Implementing New Knowledge Environments (INKE)
Publications

The Humanities HyperMedia Centre @ Acadia University: An invitation to think about higher education
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But there are still many humanities scholars who prefer to treat the computer as little more than an electric pencil, and this impoverished view of what it means to work in the humanities seems to be so prevalent among humanities students as to reflect a failure of planning from within the HHC due to institutional inexperience, we would have to admit our attempt is closer to failure than to success. But we write in the hope that we can help others succeed where we may fail.

The authors of this paper have all participated in different ways in the development and initial deployment of the HHC. Of four of us are faculty members at our university, and the fifth is a (now former) student. Of the faculty members, three are members of the professorate, while the fourth is an academic librarian. Of the three members of the professorate, two are members of the English Department, while the other is an Honorary. One of the two authors from the English Department has been promoted to the rank of Professor. In addition, we have begun to address the issue of interdisciplinary education, and have been successful in recruiting students to our proposed initiative. As previously stated, in implementing the Humanities HyperMedia Centre we wanted to ensure that students, especially those in Arts and Humanities disciplines, would be given opportunities to work in a more highly computerized environment than they will find in their future jobs. We did this by shaping the available courses: through the explicit inclusion of computer and information literacy instruction in existing courses, through interdisciplinary courses designed specifically for humanities hypermedia instruction, through the institution — and indeed institutions — of a multi-disciplinary core course. We also worked technologically, through the incorporation of a database specifically designed to allow HHC students to see each others' work, to make peer review a regular part of their academic experience, and to require them to comprehend and use metadata. That, in essence, is what the HHC was: an attempt to demonstrate the value of computing in the humanities. The HHC was, as previously stated, an attempt to get students to, in Rockwell and MacTavish's term, "think through" the computer in order to understand the possibilities it opens up for humanities scholarship [Rockwell and MacTavish 2004]. Although the article in which Katherine Hayles writes the following only appeared in 2007, she captures our own thinking when she writes "Networked and programmable media are part of a rapidly developing mediascape transforming how citizens of developed countries do business, conduct their social lives, communicate with one another — and perhaps most significant — work" [Hayles 2007, 10]. Unfortunately, as in this writing, for various reasons, some of which are historically contingent and beyond our control, others of which reflect a failure of planning from within the HHC due to institutional inexperience, we have to admit our attempt is closer to failure than to success. But we write in the hope that we can help others succeed where we may fail.

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Core Course

We intended that the HHC core course would be taught by faculty from all disciplines involved, from academic librarians, and by staff from our Institute for Teaching and Technology. While there were four academic disciplines involved at the outset, those of us who assumed the administrative duties of the program wanted the core course to be flexible enough to allow professors from other, not-necessarily-humanities, disciplines to eventually be able to join the program and take on some of the teaching. We therefore designed a format for the core course that would allow the participating faculty to contribute useful material and apply the skills learned in the core in discipline-specific offerings. Because of its multidisciplinary nature, we decided that the core course should not be designed exclusively from one of the involved disciplines. All students, no matter what discipline they were focusing on, should be able to easily see how each topic fits into the overall framework. Therefore, we created a 'framework model' that, in addition to helping students understand the overall picture, would also help them see how their studies fit into the larger picture, no matter what discipline they were focusing on. A fundamental principle of the core curriculum was that each class should be able to start with the overarching themes and concepts, and then proceed to apply them to specific topics and issues. While the core curriculum was designed to be flexible, it was also intended to be cohesive, so that students could see the connections between different topics and issues, and see how they all fit into the larger picture.

The HHC core course would introduce students to the concepts and skills required for computing in the humanities, as well as demonstrating that native alphabets is not the only alternative to a technocratic toolbox. The core course was to serve as the foundation for students who would go on to create a number of offerings contributing to the utility of digital study in the core and discipline-specific offerings. Because of its multidisciplinary nature, we decided that the core course should not be designed exclusively from one of the involved disciplines. All students, no matter what discipline they were focusing on, should be able to easily see how each topic fits into the overall framework. Therefore, we created a 'framework model' that, in addition to helping students understand the overall picture, would also help them see how their studies fit into the larger picture, no matter what discipline they were focusing on. A fundamental principle of the core curriculum was that each class should be able to start with the overarching themes and concepts, and then proceed to apply them to specific topics and issues. While the core curriculum was designed to be flexible, it was also intended to be cohesive, so that students could see the connections between different topics and issues, and see how they all fit into the larger picture.

