## [THATCamp Gainesville Notes](http://gainesville2014.thatcamp.org/2014/04/24/thatcamp-gainesville-notes/" \o "Permalink to THATCamp Gainesville Notes)

Posted on [April 24, 2014](http://gainesville2014.thatcamp.org/2014/04/24/thatcamp-gainesville-notes/) by [Kadesh Lauridsen](http://gainesville2014.thatcamp.org/profile/klauridsen/)

Welcome!

THATCamp Gainesville is underway!

Please add notes to our shared Google Doc here:[docs.google.com/document/d/1U6EuUW1TvI1z8KL2yefbCBO-eoczgEAPU0n3iJ0XxVQ/edit?usp=sharing](https://docs.google.com/document/d/1U6EuUW1TvI1z8KL2yefbCBO-eoczgEAPU0n3iJ0XxVQ/edit?usp=sharing" \o "https://docs.google.com/document/d/1U6EuUW1TvI1z8KL2yefbCBO-eoczgEAPU0n3iJ0XxVQ/edit?usp=sharing" \t "_blank)

Please Tweet notes and comments. Our hashtag is #[tcgnv](http://search.twitter.com/search?q=%23tcgnv" \o "Search Twitter for \"tcgnv\"" \t "_blank)

## [Teaching and Learning with Apps](http://gainesville2014.thatcamp.org/2014/04/24/teaching-and-learning-with-apps/)

Posted on [April 24, 2014](http://gainesville2014.thatcamp.org/2014/04/24/teaching-and-learning-with-apps/) by [Cari Jimenez](http://gainesville2014.thatcamp.org/profile/cjimenez2/)

I propose a Talk and Play session to discuss, share and play with our favorite free apps. We will talk about how we use them for learning, teaching, research and assessment.

Bring your favorite device, list of apps and uses, and best practices/tips. Let’s share!

I will discuss how I use apps in my language classroom to engage students fulfilling the National Language Standards- the 5′Cs (Community, Connection, Comparison, Communication, Culture)

[World-ReadinessStandardsforLearningLanguages](http://gainesville2014.thatcamp.org/files/2014/04/World-ReadinessStandardsforLearningLanguages.pdf)

I will share how I use

* Socrative
* Snapchat
* Apalabrados \*word with friends
* Groupme
* Tellagami
* Threering
* Zite
* Duolingo/Memrise

I would like to create a centralized location where we can share list of apps, best practices and uses. We can discuss the best platform for this location in this session.

## [Impromptu Proposal: What do our students know about technology?](http://gainesville2014.thatcamp.org/2014/04/24/impromptu-proposal-what-do-our-students-know-about-technology/)

Posted on [April 24, 2014](http://gainesville2014.thatcamp.org/2014/04/24/impromptu-proposal-what-do-our-students-know-about-technology/) by [Jennifer Coenen](http://gainesville2014.thatcamp.org/profile/jcoenen/)

During any discussion I have about social media or other technology as a pedagogical tool, I get excited and start imagining lots of possibilities. Then I try to apply them in class. One challenge I’ve faced is that students don’t always know as much about using technology (i.e., computers, the Internet, applications, etc.) as I expect. I would like to open up a discussion with others about this issue – what are your experiences? how have you handled these challenges? what tools do they know that you don’t?

## [PhilPapers: Supporting Volunteer Initiatives for the Long Term](http://gainesville2014.thatcamp.org/2014/04/23/philpapers-supporting-volunteer-initiatives-for-the-long-term/)

Posted on [April 23, 2014](http://gainesville2014.thatcamp.org/2014/04/23/philpapers-supporting-volunteer-initiatives-for-the-long-term/) by [Abby Scheel](http://gainesville2014.thatcamp.org/profile/ascheel/)

Last week PhilPapers, [“a comprehensive index and bibliography of philosophy maintained by the community of philosophers,”](http://philpapers.org/) sent letters to academic librarians asking for financial support to sustain their work. As a recipient of such a letter, I would like to invite philosophers, librarians, and others interested in volunteer-run digital projects like PhilPapers to talk about issues raised by the organization’s call for support.  Among other topics, we can consider such questions as what is the value of such a service for scholars? for graduate students? for undergraduates?  Is asking for subscriptions from libraries the most appropriate method for supporting resources like PhilPapers?  Should libraries regularly factor funding for such services into collections budgets and how should libraries prioritize such funding with traditional journal and database subscriptions?  All are welcome to bring their opinions and their questions to the table.

If you are unfamiliar with PhilPapers or their call for subscriptions, here are a few links to more information:

Check out PhilPapers here: [philpapers.org/](http://philpapers.org/)

See PhilPapers public notice calling for institutional subscriptions here:[philpapers.org/post/8146](http://philpapers.org/post/8146" \t "_blank)

For an overview of the response from librarians see this post from Wayne Bivens-Tatum, philosophy librarian at Princeton University: [blogs.princeton.edu/librarian/2014/04/a-last-bit-on-philpapers/](https://blogs.princeton.edu/librarian/2014/04/a-last-bit-on-philpapers/)

## [RICHES™: SEARCH. ANALYZE. VISUALIZE. LEARN](http://gainesville2014.thatcamp.org/2014/04/22/riches-search-analyze-visualize-learn/)

Posted on [April 22, 2014](http://gainesville2014.thatcamp.org/2014/04/22/riches-search-analyze-visualize-learn/) by [Connie Lester](http://gainesville2014.thatcamp.org/profile/connie-lester/)

RICHES™ (Regional Initiative for Collecting the History, Experiences, and Stories) of Central Florida introduced RICHES Mosaic Interface™ (RICHES MI) 2.5 at THAT Camp Florida in February 2014.  We provided a survey for THAT Camp participants to evaluate the site and make suggestions for changes before going live.  We listened to your suggestions and incorporated several changes that improved the searchability and presentation of the site.

