Developing Digital Research Workflows among Undergraduates

Dr Mike Cosgrave
@mikecosgrave

Digital Arts & Humanities, UCC

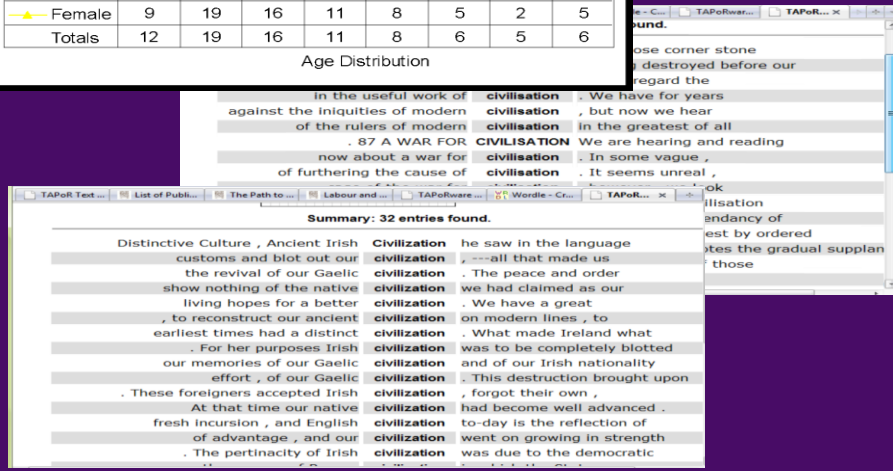
- Structured PhD in Digital Arts & Humanities
- Masters in Digital Arts & Humanities
- Masters in Digital Cultures (online)
- BA in Digital Humanities Humanities & IT

- Academic Admin and Funding
- Interdisciplinarity
- Undergraduate Research Methods

Humanities Computing in UCC

- First Webserver 1991 (1st in Ireland, 5th in World
- Supported CURIA (Now CELT) Project
- TEI encoded versions of Irish Historical Texts
- Teaching: Final Year Digital History Seminar, 1990 onwards
- UG Seminars in History, English since 1990: Texts, Census Data

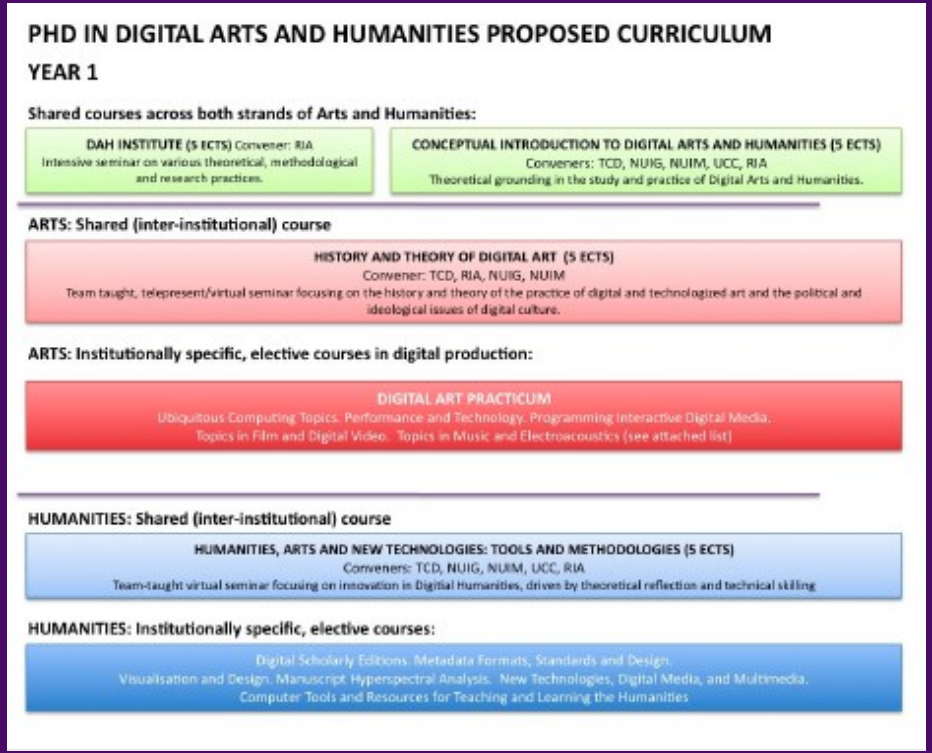
	3yrs-9yrs	10yrs-19yrs	20yrs-29yrs	30yrs-39yrs	40yrs-49yrs	50yrs-59yrs	60yrs-69yrs	70yrs-85yrs
Male	9	18	15	9	11	3	4	1
Totals	11	18	16	9	11	3	6	1
Female	9	19	16	11	8	5	2	5
Totals	12	19	16	11	8	6	5	6



PRTLI Structured Phd in Digital Arts & Humanities

First intake Sept 2011 (47 nationally, 10 at UCC)

UCC DH Phd intake 2012 - 5
2013 - 3
2014 - 3
2015 - 2
2016 – 7
2017 – 3



PHD IN DIGITAL ARTS AND HUMANITIES PROPOSED CURRICULUM

YEAR 1

Shared courses across both strands of Arts and Humanities:

DAH INSTITUTE (5 ECTS) Convener: RIA
Intensive seminar on various theoretical, methodological and research practices.

CONCEPTUAL INTRODUCTION TO DIGITAL ARTS AND HUMANITIES (5 ECTS)
Conveners: TCD, NUIG, NUIM, UCC, RIA
Theoretical grounding in the study and practice of Digital Arts and Humanities.

ARTS: Shared (inter-institutional) course

HISTORY AND THEORY OF DIGITAL ART (5 ECTS)
Convener: TCD, RIA, NUIG, NUIM
Team taught, telepresent/virtual seminar focusing on the history and theory of the practice of digital and technologized art and the political and ideological issues of digital culture.

ARTS: Institutionally specific, elective courses in digital production:

DIGITAL ART PRACTICUM
Ubiquitous Computing Topics. Performance and Technology. Programming Interactive Digital Media. Topics in Film and Digital Video. Topics in Music and Electroacoustics (see attached list)

HUMANITIES: Shared (inter-institutional) course

HUMANITIES, ARTS AND NEW TECHNOLOGIES: TOOLS AND METHODOLOGIES (5 ECTS)
Conveners: TCD, NUIG, NUIM, UCC, RIA
Team-taught virtual seminar focusing on innovation in Digital Humanities, driven by theoretical reflection and technical skilling

HUMANITIES: Institutionally specific, elective courses:

Digital Scholarly Editions. Metadata Formats, Standards and Design. Visualisation and Design. Manuscript Hyperspectral Analysis. New Technologies, Digital Media, and Multimedia. Computer Tools and Resources for Teaching and Learning the Humanities

MA Programmes

- Why the MA DAH?
- Minimum Class Size : 6
- Base Camp for Phd
- Feed-in to Phd

- Why the online MA in Digital Cultures?
- University Policy – put 24 MA programmes online
- Admin required new title, new module codes!

Undergraduate Programmes

- What we had hoped to do

- Small Range of options
- 2 x 2000 level
- 2 x 3000 level
- Flexible, experimental, limited numbers
- Pilot DH at UG, Test student response, Introduce DH into the BA Degree (CK101)

- What actually happened

- Govt initiative to increase places in information technology.
- BA DH&IT designed and approved in weeks (May) (CK118)
- First intake: August

BA in Digital Humanities & IT

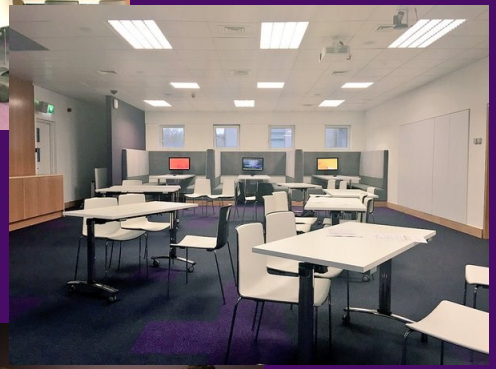
Year 4, Spring	Research Seminar (5 Credits)		**Research Project (10 Credits)**		Other CK101 Subject (10 Credits)	**Research Project (10 Credits)**	Digital Content Management (5 Credits) (P1 & P2)	Information Systems and Electronic Commerce(5 Credits) (P1 & P2)		
Year 4, Autumn		Research Methods (5 Credits)					Digital Content Management (5) (P1 & P2)	Information Systems and Electronic Commerce (5 Credits) (P1 & P2)	Digital Video Content Creation (5 Credits) (P1)	Digital Audio and Sound Technology (5) (P1)
Year 3, Spring	Placement or Year Abroad									
Year 3, Autumn										
Year 2, Spring		Digital Tools & Methodologies II (5 Credits)		Digital Curation (5 Credits)	Other CK101 Subject (10 Credits)		Introduction to Internet Information Systems (5) (P2)	Computer Animation (5) (P2)		
Year 2, Autumn	Concepts and Collaboration in Digital Humanities II (5 Credits)		Knowledge, Research and Learning (5 credits)			Introduction to Digital Media (5) (P1)			Authoring (5 Credits)	Webservers (5 Credits) (P1)	Introduction to Relational Databases (5 Credits)
Year 1, Spring		Digital Tools & Methodologies I (5 Credits)		Other CK101 Subject (15 Credits)			Fundamentals of Internet Computing 15 Credits P1/P2 (mainly end of year exam)	Fundamentals of Internet Computing 15 Credits P1/P2 (mainly end of year exam)	Programming in Python (5 Credits)		Usability Engineering (5 Credits) (P2)
Year 1, Autumn	Concepts and Collaboration in Digital Humanities I (5 Credits)		Introduction to Student Learning in the Digital Age (5 Credits)			Fundamentals of Internet Computing 15 Credits P1/P2 (mainly end of year exam)				Multimedia (5 Credits)	

N.B. DRAFT FROM DESIGN PHASE, DETAILS WILL CHANGE

UCC DH Student Intake Numbers

	Phd	MA	BA DH&IT
2011	10		
2012	5	12	
2013	3	20	
2014	3	26	28
2015	2	31	31 (59)
2016	7	30	47 (106)
2017	3	30?	50? (160?)

