

Critical Digital Classics Pedagogy

“Digital humanities” has become something of a buzzword in higher education, though we (as classics educators) do not always speak meaningfully about what digital humanities are and what effective digital pedagogies might look like. This workshop will lead participants through a process of developing a meaningful teaching philosophy that draws upon digital tools as well as critical pedagogy (in the tradition of Paulo Freire and bell hooks, while drawing on current work being done by Jesse Stommel and Sean Michael Morris, among others). This workshop is not intended to promote a particular pedagogy but is instead meant to be an opportunity for participants to learn about a range of digital and pedagogical tools and then discuss them, in the company of other classics educators, so that everyone leaves with some sort of their own critical digital pedagogy.

We use [Hybrid Pedagogy](#)'s framing of digital pedagogy as being “precisely not about using digital technologies for teaching and, rather, about approaching those tools from a critical pedagogical perspective. So, it is as much about using digital tools thoughtfully as it is about deciding when not to use digital tools, and about paying attention to the impact of digital tools on learning.” Because of that, this workshop will start with critical pedagogy rather than digital tools, as a conscious choice to avoid thinking about digital tools as the heart of digital pedagogy. We will begin with an introduction that will involve reading of a few selections from critical pedagogy theorists, followed by a structured discussion of the readings that utilizes and models the practices of critical pedagogy.

The next section will talk about the digital world our students inhabit and how we as educators can do a better job engaging with the digital realities of our students' lives. We will touch on things like Wikipedia, social media, and the prevalence of small screens (smart phones)

and online streaming media, which have fundamentally changed the way students consume media and narratives. Building off that, we will focus on how technology has changed daily life for students since when we were undergraduates. This section will focus on the information and education environment and talk explicitly about what these things mean for effective pedagogy. This will not be a venue for complaining about “kids these days” but rather a place to think critically about these realities and how we can take advantage of all of the possibilities that technology opens up. Finally, we will spend a few minutes (if the topic has not come up organically in discussion) thinking about what kind of assignments might be used as part of a critical pedagogy, as opposed to the teaching we do in the classroom. This will highlight the importance of using assessments that are well-aligned to the overall teaching philosophy and desired learning outcomes.

The last section of this workshop will explore some specific tools and ways that technology enables and complements the teaching that takes place in the classics classroom. At this point, a second presenter with particular expertise with advanced digital tools will lead the workshop. This section will also leave time for discussion and reflection on the rest of the workshop.

This workshop is intentionally loosely structured, so that participants can shape the discussion. The workshop presenters hope to show participants a range of possibilities for effective digital pedagogy approaches, but they do not intend to present one way of “doing digital pedagogy.” Rather, this workshop should give all participants theoretical and digital tools that they can integrate with their own teaching.