RICHES MI is an interactive database for historical research and also serves as a platform for students, museums, and community members to publish their digitized data and create digital exhibits.  RICHES MI connects students developing classroom projects, museums and archives, and private collectors to the larger digital world.  Class projects can become multi-semester endeavors as the work of one class can be expanded by the next.  The work of each individual student is credited and provides a digital publication for future resumes and vitas. Museums, archives, and collectors create greater awareness of their collections for research purposes and encourage visits to their repository through the “Search Source Repository” feature installed at the suggestion of a THAT Camp Florida participant.  Finally, RICHES MI offers an array of tools to enable researchers to analyze their search results and see the connections between items housed in the database.

Join us for a presentation of RICHES MI 2.5 and discussion of the following topics:

* How to create user communities
* Using RICHES MI for student projects
* RICHES MI as a research tool
* Using Google Analytics to understand site usage

## [“Making Meaning through Online Media: Pedagogical Possibilities for Social Media Platforms.”](http://gainesville2014.thatcamp.org/2014/04/21/making-meaning-through-online-media-pedagogical-possibilities-for-social-media-platforms/)

Posted on [April 21, 2014](http://gainesville2014.thatcamp.org/2014/04/21/making-meaning-through-online-media-pedagogical-possibilities-for-social-media-platforms/) by [Kadesh Lauridsen](http://gainesville2014.thatcamp.org/profile/klauridsen/)

I propose a hybrid Talk-Make session focused on the creative and effective uses of social media platforms in the classroom. The humanities share a core knowledge structure that is both narrative and dialectical; therefore students of the humanities can benefit from experiential understanding of these structures. As some of us know (depending on our level of engagement), social media platforms engage and enable this same style of dialogue. Most students, however, engage with social media in a comparatively “shallow” manner—focusing more on people than knowledge. I’d like to explore the ways that we, as educators, researchers, and knowledge-makers, can help our students use what they know to discover what they have yet to know. As they do so, I believe they become active participants in new ways of meaning-making.

**Talk:** For the Talk portion, I would like to share briefly a project my students did this semester that utilized Storify <www.storify.com> to bring together digital information in a narrative format. I believe the framework of the project has applications across multiple disciplines. The Storify format allowed students to engage course materials with outside materials, placing them in dialogue with others while asserting their own voices. Along the way, we also utilized Twitter as part of the larger classroom landscape, which served as a springboard for ideas, a platform for discussion, and interactive gateway to the outside world. On every level, these technologies enhanced student involvement in the classroom, student learning, and – that thing every instructor seeks to achieve – student desire to pursue more learning. I’ll bring copies of the assignment and post a link to it and some student projects on our website prior to the conference.

**Make:** For the Make portion, I want participants to

1. Bring ideas, questions, and desired outcomes for classroom social media projects in the works;
2. Share any successful projects they have developed;
3. Leave with finished (or fleshed-out) products and a variety of useful materials from colleagues.

Some Platforms I am interested in hearing more about: Facebook, Instagram, Tumblr, YouTube, Vine, and Google+. I hope participants will add others.  
**Preparation & Follow-Up**: I encourage participants to arrive pre-registered with a Google account for the use of joint Google docs; be prepared to collaborate and share. Bring your work on a flash drive and be prepared to Make! (Listening contributors are welcome, too!)  
I’d like to create a centralized location online for continued collaboration on these, and future, digital/educational projects. We can discuss the best platform for this location in the session. One of our THATCamp coordinators has offered UF’s Digital Humanities Project Showplace [UFProjects](http://cms.uflib.ufl.edu/DigitalHumanities/UFDigitalHumanitiesProjects&gt); as one viable option.

## [The Arab Immigration Oral History Digital Collection](http://gainesville2014.thatcamp.org/2014/04/21/the-arab-immigration-oral-history-digital-collection/)

Posted on [April 21, 2014](http://gainesville2014.thatcamp.org/2014/04/21/the-arab-immigration-oral-history-digital-collection/) by [Richard Saltzburg](http://gainesville2014.thatcamp.org/profile/richard123/)

The Arab Immigration Oral History Digital Collectionis a project sponsored by the UF Libraries’ mini grant program located at: [ufdc.ufl.edu/oharab](http://ufdc.ufl.edu/oharab)

The project aims to make available through Oral History interviews the life and professional experiences of Arab immigrants who have settled in Florida after leaving their homelands. I am hoping to expand this project after absorbing new ideas and life experiences which is why I chose to attend THATCamp.

What I have so far are interviews recorded digitally in Arabic and English and transcribed into English and available as PDFs accompanied by photos in most cases. The collection was created by Richard Saltzburg and colleague Dr. Esam Alhadi and is intended to help scholars, researchers, students and the general public to understand the reasons why certain Arabs immigrate to Florida. These interviews reveal specific life and professional experiences these immigrants have had and how they have created a new home for themselves in Florida.

## [The Pedagogy of the Archive as Intervention](http://gainesville2014.thatcamp.org/2014/04/18/the-pedagogy-of-the-archive-as-intervention/)

Posted on [April 18, 2014](http://gainesville2014.thatcamp.org/2014/04/18/the-pedagogy-of-the-archive-as-intervention/) by [rosenber](http://gainesville2014.thatcamp.org/profile/rosenber/" \o "View all posts by rosenber)