Creative Learning Space



Privileges Student Collaborative learning over reading powerpoint

All devices can be shared to the screens over Eduroam (Solstice)

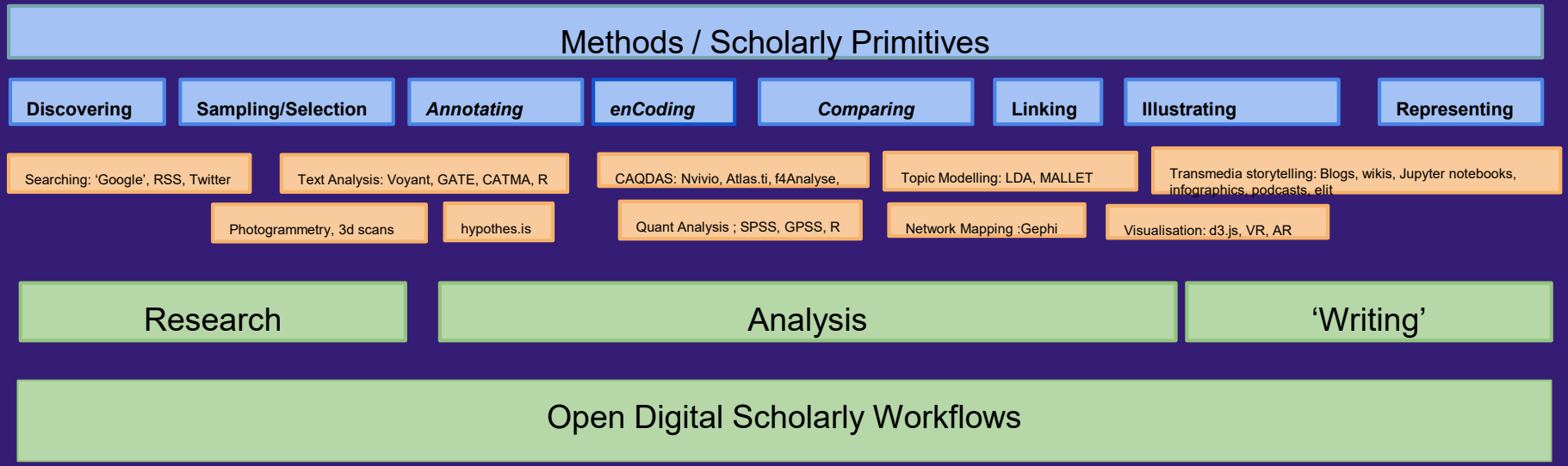
Main Camera – full rotation and zoom

Presentation Norm – Wandering iPad

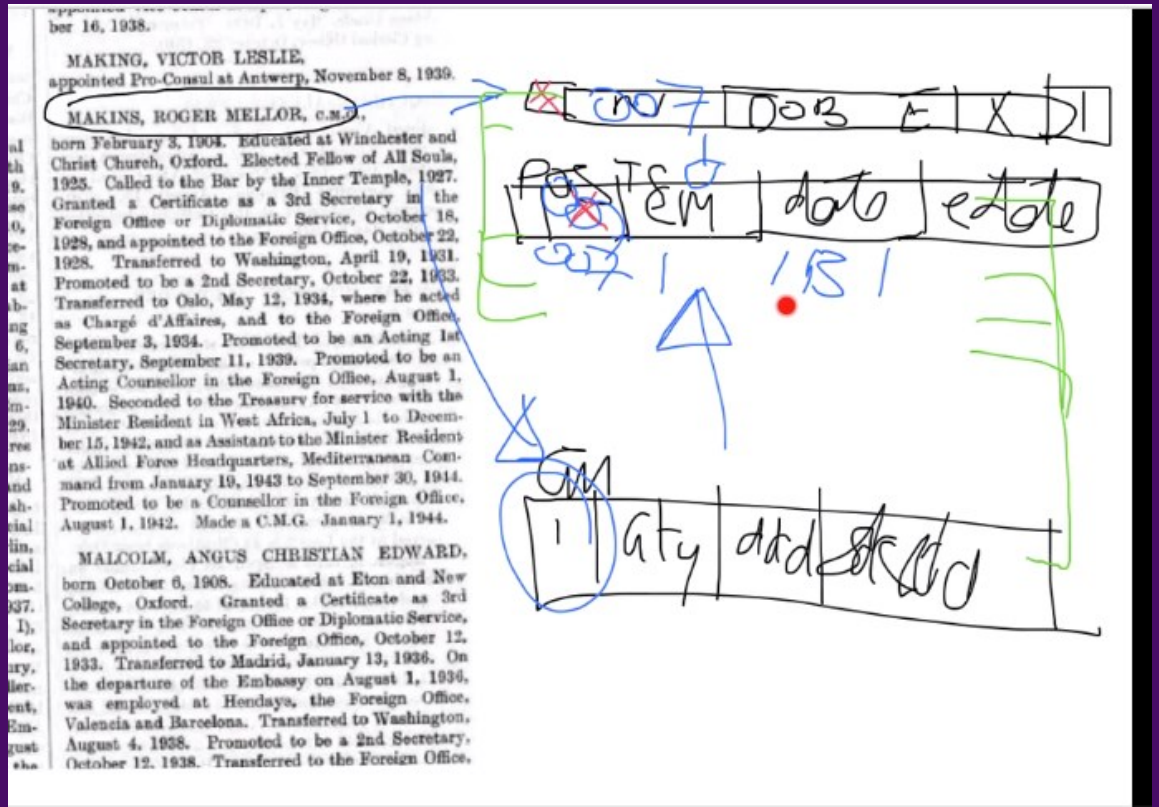
Lecturing Discouraged!

Ontology

Disciplinary Epistemologies



Disciplines and Methods: History



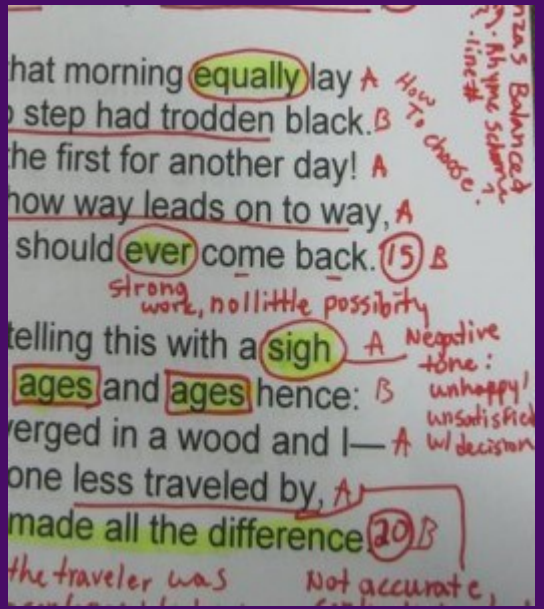
ber 16, 1938.

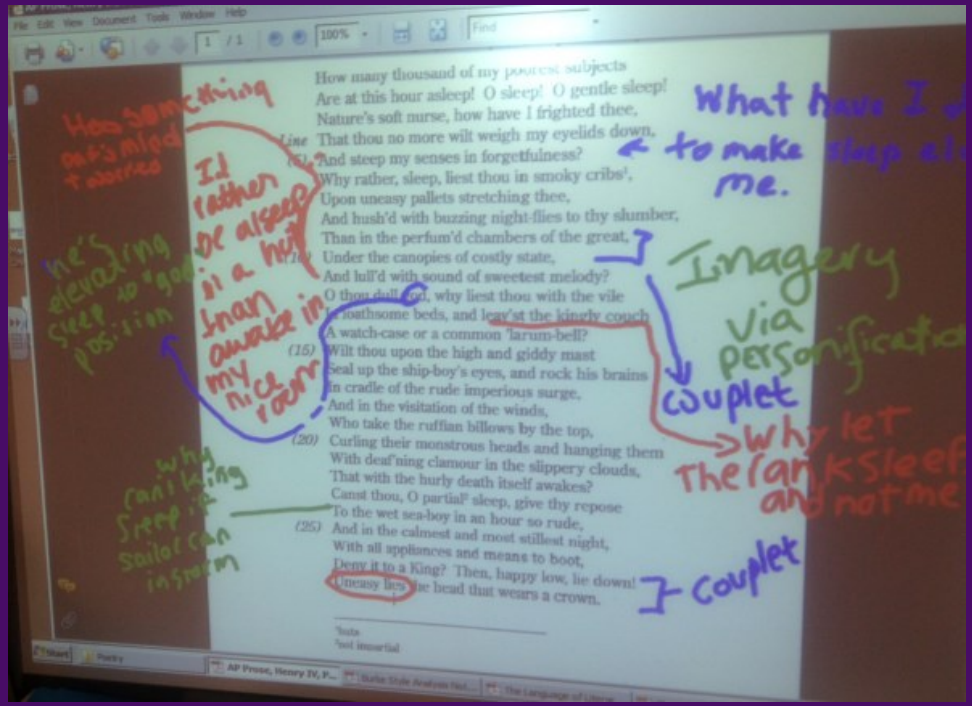
MAKING, VICTOR LESLIE,
appointed Pro-Consul at Antwerp, November 8, 1939.

