Source/Problem	Tool/Method	Outcome
Map from 1920	Scanner, Mapping software (Mapwarper, Google Earth).	• Learning new skills • Thinking critically about politics of map-making. • Turning paper sources into digital material for increased used/study.
	Sentiment Analysis	• Provide a different perspective on course readings. • Introduce students to quantitative analysis. • Allow space for risk-taking, experimentation.
		• Provide space for developing collaborative skills and relationships
Digitized collection of Shakespeare plays.		• Analyze neologisms or word frequencies in the (plays) corpus
	Topic Modelling	• Identify main themes • Classify documents
Twitter data mining	Graphviz or another text visualization tool	• Analyze relationships • Test hypotheses • Think critically about politics of visualization.
	HDSM and digital measurement tools for archeology	• Illustrate that recording of measurements involves interpretation of data • Understand the steps that occur before representation of artifacts

A building, such as a church	3D modelling and VR creation of physical spaces	
Your turn...		

If time: consider digital tools that could be used to present student findings, e.g.,

- **could you use a collaborate Google doc for students to submit and discuss their learning?**
- **Will there be further steps to this assignment or unit that require students to have access to the materials gathered/ produced here, for example on Avenue or a blog/wiki?**

Possible Tools (not exhaustive):

- Mapping (ArcGIS, QGIS, mapwarper, Google Earth, Tableau, google sheets, Palladio, etc)
- Sentiment analysis (R, python)
- Network analysis (Gephi)
- Text mining (Voyant tools)
- Word Clouds (Voyant Tools)
- Coding (R, Python, TEI, html)
- Webpage creation (wordpress, OMEKA)
- Databases (excel, google sheets)
- Text cleaning (openrefine, excell, google sheets)
- Poll/Quiz (clickers)
- Collaborative writing (google docs)
- Distant Reading (Voyant Tools)
- Open Access/Open Education (google maps, github, creative commons)
- 3D Printing
- 3D Modelling
- Digital photography
- Topic modelling

Possible Outcomes (not exhaustive):

- Provide space for collaboration
- Provide safe space for experimentation.
- Soft skill building
    - Ability to think critically
    - Problem solving
    - Confidence
    - Creativity
    - independence
- Hard skill building
    - Coding
    - Experience with specific software
- Progress toward assignment
- Increased familiarity with specific piece of course material
- Digital literacy, ability to think critically about software and tech.
- Think critically about digitization and archival process.
- Gain new perspectives on course material
- Ask new questions about course material
- Create digital sources for further use/study.
- Ladder skills, provide foundation for more complex class projects.
- Garner feedback
- Expand source base
- Make learning/teaching more inclusive/wide-reaching

Some helpful resources…

Matthew L. Jockers, *Text Analysis with R for Students of Literature* (Springer, 2014), http://discovery.mcmaster.ca/iii/encore/record/C__Rb2264304?lang=eng (part of a series, Quantitative Methods in the Humanities and Social Sciences)

Duke University's LibGuide to Analysis Methods and Tools:
https://guides.library.duke.edu/c.php?g=289707&p=1930856

UCLA Centre for Digital Humanities: Introduction to Digital Humanties:
http://dh101.humanities.ucla.edu/

Rob Kitchen, The Data Revolution: Big Data, Open Data, Data Infrastructures & Their Consequences (Sage, 2014)
http://methods.sagepub.com/book/the-data-revolution

Susan Schreibman, Ray Siemens, and John Unsworth (eds), A Companion to Digital Humanities, (Blackwell, 2004)
http://www.digitalhumanities.org/companion/