We are in a critical moment because many materials from the colonial and imperial archive are being digitized. I therefore propose a session to talk about if and how we can avoid reproducing the colonial structure of existing historical archival materials as they are migrated into digital archives. Further, I would like to discuss how to integrate this question into the classroom and to use as an example an assignment that I developed with colleagues in Caribbean studies and librarians at UF. In this assignment, students analyze a historical photograph which has minimal metadata, place it in its historical context, analyze its existing metadata and make suggestions for enhancing that metadata in ways that would counter the limitations, particularly the colonial assumptions, implicit in the existing metadata. Students analyzed photographs from the Panama Canal Museum Collection, which might well be described as an imperial archive as it contains the materials collected by the white US employees of the US Canal Commission. Many of these photographs document the construction of the canal and in so doing include images of Afro-Caribbean workers; however, the workers are rarely mentioned. Students added subject headings and notes to the catalog record to identify the Afro-Caribbean workers and explain the context of their labor. Students have found this assignment rewarding because they see that their work can change how the subjects in the photographs are defined. The photographs were listed under construction (“The Gatun Locks,” “Widening the Pavement in Panama City,” etc.); with new subject headings and notes, they can be found by researchers looking for race, labor, and Afro-Caribbeans in Panama. The Students have all signed permissions for their work to be included in the dLOC/UFDC catalog records and their work will be included in the UFDC metadata where relevant.

## [Tour of the Map & Imagery Library](http://gainesville2014.thatcamp.org/2014/04/17/tour-of-the-map-imagery-library/)

Posted on [April 17, 2014](http://gainesville2014.thatcamp.org/2014/04/17/tour-of-the-map-imagery-library/) by [Carol McAuliffe](http://gainesville2014.thatcamp.org/profile/carolmc/)

I’m proposing a session that is an open invitation to all participants to tour the Map & Imagery Library (first floor of the Smathers Library, right across the hall) to hear about our physical and digital collections, prior grant projects, collaborative projects and activities, new opportunities, and more!

## [DHer as Designer](http://gainesville2014.thatcamp.org/2014/04/17/dher-as-designer/)

Posted on [April 17, 2014](http://gainesville2014.thatcamp.org/2014/04/17/dher-as-designer/) by [Lindsey Harding](http://gainesville2014.thatcamp.org/profile/lharding/)

In this talk session, I propose a look at design in DH projects. Matthew Kirschenbaum suggests in “‘So the Colors Cover the Wires’: Interface, Aesthetics, and Usability,” “just as interface cannot – finally – be decoupled from functionality, neither can aesthetics be decoupled from interface.” This “lesson here for the digital humanities” seems to point to the critical roles design and beauty play in the production and use of DH projects.  Kirschenbaum concludes his article with a glance to the future: “One of the major challenges for the digital humanities in the coming decade will therefore be designing for interfaces (and designing interfaces themselves) outside of the 13- to 21-inch comfort zone of the desktop box.”  With this challenge in mind, I would like for us to consider the following questions:

1. How do we talk about design in DH?

2. How do we teach design in DH?

3. How do we do design in DH?

In addition, I’d like for us to look at a number of interfaces for DH projects to critically reflect on design as it influences how we approach and use the various projects.  Participants will be invited to work in small groups to analyze interfaces and then share their conversations with the whole group.  From these shared discussions, we will strive together to make visible how design and aesthetics work to direct attention, guide action, and affect emotion.  The conclusions that arise will hopefully point to new opportunities and challenges related to the development, composition, and display of DH projects and scholarship.

## [Digital Curation: Adding Value to Digital Collections](http://gainesville2014.thatcamp.org/2014/04/16/digital-curation-adding-value-to-digital-collections/)

Posted on [April 16, 2014](http://gainesville2014.thatcamp.org/2014/04/16/digital-curation-adding-value-to-digital-collections/) by [Suzan Alteri](http://gainesville2014.thatcamp.org/profile/salteri/)

Facilitated by Suzan Alteri and Dan Reboussin

Digital curation is the “active management of digital resources over the life-cycle of scholarly and scientific interest.” We will discuss several activities that can be undertaken once a collection is online in order to improve scholarly access. State of the art access depends on the acknowledgement of both social and technical aspects of the way information is indexed by online search engines. Effective curation allows researchers to discover relevant collections they weren’t already aware of prior to conducting an online search. Examples of curation activities to be discussed and demonstrated include: creating detailed metadata, building a rich scholarly context on collection landing pages, creating useful subcollection divisions, and contributing to appropriate sites in ways that support online discoverability.

## [Fair Use Strategies for Digital Humanities Projects](http://gainesville2014.thatcamp.org/2014/04/16/fair-use-strategies-for-d/)

Posted on [April 16, 2014](http://gainesville2014.thatcamp.org/2014/04/16/fair-use-strategies-for-d/) by [Christine Fruin](http://gainesville2014.thatcamp.org/profile/christine-ross/)

In rendering its judgment in the case of Authors Guild v. HathiTrust, the court was persuaded by arguments raised in the “digital humanities” amicus brief. The court expressly stated that the transformative uses of the digitized content, as highlighted in the brief, was the very definition of fair use. This endorsement of fair use in transformative digitization projects informs the articulation of strategies or best practices to employ when building new digital humanities projects. During this session, we will talk about some well-accepted fair use strategies and best practices for digital humanities projects — and maybe articulate some new ones!

[**Undergraduate Students and Digital Humanities**](http://gainesville2014.thatcamp.org/2014/04/15/undergraduate-students-and-digital-humanities/)

Posted on [April 15, 2014](http://gainesville2014.thatcamp.org/2014/04/15/undergraduate-students-and-digital-humanities/) by [Catelyn Cantrell](http://gainesville2014.thatcamp.org/profile/cjcantrell/" \o "View all posts by Catelyn Cantrell)

When I began my own research project as a second-year undergraduate, I set out to map the world of Dante’s *Commedia* through the use of GIS software. However, I eventually left that project behind and pivoted into a more traditional topic and goal. Although I am pleased with how my undergraduate thesis turned out, I would like to talk about undergraduates and projects in digital humanities. As the bar continues to be raised for undergraduate research projects, I wonder how digital skills can enhance and shape future work. This discussion will likely yield more questions than I can predict—here are some of my own to get us started:

* What types of results do instructors consider digital humanities projects?
* What kinds of traditional disciplines and courses lend themselves to these projects?
* What type of skill set would students need in order to do these projects?
* What resources and support can ensure the success of undergraduate work in the digital humanities?
* How early is too early to get started?