MAKINS, ROGER MELLOR, C.M.G.,
born February 3, 1904. Educated at Winchester and Christ Church, Oxford. Elected Fellow of All Souls, 1925. Called to the Bar by the Inner Temple, 1927. Granted a Certificate as a 3rd Secretary in the Foreign Office or Diplomatic Service, October 18, 1928, and appointed to the Foreign Office, October 22, 1928. Transferred to Washington, April 19, 1931. Promoted to be a 2nd Secretary, October 22, 1933. Transferred to Oslo, May 12, 1934, where he acted as Chargé d'Affaires, and to the Foreign Office, September 3, 1934. Promoted to be an Acting 1st Secretary, September 11, 1939. Promoted to be an Acting Counsellor in the Foreign Office, August 1, 1940. Seconded to the Treasury for service with the Minister Resident in West Africa, July 1 to December 15, 1942, and as Assistant to the Minister Resident at Allied Force Headquarters, Mediterranean Command from January 19, 1943 to September 30, 1944. Promoted to be a Counsellor in the Foreign Office, August 1, 1942. Made a C.M.G. January 1, 1944.

MALCOLM, ANGUS CHRISTIAN EDWARD,
born October 6, 1908. Educated at Eton and New College, Oxford. Granted a Certificate as 3rd Secretary in the Foreign Office or Diplomatic Service, and appointed to the Foreign Office, October 12, 1933. Transferred to Madrid, January 13, 1936. On the departure of the Embassy on August 1, 1936, was employed at Hendaye, the Foreign Office, Valencia and Barcelona. Transferred to Washington, August 4, 1938. Promoted to be a 2nd Secretary, October 12, 1938. Transferred to the Foreign Office,

Disciplines and Methods : Literature



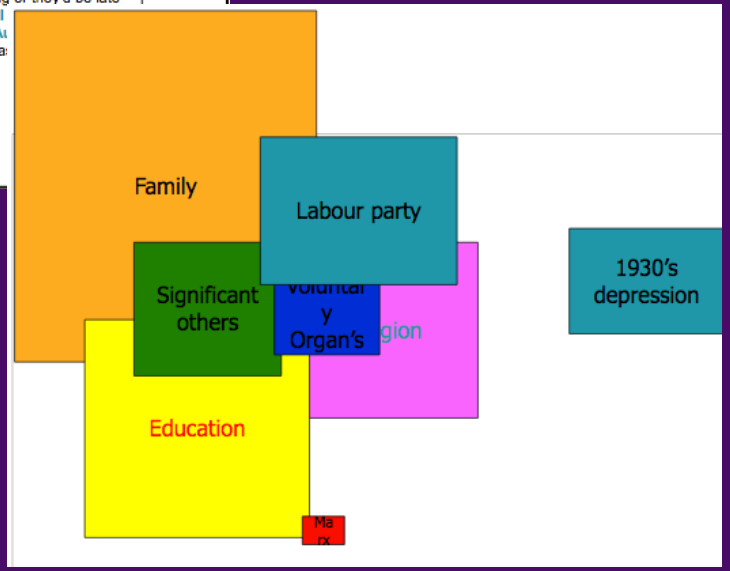


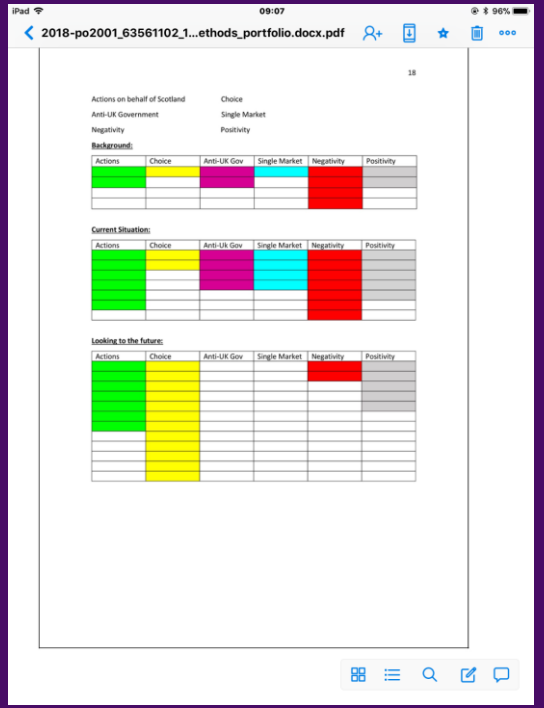
Disciplines and Methods : Art

Art History - Las Meninas

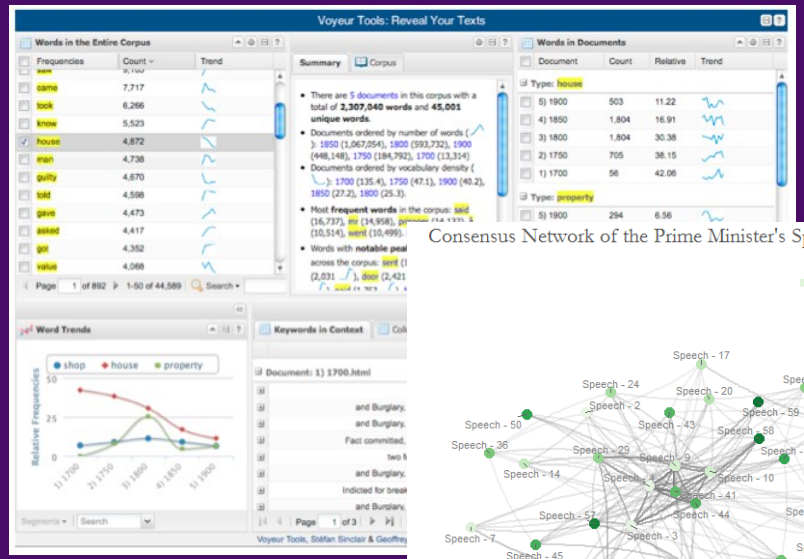
Disciplines and Methods : Politics

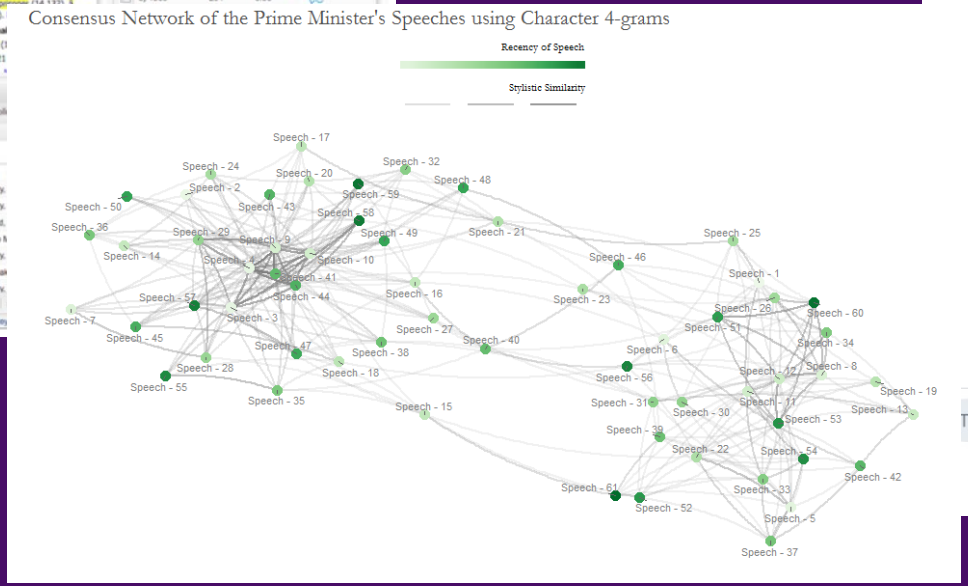
Remarks	Line Number	Coding	Codes
	001 002 003	*Harris: Some men go into politics almost as a matter of course and some form of personal Damascus Why are you in politics?* Wilson: I suppose the short answer is because **politics** are in	
His political career seems 'written for him'. *Didn't he ever rebel against the orthodoxy or look at alternatives?* *No mention of Damascene events* *Social and political engineering?* *Is Wilson being entirely truthful or is this post-facto justification to appeal to readers?*	004	me, as far as I can remember. Farther than that: they **were in my family**; **for generations** before me, as they were in the families of dozens of members of the Labour party. The first time that I can remember **thinking systematically about politics was when I was seven**. I was in hospital with appendicitis. **My parents** came in to see me the night after my operation and I told them not to stay too long or they'd be late to **vote – for Philip Snowden**. Then when I **West Australia where my uncle was an Au** later President of the Upper House. That wa politician.	P F P, Lc

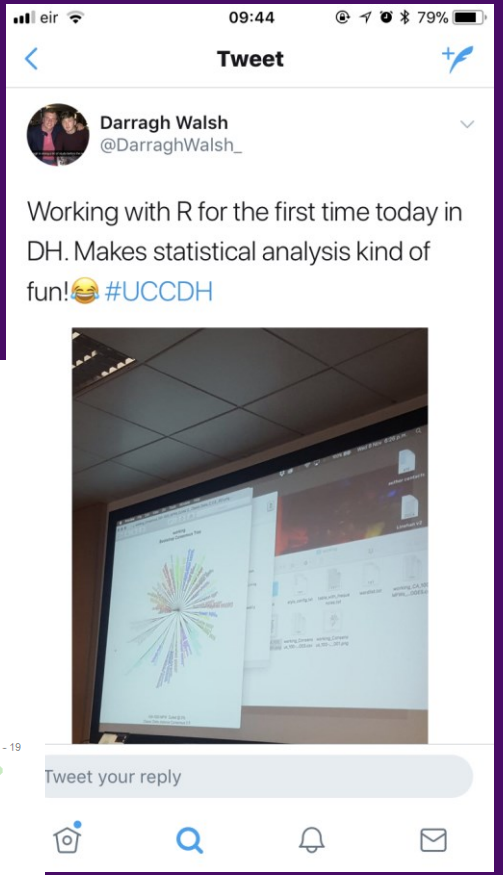




Text Analysis everywhere







Network Analysis everywhere

Speaker Deck Talk by Cultures of Knowledge: Networking the Republic of Letters, 1550–1750

Spatial Representation: Comparing Erasmus and Wimpfeling

share

Topic modelling everywhere

Suddenly we find we can use the same (digital) tool for research in all these “different” disciplines

(DH, and computation in general, forces us to be explicit about methods, and reveals these similarities)

Disciplines have similar methods

Search for patterns which help us to understand the world and provide frameworks within which we can take meaningful action: patterns which support agency

Research Methods are about finding patterns

Which are to some extent generalisable

Explication of human action in context

How far does can generalizations or laws stretch?

