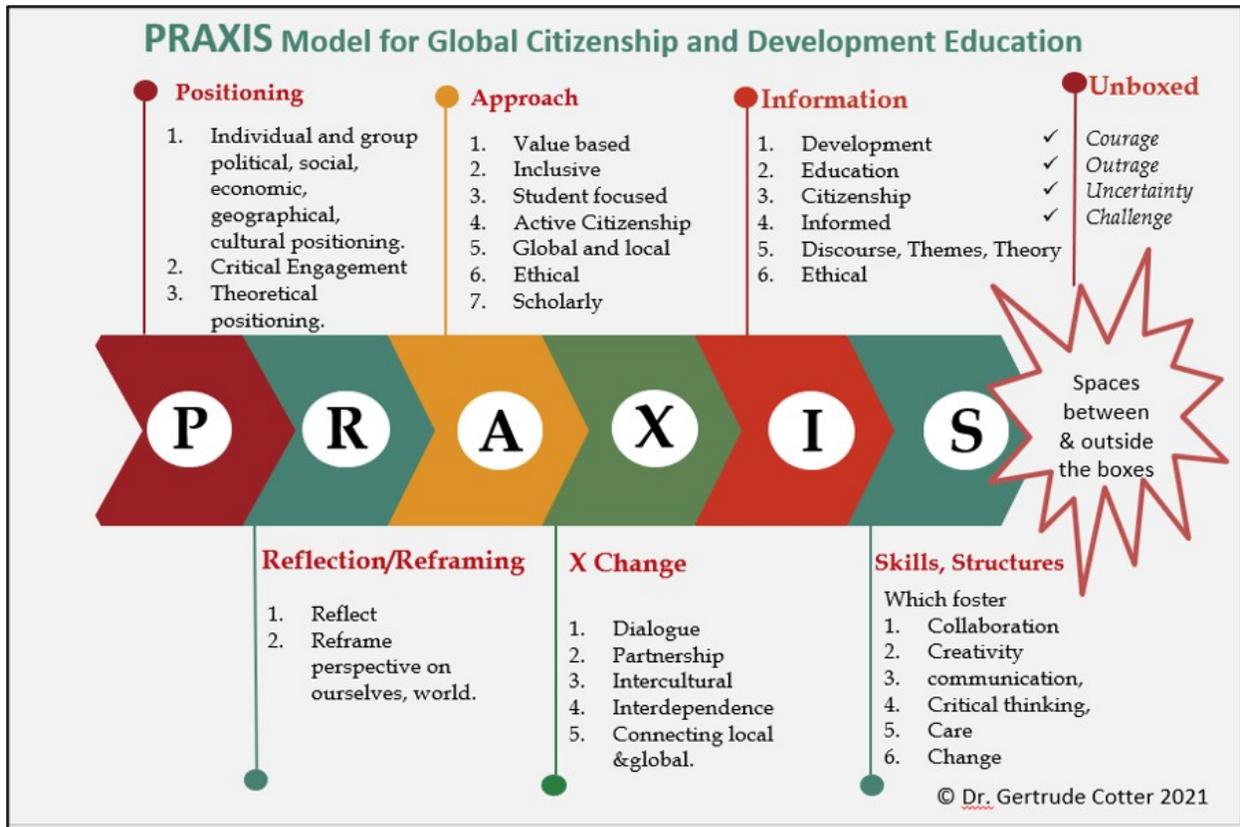


## Vision

The essential thing ... is this: hope, as an ontological need, demands an anchoring in practice.

Freire, *Pedagogy of Hope* - in  
Gannon, *Radical Hope*.



## Group 1: Academic Staff - Lecturers / Tutors / Educators (Classroom work)

Plan for Integration of GCDE into your teaching, research, projects or practice.