Despite focusing this proposal on the undergraduate experience, I think the questions I have outlined could also be extended to other levels of students and instructors themselves.

[**Visualizing Time & Place with GoogleEarth**](http://gainesville2014.thatcamp.org/2014/04/15/visualizing-time-place-with-googleearth/)

Posted on [April 15, 2014](http://gainesville2014.thatcamp.org/2014/04/15/visualizing-time-place-with-googleearth/) by [Marcy Galbreath](http://gainesville2014.thatcamp.org/profile/marcygalbreath/)

How can GoogleEarth maps be used to the best effect in digital archive projects? Amy Giroux and I would like to continue the discussion on the use of digital mapping as a conversational feature in interactive digital archives. We have each employed GE map overlays to enhance our archive projects, employing the layering properties and tour feature with the intent of generating comments and feedback from site visitors, as well as providing visual guide points for historic processes (i.e., population and demographic changes over time, land use changes, etc.).

We are interested in hearing what others have experienced, and in exploring the opportunities and limits of this technology as a generative feature in interactive archives.

[**Beyond language: expanding the concept of translatability in digital studies**](http://gainesville2014.thatcamp.org/2014/04/14/beyond-language-expanding-the-concept-of-translatability-in-digital-studies/)

Posted on [April 14, 2014](http://gainesville2014.thatcamp.org/2014/04/14/beyond-language-expanding-the-concept-of-translatability-in-digital-studies/) by [Anastasia Kozak](http://gainesville2014.thatcamp.org/profile/kozak/)

This conversation will explore the concept of translatability that includes, but is not limited to, traditional language translation. As a starting point, we’ll take it as axiomatic that translation exists in every transfer of information (whether analog or digital) and that we can learn (and teach) a lot by engaging in and becoming conscious of this process. Essentially, we will try to come up with generative and creative approaches to translation in digital humanities, whether in the classroom or in our own research projects.

Discussion points may include the following:

* analog to digital translation
* human gesture, composition, and motion capture technologies
* multimodal translation (visual, sound, silence)
* visual languages in digital humanities
* crowd-sourcing translations
* cross-platform virtualization and binary translation

[**Open Access and the Humanities**](http://gainesville2014.thatcamp.org/2014/04/14/open-access-and-the-humanities/)

Posted on [April 14, 2014](http://gainesville2014.thatcamp.org/2014/04/14/open-access-and-the-humanities/) by [Josh Bolick](http://gainesville2014.thatcamp.org/profile/jab11x/)

So often in discussions about open access to scholarship, there is an implication that OA is for STEM, and that the products of humanities scholarship are fundamentally different somehow and therefore not appropriate for openness. I want to explore this (mis?)perception in a talk session about openness in the humanities. I’m most interested in the perspectives of practicing humanists, but also in the experiences of other librarians who’ve struggled to convince their humanities faculty to get their work out from behind the paywall. My goal isn’t to change anyone’s mind, but rather to have a fruitful discussion in a collaborative environment about the challenges humanists perceive from the OA movement, and brainstorm ways in which we (librarians and scholarly communications staff) can make scholarly communication programs work for humanities scholars.

Feel free to tweet at me if you have any suggestions for the session @[joshbolick](http://twitter.com/joshbolick" \o "View joshbolick's Twitter Profile" \t "_blank)

[**Staying up to date for academic needs on Twitter, in 15 (or fewer) minutes a day?**](http://gainesville2014.thatcamp.org/2014/04/14/staying-up-to-date-for-academic-needs-on-twitter-in-15-or-fewer-minutes-a-day/)

Posted on [April 14, 2014](http://gainesville2014.thatcamp.org/2014/04/14/staying-up-to-date-for-academic-needs-on-twitter-in-15-or-fewer-minutes-a-day/) by [Laurie](http://gainesville2014.thatcamp.org/profile/laurietaylor/)

I find it difficult to stay up to date on Twitter, specifically because I find it difficult to use Twitter with any regularity.  I’m not ready to carve out much time from my existing schedule for Twitter because I don’t see how this would be a great return on investment for time. When I do use Twitter, I sometimes see it as beneficial and sometimes just feel like it takes time, so I’d like to learn to be a better Twitter user with a limited timeframe so that I don’t get frustrated as I learn.  I’d be happy to dedicate a few minutes each day to Twitter if I could understand how to ensure the time would be for successful Twitter usage (and I could use that to build into more time, if I could make it worthwhile).

I’m wondering if someone with Twitter savvy could share on best practices for making Twitter work in 15 (or fewer) minutes a day? Or maybe someone with Twitter savvy could help re-frame this into a more productive question and session?

[**Applying Digital Archive Skills: The Birth Control Review as Case Study**](http://gainesville2014.thatcamp.org/2014/04/12/applying-digital-archive-skills-the-birth-control-review-as-case-study/)

Posted on [April 12, 2014](http://gainesville2014.thatcamp.org/2014/04/12/applying-digital-archive-skills-the-birth-control-review-as-case-study/) by [Aimee Armande Wilson](http://gainesville2014.thatcamp.org/profile/aawilson/)

Gainesville THATCampers have proposed sessions on creating digital archives, making exhibitions for those archives, and learning TEI editing for documents within said archives. These promise to be excellent sessions and I hope they all make the cut. With that said, I’m sure many of us are hands-on learners who would benefit from a session in which we further apply our newly learned skills about digital archives with (hopefully) the benefit of some more-experienced individuals on-hand to help us think through the technical steps as well as any ethical, legal, and aesthetic issues that might arise.

