CONTENTS

List of figures is	x
List of tables x	
Acknowledgmen	ts xi

Introduction 1

Who is this book for? 2
What are the digital humanities? 3
Key concepts 4
How to use this book 6
The Web Companion 9
Developing your own digital pedagogy 10
Conclusion 11

1 Overcoming Resistance 13

Conquering the fear of failure 13
Your own resistance 14
Your colleagues' resistance 17
Your students' resistance 19
The best cure is prevention: Establishing good habits 21
Conclusion 23
Further reading 24

2 Finding, Evaluating, and Creating Digital Resources

Why use digital texts (and other assets)? 25
Finding and evaluating digital resources 28
Creating digital resources for your students 31
Creating digital resources with your students 33
A short guide to citation and copyright 34
Conclusion 39
Further reading 39

3 Ensuring Accessibility 41

Universal Design 41
Facilitating lectures 43
Promoting universal interactivity 46
Providing accessible resources 48
Privacy, safety, and account management 52
Adapting policies for individual students and student bodies 56
Conclusion 57
Further reading 58

4 Designing Syllabi 61

Course websites 61
A note on domains and web hosting 63
Online syllabi 63
Other digital resources for course websites 66
Should you teach an introduction to DH course? 67
An alternative approach: Choosing your amount of DH 69
Anatomy of a syllabus I: Course information and learning objectives 70
Anatomy of a syllabus II: Course policies 74
Conclusion 77
Further reading 77

5 Designing Classroom Activities 79

Activities as exploration 80
Activity design: Balancing integration and flexibility 81
Ten-minute exercises 83
Half-hour exercises 85
Whole-class exercises 87
Weeklong exercises 89
Writing effective prompts 91
Conclusion 94
Further reading 94

6 Managing Classroom Activities 97 Working with existing or free resources 97 Many ways to secure equipment 100

Troubleshooting 105
In case of total failure 107
Conclusion 110
Further reading 110

7 Creating Digital Assignments 113

General principles for creating digital assignments 113

Common types of digital assignments 116

Writing effective assignment sheets 123

Conclusion 126

Further reading 127

8 Evaluating Student Work 129

The importance of explicit assessment criteria 130
Anatomy of a rubric 131
Competencies: A language for indicating success 136
Involving students in evaluation processes 138
Thinking beyond the rubric 140
Coping with failure during assessment periods 141
Conclusion 144
Further reading 144

9 Teaching Graduate Students 147

The role of technology in twenty-first-century graduate education 147

Graduate students versus undergraduate students 149
Incorporating DH into graduate course work 150
External opportunities 156
Professionalization and the job market 157
A note on alt-ac careers 162
Conclusion 163
Further reading 164

10 Finding Internal Support Communities 167

A note on the variety of support systems 167
Faculty and staff in humanities, social sciences, and STEM 168
Libraries and special collections 170
IT services 173

Financial and material resources 175
The ethics of collaboration 177
Conclusion 179
Further reading 179

11 Finding External Support Communities 181

Social media 181

Twitter for the uninitiated 182

Academic organizations 188

Events: Conferences, unconferences, workshops, and institutes 189

Academic publications 191

External grant funding 192

Conclusion 193

Further reading 193

12 Connecting to Your Research 195

Counting more than once 195
Incorporating digital methods in your research 196
Producing research on digital pedagogy 197
Broadening the scope of your research 202
Collaborating with students 204
Conclusion 207
Further reading 207

Conclusion 209

Index 213