

Digital Humanities (DH) Pedagogy

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Will Hochman: “People like me trained in pedagogy had to basically shout, technology is pedagogy and you better start thinking about it in those terms.”

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Cheryl Ball: “Asymptote, if you’re familiar with that mathematical term or concept, is the line that gets, that comes towards a ray. It curves, but it never actually meets the ray. It looks like it is going to meet, and there is this moment, this visible moment where it might appear that the two meet, but they don’t ever actually meet. Right? So that is an asymptotic relationship. And that is how I describe the relationship of computers in writing to digital humanities. So I actually take more umbridge today with people co-opting digital pedagogy as a new concept, because CNW has been doing digital pedagogy since the late ‘70’s. Right? So we have moved more as a field in computers and writing towards the research component that DH has always strongly done. And so that is where we are seeing some of the linguistic overlaps, if you will, between the terms and the concepts. But yeah, most of the stuff that contemporary versions of DH have claimed to discover, things like THATCamps and the Digital Humanities Summer Institutes, are all things that the computers and writing community have been doing for 35 years. They’re not new, but nobody cares about teaching of writing, right? Unless they are teachers of writing.”

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Kristin Arola: “I do think we are a thousand times better at talking about teaching than most folks doing any of that were. But that is our niche, so we should claim it.”