Here’s what I propose: I’ll make myself a guinea pig and offer up my still-in-beginning-stages Digital Archive of the *Birth Control Review* (a little magazine run by Margaret Sanger from 1917-1929) for experimentation, critique, and play. By looking at an archive that is in the early stages of development – and designed by a neophyte – rather than one that is polished and exemplary, this session will provide a useful counterpart to those proposed by Patricia Carlton, Mark Kamrath, and Lourdes Santamaria-Wheeler. I will begin the session by briefly introducing the archive, mentioning some of the questions and pitfalls I faced in getting the archive to this stage, and explaining the concerns I have going forward. Then, depending on the interests of the group, we could break into smaller groups to discuss/work on/play with discrete topics such as digital archive design (what works and what doesn’t about this particular archive) or TEI editing one of the magazine’s issues.

Full disclosure: I am not an expert in digital archives, coding, or preservation techniques. Yet I think my lack of knowledge is actually an asset here. In talking through the steps that led me to begin the Archive of the *Birth Control Review*, and getting feedback on the site from experts and novices alike, my hope is that non-tech-savvy individuals such as myself will gain inspiration for and insight into the process of starting up a digital archive. The Archive of the *Birth Control Review* can be found at [birthcontrolreview.omeka.net/](https://birthcontrolreview.omeka.net/). This archive aims to make the periodical more accessible by housing a searchable index of all issues (no comprehensive index currently exists), as well as guided collections of articles from the magazine on topics such as eugenics, race, suffrage, and WWI.

[**“Magic Mirror Theater”: A Virtual Reality, Experiential Learning Environment.**](http://gainesville2014.thatcamp.org/2014/04/11/magic-mirror-theater-a-virtual-reality-experiential-learning-environment-2/)

Posted on [April 11, 2014](http://gainesville2014.thatcamp.org/2014/04/11/magic-mirror-theater-a-virtual-reality-experiential-learning-environment-2/) by [Eleni Bozia](http://gainesville2014.thatcamp.org/profile/bozia/" \o "View all posts by Eleni Bozia)

*Magic Mirror Theater* is an open-source web application designed to facilitate the study of classical drama and potentially other forms of literature by enhancing the current teaching methodologies in higher education, using an experiential-learning augmented-reality environment. It allows instructors and students to use their classroom projector or personal computer screen as a “magic mirror” in which they can see themselves standing on the stage of an ancient theater digitized in life size, holding digital replicas of ancient props, wearing digital costumes, and interacting with virtual mechanical devices used during theatrical performance in the Greco-Roman world.  A library of 3D objects thematically categorized will be available along with options for selecting theatrical space, perspective, replicating user’s body on the stage in various arrangements (chorus/main actors), and other features. This system aims to help students and future scholars understand the circumstances of performance and comprehend the architectural and spatiotemporal logistics of Classical Drama.

[**Connecting Florida: A Digital Initiative**](http://gainesville2014.thatcamp.org/2014/04/11/connecting-florida-a-digital-initiative/)

Posted on [April 11, 2014](http://gainesville2014.thatcamp.org/2014/04/11/connecting-florida-a-digital-initiative/) by [Jennifer Snyder](http://gainesville2014.thatcamp.org/profile/jsnyder/)

The Florida Humanities Council, the state affiliate of the National Endowment for the Humanities, is partnering with the Smithsonian Institute on a Technological Initiative called “Connecting Florida.” Building on the museum network already created by “Museum on Main Street,” which has now reached upwards of 20 states, the Florida Humanities Council will develop a digital system which will connect and integrate small town museums across the state of Florida. This digital system will capture and disseminate state and local stories and provide dynamic, interactive humanities content.

Once community pillars and repositories of local history and memory, small town museums are quickly becoming obsolete in the face of an ever evolving technological landscape. In fact, consultants for local museums have commented that small museums “lack all of the new technology platforms” and as a result these museums will “most likely fall further behind the industry and become less relevant to the intended audience.” We are looking to solve this problem.

I would like to propose a short presentation of the project and solicit feedback. Do you know any comparable systems? Do you see any pitfalls, partnerships, or potential?

[**Developing and Managing Courses with Basecamp and Qualtrics**](http://gainesville2014.thatcamp.org/2014/04/04/developing-and-managing-courses-with-basecamp-and-qualtrics/)

Posted on [April 4, 2014](http://gainesville2014.thatcamp.org/2014/04/04/developing-and-managing-courses-with-basecamp-and-qualtrics/) by [Sarah Bleakney](http://gainesville2014.thatcamp.org/profile/sarah-bleakney/)

I propose to have an April 25 Talk session to discuss and share how Basecamp and Qualtrics can be used to develop and manage courses.

Basecamp is a project management tool that allows teams to manage workflows, track time, and share project-related resources. Qualtrics, a data collection and analysis survey tool, supports a variety of research both in the business environment and at every major university in the US; it can also be used to create robust surveys, assignments, assessments, and other course tools.

I will share how a busy undergraduate and graduate course design and support team at the University of Florida uses both tools to not only develop courses, but also manage them. I will also detail our best practices and learnings for using both tools. I hope that this sharing leads to a discussion of how Basecamp and Qualtrics can be used for other facets of course development and management, as well as additional ways they might be used to support and manage other types of projects.

