

Call for Proposals

“Digital Literacies and the Liberal Arts at UNE”

A Digital Humanities Faculty Seminar to Encourage Student Digital Projects in Core Courses (Year Three)

Scholars and educators in all disciplines have embraced the potential for digital tools to transform the kinds of questions they (and their students) ask, the methodologies they bring to research and teaching, and the ways they present the results of their work. “Digital Literacies and the Liberal Arts at UNE” is intended to stimulate active classroom-based engagement with elements of the digital turn in scholarship and education by supporting a semester of faculty inquiry into pedagogies and student projects that embrace the digital.

Known in humanities fields of inquiry by the broad term “digital humanities,” work in this area takes many different forms. Geographic Information Systems (GIS) mapping tools are applied to traditional historical, literary, and sociological areas of inquiry, as both *Bomb Sight* and the *Atlas of Early Printing* (below) show. Text encoding of the classics promises to help scholars (and others) surface new readings of those works. *Transcribe Bentham* and *Digital Thoreau* are active examples of this kind of research. The *Mark Twain Project* reveals ways that projects in the digital humanities invite readers into archives to encourage discovery, interpretation, and analysis. Teachers are embracing the ease of personal digital publishing to encourage students to develop their own “born digital” writing and multimedia projects through blogs and multi-media essays, web-based exhibits, podcasts, and even movies. Some of this work invites the kind of analysis traditionally reserved for the “term paper,” but it challenges students to draw on multiple media. Undergraduate journals like the *Journal for Undergraduate Multimedia Projects* at UT Austin provide a venue for student, reviewed publication of such projects. And in some disciplines, scholars are increasingly finding peer-reviewed publication venues for their own born digital projects.

Sample Digital Humanities Project Websites

***Bomb Sight: Mapping the WWII London Blitz Bomb Census** - bombsight.org

***Atlas of Early Printing** - atlas.lib.uiowa.edu

***Transcribe Bentham** - blogs.ucl.ac.uk/transcribe-bentham

***Digital Thoreau** - digitalthoreau.org

***Mark Twain Project** - www.marktwainproject.org

***The JuMP: The Journal for Undergraduate Multimedia Projects** -
jump.dwrl.utexas.edu

Call for Proposals: Digital Literacies and the Liberal Arts at UNE

Proposals Due: October 19, 2015

Notifications: October 30, 2015

The College of Arts & Sciences invites applications for the Spring 2015 Digital Humanities Faculty Seminar. With generous support from the Davis Educational Foundation, CAS has launched a multi-year initiative to embed digital pedagogies and student projects in humanities and social science courses.

This initiative began in English Composition in 2013; in Spring 2014 it expanded to include Core courses in the humanities and social sciences. Since 2014, following completion of the seminar, Ayala Cnaan, Beth DeWolfe, Jennifer Denbow, Theo Dunfey, Owen Grumbling, James Roche, and Eric Zuelow have developed digital literacies projects for Core courses they have offered and/or are currently offering. Since Fall 2014, hundreds of students have developed digitally inflected projects in the context of courses taught by seminar participants. In Spring 2016, UNE will offer the third iteration of a semester-long faculty seminar to support the incorporation of digital projects into Core courses.

The digital turn in scholarship and pedagogy is more than two decades in the making, but UNE students risk being left behind. Data from the National Survey of Student Engagement show that UNE seniors trail students at peer institutions in their use of computing and information technologies. The Digital Humanities Faculty Seminar is enabling the college to address this issue by encouraging faculty to embed digital student projects in Core courses in the humanities and social sciences.

Seminar participants will receive either a three-credit course release in the Spring term or overload pay equivalent to a three-credit course. Participants will also be eligible for travel support to present their pedagogical innovations at a regional or national conference.

Faculty participating in the seminar will sample literature on digital pedagogies and projects in their fields and develop a relevant digital assignment for a targeted undergraduate Core course. Additionally, they will build a plan for assessing the impact of the project on student engagement and learning. In a subsequent semester, faculty will offer the revised course, assess the digital project's contributions to learning, and share their work with the campus community via a report and panel discussion.

CAS has two Digital Humanities Mobile Learning Labs to support digital pedagogies in courses associated with the initiative. These resources encourage project-based digital assignments, collaborative learning, computer-mediated pedagogies, and more. Participating faculty will have shared access to these labs as they implement their projects in targeted Core courses.

Applicants will complete the application form and include a brief proposal (no more than 600 words) that explains their interest in the seminar, any relevant prior experience incorporating digital student projects into courses, their rationale for selecting the targeted course, and their initial ideas for a digital student project (or projects) that might belong in the targeted course. Interested faculty should speak with their department chair to discuss the implications of a possible course reduction on staffing and scheduling. Chairs applying to the seminar should secure the CAS Dean's signature of support.

Submit PDF versions of completed applications to Michael J. Cripps (mcripps@une.edu), project director, no later than 5PM on October 19, 2015. Direct all inquiries regarding the project to Dr. Cripps.

Application Form: Digital Literacies and the Liberal Arts at UNE

Name: _____

Date: _____

Faculty Title/Rank: _____

Department: _____

Targeted Core course (Number, Title, and Core requirement): _____

How often is the targeted course offered? Each Term Annually Bi-Annually

Typical enrollment: _____

When would the revised targeted Core course first be offered? Fall 2016 Spring 2017

Plan for course release or overload:

Check one: Course release Overload (paid at current adjunct rate of \$2700)

Anticipated courses for Spring 2016: _____

If you plan to participate via course release, how would your department handle the proposed staffing reduction? _____

By signing below, I agree to develop a relevant digital project for students in my targeted Core course and a mechanism to assess the project's effectiveness. I agree to offer the targeted course in the academic year following completion of the faculty seminar, to assess the digital project, and to share both my project and assessment results with the campus community by participating in a panel discussion and preparing a brief project report.

Applicant's Signature

Department Chair's/Dean's Signature of Support

Questions? Contact Dr. Michael J. Cripps, project director, at mcripps@une.edu.