Amy and Hamish's Big Document of Awesome Digital Pedagogy Stuff

Amy Pistone & Hamish Cameron

What do we mean by Critical Digital Pedagogy?

"...an exercise of pedagogy that pushes past the walls of the classroom and into the complicated practice of being human. This is work increasingly difficult in a world where the possibility of "being human" is not equally distributed — a world where who we can be, the education available to us, the resources which may support our curiosity, our intelligence, our imaginations, has become more and more dependent on the technologies our institutions employ. It is this unevenness, this inequity, that critical digital pedagogy seeks to rout." Morris & Stommel, "Introduction".

Case Study: [Digital Dura](#)

"Critical Pedagogy is concerned less with knowing and more with a voracious not-knowing. It is an on-going and recursive process of discovery." Morris & Stommel, "Critical Digital Pedagogy: A Definition".
"In place of the banking model, Freire advocates for "problem-posing education," in which a classroom or learning environment becomes a space for asking questions — a space of cognition not information. Vertical (or hierarchical) relationships give way to more playful ones, in which students and teachers co-author together the parameters for their individual and collective learning." Morris & Stommel, "Critical Digital Pedagogy: A Definition".

Design Procedures

1. Goals of the course
2. Talk to collaborators/stakeholders (How much time is needed? When are they available?)
3. Timing of the course
4. Kill your darlings; avoid the content trap.
5. When in doubt, reflect.

Bibliography

Guidelines for Discussing Difficult or Controversial Topics (University of Michigan's CRLT)
Making the Most of "Hot Moments" in the Classroom (University of Michigan's CRLT)

HybridPedagogy.com is a wonderful, fully open-source "journal of learning, teaching, and technology"

An Urgency of Teachers: the Work of Critical Digital Pedagogy (by Sean Michael Morris and Jesse Stommel)

CRLT Occasional Paper #23, Writing a Statement of Teaching Philosophy for the Academic Job Search, (O'Neal, Meizlish, and Kaplan, 2007)

"Lecturing: Why I Don't Like It", Ellie Mackin Roberts (@EllieMackin),
https://www.youtube.com/watch?v=QoQY784u-iM (elliemackin.net)

Digital Tools

Mapping

GIS (ArcGIS, QGIS, etc)
Google Earth (https://www.google.com/earth/)
Antiquity a la Carte, Ancient World Mapping Center

Annotation

Recogito (https://recogito.pelagios.org/)
Commentary Sandbox (For making DCC style commentaries)

Content Management/Web Publishing

Scalar (The Alliance for Networking Visual Culture)
        Example: Digital Dura (Work in Progress)
Omeka (Corporation for Digital Scholarship)
        Example: Digital Projects on the Roman Near East

Other

SketchUp (3D Modelling, Trimble, i.e. not free)
Twine ("an open-source tool for telling interactive, nonlinear stories")

Low barrier to entry tech tools

Social media and discussion-enhancing technology

[Schoology](#)

[Backchannel Chat](#)

[Slack](#)

Twitter

       [Hannah Čulík-Baird](#)'s [#WorldofRome](#) class hashtag

[Glisser](#)

[Flipgrid](#)

Interactive online options/supplements for LMS

[Gradecraft](#)

[Curatr](#)

[PebblePad](#)

[Hypothes.is](#)

[Padlet](#)

[Blogger](#)

Screencasting & interactive video

[Camtasia](#)

[Jing](#)

Assessment/Quiz platforms

[Quizlet](#)/Quizlet Live

[Poll Everywhere](#)

[Kahoot!](#)

[Mentimeter](#)

[Socrative](#)

[Wooclap](#)

Google stuff (and Google add-ons) you might not know about

Forms, Sites

[Boomerang](#), [Doctopus](#), [Kaizena](#)

For many more, see the annual [Digital Learning Tools survey](#)