In our first offering, we decided that the core theme for the course would be Citizenship and the Environment because this theme matched up nicely with the recent interest of three of four of the professors who were teaching the course. Because the core curriculum was designed to be flexible, it was intended to be cohesive, so that students could see the connections between different topics and issues, and see how they all fit into the larger picture. The core curriculum was designed to be flexible, it was also intended to be cohesive, so that students could see the connections between different topics and issues, and see how they all fit into the larger picture.

In the first and second modules students were taught to use word processing software and presentation software. In the second six week module addressed intermediate and advanced techniques. The curriculum focused on a variety of themes, and the librarians taught students the skills and techniques they needed to be able to use these tools effectively. After the Christmas break, the course recommenced with a professor from the Department of English, the librarians and the technical support personnel, and for the first six weeks of the year a Classics professor co-operated with the librarians and the technician. Although this sounds a tremendously costly endeavor, it was, in fact, less expensive than it sounds as the core curriculum was designed to be flexible, it was also intended to be cohesive, so that students could see the connections between different topics and issues, and see how they all fit into the larger picture. The core curriculum was designed to be flexible, it was also intended to be cohesive, so that students could see the connections between different topics and issues, and see how they all fit into the larger picture.

In the fourth and final section of the core course, the students were led by an English professor to develop a poetics of place (following Bachelard's expanded idea of poetics in The Spaces of Places). The text explored in this module was as aimed to help students to comprehend the qualities of their environment, and to develop an understanding of how these qualities impact upon our lives. Students were asked to consider how places are produced, and how places are used, both as places and as symbols. Students were encouraged to attend to the ways in which the riddles to the addresses human senses and imagination; they were asked to consider how places seem to encourage people to be certain types of beings and to imagine environments in specific ways. In this way, the core curriculum was designed to be flexible, it was also intended to be cohesive, so that students could see the connections between different topics and issues, and see how they all fit into the larger picture. The core curriculum was designed to be flexible, it was also intended to be cohesive, so that students could see the connections between different topics and issues, and see how they all fit into the larger picture.

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environmental history, or this other disciplinary specialty, Russian history. Secondly, it is very difficult to attract seasonal teachers to teach at a small, rural university, and this is even more true when that is one is offer a single course contract. Small universities, especially those located outside large urban areas, do not have the post of graduate and post-graduate students available to large, research-intensive universities located in diverse urban environments. Thus, the historian's participation in the development of Humanities Computing is not value-neutral to his department, and therefore to his colleagues, and therefore unless such a person suffers from profound professional myopia he has to see and weigh the cost to his "home" in the institution when he agrees to cooperate in our multi-disciplinary endeavor.

Recall, the HHC was developed thanks to a mechanism typical in higher education, a grant of three years [7]. We have learned the hard way that the staying power of an innovation may well depend upon a long-term funding commitment from the university's administration. For too long, academic units have been evolving in a zero-sum financial environment: any increase in funding for one unit has necessarily meant a concomitant decrease in funding for another. This has translated into a rapid loss of faculty positions, research funding, creative money, and for the HHC, a lack of support, reduced hours to work with students from the contributing units -- if not immediately, then when the grant runs out. If real innovation is to be made possible, and for innovation to move from implementation to status quo, financial resources must be committed -- in writing, because administrators and priorities change -- by university administrators and boards of governors or trustees. Opting for the current status quo runs the very real risk, we believe, of having would-be university students opt to exercise other learning tools and resources. If we view the initiatives like the HHC as failing, we think the initiatives like the HHC are important. Nonehewenless these initiatives are fundamentally necessary. Nonetheless these initiatives are fundamentally necessary. Nonetheless these initiatives are fundamentally necessary. Nonetheless these initiatives are fundamentally necessary. Nonetheless these initiatives are fundamentally necessary. Nonetheless these initiatives are fundamentally necessary. Nonetheless these initiatives are fundamentally necessary. Nonetheless these initiatives are fundamentally necessary. Nonetheless these initiatives are fundamentally necessary. Nonetheless these initiatives are fundamentally necessary. Nonetheless these initiatives are fundamentally necessary. Nonetheless these initiatives are fundamentally necessary. 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