

Examining Digital Humanities Pedagogy Events and Their Instructors Griffin Ng, Class of 2022

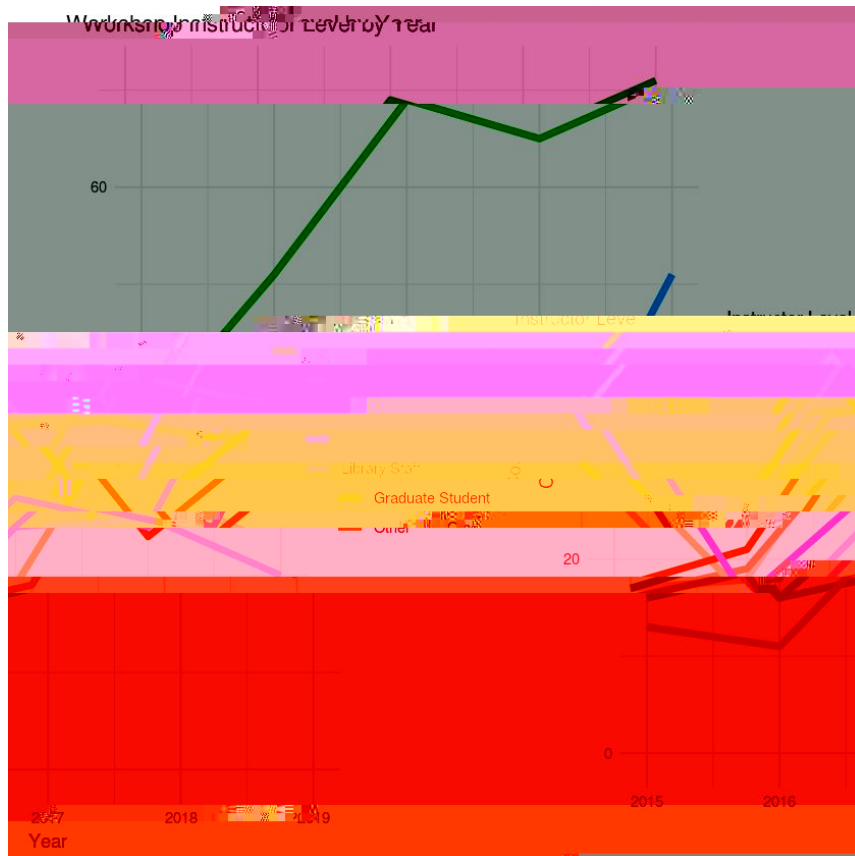
Project Summary:

My overlying project goal was to research Digital Humanities pedagogy events at the college level from 2015 to the present. I wanted to understand where the pedagogy events were happening, who was teaching them, and what academic rank they were. I scraped and researched online, finding most of my data through Humanist archives, Twitter, Slack, or individual college websites. After locating DH pedagogy events online, I inputted any valuable data into a spreadsheet, including the academic rank and department of the instructor, the date of the event, and type of institution that hosted the event. After compiling a sufficient amount of data, I learned R, a programming language for statistics. After learning the basics for several different types of charts, I produced graphs and plots to serve as visuals for the data collection. I then wrote captions for each graph I created, describing the basics behind what the graph represented and how to interpret each one. I also labeled each variable of the data I collected so that the research could be replicated and more easily understood.

I found that non-tenure track instructors were playing larger roles than tenure track instructors, so for the most part, Digital Humanities pedagogy events are being taught by people who are not traditionally teaching in the classroom, but are expected to teach at pedagogy events nonetheless.

Faculty Mentor: Crystal Hall

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This graph corroborates our suspicion that more people off of the tenure track are teaching more pedagogy workshops than tenure-track faculty.