Assessing the *Digital Humanities Working Group* Projects at the University of Florida

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Overview

• Overall Purpose of digital humanities (DH) initiatives at the University of Florida

• Study Purpose and Research Questions

• Background of two models: dh+lib (CU-Boulder), Turin (Yale University)

  Collaborative DH projects
  ◦ The Developing Librarian Pilot Training Project (DLPTP)
  ◦ Digital Humanities Bootcamp (DH Bootcamp)

• Findings of each initiative

• Discussion

• Conclusion
Study Purpose

Assess strategies intended to develop Communities of Practice (CoP)

“Socially constructed groups that form around shared interests or crafts”
(Troyano & Rhody, 2013 in Journal of Digital Humanities)

**Strategy**: First-of-kind development resulting in “tools, platforms, methods, or integrations that meet emerging research needs, and to implement them in a cycle that supports use, testing, and improvement” (Vinopal & McCormick, 2013, p. 33)

- Assess emerging needs driven by technical, pedagogical and content influences
- Assess existing infrastructure

With the aim of partnering, collaborating to optimize resources and create opportunities for innovation
Research Questions

How can the UF Libraries’ expertise be leveraged to support the outreach and training required to improve understanding and stimulate use of DH initiatives, resources and products?

1) In what ways were activities structured that assess capacity building in DH-outreach projects?

2) Will the DHWG activities enable an increase in interdisciplinary mentoring relationships and enable increasingly diverse proposals submitted to the UF humanities granting organizations?

3) What formative assessment instruments and activities successfully elicit and reinforce participation in DH workshops/trainings?
Model 1: Yale University

In a digital mediation of Himalayan materials using an object-based teaching and learning platform as a means to assess collection use, students employed:

- Tools that develop digital scholarship
- Interaction with socially-relevant topics
- Culturally engaging activities
- Balanced tension between tool and content, and
- Pursued sustainable outcome and impact for the academic community

Model 2: dh+lib @ CU-Boulder

What is the best approach/framework to assess the extent to which the libraries facilitate the efforts of DH?

- The design of cross-campus partnerships that support interdisciplinary collaboration;
- How to support a collaborative graduate student network;
- How digital modalities best support diverse stakeholders including faculty and graduate students;
- How instruction potentially incorporates the transformative power of DH into pedagogy;
- How workshops remove ambivalence and anxiety around learning new skill sets; and
- What barriers challenge faculty conducting or student participation in DH activities?

GOAL: Build a network of DH practitioners and consultants within the Smathers Libraries by

- Developing the skills of librarians with DH tools,
- Employing text encoding,
- Creating online portfolio development; and
- Employing project design and project management.

With the result of added value to the Grimm Brothers collection.

ACTIVITIES:

- Learning collaborative scholarship practices,
- Using digital humanities tools,
- GIS/Data visualization,
- TEI [Text Encoding Initiative], and
- Apply metadata to collaboratively create an online exhibit.
Digital Humanities BootCamp

GOAL:
- Heighten awareness and recognition across campus of the value of partnerships;
- Expand personal/professional network of relationships; and
- Define the current scope of UF digital scholarship.

