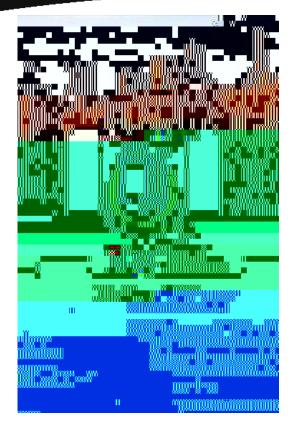


CRITICAL DIGITAL HUMANITIES PEDAGOGY: The Field School in Digital Humanities

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Digital Humanities Field School

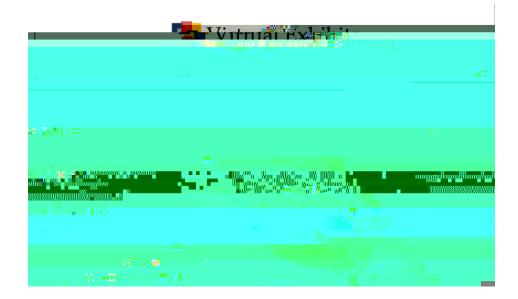
http://dhbisc.queensu.ac.uk

@dhbisc



W.D Jordan Special Collections

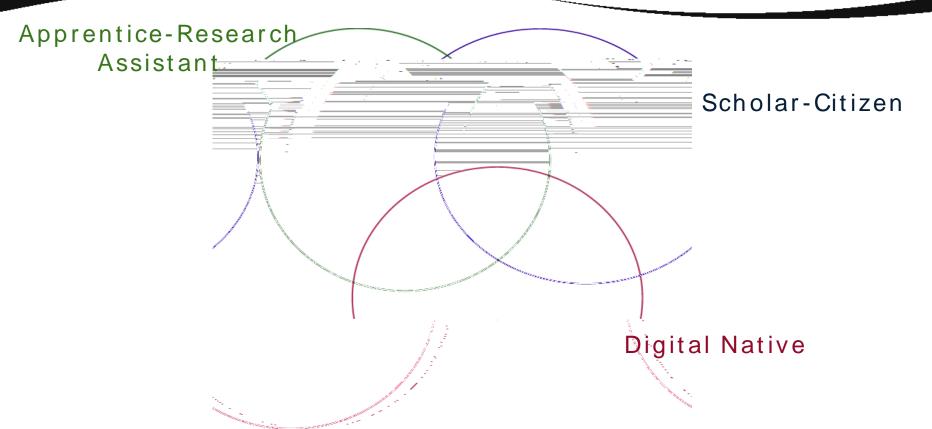
Library/ BISC DHFS Student Assistantship Programme





What level of technical knowledge do humanities students need in order o2pnin ord r2dgethe3(er)rol3(r2dg



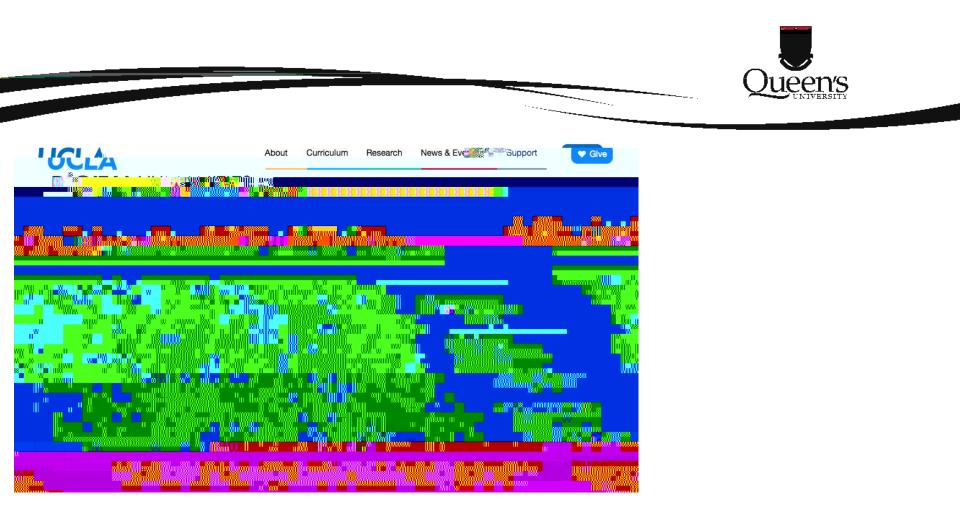




1) All kinds of work on a project are equally deserving of credit (though the amount of work and expression of credit may differ). And all collaborators should be empowered to take credit for their work.

2) The DH community should default to the most comprehensive model of attribution of credit: credit should take the form of a legible trail that articulates the nature, extent, and dates of the contribution. (Models in the sciences and the arts may be useful.)

a) Descriptive Papers & Project reports: Anyone who collaborated on the pBF. (e)be m99 as (ve) ((d)i as (ve) ((d)i) 1 (t) 3() 2i) 1 (t) 3(d) 3



Scholar-Citizen Model



1)

- 2) DH pedagogy should work to break down academic and generational divides.
- 3) Students should retain intellectual control over their coursework.
- 4) Students have the opportunity to extend their DH skills in an environment which explicitly values their labour.
- 5) Students should have the opportunity to build their own DH community.