[**Transforming Online Language Learning**](http://gainesville2014.thatcamp.org/2014/04/04/transforming-online-language-learning/)

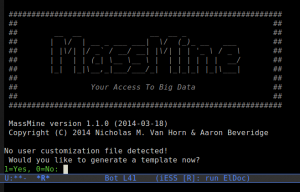
Posted on [April 4, 2014](http://gainesville2014.thatcamp.org/2014/04/04/transforming-online-language-learning/) by [Gillian Lord](http://gainesville2014.thatcamp.org/profile/glord/)

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In spite of technology’s growth in many aspects of academia, language learning programs still tend to view digital delivery as an afterthought rather than a starting point. As a result, the tools used in language programs and classes do not take advantage of the available technologies to motivate and engage students. We propose that we need to rethink the role that technology can play in the teaching and learning of foreign languages, and that we need to design pedagogical materials from the ground up, conceived of and implemented for digital environments from the outset. In this session we review the fundamental principles that have guided the creation of two different online environments for beginning Spanish: UFO’s Beginning Spanish I course, which recently won an Online Excellence Education Award in the area of Student Engagement, and *Enchufes,*the first-ever native-digital beginning Spanish learning “text.” We then highlight the features of these two programs and discuss their development and implementation. Participants will work through and engage with core elements of these platforms, and will gain experience with the tools they use, such as  videoconferencing software, collaborative word processing tools, and others. We will showcase how these programs promote learner autonomy, emphasize communication and engagement and, in sum, are working to transform online language learning.

[**Humanities Software Development: Data Mining and Writing Studies**](http://gainesville2014.thatcamp.org/2014/04/02/humanities-software-development-data-mining-and-writing-studies/)

Posted on [April 2, 2014](http://gainesville2014.thatcamp.org/2014/04/02/humanities-software-development-data-mining-and-writing-studies/) by [Aaron Beveridge](http://gainesville2014.thatcamp.org/profile/aaronbev79/)

[](http://gainesville2014.thatcamp.org/files/2014/04/massmine-in-emacs.png)

We will provide a short introduction to the software project called MassMine–an open source software, developed by academic/humanities researchers, for use within the academy. The software has been used to data mine Twitter and this data is being analyzed as the basis for a publication about trends, media ecology, and the concept of cybernetic “attention.” Our short presentation will explain how the software project resulted from limitations in currently available tools for conducting academic research on social media. The goal is for introduction to lead to engaging and innovative dialogue about the prospects for humanities software development, the ongoing task of understanding how/why data science/mining may present useful methods for research in the humanities, and/or how software development and data science may be integral to the research of “writing” (any form of inscription or multi-modal composition) as it occurs within an ever-changing and restructuring media ecology.

–Nicholas M. Van Horn will be co-presenting/collaborating remotely for this session

[www.massmine.com](http://www.massmine.com/)

[**Constructing the Transcontinental Railroad: The Digital Photographic Archive**](http://gainesville2014.thatcamp.org/2014/03/26/constructing-the-transcontinental-railroad-the-digital-photographic-archive/)

Posted on [March 26, 2014](http://gainesville2014.thatcamp.org/2014/03/26/constructing-the-transcontinental-railroad-the-digital-photographic-archive/) by [Richard Freeman](http://gainesville2014.thatcamp.org/profile/richardfreeman/)

Supported by a library mini-grant, this project is a collaborative venture between the library and the School of Arts and Art History to make the photographs of the construction of the first transcontinental railroad available to the public.  Professor Glenn Willumson digitized the original large-format (10 x 13 inch) glass-plate negatives made, by Andrew Russell, photographer of the Union Pacific Railroad in 1868 and 1869.  Richard Freeman, University of Florida’s anthropology librarian, oversaw the creation of the website, which makes approximately 190 of his 240 photographs widely available for the first time.  Equally important, the website will be dynamic, encouraging interactivity with its viewers in hopes of gathering knowledge associated with the photographs–about photography, railroad technology, the mid-19th century West, the growth of cities, the extent of Russell’s documentation, and the location missing photographs from this body of work.  It is hoped this digital photographic archive will be a first step in a larger digital project that will make the almost 1000 stereographs of the railroad construction available to the public and prove to be a model for future collaborative efforts on campus and with users throughout the world.

[**Computing Infrastructure in the Era of Big Data**](http://gainesville2014.thatcamp.org/2014/03/24/computing-infrastructure-in-the-era-of-big-data/)

Posted on [March 24, 2014](http://gainesville2014.thatcamp.org/2014/03/24/computing-infrastructure-in-the-era-of-big-data/) by [Erik Deumens](http://gainesville2014.thatcamp.org/profile/deumens/)

What are the needs for infrastructure that researchers in the humanities have?

What problems do they encounter that they cannot resolve on their own?

What would help collaboration with “outsiders”, i.e. the engineers and scientists who have been using computers for a while?

What infrastructure is available?

Where do you find out about it?

What is the role of the libraries in connecting researchers in the digital humanities with the machinery of computers, networks and disk drives?

[**HathiTrust Research Center: a Tutorial**](http://gainesville2014.thatcamp.org/2014/03/23/hathitrust-research-center-a-tutorial/)

Posted on [March 23, 2014](http://gainesville2014.thatcamp.org/2014/03/23/hathitrust-research-center-a-tutorial/) by [harriettgreen](http://gainesville2014.thatcamp.org/profile/harriettgreen/" \o "View all posts by harriettgreen)

I will be presenting on the HathiTrust Research Center and how to use its beta research portal.

The HathiTrust Research Center (HTRC) is dedicated to providing computational access to published works in the public domain and, in the future, on limited terms to works in-copyright in the HathiTrust Digital Library ([hathitrust.org](http://hathitrust.org/)). The HTRC is a collaborative research center launched jointly by Indiana University and the University of Illinois, along with the HathiTrust Digital Library, to help meet the technical challenges of dealing with massive amounts of digital text that researchers face by developing cutting-edge software tools and cyberinfrastructure to enable advanced computational access to the growing digital record of human knowledge.

This session will provide an introduction to using the HTRC portal for basic text mining investigations ([htrc2.pti.indiana.edu/HTRC-UI-Portal2/](https://htrc2.pti.indiana.edu/HTRC-UI-Portal2/)). Attendees will learn how to build a workset from the HTRC corpus, apply the textual analysis tools provided in the HTRC portal, and generate visualizations such as word clouds and statistical frequencies.