TOPICS:
- 3-D printing and maker activities;
- Text mining and visualization;
- Digital collection-oriented usability testing;
- An introduction to TEI;
- GIS mapping;
- Video creation;
- and grantsmanship.
<table>
<thead>
<tr>
<th>Project: Developing Librarian DH Pilot Training</th>
<th>Proposed Deliverables</th>
<th>Actual Deliverables</th>
<th>Proposed Assessment Measure</th>
<th>Assessment Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Short-Medium Term</strong></td>
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<td></td>
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<tr>
<td>Brothers Grimm online exhibit</td>
<td>Brothers Grimm online exhibit</td>
<td>None Proposed</td>
<td>Community of practice (CoP)</td>
<td></td>
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<tr>
<td>TEI code to enhance selected texts</td>
<td>TEI coded texts</td>
<td>None Proposed</td>
<td>CoP; Librarians engaged in and teaching TEI</td>
<td></td>
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<tr>
<td>Blog documenting group progress</td>
<td>Blog entries on Tumblr and Wordpress</td>
<td>None Proposed</td>
<td>CoP</td>
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<tr>
<td><strong>Long Term</strong></td>
<td>Use of the project as a case study for future collaborative projects</td>
<td>Completion of the project charter; adapted and used in subsequent projects</td>
<td>Interim group meeting to assess project charter</td>
<td>CoP; Resulted in DH Bootcamp and increased participation in Gainesville THATCamp</td>
</tr>
<tr>
<td></td>
<td>Not proposed but emerged in collaboration with multiple campus units</td>
<td>Development 2-day DH Bootcamp</td>
<td>See Program assessments below</td>
<td>CoP; Creation of the DH Bootcamp</td>
</tr>
<tr>
<td></td>
<td>Not proposed but emerged in collaboration with multiple campus units</td>
<td>Proposed Graduate Certificate in Digital Humanities</td>
<td>Established Fall 2015</td>
<td>CoP; 24 students enrolled in Graduate Certificate</td>
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<td></td>
<td>Publication of peer-reviewed articles</td>
<td>Presentations proposed and delivered at conference</td>
<td>None planned</td>
<td>This article to assess DH deliverables</td>
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<td></td>
<td>Build network of DH practitioners and consultants</td>
<td>Changed activities for library staff, new resources and positions including scholars studio and studio facilitator</td>
<td>Participants’ self-assessment surveys</td>
<td>DH Bootcamp; DH Working Group; ongoing CoP development</td>
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<tr>
<td>Program: DH Bootcamp</td>
<td>Proposed Deliverables</td>
<td>Actual Deliverables</td>
<td>Proposed Assessment Measure</td>
<td>Assessment Outcome</td>
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<tr>
<td><strong>Short-medium term</strong></td>
<td><strong>Team members attend workshops</strong></td>
<td>Increased technical skills and collaborative project experiences</td>
<td>Post-workshop survey but did not assess attendance</td>
<td>N/A</td>
</tr>
<tr>
<td>Teams complete lightning round presentations</td>
<td>Teams create slides for presentations</td>
<td>Teams post slides in the IR</td>
<td>None to assess; no team posted slides</td>
<td></td>
</tr>
<tr>
<td><strong>Team members complete pre-post workshop survey</strong></td>
<td>40 pre-surveys completed; 22 post-surveys completed.</td>
<td>% of participants who complete these surveys</td>
<td>22 of 50 participants responded, a 44% response rate</td>
<td></td>
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<tr>
<td><strong>Team members complete post-workshop 3-minute reflective video</strong></td>
<td>None submitted</td>
<td>% of participants who submit a video</td>
<td>0% response rate</td>
<td></td>
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<tr>
<td><strong>Team members create and share online brief bio</strong></td>
<td>Team members create and share online brief bio</td>
<td>% of participants who created online bios</td>
<td>48.1% of participants completed bio</td>
<td></td>
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<td><strong>Long Term</strong></td>
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<td>Increase in CHPS proposals for team-taught course grants</td>
<td>Team-taught courses proposed to CHPS</td>
<td>% of team-taught courses proposed to CHPS by Jan 2017</td>
<td>% of team-taught courses taught in fall 2017</td>
<td></td>
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<tr>
<td>UF heightened awareness of value of DH networks</td>
<td>Enlarged CoP</td>
<td>None planned</td>
<td>None planned</td>
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<td>Increased DH activities across campus</td>
<td>DH presentations by participants at THATCamp-Gainesville</td>
<td>None planned</td>
<td>None planned</td>
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<td>Recognition of the current scope of digital scholarship</td>
<td>DH Publications; Increase on score in Post-workshop survey</td>
<td>Multiple publications completed/ in progress.</td>
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<td>New mentoring relationships established at the Bootcamp</td>
<td>N/A</td>
<td>Post-workshop survey</td>
<td>Generation of this article; Libraries’ Graduate Internship Program</td>
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**Findings - Long Term Outcomes**
Discussion

DLPTP Strengths

DLPTP gathered feedback that contributed to the DH BootCamp (pre/post surveys)

Conducted continual and regular formative assessments to check progress on those with no technical background

Activities resulting include THATCamp & contribution to the new Graduate Certificate in DH

DLPTP Weaknesses

No Assessment of project products based on DH unease with including technical aspect

Assessments rolled into annual activity review for T&P process

DH BootCamp Strengths

DH Bootcamp built upon the feedback from DLPTP and continued relationship building activities;

Utilized emerging and established DH scholars

Feedback gathered from pre/post surveys

Diversity of attendees

DH BootCamp Weaknesses

Feedback from surveys not disseminated

3-min videos were created as both DH product and assessment tool but were reliant on individual comfort with technology and process
Library could conduct comprehensive needs assessment similar to CU-Boulder to create complete approach to DH efforts

Embrace an AND approach to assessment that respects the need for DH initiatives’ products to be both creative but also open to evaluation

With emerging technologies presented to users with spare technical skills, assessments such as the video requested from participants should be modeled

Build purposeful assessment into every project that is both structured and informal


Thank you for attending!

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