Teaching with (and about) Digital Technologies

Carrie Anderson
Jason Mittell
Alicia Peaker

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Overview

Understanding a platform (Jason)

Implementing a technological assignment (Carrie)

Assessing and re-iterating an assignment (Alicia)

What should we ask about a platform?

Technologies as "non-transparent"

Compare in-class discussion with Moodle discussion thread

Seven factors to consider
(based on Nancy Baym, *Personal Connections in the Digital Age,* Polity Press, 2010)

What should we ask about a platform?

Modes of Participation

Temporal structure

Spatial location
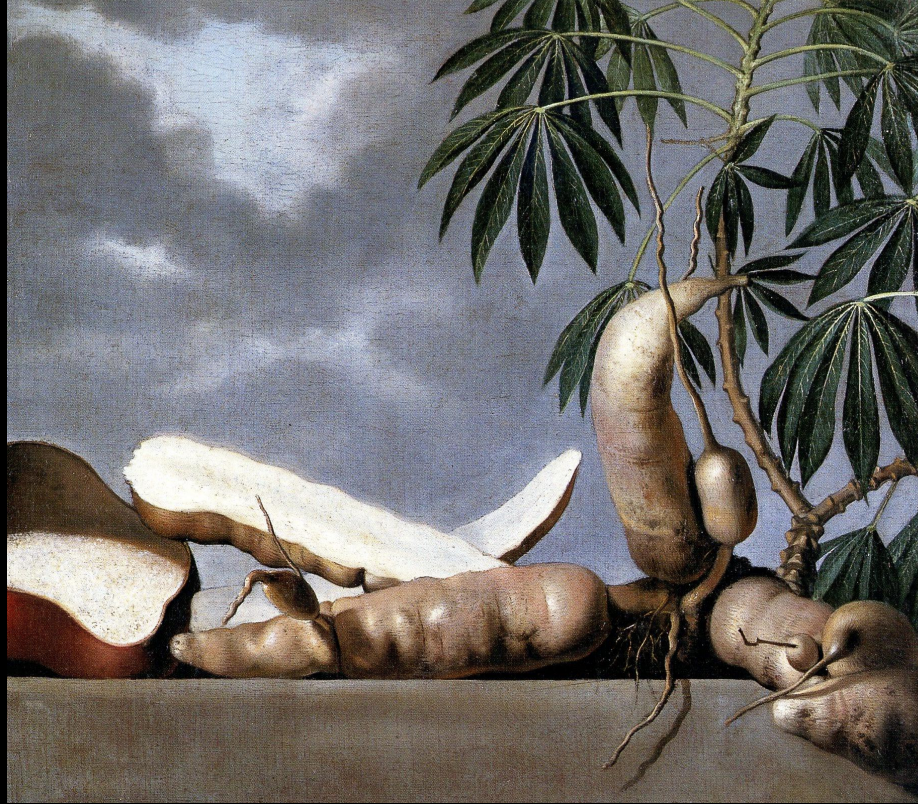
Sensory Possibilities

Storage / Replicability

Reach

Social cues

Takeaway

Choose a platform whose features & possibilities match your learning goals & contexts

Acknowledge and discuss how platforms shape learning with students

Mapping Dutch Still Life

OVERVIEW OF THE ASSIGNMENT

Each student constructed a database that assigned a geographic origin to each object represented in the paintings of one Dutch still-life artist (options provided). Using WorldMap, we generated a collaborative map that visualized our data. From this map, each student formulated individual research questions, which drove their final research papers.

ASSIGNMENT COMPONENTS

Collect Information/Conduct Research

Assemble a Database

Map the Data

Analyze the Data

Develop a Research Question

WorldMap

Geographic Origins of the Objects in Dutch Still Life Painting (1640-1670)

Carrie_Anderson | Sign out | Create Map | View Map | Help

Add Layers | Save | Create Feature | Edit Feature | Identify | Link | Print | Gazetteer | About | ✉ Notes ▾ | Google Earth | Street View   Share Map | Revisions

◢ Overlays
  ◢ Place Locations
    ☑ WillemHeda1640s
      ▲
    ☑ Claesz1640s
      ▲
    ☑ Claesz1650s
      ▲
    ☑ DeHeem1660's
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    ☑ DeHeem1650s
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    ☑ AlbertEckhout1640s
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    ○ Google Roadmap
    ○ Google Hybrid
    ◉ Google Terrain

Enter search...   Search | Reset

More... ▾

Identify Results

Reset

Name

⊟ **Heda1640s**

Bread

⊟ **Heda1650s**

Bread

⊟ **Claesz1640s**

BREAD (GRAIN)

Feature Details

Name   Bread

Description

Bibliography: Hochstrasser, Still Life and Trade (New Haven and London, 2007), 61-69.

Note: Although there were various sources for grain, Danzig was chosen as one of the major sources for the Dutch.

Heda paintings that feature bread in the 1640s: Staatliches Museum Schwerin (G68); Breakfast with a Crab, 1648, Hermitage; Still Life, Museum of Fine Arts Ghent, 1649; Ham and Silverware, Pushkin Museum, Moscow, 1649.

1000 km
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1 : 69885320

Center for Geographic Analysis

Map data ©2015 Google, INEGI

Assignment Priorities

1. Make sure the project is a good fit for the content of the course

2. Make sure the digital component is in dialogue with the goals of the research project

3. Allow time for reflection/analysis

MAP ANALYSIS

Are there regions of the world from which all five artists represent products? Where are these regions? Are the artists representing the same product or different products? What are the products?

Are there any regions that are not represented during any decade? Is there anything conspicuous about these absences?

In what ways is our map inaccurate or misleading?

How might you develop some of your observations into a research paper? Please indicate *three possible avenues* for further exploration. Remember, these topics do not need to be directly connected to Dutch still-life. Rather, you should draw on your still-life research and mapping in conjunction with issues brought up in class discussion and course readings.

Assignment Priorities

1. Make sure the project is a good fit for the content of the course

2. Make sure the digital component is in dialogue with the goals of the research project

3. Allow time for reflection/analysis

4. Anticipate and mediate technological learning curves (my own and my students')

Assessment & Iteration

Modes of assessment

- Transparency and dialogue throughout the process

- Multiple check-ins with students

- Written feedback from students

- Consultations with academic technologists

How do you know it worked well?

- The quality of the products

- Meeting your learning goals

- Listening to students

- Intuition

Next iterations

- How well did the technology facilitate the learning goals?
- How much in-class and out-of-class training was necessary?
- What kind of feedback did students need?
- What changes need to be made in the syllabus to account for training time, skill development, and feedback?

A COLLECTION OF UNHEARD VOICES

By English 1111A Class, 2010

The End
and a day

POST- APOCALYPTIC LANDSCAPES

Home

Welcome
Preface
Introduction

Take-Home Examples

Jason: Wiki final exam - [multiple](#) [course](#) [examples](#)

Carrie: [Mapping Dutch Still Life Assignment Sheet](#)

Alicia: [Post-Apocalyptic Digital Anthology Assignment Sheet](#)

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