[**Grants Preparation…it doesn’t have to be painful**](http://gainesville2014.thatcamp.org/2014/03/21/grants-preparationit-doesnt-have-to-be-painful/)

Posted on [March 21, 2014](http://gainesville2014.thatcamp.org/2014/03/21/grants-preparationit-doesnt-have-to-be-painful/) by [Bess de Farber](http://gainesville2014.thatcamp.org/profile/bdefarber/)

Find out how to avoid wasting time preparing proposals that may not be feasible. This session will breakdown the process developed to support librarians in their pursuit of grant funding, and to build a successful grants program at the Smathers Libraries. You’ll learn how to interpret grant guidelines, facilitate brainstorming, and determine feasibility prior to writing the proposal—all of which will save hours of struggling and heartache..(1 hour)

[**What’s the backstory… Collaborating with Strangers workshops?**](http://gainesville2014.thatcamp.org/2014/03/21/whats-the-backstory-collaborating-with-strangers-workshops/)

Posted on [March 21, 2014](http://gainesville2014.thatcamp.org/2014/03/21/whats-the-backstory-collaborating-with-strangers-workshops/) by [Bess de Farber](http://gainesville2014.thatcamp.org/profile/bdefarber/)

CoLAB Planning Series® workshops have been facilitated since 2002 and have served over 1740 participants in nonprofits and academic institutions. Learn the keys to creating engaging and creative connections using methods that build on asset-based community development, appreciative inquiry and other methodologies. We will experiment with a short demonstration of how quickly you can get to know what’s most important to the mysterious colleague sitting next to you. (45 minutes)

[**Move Around the Room**](http://gainesville2014.thatcamp.org/2014/03/21/move-around-the-room/)

Posted on [March 21, 2014](http://gainesville2014.thatcamp.org/2014/03/21/move-around-the-room/) by [Bess de Farber](http://gainesville2014.thatcamp.org/profile/bdefarber/)

Move Around the Room is a fun facilitated ice-breaker to meet participants during short 1-2 minute conversations. This session is best used at the start of a conference to assist participants in getting acquainted with each other in an engaging and interesting way. While moving around the room, each participant will find a partner and exchange answers to a question provided by the facilitator. After five rounds (5 different questions with 5 different people) participants then help to introduce participants at the beginning of the conference. (1 hour-if we do introductions for 30-40 participants?)

[**Cosmos(ology): A Digi-Hum-Sci Exploration**](http://gainesville2014.thatcamp.org/2014/03/21/digiscihum/)

Posted on [March 21, 2014](http://gainesville2014.thatcamp.org/2014/03/21/digiscihum/) by [Micah Vandegrift](http://gainesville2014.thatcamp.org/profile/micahvandegrift/)

I get the digital humanities. I like and support the digital humanities. What I’d like to explore is when does “DH” work start to cross over into science and social science work, and if that is the case, when do we start to talk to scientists and social scientists about transforming some of their work into digital projects? (What is the standard product of a scientific research project? The final published article in PDF? There must be more…)

I think it’d be really helpful to the continued growth of digital scholarship broadly defined if we began to think about ways to apply traditional humanities skills (critical inquiry, close reading) to research problems and questions in scientific fields. Or, when could we, instead of becoming hackers and big data guru’s ourselves, pull a scientist into our DH research groups as a partner? What would make this collaboration valuable to all parties? Is this even probable? I think we’re often halfway there with GIS and visualization, but there may be more.

My point of view is obviously thinking about where the library could situate itself as a connector between the two sides of the academy, and how might a “digital scholarship center” involve itself in more than just digital humanities projects. Partially inspired by [this post in DH Q&A](http://digitalhumanities.org/answers/topic/new-research-questions-in-the-humanities), and the fact that I’m the Psychology Liaison at Florida State and really want to work with those researchers on new, cool, interesting things.

Inherent challenges? Tenure.

Inherent opportunities? Actual interdisciplinary work (not just historians working with English folks and librarians).

This session could be an addendum to these from other THATCamps:

* [Creating an Introduction to Data Course (or, perhaps, Data Translation for Working on Data Science Teams, “Digital Literacy with a Maker Spirit”)](http://florida2014.thatcamp.org/2014/02/11/creating-an-introduction-to-data-course-or-perhaps-data-translation-for-working-on-data-science-teams-digital-literacy-with-a-maker-spirit/)
* [DH + Social Sciences](http://leadership2013.thatcamp.org/2013/10/08/dh-social-sciences/)

Maybe some readings?  
[MOOC on Scientific Humanities](https://www.france-universite-numerique-mooc.fr/courses/SciencesPo/05004/Trimestre_1_2014/about)  
[“Science’s Humanities Gap”, NYT, 9/18/13](http://opinionator.blogs.nytimes.com/2013/09/18/sciences-humanities-gap/)

[**Creating, Managing, and Preserving Digital Archives**](http://gainesville2014.thatcamp.org/2014/03/20/creating-managing-and-preserving-digital-archives/)

Posted on [March 20, 2014](http://gainesville2014.thatcamp.org/2014/03/20/creating-managing-and-preserving-digital-archives/) by [Patricia Carlton](http://gainesville2014.thatcamp.org/profile/carltonpatricia/)

This session aims to explore what Laura Millar calls the challenge of creating, managing, and preserving digital archives in a dynamic digital environment. In an effort to think about approaches to preservation and access, especially of primary or material source projects, and the life of digital archives in general, this session aims to examine such topics through two lenses.

One, a digital initiative call Digital Archiving Resources (DAR) [www.dar.cah.ucf.edu/](http://www.dar.cah.ucf.edu/) and the kinds of general issues its contents raise, for instance, about provenance, access, and best practices for building and long-term sustainability.

