Teaching with Digital Collections in the Humanities

Welcome!
Goals

In this workshop, participants will…

• Gain **strategies for identifying** digital collections pertinent to your teaching.

• Consider some **possibilities for and challenges of** using such materials in teaching.

• Gain **strategies for supporting student learning** when teaching with digital collections.

• **Practice using some databases** in order to think together about guidance students might need.
Digital Collections

- Comprehensive full-text databases: Google Books, Hathi, EEBO, ECCO
- Theme- or topic-specific mixed materials from archives or special collections: Everyday Life and Women in America, The American West, 19th Century Collections Online, Global Commodities, History Vault, Archives Unbound
- Genre- or format-specific collections such as newspaper or film collections, song collections, streaming video: Early American Newspapers, ArtStor, ProQuest Historical Newspapers, American History on Video
What are some digital collections you already use in your research or teaching?
Brainstorm

What are some ways you keep up to date and learn what collections are available?
In pairs

1. What are some teaching opportunities or potential benefits afforded by digital collections?

2. What are some potential challenges of teaching with digital collections?
Two principles

• Begin with student learning goals.
• Focus and scaffold student work.
Starting with Learning Goals: Backward Design

1. Identify desired results.
2. Determine acceptable evidence.
3. Plan learning experiences and instruction.

Wiggins & McTeaghe, *Learning by Design*
Focusing and Scaffolding

Keep student work manageable:

• Small steps
• Limited options
• Time focused on tasks relevant to learning goals
Structured Play

In Eighteenth-Century Collections Online (ECCO):

• Pick a decade (e.g., 1720-1730)
• Search for texts with ‘tea’ in the title
• Analyze results: What are some public discussions and debates about tea in the period?
Starting with a Learning Goal

Write one specific learning goal you have for students in a course you are teaching or will likely teach.

*Examples:* By the end of this course, students will be able to …

- confidently distinguish between primary and secondary sources
- use formal analysis to interpret images
- explain three different historical understandings of the term “race”
- define three genres of nineteenth-century German poetry
Thank you!

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Please share feedback on the evaluation form.