



Deep Collaboration and the Labor of Digital Pedagogy in a Liberal Arts Context

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SLIDE LINK:

<http://bit.ly/DF19-Deep-Collaboration>

Liberal Arts Context

Interdisciplinary curriculum structures

Student-centered pedagogy

Space for curricular experimentation

Open lines of communication across campus units

Organizing Questions

- What challenges do we face in relation to fostering meaningful, ethical collaboration?
- What steps have we taken / are we taking to move towards ethical collaboration in digital work?
- What steps have our institutions taken / are our institutions taking to move towards ethical collaboration in digital work?

GRINNELL

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CONTEXT

- Decentralized and distributed resources
 - *Mellon grant supporting digital work*
 - *DH/DS in Academic departments*
 - *Restructured academic technology units*
 - *Increased capacity for DH/DS in the library*
- Curriculum
 - *Digital Studies concentration proposal*
 - *Increasing number of classes taking up digital products & digital methods*



WRITING LAB



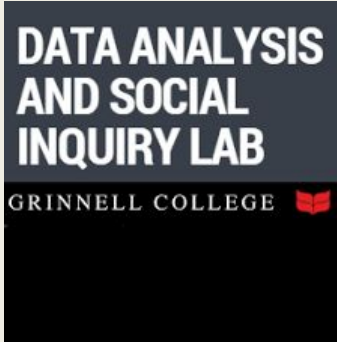
Grinnell College
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Libraries



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Digital Liberal Arts Collaborative



INFORMATION
TECHNOLOGY
SERVICES

What challenges do we face in relation to fostering meaningful, ethical collaboration?

- Semantic distinctions
 - *Digital.....humanities, liberal arts, literacy, pedagogy, studies, projects, scholarship, etc.*
 - *Data.....science, intensive courses, across the curriculum*
- Capacity, infrastructure, scale, and sustainability
- Faculty/staff inequities

What steps have we taken/are we taking to move toward ethical collaboration in digital work?

- Opportunities for meaningful, deep collaborations that engage faculty, staff, and students
 - *Co-teaching or team teaching*
 - *Student peer mentors*
 - *Student-driven digital projects*
- Open lines of communication for project development and support
 - *Where can we create space to empower contingent/precarious labor?*
 - *Where can we create opportunities for students to learn?*
 - *Where can we not reinvent the wheel?*
- Share what you have

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CONTEXT

- DH: hub (Humanities Center, IT, Library) and spoke (depts/individual fac) model
- ...but DS and digped is everywhere!
- Curriculum
 - *Grant reliant*
 - *New Digital Arts and Humanities minor*

Strengths

- Largely grassroots, driven by interest/expertise
- Public scholarship, community-engaged focus
- Academic staff are deeply involved: “expertise coming from outside the faculty”

Ongoing Challenges

- Different timelines and expectations
- Gap between bubbling up and top-down support
- Staff and students do the bulk of the labor

SPECIFIC QUESTIONS

- How can we better foster collaborations that account for the power differentials between faculty, staff, and students over the lifecycle of a project?
- How do we smooth the tension between DH and digital scholarship in other parts of the curriculum and in other disciplines?

BATES COLLEGE

Anelise Hanson Shrout

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Collaboration and DCS @ Bates College

- Located within Digital and Computational Studies (DCS), and under the rubric of “Critical Digital Studies”
- Taught alongside (sometimes in the same course as) not-quite-but-similar-to computer science
- Part of a curriculum that seeks “to embed digital and computational skills and framing across the liberal arts,” seeks to be “explicitly and radically equitable,” and explicitly community engaged.
- Also, just over two years old

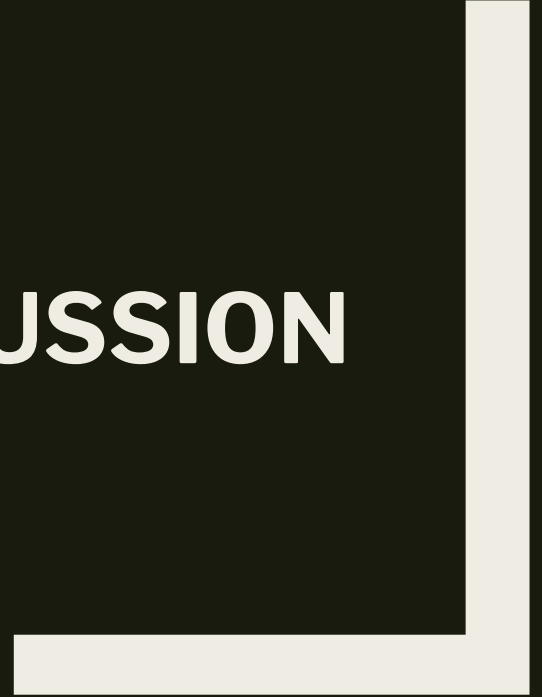
DH @ Bates College

- Strengths:
 - *Explicit space for discussions about the way that power operates*
 - *Applies humanistic theories and solutions to computational problems*
 - *Applies computational solutions to humanistic problems*
 - *Robust Community Engaged Learning program*
- Weaknesses
 - *DH operationalised in service of “real” programming skills*
 - *DH subordinated to “rigorous” programming classes*

Questions for Consideration

- What ethical structures are necessary for community-engaged collaborations?

ROUND TABLE DISCUSSION



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NEXT STEPS/BEST PRACTICES

