DH Toolbox

Remote Teaching Edition!

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01 What are the Digital Humanities?
A very very brief overview

02 Some Covid Considerations
Digital tools best practices

03 Hypothes.is
For collaborative annotation

04 Voyant
For text analysis

05 TimelineJs
For interactive media-rich timelines

06 Questions
What are the Digital Humanities?

It depends!

I see them as a community of practice straddling both digital technology and the humanities disciplines.

This spans from large funded projects in digital archiving to research in the history of computing to using tools like Zotero in our everyday research.
Why use DH tools in the classroom?

DH tools can encourage digital literacy, creativity, collaboration, personal agency, and tangible contribution to knowledge production.

And we are also relying HARD on the digital right now...
Considerations

For always, but especially relevant in Covid times.

01

Become comfortable with the tools before you unleash them on your students.

02

Let students opt out, or offer alternative ways to complete the assignment.
Hypothes.is is an open-source browser plug-in that allows you to annotate anything on the web.

https://web.hypothes.is/start/
Why do we annotate?

"Annotations Finnegans Wake" by Medieval Karl on Flickr is licensed under CC BY-NC-SA 2.0
Sign up to annotate.
You need a free account to start annotating.

CREATE A FREE ACCOUNT

Add Hypothesis to your browser.
Install our Chrome extension or add the bookmarklet to your preferred browser.

Click the button below to install the Hypothesis extension from the Chrome Web Store.

CHROME EXTENSION

For any browser, drag this button to the bookmarks bar, or right-click/control-click to bookmark the link.

HYPOTHESIS BOOKMARKLET

https://web.hypothes.is/start/
"Scene 1"

Enter Theseus, Hippolyta, "and Philostrate," with others.

THESEUS

Now, fair Hippolyta, our nuptial hour
Draws on apace. Four happy days bring in
Another moon. But, O, methinks how slow
This old moon "wanes!" She lingers my desires
Like to a stepdame or a dowager
Long withering out a young man's revenue.

HIPPOLYTA

Four days will quickly steep themselves in night;
Four nights will quickly dream away the time.
Scene 1

Enter Theseus, Hippolyta, and Philostrate, with others.

Nearest me, shall behold the night
Of our solemnities.

THESEUS

Go, Philostrate,

Stir up the Athenian youth to merriments.

Awake the pert and nimble spirit of mirth.

Four nights will quickly dream away the time;
Hypothes.is works in layers

Public
Anyone, anywhere, can see and respond to your annotations.

Private
Annotate just for yourself by marking your annotations "Only me."

Private Groups
Create a group and share the link: https://hypothes.is/groups/zgAyKy9n/dh-toolkit-demo
Back to School with Annotation: 10 Ways to Annotate with Students

By Jeremy Dean | August 25th, 2015

It’s back-to-school season and I find myself once again encouraging teachers to discuss course readings with their students using collaborative web annotation technologies like Hypothesis. Though relatively new to Hypothesis, I’ve been making this pitch for a few years now, but in conversations with educators I’ve seen a lot of interest and enthusiasm for this technology.

...
Ways to use Hypothes.is in the classroom

- Have students help each other understand a complex text
- Instructor pre-populates a text with questions or key points
- Have students annotate your lecture notes/slides
- Use annotation for a seminar-style discussion
- Tag key themes so they can be searched later
- Use multimedia in annotations
What is text analysis?

The practice of treating words and other textual elements as data.

For example, we might use algorithms to count word frequencies, co-occurrences, or to cluster statistically generated topics in a text or body of work.

It is sometimes referred to as "distant reading."
The Adventures of Sherlock Holmes, by Arthur Conan Doyle

Project Gutenberg's The Adventures of Sherlock Holmes, by Arthur Conan Doyle THERE IS AN ILLUSTRATED EDITION OF THIS TITLE WHICH MAY VIEWED AT EBOOK [ #48320 ] This eBook is for the use of anyone anywhere at no cost and with almost no restrictions whatsoever. You may copy it, give it away or re-use it under the terms of the Project Gutenberg License included with this eBook or online at www.gutenberg.net Title: The Adventures of Sherlock Holmes Author: Arthur Conan Doyle Release Date: November 29, 2002 [EBook #166] Last Updated: May 20, 2019 Language: English Character set encoding: UTF-8 *** START OF THIS PROJECT GUTENBERG EBOOK THE ADVENTURES OF SHERLOCK HOLMES *** Produced by an anonymous Project Gutenberg volunteer and José Menéndez