Scholarly primitives (Unsworth)

This aligns to the experience of John Unsworth which led him to the idea of scholarly primitives

- **Discovering**
- **Sampling/Selection**
- ***Annotating***
- ***Comparing***
- **Linking**
- **Illustrating**
- **Representing**

1.Queries: What questions will you want to answer? What types of data will you need to answer these questions? Which of these data types are permanent, which are temporary but important, and which will need to be regularly updated? What uses will you have for generic data in the next 5 years?

2.Tools: What protocols and tools for data submission, viewing, analysis, annotation, curation, comparison, and manipulation will you need to make maximal use of the data? What sorts of links among datasets will be useful?

3.Infrastructure: What critical infrastructures will be needed to support the queries you want to perform and what attributes should these infrastructures have? In what ways should they be flexible, and how should they stay current? How should they be maintained?

4.Standards: What kind of community-agreed standards are needed, e.g. controlled vocabularies, datatypes, annotations, and structures? How should these be defined and established?

Methodological Commons (McCarty)

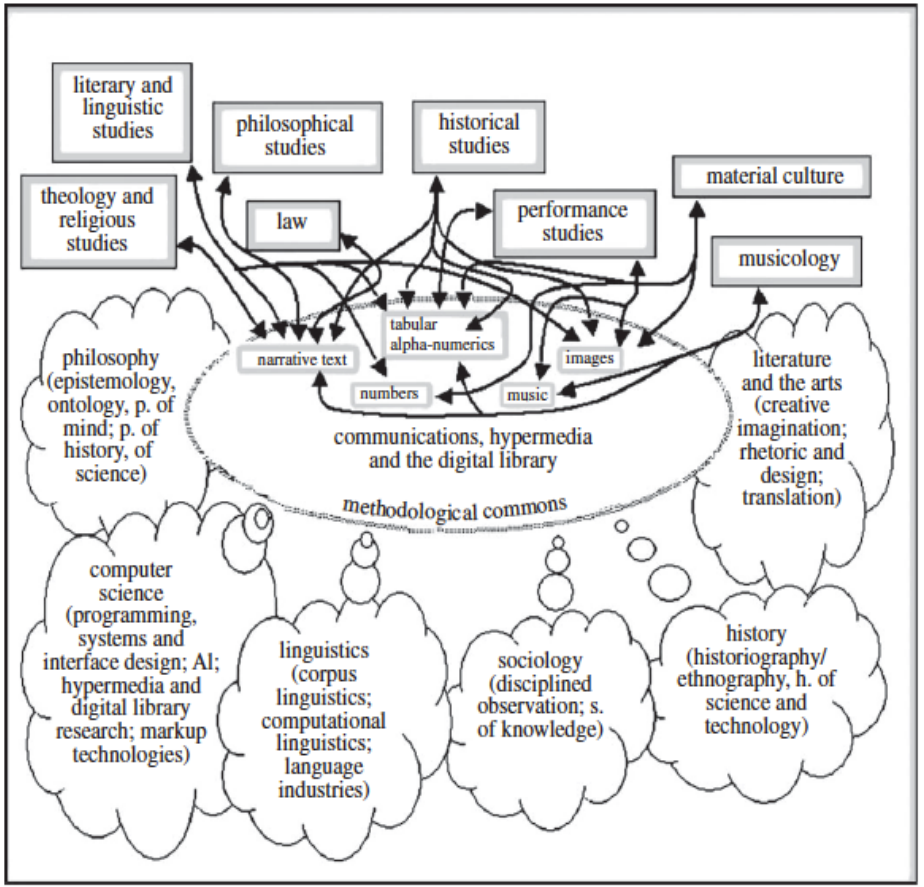
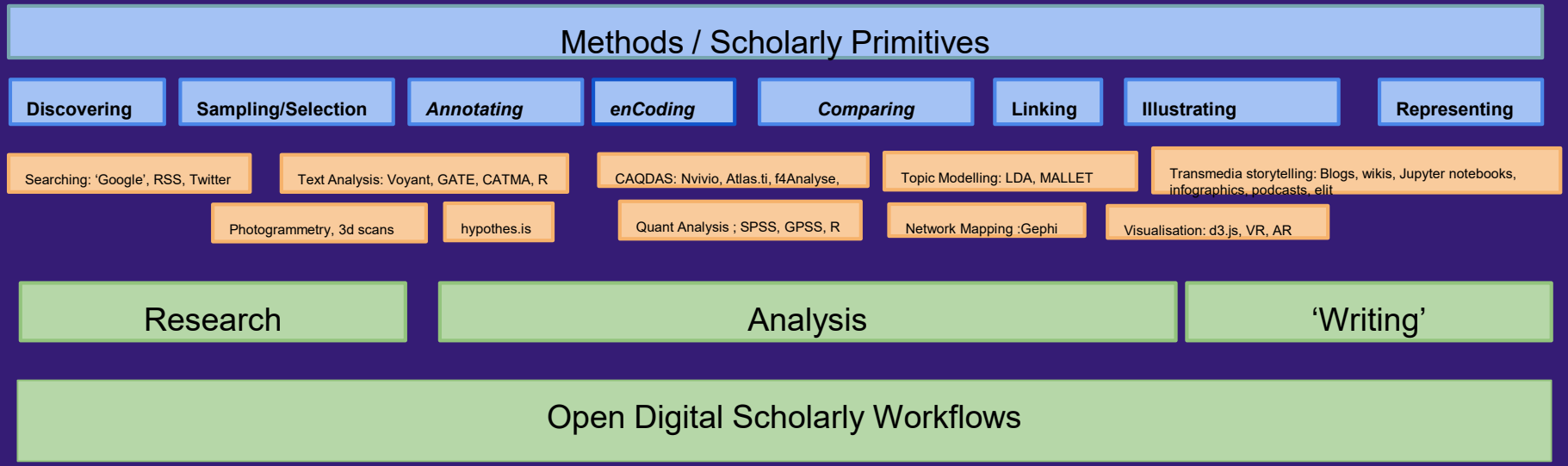


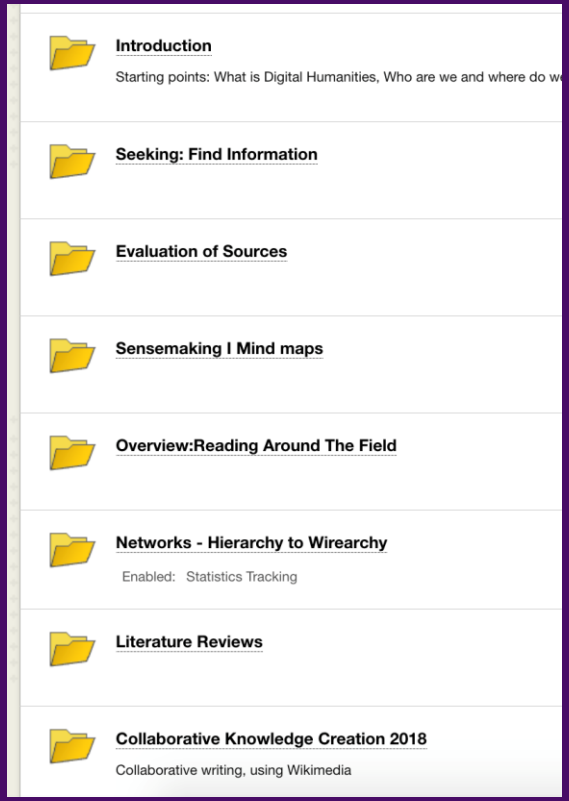
Figure 1. Digital humanities methodological commons (after McCarty & Short (2002); see http://www. allc.org/content/pubs/map.html (last accessed 26 April 2010)).