A second lens through which to address issues of representation and trends in preservation is an examination of the specific relations between public and private archive practices and the role of memory and user participation in sites like the September 11[www.911memorial.org/](http://www.911memorial.org/) As archivist Barbara Craig observes, the appraisal of records – that which makes something memorable and worth preserving—is complicated by the disparate meanings and functions of the archived objects. Preserving the memories of the donors while also providing the larger social and cultural context requires a broad and ethical understanding of memory that is both challenged and strengthened by user-generated content.

[**What is TEI and what can you do with it?**](http://gainesville2014.thatcamp.org/2014/03/18/what-is-tei-and-what-can-you-do-with-it/)

Posted on [March 18, 2014](http://gainesville2014.thatcamp.org/2014/03/18/what-is-tei-and-what-can-you-do-with-it/) by [markkamrath](http://gainesville2014.thatcamp.org/profile/markkamrath/" \o "View all posts by markkamrath)

What is TEI? What can you do with it? How can one get started with TEI editing? What avenues exist for publishing online with TEI encoded projects?

TEI (or the Text Encoding Initiative) is a way to prepare archival documents to be coded and searched electronically.   This session aims to explore TEI (Text Encoding Initiative) through an examination of two mark up projects:  the Charles Brockden Brown Electronic Archive and Scholarly Edition [www.brockdenbrown.cah.ucf.edu/](http://www.brockdenbrown.cah.ucf.edu/)   and a digital edition of Virgil’s*Aeneid*(dissertation).

In addition to understanding how one can use an XML editing tool like <Oxygen>[www.oxygenxml.com/](http://www.oxygenxml.com/), the session will illustrate the process for coding texts in basic structural ways along with more in-depth interpretive ways or tagging.

Time will also be spent exploring traditional publishing platforms such as XTF [xtf.cdlib.org/](http://xtf.cdlib.org/)  and more recent initiatives such TAPAS  [www.northeastern.edu/nulab/tapas/](http://www.northeastern.edu/nulab/tapas/)    It will also examine the state of cutting edge XML tools such as Juxta Editions.

## [Project Management Best Practices](http://gainesville2014.thatcamp.org/2014/03/07/project-management-best-practices/)

Posted on [March 7, 2014](http://gainesville2014.thatcamp.org/2014/03/07/project-management-best-practices/) by [Miller Krause](http://gainesville2014.thatcamp.org/profile/millerkrause/)

Even simple projects in digital humanities involve complex decisions at many different levels of granularity, and managing those decisions adeptly is an art in and of itself. What encodings will work for your documents and keep working when conditions change? What editors will you use to prepare the documents? What metadata tagging and storage systems will bind those documents into collections? How will human users access the collections? What interfaces can other projects leverage to interact with this project? Even before those questions, what needs does the project address, what is its scope, what controls govern its progress, and how does it draw in and keep stakeholders? After the go-live date, how do you determine whether your project was a success? How do you keep everything in focus without losing track of either the details or the big picture? Managing a project means not just getting-it-done but providing for goal-setting, planning, guidance, and evaluation, and doing so without getting in the way of the research. **What are the current best practices for managing a digital humanities project?** What frameworks and tools help you define, meet, and evaluate your goals?

## [Florida Digital Humanities Commons: What? Where? When? Why?](http://gainesville2014.thatcamp.org/2014/03/07/florida-digital-humanities-commons-what-where-when-why/)

Posted on [March 7, 2014](http://gainesville2014.thatcamp.org/2014/03/07/florida-digital-humanities-commons-what-where-when-why/) by [Sophia K. Acord](http://gainesville2014.thatcamp.org/profile/skacord/)

I’m proposing that we use THATCamp Gainesville to continue an important discussion began at THATCamp Florida 2014, namely: how can institutions across the state of Florida (the 3rd most populous state in the U.S., with a “high tech corridor”) join together to support and promote DH work and collaborations? Such a collaborative could have a number of benefits, such as: sharing the unique resources and expertise at different FL campuses, demonstrating the wealth of DH work in Florida for policymakers, directing K-12 educators towards class resources, and showcasing the importance of the humanities in building robust structures for online education. What kinds of projects would the FL DH Commons support (e.g., yearly graduate training intensives, peer review of DH projects). Please come and share your thoughts about what you need, and how we can band together across the state to provide it. The network could be launched at THATCamp Florida 2015.

## [Exhibitions](http://gainesville2014.thatcamp.org/2014/02/26/exhibitions/)

Posted on [February 26, 2014](http://gainesville2014.thatcamp.org/2014/02/26/exhibitions/) by [Lourdes Santamaria-Wheeler](http://gainesville2014.thatcamp.org/profile/l-s-wheeler/)

Participants will learn basic processes of creating exhibits, including content selection, best practices, design and presentation considerations, and guidelines for writing labels.

Original content created by presenter will be shared, including label writing tips and templates, sample timelines, and exhibition proposals. Both physical and online exhibitions will be discussed.

## [Digital Library of the Caribbean and Digital Humanities research and teaching](http://gainesville2014.thatcamp.org/2014/02/25/digital-library-of-the-caribbean-and-digital-humanities-research-and-teaching/)

Posted on [February 25, 2014](http://gainesville2014.thatcamp.org/2014/02/25/digital-library-of-the-caribbean-and-digital-humanities-research-and-teaching/) by [Laurie](http://gainesville2014.thatcamp.org/profile/laurietaylor/)

I’m proposing to have a session discussing and sharing about the Digital Library of the Caribbean (dLOC, [www.dLOC.com](http://www.dloc.com/)) in terms of the dLOC community, example work and activities for research and teaching with dLOC, and ways to be involved with dLOC specifically as well as how to apply lessons learned from the dLOC model for other digital humanities and humanities activities.