Discipline: Digital Humanities

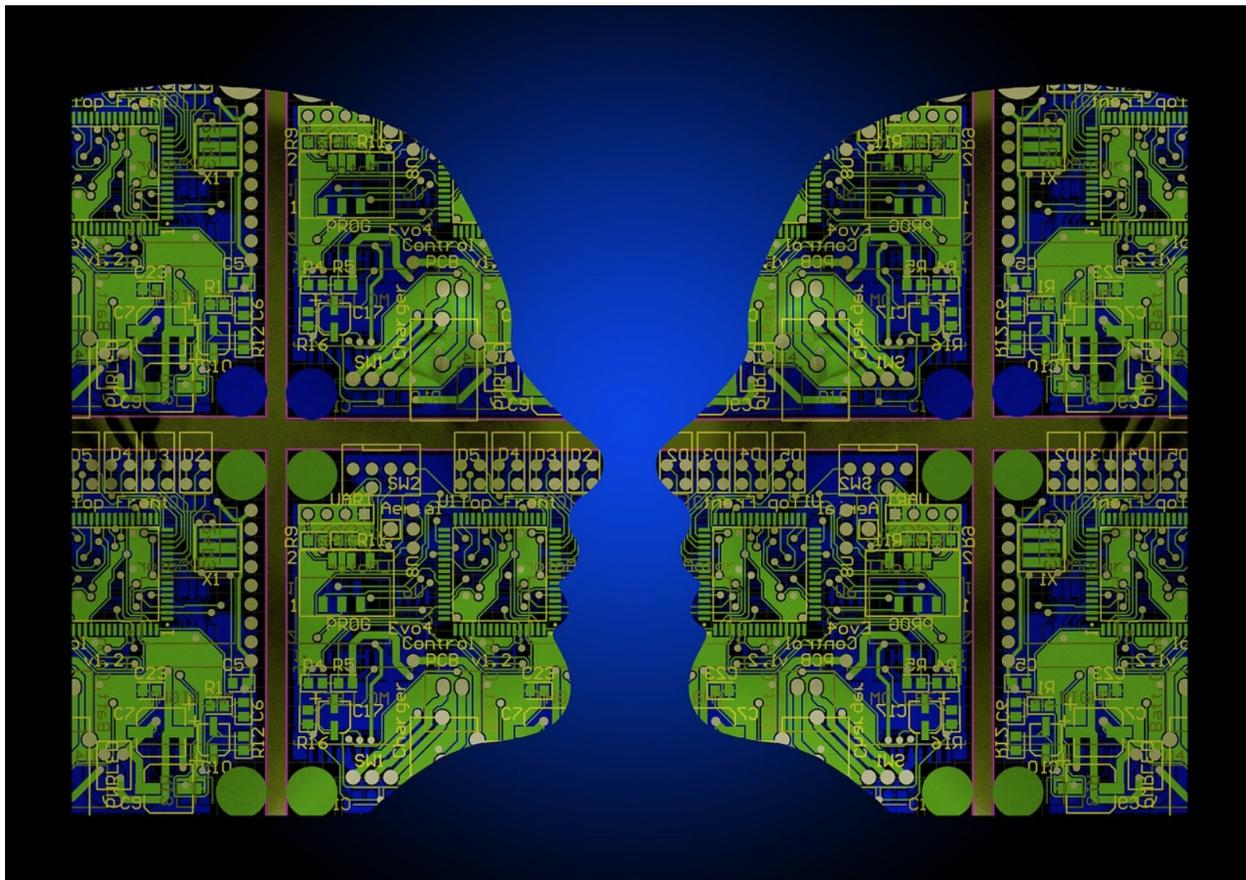
Department and School: Department of Digital Humanities, School of English and Digital Humanities.

Digital Humanities - Operating at the interstices, at the nexus of the digital and the human.

### Pedagogy

Title of Teaching Module and Book of Modules Code:

DH2006 Curation and Dissemination in the Digital Age



### Module Description:

This course begins with the theories and practices of curation, equipping students to critically assess the role of digital tools in the creation, curation, and sharing of knowledge. Having established how stories are gathered, students will then turn to how it is that stories are told, exploring writings on the ethics, practice and history of digital dissemination through examples of digital archives and narratives, such as

YouTube/Vimeo original documentaries, podcasts and online exhibitions of various forms. Students will learn to critically evaluate these digital narratives and apply a host of theoretical paradigms to their analyses of these texts. This theoretical frame will position students to produce their own digital story in the form of an archive, podcast or documentary.

### **Learning Outcomes:**

Participants are invited to question, deconstruct and form their own articulation of curation and storytelling in the digital age.

### **Learning Outcomes**

**On successful completion of this module, students should be able to:**

- **Demonstrate awareness of curatorial best practices;**
- **Critically assess the role of digital tools in the creation, curation, and sharing of knowledge;**
- **Assess and critique relevant tools and techniques employed in digital practice.**

### **Assessment details:**

Total Marks 100: Continuous Assessment (100 marks)

Critical reflection on curation and dissemination in the digital age (40 marks) – to be uploaded to Canvas Learning Journal on a weekly basis.

Group project (60 marks) – in small groups (3-4 people) you will produce either a digital exhibition, a digital archive, a short video documentary or a podcast. (Individual analysis of your contribution to the group work).

Existing GCDE practice (e.g. themes, theory, skills, values, student actions, teaching methodologies, global/local links, root causes of injustice).

The Digital is Political. This module aims to practice critical digital pedagogy in action. Using an inclusive, bottom-up, community-driven approach students co create digital objects (sites, podcasts, databases) with community participants over the course of a semester. The focus in Digital Humanities is always “Open Inquiry” (Brew, 2015) in that the knowledge is not fixed, determined or already known but co created amongst all participants, students, community and facilitator. Something new is made based in the values, ethics and scholarly practice of GCDE.

What and how we choose to archive now will impact what is known and studied in the future. Platforms, and the web in general, have significant potential to impact society, democracy and access to knowledge. This course is practical - in it we do things, not for ourselves but in partnership with neighbour

communities usually outside of the academy, but sometimes within.