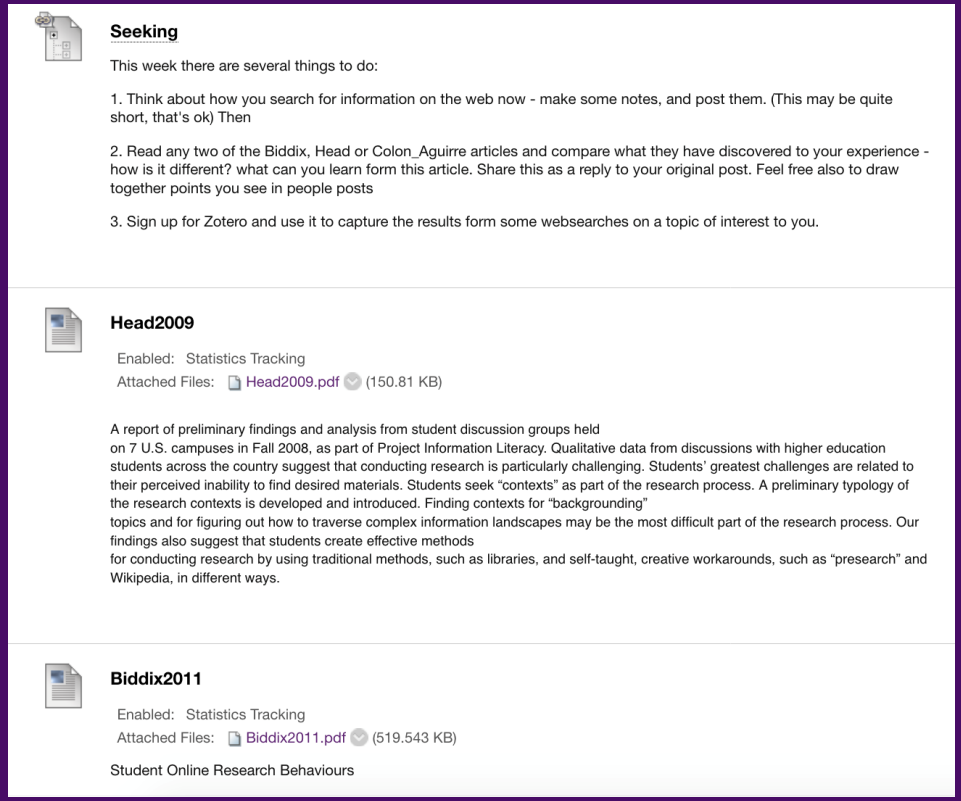
Ontology

Disciplinary Epistemologies

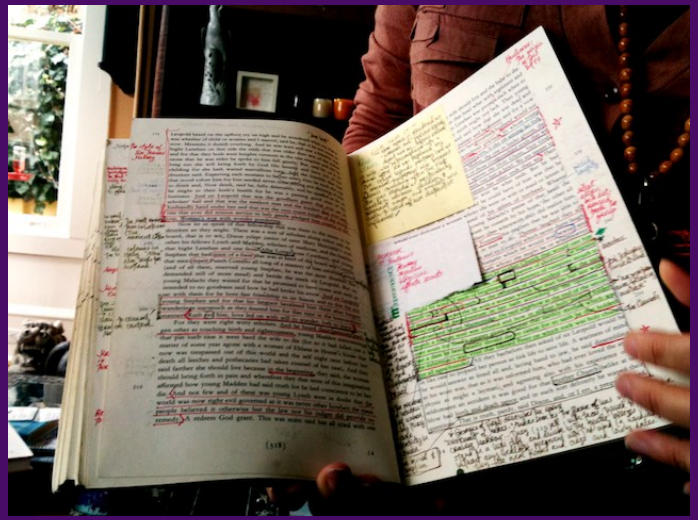


Into the LMS


Introduction
Starting points: What is Digital Humanities, Who are we and where do w
Seeking: Find Information
Evaluation of Sources
Sensemaking I Mind maps
Overview:Reading Around The Field
Networks - Hierarchy to Wirearchy
Enabled: Statistics Tracking
Literature Reviews
Collaborative Knowledge Creation 2018
Collaborative writing, using Wikimedia


Seeking
This week there are several things to do:
1. Think about how you search for information on the web now - make some notes, and post them. (This may be quite short, that's ok) Then
2. Read any two of the Biddix, Head or Colon_Aguirre articles and compare what they have discovered to your experience - how is it different? what can you learn form this article. Share this as a reply to your original post. Feel free also to draw together points you see in people posts
3. Sign up for Zotero and use it to capture the results form some websearches on a topic of interest to you.
Head2009
Enabled: Statistics Tracking
Attached Files: Head2009.pdf (150.81 KB)
A report of preliminary findings and analysis from student discussion groups held
on 7 U.S. campuses in Fall 2008, as part of Project Information Literacy. Qualitative data from discussions with higher education students across the country suggest that conducting research is particularly challenging. Students' greatest challenges are related to their perceived inability to find desired materials. Students seek "contexts" as part of the research process. A preliminary typology of the research contexts is developed and introduced. Finding contexts for "backgrounding"
topics and for figuring out how to traverse complex information landscapes may be the most difficult part of the research process. Our findings also suggest that students create effective methods
for conducting research by using traditional methods, such as libraries, and self-taught, creative workarounds, such as "presearch" and Wikipedia, in different ways.
Biddix2011
Enabled: Statistics Tracking
Attached Files: Biddix2011.pdf (519.543 KB)
Student Online Research Behaviours

Engage with the ‘text’



Caterina Fake’s copy of Ulysees

Read for argument

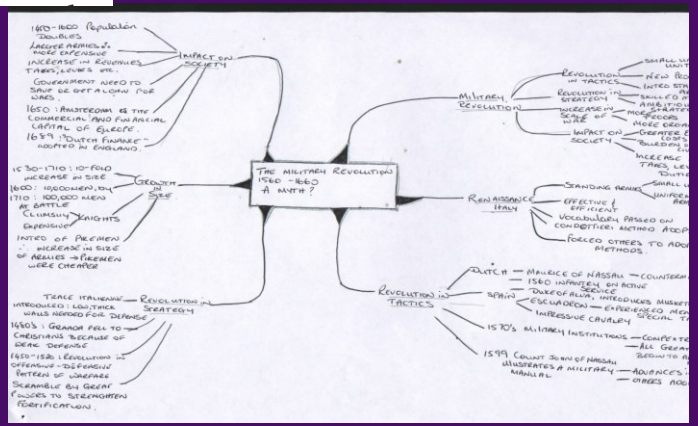
For interpretation

Facts and Interpretations

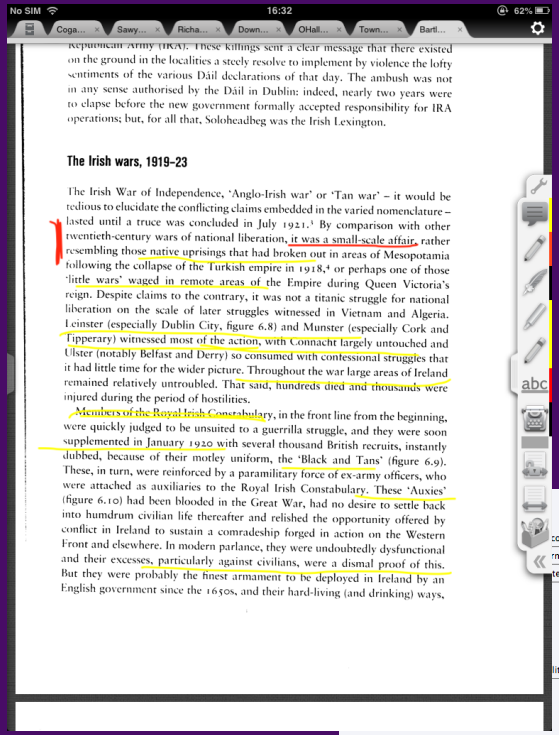
This emphasis on limiting the size of garrisons conforms to the dictates of early modern military commentators and theorists. In his *Writings* of 1673, Raimonde Montecuccoli anticipated garrisons of only one hundred to five hundred men for most bastioned fortresses; Prague's garrison was to stand at fifteen hundred men.[22] Sir Roger Williams, a British participant in the Eighty Years' War, calculated that a two-thousand-man garrison could be considered a secure force "sufficient to guard against 10,000."[23] More broadly, in *Della Architettura Militare* (1599), Francesco de' Marchi noted that "behind good walls a small force can defy a much greater host."[24]

Read for argument

For interpretation



Hand drawn student mindmap of article c2005



Republican Army (IRA). These killings sent a clear message that there existed on the ground in the localities a steely resolve to implement by violence the lofty sentiments of the various Dáil declarations of that day. The ambush was not in any sense authorised by the Dáil in Dublin: indeed, nearly two years were to elapse before the new government formally accepted responsibility for IRA operations; but, for all that, Soloheadbeg was the Irish Lexington.

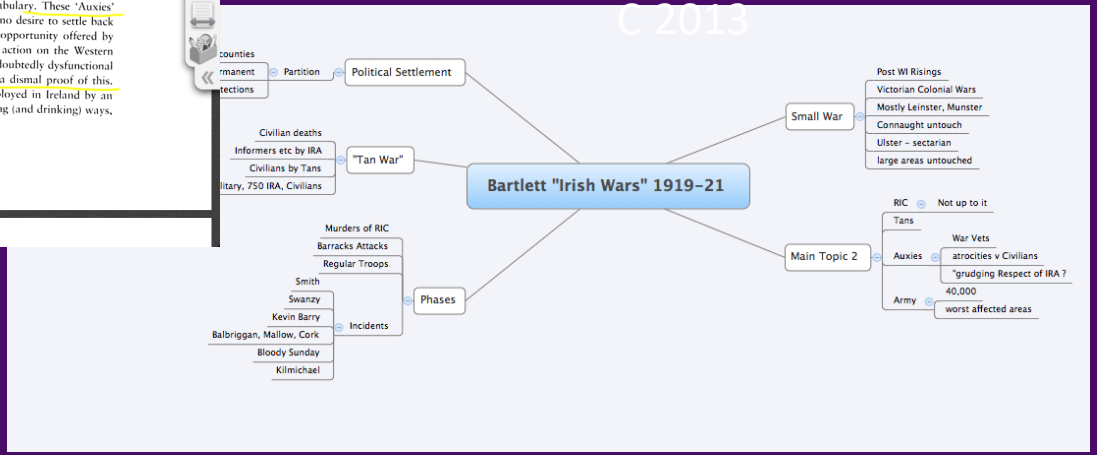
The Irish wars, 1919–23

The Irish War of Independence, 'Anglo-Irish war' or 'Tan war' – it would be tedious to elucidate the conflicting claims embedded in the varied nomenclature – lasted until a truce was concluded in July 1921.[3] By comparison with other twentieth-century wars of national liberation, it was a small-scale affair, rather resembling those native uprisings that had broken out in areas of Mesopotamia following the collapse of the Turkish empire in 1918,[4] or perhaps one of those 'little wars' waged in remote areas of the Empire during Queen Victoria's reign. Despite claims to the contrary, it was not a titanic struggle for national liberation on the scale of later struggles witnessed in Vietnam and Algeria. Leinster (especially Dublin City, figure 6.8) and Munster (especially Cork and Tipperary) witnessed most of the action, with Connacht largely untouched and Ulster (notably Belfast and Derry) so consumed with confessional struggles that it had little time for the wider picture. Throughout the war large areas of Ireland remained relatively untroubled. That said, hundreds died and thousands were injured during the period of hostilities.

