

AMERICAN UNIVERSITY OF BEIRUT

TEACHING LITERATURE USING DIGITAL PEDAGOGY: A
CASE STUDY

by

HANEEN AL SAYEGH

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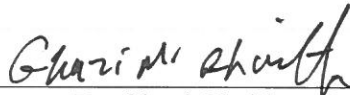
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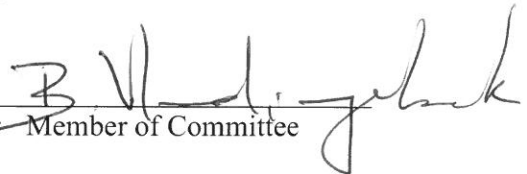
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AN ABSTRACT OF THE THESIS OF

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Given the prevalence of technology that has changed every aspect of our lives, educational institutions in general, and humanities instructors in particular, are encouraged to embrace new technologies to leverage on the digital skills of the millennials and prepare them for the modern workplace. This study is a qualitative case study that explores the skills acquired by students enrolled in a British literature survey course that makes use of digital tools to equip learners with essential skills needed for the modern workplace, namely, digital fluency, collaboration, and communication. The perceptions of the study participants were also investigated through two open ended surveys.

The results showed that digital pedagogy can turn a literature class into a student centered environment where students acquire essential skills that are needed in the modern work place and an increasingly digitized world. The results also revealed that the participants have positive attitudes about the course where they particularly enjoyed the freedom of choice, the group work, and the digital work.

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CHAPTER 1

INTRODUCTION

The present study is intended to explore the design and practices of a digital pedagogy literature course and if it helps the participants become digitally fluent by producing media-rich projects as they study literature. More specifically, the purpose of the study is to explore the instructional methods that are employed in a British survey literature course and how they provide participants with the skills needed to be digitally fluent in the 21st century, and to conceptualize and propose exemplary and promising instructional practices that support the needs of the labor market in an innovation economy, where students are required to do real-world problem-solving in the classroom, learning to innovate, create, and problem solve in order to prepare for an unpredictable world (Wojcicki, 2013).

The digital revolution is transforming our lives. Globalization, digital technologies and the shift to a knowledge-based society are changing established patterns in our lives, defining the expertise needed, and changing how we think and communicate. This however, creates a mismatch between the needs of the individuals in a knowledge society and what higher education systems are currently offering in order to prepare students to succeed in an innovation economy and an ever-changing world.

The proliferation of computer technologies has altered every aspect of our lives. Driverless cars are now legal in three American states. Payments are being made via mobiles and affordable wristwatches, technology and open data are being used by governments to deal with global challenges such as putting an end to child labor and dealing with pollution.

Despite this ubiquitousness of technology in the developed, and increasingly in the developing world, schools and universities are still lagging behind and holding on to traditional teaching practices, which will affect the young generations' ability to contribute to this technology driven world both as a workforce and as citizens. Changes should not only be made to curriculum content and technological infrastructure, rather to create learning contexts that can provide students with the competences needed to succeed in a knowledge society. According to Dede (2008) some of these competences are: mastery of higher-order cognitive, affective, and social skills that were not essential in industrial societies, but that have become vital in the knowledge- based economy. These competencies include thriving on chaos (making rapid decisions based on incomplete information to resolve novel situations); the ability to collaborate with a diverse team face-to-face or across distance , in order to accomplish a task; creating, sharing, and mastering knowledge extracted from a flood of not so accurate information (Dede, 2008).

Esther Wojcicki, a pioneer in digital pedagogy and a member of the advisory board of the “Global Future Education Foundation and Institute” founded by Prensky, provided an interesting list of the skills needed in the 21st century these are , “accessing and evaluating information, analyzing media, creating media products, applying technology effectively, be adaptable to change, managing time and goals, working independently and with other, become self-directed learners, guiding and leading others, managing projects and producing results” (Wojcicki, 2013, p.5). In order to prepare learners properly to the workplace, there is an urgent need to revamp the educational systems and design humanities courses that reflect the nature of the work carried out in the work place.

According to the literature, there is a major gap or disconnect between educators who are referred to as ‘digital immigrants’ who were not born into a digital world and who are different from their students that are referred to by Prensky (2001) as “digital natives”. Unlike their teachers, digital natives are wired to receive information really fast, and are used to parallel process and multitask, prefer graphics over text, and function best when networked (Prensky 2001). Not only digital immigrants have little appreciation for these new skills, but they also find it challenging to tailor their teaching methods to match the nature and habits of their students. These differences pose a challenge for most of the educators from all subject areas, however it is particularly challenging for those who teach literature.

The following excerpt tells a lot about the challenge that is facing literature and literature teaching in the digital world. The excerpt is taken from “The Boy Next Door”, a 2015 American film that starred Jennifer Lopez (actresses in Hollywood).

“Benny: So Ethan told me you teach literature, is it?”

Claire: Classics

Benny: Wow

Claire: What does that mean?