The focus is on empowerment of those communities in designing, implementing and analysing solutions - throughout the students maintain a reflective journal, documenting their learning journey in response to set readings and as they build new resources.

### **Week 1 : Scoping the Archive.**

**What is Curation?**

**Why Curate?**

**Who / how do we decide what is in and out? Inclusion and exclusion.**

**Week 2 : Tools and Platforms - What can we use to curate and share? Accessible and inaccessible strategies for community co design.**

**Week 3 : Digitisation Practices - How do we make non-digital things digital? What is the lifecycle of curation?**

**Week 4 : Data Standards - What is a data standard and how is it used in curation?**

**Week 5 : Advocacy & Activism - How can / does curation make a social contribution?**

**Week 6 : Sustainability on the Web - How can we ensure sustainable archives and narratives?**

### **Part II: Storytelling**

**Week 7 : Storytelling in the Digital Age How new media shapes content and dissemination**

**Week 8 : Social Media and Storytelling Case Study: Adam Ellis and #DearDavid**

**Week 9 : Podcasting as Documentary Case Study: S-Town (episode 1)**

**Week 10 : Beyond Film: Interactive Documentaries Case Study: Hollow: The Documentary and Bear 71**

**Week 11: Digital Storytelling Workshop (1)**

**Week 12: Digital Storytelling Workshop (2)**

## **Plan for further integration of GCDE approach to your teaching:**

### **Global Citizenship and Development Education Learning Objectives.**

The module already includes many aspects of GCDE, particularly, themes, theory, skills, and values, digital injustice and instances of digital activism and advocacy.

Where the module could be improved is in terms of global activity - Global Outlook Digital Humanities (GoDH) project best practice could be integrated. Intl. exemplars of digital activism (eg) in mapping location of migrant children's movement (anonymised).

### **How will you assess what students have learned?**

Students will be assessed through their reflections, and their new digital artefacts.

### **Methodologies: What methodologies will you use in the classroom?**

Inclusive co design, group work, listening and reflection are key elements of the Open Inquiry (Brew, 2015) approach.

### **Curriculum: what GCDE themes or knowledge will you cover in your module?**

Students learn about many of the development education themes in this module including:

Social justice

Digital and Platform rights

Free Speech

Equality

Advocacy

Activism

### **Framing/Positioning: what GCDE themes, theories, philosophical underpinning, framing or knowledge will you cover in your module?**

The module already includes key themes, ethics, inclusion, access. The key text is:

*Reassembling Scholarly Communications: Histories, Infrastructures, and Global Politics of Open Access* Openly available here:

<https://eve.gd/2020/10/21/on-reassembling-scholarly-communications/>

The focus is on histories, infrastructures, and global politics of Open Access. In a series of chapters it explores: colonial influences; epistemologies; publics and politics; archives and preservation; infrastructures and platforms; and global communities.

**Local/Global: how can you make local and global connections, from a global justice perspective, with these themes?**

The affordances of the digital allow us to collapse the boundaries of place and time - we will focus on a current, active Digital Humanities project that is actively making local & global connections (eg Separados project, US - Torn Apart). <https://www.wired.com/story/ice-is-everywhere-using-library-science-to-map-child-separation/>

**Values / Ethics: What values or ethical approaches to their studies/life, do you want your students to reflect upon or develop?**

We will consider what knowledge is designated 'curatable' and interrogate open platforms for knowledge making and knowledge work. Inclusivity is built in - in inclusive co-design with participants - further historical methods that impact contemporary work are explored, and inequalities in access to knowledge representation explored.

**Action: what action/s do you want your students to take as a result of their GCDE learning?**

To create and publish a new piece of work (digital story / podcast / documentary / website / database) to support the goals of the participants.

**Skills: What skills do students need to achieve the GCDE learning outcomes?**

Students enrolled on this course will develop the following skills:

Creativity

Inclusivity

Critical thinking

Communication

Collaboration

Data and Information Literacy

Digital Fluency (digital and values literacy combined)

Problem Solving

Foundational, pro-social, ethical values

**Practical considerations: e.g. what resources do you need? How many classes can include a GCDE theme or approach? In those classes can you outline the different sections of the class using a class planning template?**

Classes 1, 2, 5 and 6; and 9, 11 and 12 (Classes that specifically focus on - inclusion, activism, advocacy, sustainability, documentary and hands-on workshops for critical digital making.)

Suggested Bibliography

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- Cotter, G., 2018. Nailing our Development Education Flag to the Mast and Flying it High: Rethinking Critical Approaches to Global and Development Education. *Policy & Practice - A Development Education Review* 27, 127–141.
- Eve, M.P., 2020 *Reassembling Scholarly Communication. Histories, Infrastructures and Global Politics of Open Access*. <https://eve.gd/2020/10/21/on-reassembling-scholarly-communications/>
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