Members of the Royal Irish Constabulary, in the front line from the beginning, were quickly judged to be unsuited to a guerrilla struggle, and they were soon supplemented in January 1920 with several thousand British recruits, instantly dubbed, because of their motley uniform, the 'Black and Tans' (figure 6.9). These, in turn, were reinforced by a paramilitary force of ex-army officers, who were attached as auxiliaries to the Royal Irish Constabulary. These 'Auxies' (figure 6.10) had been blooded in the Great War, had no desire to settle back into humdrum civilian life thereafter and relished the opportunity offered by conflict in Ireland to sustain a comradeship forged in action on the Western Front and elsewhere. In modern parlance, they were undoubtedly dysfunctional and their excesses, particularly against civilians, were a dismal proof of this. But they were probably the finest armament to be deployed in Ireland by an English government since the 1650s, and their hard-living (and drinking) ways,

Images from class demonstration of digital reading and mindmapping,

© 2013



Hypothes.is

the obsession of the age is with the original. Only the original possesses an aura,

I don't think this is true. Maybe you see the aura, or in other words 'understand' a painting better when it is in a place which it was originally intended for. Even if it is a facsimile. It doesn't make it 'more original' though. It just makes it more authentic. There is a difference between original and authentic, in my opinion.

---

birtejo *19/12/2018 13:04:56* in Public

Is it possible that the Venice version, undeniably a facsimile, is actually more original than the Paris original, she wonders?

What is the definition of 'original' for her then? Seeing a painting where it's creator actually bowed over and drew the lines gives you a different connection to the painting than seeing it in a place for which it was actually created. None of these connections are wrong. But per definition original means: *1. present or existing from the beginning; first or earliest. 2. created personally by a particular artist, writer, musician, etc.; not a copy*. With this in mind, her question is easily answered: No, it is not.

Mindmapping

Tools - Mindmapping

Enabled: Statistics Tracking

This week we're going knowledge mapping - read the two readings, watch the video and then pick a reading to map.

Reading/Video should not take more than an hour, budget a half hour to play with your chosen mindmapping app, and set aside about 2 hours to actually map out a reading.

There are arguments in favour of mindmapping by hand, and sharing it by attaching a photo, and that is perfectly fine for our purposes.

However, I do encourage you to have a go and use a digital tool. There are some excellent free mind mapping tools to experiment with.

Freemind is old now, but still excellent, and totally free and open source. It exports to images as well as several text formats. It only works on desktop PCs - Windows or Mac, and requires Java. Updates are not as frequent now, so it may become less usable on recent versions of the OS.

Xmind has excellent free versions for Windows, Mac and IOs, As with Freemind, I've used it comfortably for years.

Simplemind has free versions, but they are not as feature rich as Freemind or the free version of XMind - exporting can be a bit less intuitive. On mobile devices, Share as Image works well. It works on Windows, Mac, IOS and Android, so it allows me to access my mind maps on any device.

There are many others out there, but these are my top picks. You should not need to pay for the 'pro' versions of any of these - the free versions are adequate for experimenting for now. Others may not export well, or at all so if you do explore, make sure you can get your data out before you invest time in using one. ***Whatever digital mindmapping tool you use, spend a few minutes working out how to export your map from is as an image.*** (Getting your work out of any app so you can move it and re-use is as important as getting it in!)

Also note that digitally highlighting and annotating the article itself can be an important step in the process, if you are not comfortable in doing it in one leap!

Sensemaking

Enabled: Statistics Tracking

Discussion thread to hang exported images of your mind maps

Knowledge Cartography

Attached Files: Bookpreface2014.pdf (499.933 KB)

Knowledge Cartography; Software Tools And Mapping Techniques - Preface introduces some of the basic versions of mind mapping, concept maps etc

Mindmapping

Enabled: Statistics Tracking

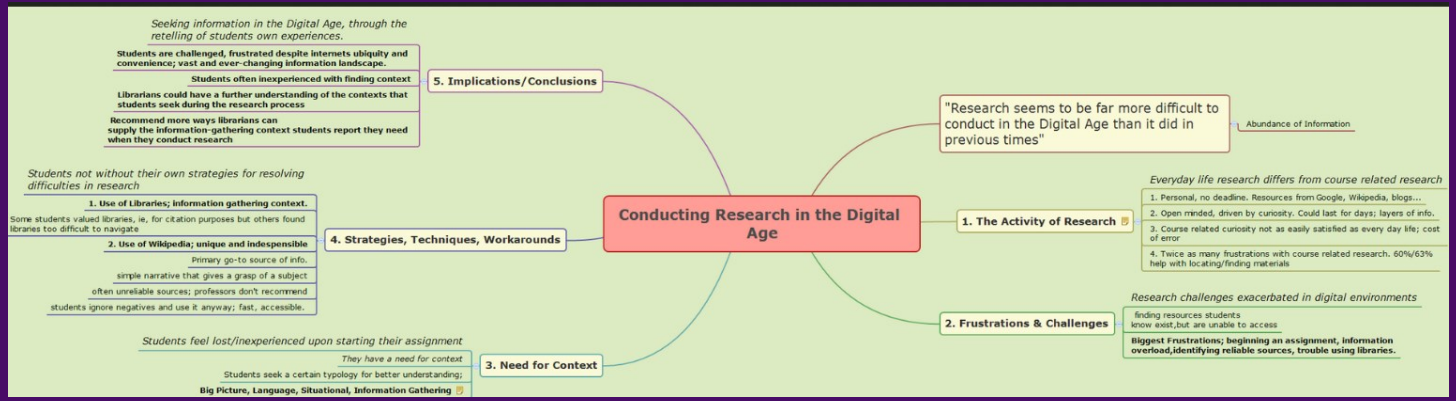
This is a link to a video I did on YouTube working through and mindmapping an article on my MacBook, using Xmind

https://youtu.be/VyqYXnN9QO8

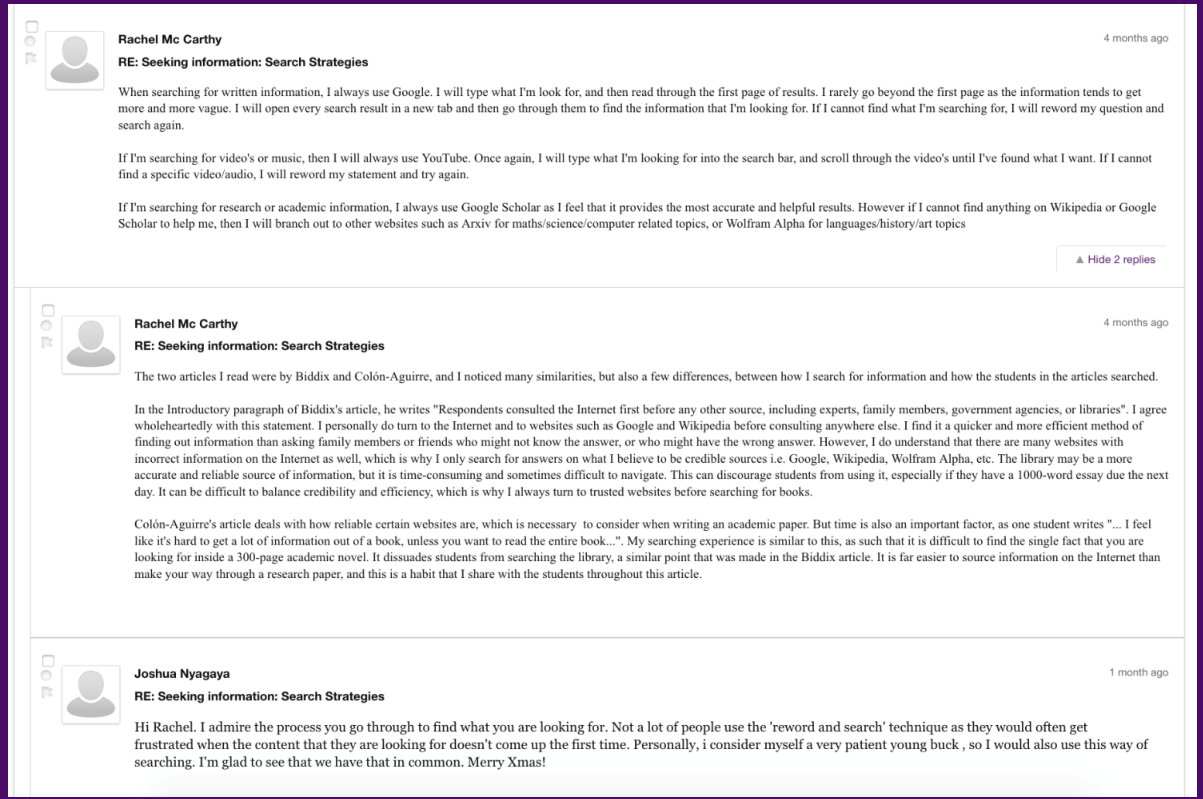
Weick 2005

Attached Files: Weick2005.pdf (2.732 MB)

First Year undergrad, 2015
From install and first use of mindmapping tool to finished in under 2 hours



Discussions



Rachel Mc Carthy 4 months ago

RE: Seeking information: Search Strategies

When searching for written information, I always use Google. I will type what I'm look for, and then read through the first page of results. I rarely go beyond the first page as the information tends to get more and more vague. I will open every search result in a new tab and then go through them to find the information that I'm looking for. If I cannot find what I'm searching for, I will reword my question and search again.

If I'm searching for video's or music, then I will always use YouTube. Once again, I will type what I'm looking for into the search bar, and scroll through the video's until I've found what I want. If I cannot find a specific video/audio, I will reword my statement and try again.

If I'm searching for research or academic information, I always use Google Scholar as I feel that it provides the most accurate and helpful results. However if I cannot find anything on Wikipedia or Google Scholar to help me, then I will branch out to other websites such as Arxiv for maths/science/computer related topics, or Wolfram Alpha for languages/history/art topics

▲ Hide 2 replies

Rachel Mc Carthy 4 months ago

RE: Seeking information: Search Strategies

The two articles I read were by Biddix and Colón-Aguirre, and I noticed many similarities, but also a few differences, between how I search for information and how the students in the articles searched.

