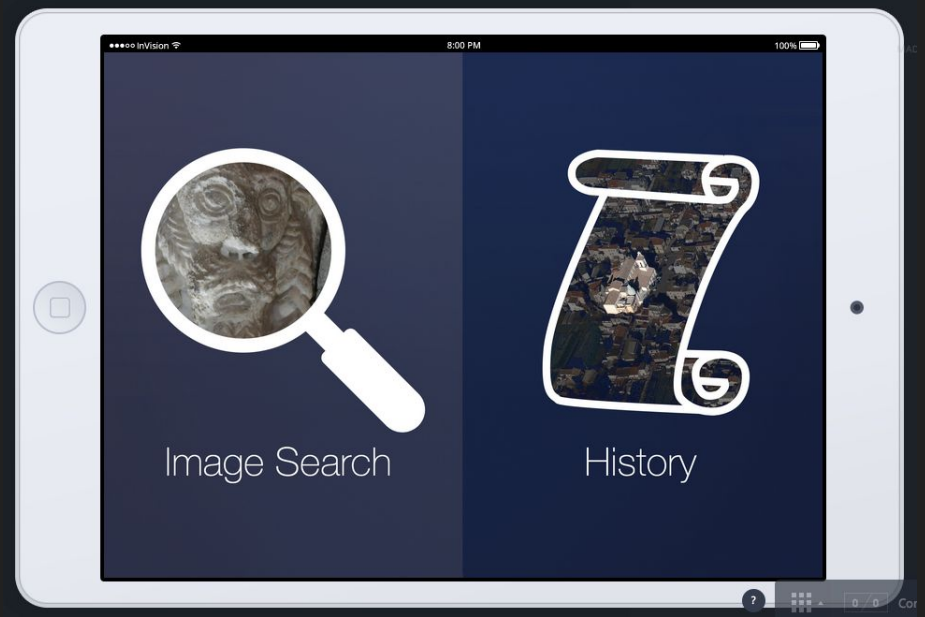
- midterm and/or final project
- 1-6 tools taught in as many as 1 session/week
- individual or collaborative
- Examples: digital archives & exhibits, detailed 3D models, visual narrative

Desserts

- 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.



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

- 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

- digital project-based course
- content provided
- collaborative
- Examples: mobile apps, virtual environments

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!

dukewired.org | hannah.jacobs@duke.edu | bit.ly/wired-cit

Tools

Small Plates	Large Plates
3D MODELING	
• SketchUp • Photoshop • Sketchfab	• AutoCAD • 3D Studio Max • Photoshop • Unity3D
MAPPING	
• Neatline • QGIS • Web applications (CartoDB, , StoryMapJS, Arc StoryMap)	• QGIS • ESRI (ArcGIS) • Mapbox • Geoserver
WEB & MOBILE	
• Omeka • WordPress • Scalar • Adobe Experience Design	• HTML/CSS • Javascript • Swift • Drupal

Tools

Small Plates	Large Plates
DATA STRUCTURING & VISUALIZATION	
• Excel • Google • Tableau • Web applications (Palladio, RAW)	• Filemaker • PHP MyAdmin / MySQL • Tableau • Adobe Illustrator • d3
SPECIAL TOPICS	
	• Photogrammetry • Laserscanning • Augmented Reality • BIM Modeling • Virtual Reality Interactions • Fabrication (Printing, Lasercutting)