

Teaching with digital archives: individual activity

Collection: Online teaching

Resource: Teaching with digital archives

Learning outcomes

1. To have a better understanding of how you might help students feel less overwhelmed by digital archives.
2. The advantages and disadvantages of presenting different kinds of learning materials online.

Introduction

In this activity you will consider ways in which you might enrich your students engagement with online resources by looking at three different ways in which students are taught how to use an online research archive:

1. Face-to-face in a classroom with laptops
2. Using screen capture software (could be delivered online or face-to-face)
3. An interactive print-based handout (again could be delivered online or face-to-face)

In doing so you will have an opportunity to reflect on the merits of the different approaches and decide on what might be the most suitable approach for your own teaching context.

The activity

1. Start by thinking about what kind of websites you encourage your students to use for their coursework?
 - How do you encourage them to use them?
 - Do the students find these sites easy to use? What happens if they don't?



1 | This resource is part of a set of professional development resources for Higher Education English (including English Literature, English Language & Creative Writing) called 'The Pool'. The resources were developed by the English Subject Centre in 2011 as part of a JISC/HEA Open Educational Resources (OER) Project.

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- Do you use digital archives?
 - How can we assist new users when encountering these types of websites for the first time?
 - Do you ever provide assistance in the form of specific guidance or advice?
2. You are now going to look at three different approaches your colleagues have taken to providing help in using the Early English Books Online (EEBO) archive in their research. As you watch the videoclips note down what you like and/or dislike about the approaches.
- Why did each practitioner take the particular pedagogical approach they did?
 - How effective are they?
 - Could you adapt the approach to your own situation?
 - What other observations did you note?

- **Approach 1**

In the first approach we see Dr Ian Gadd from Bath Spa University in 2 short clips from a one hour face-to-face tutorial to undergraduate students in a computer lab.



- **Approach 2**

In the second approach Dr Alice Eardley from the University of Warwick presents a short [video from the HumBox collection](#) of freely available teaching resources showing how to use EEBO (<http://humbox.ac.uk/77/>). This video was taken using screen capture/ [screencast](#) software.



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(Using EEBO at <http://humbox.ac.uk/77/>)

To view the MP4 video you may require the VLC media player.

○ Approach 3

In the third approach Dr Matthew Steggle from Sheffield Hallam University introduces his students to EEBO with a handout: [Using EEBO for Shakespeare studies](#) .

3. As a follow-up activity you could design an online activity of your own that encourages your students to engage more effectively with a web resource you use a lot, alternatively you could sketch out a lesson plan for a tutorial/ workshop you could integrate into your teaching in your next module.

Links & References

- [Early English Books Online \(EEBO\)](#)
- [HumBox Humanities OER Repository](#)
- [The First World War Poetry Digital Archive](#) - lots of ideas for teaching using this archive
- [World Wide Web of Humanities](#) - interfaces into a myriad of e-research archives

Relationship to the Professional Standards Framework

- **Core Knowledge 2:** Appropriate methods for teaching and learning in the subject area and at the level of the academic programme
- **Professional Values 3:** Commitment to the development of learning communities
- **Professional Values 4:** Commitment to encouraging participation in higher education, acknowledging diversity and promoting equality of opportunity



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More information about the Professional Standards Framework can be obtained from the summary factsheet in the *Subject & Pedagogy* collection in HumBox.

<http://humbox.ac.uk/2731/>

Resources in the Online teaching Collection

- Online teaching: introduction to the collection
- What are VLE's good for?: resource overview
 - What is a VLE and why use it?: group activity
 - What is a VLE and why use it?: individual activity
- The design of online activities in English Studies: resource overview
 - Evaluating online activities in English Studies: group activity
 - Evaluating online activities in English Studies: individual activity
- Designing learning with new media: resource overview
 - Exploring new media and its potential in teaching: group activity
 - Exploring new media and its potential in teaching: individual activity
 - Designing an online activity in English Studies: group activity
 - Designing an online activity in English Studies: individual activity
- Teaching with digital archives: resource overview
 - Teaching with digital archives: group activity
 - **Teaching with digital archives: individual activity (*you are here)**
- Online discussion in English Studies: resource overview
 - Should online discussion be assessed?: group activity
 - Should online discussion be assessed?: individual activity
- Workshopping online: resource overview
 - Designing an online Creative Writing workshop: group activity
 - Designing an online Creative Writing workshop: individual activity



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