In the Introductory paragraph of Biddix's article, he writes "Respondents consulted the Internet first before any other source, including experts, family members, government agencies, or libraries". I agree wholeheartedly with this statement. I personally do turn to the Internet and to websites such as Google and Wikipedia before consulting anywhere else. I find it a quicker and more efficient method of finding out information than asking family members or friends who might not know the answer, or who might have the wrong answer. However, I do understand that there are many websites with incorrect information on the Internet as well, which is why I only search for answers on what I believe to be credible sources i.e. Google, Wikipedia, Wolfram Alpha, etc. The library may be a more accurate and reliable source of information, but it is time-consuming and sometimes difficult to navigate. This can discourage students from using it, especially if they have a 1000-word essay due the next day. It can be difficult to balance credibility and efficiency, which is why I always turn to trusted websites before searching for books.

Colón-Aguirre's article deals with how reliable certain websites are, which is necessary to consider when writing an academic paper. But time is also an important factor, as one student writes "... I feel like it's hard to get a lot of information out of a book, unless you want to read the entire book...". My searching experience is similar to this, as such that it is difficult to find the single fact that you are looking for inside a 300-page academic novel. It dissuades students from searching the library, a similar point that was made in the Biddix article. It is far easier to source information on the Internet than make your way through a research paper, and this is a habit that I share with the students throughout this article.

Joshua Nyagaya 1 month ago

RE: Seeking information: Search Strategies

Hi Rachel. I admire the process you go through to find what you are looking for. Not a lot of people use the 'reword and search' technique as they would often get frustrated when the content that they are looking for doesn't come up the first time. Personally, i consider myself a very patient young buck , so I would also use this way of searching. I'm glad to see that we have that in common. Merry Xmas!

Debates

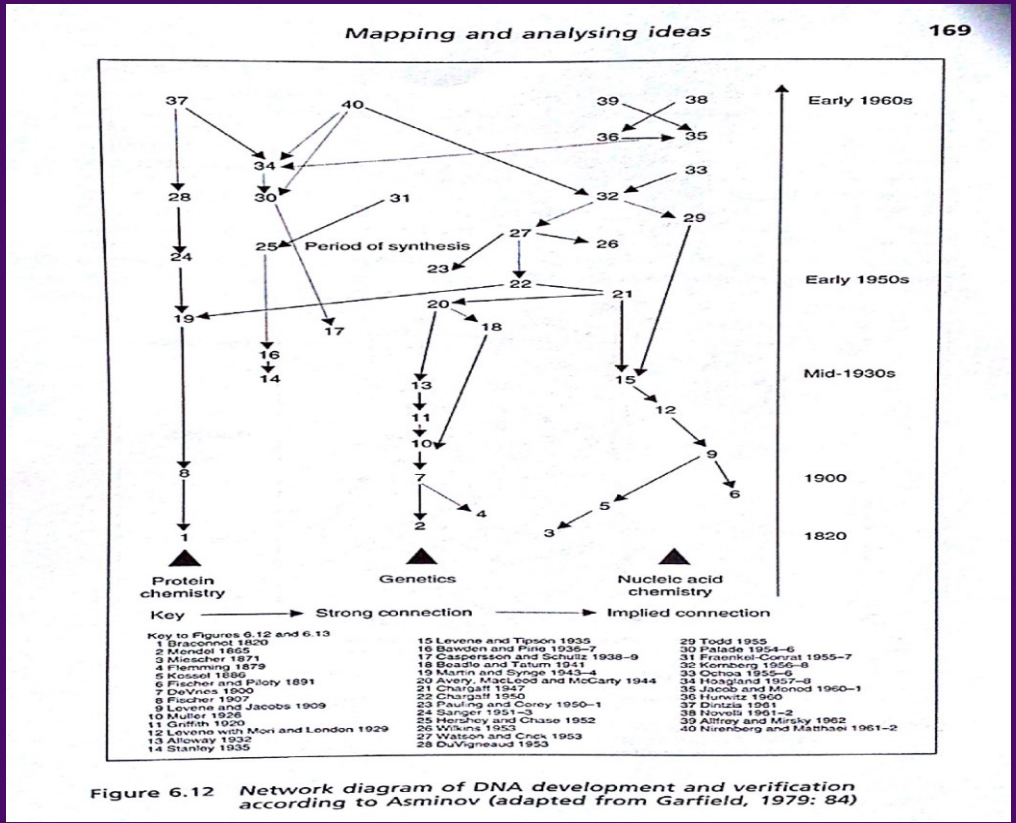


Figure 6.12 *Network diagram of DNA development and verification according to Asminov (adapted from Garfield, 1979: 84)*

Encoding

to the root of identity. You get to that base, where you can't go any further. And that is race.

.. It was an open country for Europeans who confronted people who were radically different than they were. And that confrontation, I'll be honest, was terrible, bloody and violent. It was terrible, bloody and violent, but we conquered this continent. Whether it's nice to say that or not, we won. And we got to define what America means, we got to define what this continent means. America, at the end of the day, belongs to white men.

.. I re-watched perhaps my favorite movie, which is John Ford's The Searchers.

.. But we won't be out on that limb forever. At some point, Texas is going to be a wonderful place to live. It's going to be a great place to live. But perhaps our bones have to be in the ground before that will happen."

.. Texas is a wonderful place to live. And there are a lot of the white man's bones in the ground to make that happen. White people did it. And I'm not going to ever claim that there wasn't a lot of brutality that went along with it. But we did it. Our bones are in the ground, we own it, and at the end of the day, America cannot exist without us. We defined it. This country does belong to white people, culturally, politically, socially, everything. We defined what America is.

.. it's not just whoever happened to do the labor. Other people could have done it. But no one could have imagined it, no one could have designed it, because no one else did. History is proof.

DISTOPIAN ALTERNATIVE

About a half of the way through he goes to a pretty dark place really. There's an air of 'if you're not with us you're against us', as what will result in our race losing? A metamorphis blob of a people- raceless (the horror!) without any "cultural identity", intent purely on the consumption of goods.

COMMUNITY/IDENTITY/RACIAL SELF IDENTITY

Suffice to say there is a lot to unpack here! There is an obvious heavy reliance throughout on the notion of racial and cultural identity, something that speaks very much to a group that feels emasculated by the prevailing liberal culture of today. He believes that although the sins of white men in taming the continent were true there's no need to be ashamed of your race because "WE WON!"

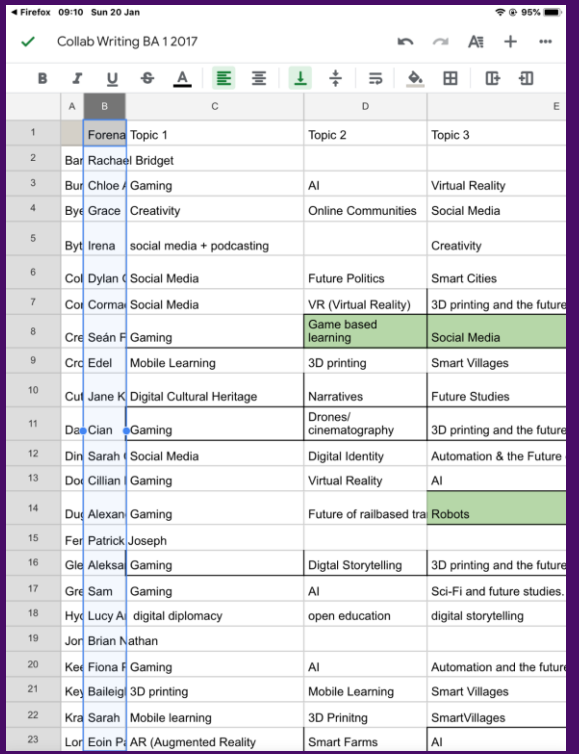
CONSPIRACY THEORY /STRAWMAN

There are really innumerable examples of this. He believes that the Syrian refugees fleeing Syria aren't actually refugees at all he offers no substantiating evidence to this effect. He claims that 75% of white people are on the wrong track

Themes

What does it mean to be human in the digital age?

- ‘Hot’ Topics
- Topics from students disciplinary areas
- Topics the reflect students interests or career hopes
- Topics in contemporary history, society



Collab Writing BA 1 2017

	A	B	C	D	E
1		Forena	Topic 1	Topic 2	Topic 3
2	Bar	Rachael	Bridget		
3	Bur	Chloe /	Gaming	AI	Virtual Reality
4	Byr	Grace	Creativity	Online Communities	Social Media
5	Byt	Irena	social media + podcasting		Creativity
6	Cor	Dylan (	Social Media	Future Politics	Smart Cities
7	Cor	Cormac	Social Media	VR (Virtual Reality)	3D printing and the future
8	Cre	Seán F	Gaming	Game based learning	Social Media
9	Cro	Edel	Mobile Learning	3D printing	Smart Villages
10	Cur	Jane K	Digital Cultural Heritage	Narratives	Future Studies
11	Dar	Cian	Gaming	Drones/ cinematography	3D printing and the future
12	Din	Sarah (	Social Media	Digital Identity	Automation & the Future
13	Dor	Cillian (	Gaming	Virtual Reality	AI
14	Dur	Alexan	Gaming	Future of railbased tra	Robots
15	Fer	Patrick	Joseph		
16	Gle	Aleksa	Gaming	Digtal Storytelling	3D printing and the future
17	Gre	Sam	Gaming	AI	Sci-Fi and future studies.
18	Hyc	Lucy Al	digital diplomacy	open education	digital storytelling
19	Jor	Brian N	Nathan		
20	Kee	Fiona F	Gaming	AI	Automation and the future
21	Key	Baileig	3D printing	Mobile Learning	Smart Villages
22	Kra	Sarah	Mobile learning	3D Prinitng	SmartVillages
23	Lor	Eoin P	AR (Augmented Reality	Smart Farms	AI