The Adventures of Sherlock Holmes by Arthur Conan Doyle Contents I. A Scandal in Bohemia II. The Red-Headed League III. A Case of Identity IV. The Boscombe Valley Mystery V. The Five Orange Pips VI. The Man with the Twisted Lip VII. The Adventure of the Blue Carbuncle VIII. The Adventure of the Speckled Band IX. The Adventure of the Engineer's Thumb X. The Adventure of the Noble Bachelor XI. The Adventure of the Beryl Coronet XII. The Adventure

https://voyant-tools.org/
Voyant in the {virtual} classroom

01 Have students play
Ask them if they got results they were expecting from the text or from different tools. What trends and patterns emerge?

02 Have them look at their own writing
Loading their own essays into Voyant can be eye opening for the revision process!

03 Use Voyant to generate search terms
Put a core class reading into Voyant to discover keywords for further research -- see lesson here: https://lessonplans.dwrl.utexas.edu/content/building-word-clouds-generate-search-terms.html
Voyant in the {virtual} classroom

04 To supplement close reading
Using small segments of text can help pull out key points--see lesson here:

05 Upload multiple texts
To see trends in a particular genre or authors work--see lesson here:
https://hfroehli.ch/2019/04/22/us
WOMEN IN COMPUTING

In this sample timeline, we’ll walk you through what TimelineJS can do by looking at some of the more important contributions women have made to computer science.

https://timeline.knightlab.com/
<table>
<thead>
<tr>
<th>Year</th>
<th>Month</th>
<th>Day</th>
<th>Time</th>
<th>Display Date</th>
<th>Headline</th>
<th>Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>11</td>
<td>1</td>
<td></td>
<td></td>
<td>Google Spreadsheet Example</td>
<td>This is a test of using google spreadsheets as a source for the timeline tool. This is a 'title' slide, so it doesn't need a date. It automatically occurs first, and doesn't appear in the timeline below.</td>
</tr>
<tr>
<td>2011</td>
<td>11</td>
<td>16</td>
<td>05:58:44</td>
<td></td>
<td>Another Flickr Example</td>
<td>It's Easy to Make Your Own Timeline to illustrate your Timeline with photos, videos, tweets and more.</td>
</tr>
<tr>
<td>2011</td>
<td>11</td>
<td>16</td>
<td>07:30:00</td>
<td></td>
<td>Vimeo Example</td>
<td>A video about how to make timelines!</td>
</tr>
</tbody>
</table>

- **Date Fields**: Year, Month, Day, Time
- **Text Fields**: Display Date, Headline, Text
- **Media Fields**: Media, Media Credit, Media Caption
● **A short "in-class" assignment**
Make a collective Timeline and have students add one thing about the history of your class topic.

● **A semesters-long continuous timeline**
Students add entries throughout the semester, providing context for readings on the syllabus--
[https://hcommons.org/deposits/item/hc:31089/](https://hcommons.org/deposits/item/hc:31089/)

● **A timeline that spans multiple semesters**
Students add to a timeline started by previous classes-- [https://www.chronicle.com/article/a-pedagogy-that-spans-semesters/](https://www.chronicle.com/article/a-pedagogy-that-spans-semesters/)

● **A Final Project**
Students have a choice to submit a timeline in lieu of a paper--
[https://threadreaderapp.com/thread/1278082153461567490.html](https://threadreaderapp.com/thread/1278082153461567490.html)
Incorporating digital projects into humanities survey courses can be a challenge, as covering a wide range of material is the primary mission of the course. In this assignment, the Timeline project assists with the heavy lifting of providing historical context for the works on the syllabus and gives students exposure to thinking about information as data, doing research in online databases, and reflecting on the process of producing their contribution.

*TimelineJS,* part of the Knight Lab Storytelling toolkit, uses a Google Sheets template to feed into the Timeline platform, so students need not learn to code to produce a visually compelling end product. The assignment adapts the University of Oregon FERPA release to give students the option of completing the assignment anonymously or offline. Students are given agency in how they complete the assignment and ownership of their contribution to the final product.

—Spencer D. C. Keralis, Pamela Andrews

https://digitalpedagogy.hcommons.org/keyword/Labor
Questions?

and additional resources, again:
https://docs.google.com/document/d/10PM9h5cXYlYa167aS84m4FKW3UUyj0xElK7L1nXzAk/edit?usp=sharing
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