Collaborative Writing

- (cur | prev) 12:11, 7 December 2018 Mssineadobrien (talk | contribs) . . (32,642 bytes) (+13) . . (→Bit by Bit) (undo)
- (cur | prev) 12:08, 7 December 2018 Mssineadobrien (talk | contribs) . . (32,629 bytes) (+27) . . (→Bit by Bit) (undo)
- (cur | prev) 12:07, 7 December 2018 Mssineadobrien (talk | contribs) . . (32,602 bytes) (+1) . . (→Bit by Bit) (undo)
- (cur | prev) 11:47, 7 December 2018 Simonb1976 (talk | contribs) . . (32,601 bytes) (+64) . . (→Bit by Bit) (undo)
- (cur | prev) 09:33, 7 December 2018 Ckdigitalarts (talk | contribs) . . (32,537 bytes) (+4) . . (undo)
- (cur | prev) 21:19, 6 December 2018 Emmetkevinlyons (talk | contribs) . . (32,533 bytes) **(-551)** . . (→Bit by Bit) (undo)
- (cur | prev) 17:22, 5 December 2018 Lisaabbott78 (talk | contribs) **m** . . (33,084 bytes) (-1) . . (→Bit by Bit) (undo)
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- (cur | prev) 16:55, 5 December 2018 Lisaabbott78 (talk | contribs) . . (33,087 bytes) (-142) . . (→Bit by Bit)
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- (cur | prev) 16:50, 5 December 2018 Lisaabbott78 (talk | contribs) **m** . . (33,229 bytes) (+17) . . (→Bit by B
- (cur | prev) 17:46, 2 December 2018 Emmetkevinlyons (talk | contribs) . . (33,212 bytes) (-2) . . (undo)
- (cur | prev) 17:40, 2 December 2018 212.129.81.178 (talk) . . (33,214 bytes) (-49) . . (undo)
- (cur | prev) 16:17, 2 December 2018 Ckdigitalarts (talk | contribs) . . (33,263 bytes) (+1) . . (undo)
- (cur | prev) 16:14, 2 December 2018 Mssineadobrien (talk | contribs) . . (33,262 bytes) (+10) . . (→Bit by E

Collaborative Writing Google 12 Nov 2018: Screen grab of Google docs group work

Video Conference/ Google Docs editing, 12/11/2018

- Beginning: Sinead, Emmet, Simon
- Attention economy and fake news mentioned by several people
- Procedure:
  - Splitting individual texts into paragraphs with headlines to be able to sort them according to general theme
  - Creating a list of headlines
  - Regrouping paragraphs according to content

We need to talk about and discuss the overall sentiment of what our piece will be? We've all said some pretty negative things about the specifics of SM so potentially one of our challenges here would be to have a balanced finished piece. Objective?

From my skimmed read earlier on, it seems that Charlotte and Simon had some particularly well-balanced views.

Yes, good idea, Emmet.
I suppose it could make sense to talk about the sentiment that people have in mind. I like having a balanced view, but I tend toward the upside of SM and the positive aspects.

Unless we plan on going back to our own individual texts to put fresh ideas in, we will be working with what we have? The argument and sentiment should appear organically enough with the pieces of the puzzle we have to put together. So maybe we shouldn't spend too much time on sentiment etc. It should just sort itself out.

I think it will sort itself out. As far as I can see, we have chunks for introduction and conclusion and the rest seems to group itself quite neatly into parts of the main body. I'll go ahead and mark the conclusions and introductions, so we can have a look at the rest.

Lisa Dawn Abb... 8:49 PM Nov 12
I guess it doesn't matter if it's balanced if we think the overall is negative, and then that would form part of our conclusion

Emmet Lyons 8:51 PM Nov 12
Absolutely agree. That's just the vibe I was getting from reading, but if we're all on the same page to an extent, that's absolutely fine.

Lisa Dawn Abb... 8:50 PM Nov 12
Agreed! Definitely think they've covered the good aspects. There's a chunk in Sinead's too - teaching communities etc

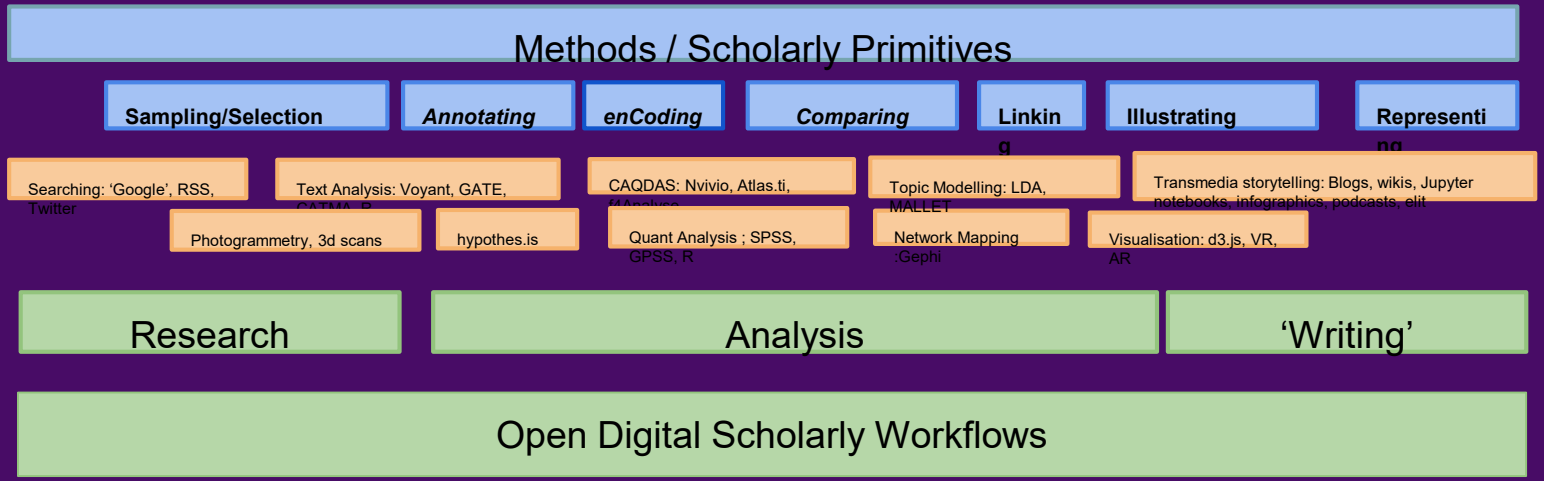
Topic Structure

Reading : Methodological or Epistemological Case study

Practical Task using a digital tool

Discussion: Trigger; Exploration, Integration, Resolution

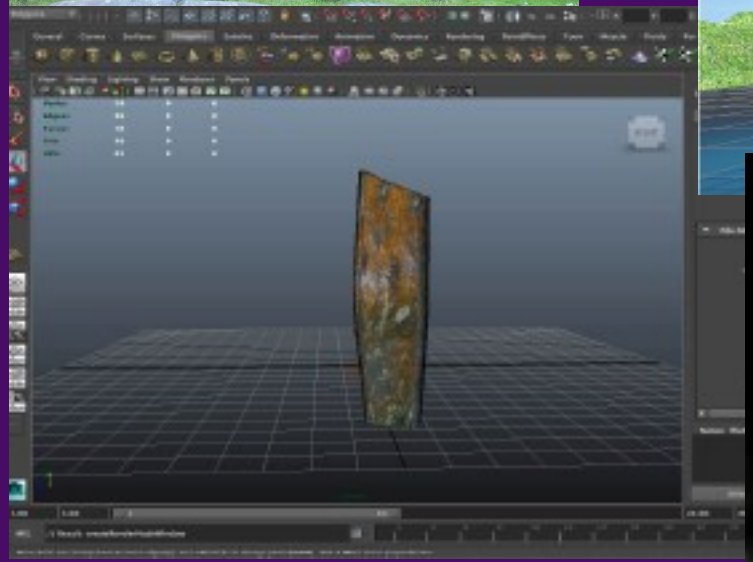
Module Structure: *Workflow*

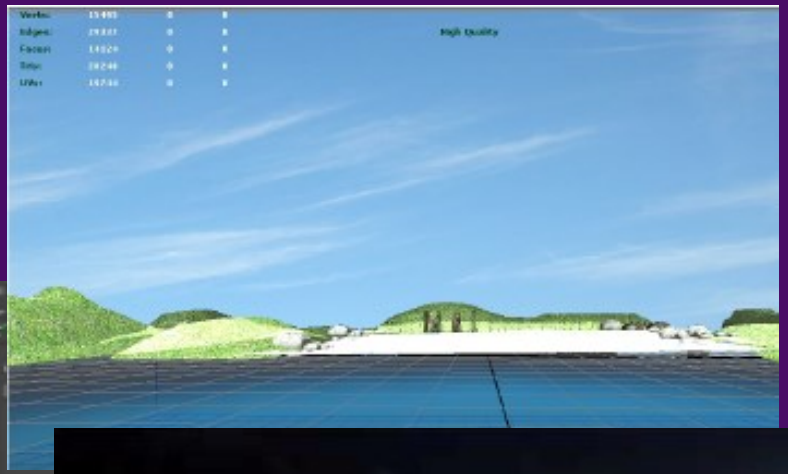


Intro

Reading : Methodological or Epistemological Case study	Reading : Methodological or Epistemological Case study	Reading : Methodological or Epistemological Case study	Reading : Methodological or Epistemological Case study	Reading : Methodological or Epistemological Case study
Practical Task using a digital tool	Practical Task using a digital tool	Practical Task using a digital tool	Practical Task using a digital tool	Practical Task using a digital tool
Discussion: Trigger; Exploration, Integration, Resolution	Discussion: Trigger; Exploration, Integration, Resolution	Discussion: Trigger; Exploration, Integration, Resolution	Discussion: Trigger; Exploration, Integration, Resolution	Discussion: Trigger; Exploration, Integration, Resolution

Review





Developing Digital Research Workflows among Undergraduates

Dr Mike Cosgrave
@mikecosgrave

Digital Arts & Humanities, UCC

- Structured PhD in Digital Arts & Humanities
- Masters in Digital Arts & Humanities
- Masters in Digital Cultures (online)
- BA in Digital Humanities Humanities & IT