Benny: It’s fancy (giggles), I mean I don’t know how many kids nowadays are gonna use what they learn from classics. No offence.

Vicky: oh none taken. I’m a vice principal and I just wanna see those kids employed.

Claire: Silly me, I just want them educated.

Benny: I’m fine with education, but we gotta get them work. Practical skills, that’s where the money is.”

The excerpt shows how literature and literature teaching is viewed by people who emphasize the importance of acquiring practical skills. However, with the emergence of the field of digital humanities DH, this issue started to get more attention and more researchers started to look into it. It's been said that DH has nearly as many definitions as affiliates. In spite of its vagueness, perhaps the most helpful definition is provided by Matthew Kirschenbaum (2004) "The digital humanities is a field of study, research, teaching, and invention concerned with the intersection of computing and the disciplines of the humanities" (p. 4). The effort of a number of scholars and educators and the established line of research that has investigated the effect of digital technology on language and literature teaching has transformed the traditional literature class into an inquiry-based, student-centered learning environment that is meant to provide the students with the content of the course as well as skills that are required for a knowledge society and an ever-changing world.

The incumbent education systems are sufficiently slow in meeting the increasing demands and possibilities for new commercial markets to emerge, offering digitally enabled training and education. This includes, for example, venture capital backed higher education startups, like Coursera and the Minerva Project or Udacity, founded by Sebastian Thrun – inventor of self-driving cars and Google Glass, offering professional training and micro degrees.

Large corporations are doing major development of educational methods, even starting new educational systems. For example, Qualcomm – a leader in mobile communication technology, has programs and even new schools using mobile technology in order to revolutionize education and prepare students for jobs in the global economy.

Cisco, a major internet technology company, is offering a whole line of new education products and is deeply involved in developing them. Educational technology has become a meme – ‘EdTech’, with its own ecosystem of companies, investors, policy makers and media.

The role of humanities is emerging in this, examples thereof are the pioneering Stanford BiblioTech Program at Stanford University brokering collaboration between graduate students in the humanities with tech industry, and the Digital Humanities Initiative (DHI) at AUB which is the first of its kind in the Arab world. The main goal of the Institute is to create an environment where different stakeholders in the academic communities of Lebanon and the region learn together about new computing technologies and their impact on the humanities. DHI-Beirut is designed as a meeting place, between departments, between units of the university, between universities and research centers. It features courses, presentations and lectures, conceived with a collegial spirit of collaboration in mind. It is meant to provide graduate students with an introduction to certain digital skills that are needed for research for their theses.

1.1 Rationale and Significance of the Study

Existing practices involve the use and testing of a range of web 2.0 technologies including blogs, wikis, social media, and text messaging among other tools to teach digital literacy and improve the performance of FL students (Chen, 2012; Tian et. al., 2011; Barley & Coniam, 2008; Churchill, 2009; Pinkman, 2005). These methods rarely separate between digital literacy “the ability to understand and use information in multiple formats from a wide range of sources when it is presented via computers”

Glister (1997, p. 1), and digital fluency “the ability to reliably achieve desired outcomes through use of digital technology” (Briggs & Makice, 2011, p.64).

Briggs and Makice (2011) believe that digitally literate students are perfectly capable of using digital tools. They know how to use them and what to do with them, but the outcome is less likely to match their intention. It is not until that person reaches a level of fluency, however, that they are comfortable with when to use the tools to achieve the desired outcome, and even why the tools they are using are likely to have the desired outcome at all.

Many researchers investigated the users’ preferences and behaviors based on technology-based activities (Grimley and Allan, 2010; Hosein et al., 2010; Malliari et al., 2011). Results have shown that one’s digital fluency varies significantly from one activity to another, from one tool to another, and that digital natives are not a homogenous group. Commonalities in activities such as text messaging, instant messaging and social networking exist among digital natives (Kaare et al., 2007; Valtonen et al., 2010), hence we need to expose them to new tools that the millennials are not fluent at, do not use in their everyday lives, and that are needed in the workplace such as, digital timelines. Moreover, timelines allow students to embed a lot of media from the 2.0 tools _including videos from YouTube, links to blogs and wikis, sound clips, maps...etc_ without having to be limited to one medium such as, social media or weblogs.

The existing practice focus on teaching understanding rather than fostering creativity and will therefore burden teachers with designing tools for digital literacy instead of leveraging the creativity of the students in designing projects for enhancing digital fluency. Excluding the students from the design process puts larger burden on

the teacher and reduces student engagement. Now there is a need to assist teachers in designing learning opportunities using different digital technologies for teaching the 21st century skills. Unlike many studies, this research will take an integrative approach to pedagogy and technology, since they are increasingly co-developed in collaborations between academic educators and technology companies. It will serve as a guide for teachers on how to exploit as many technological tools as possible, allowing students to work on a tool of their choice, in order to achieve the most beneficial outcomes.

Teaching practices for the 21st century requires taking active part in testing and developing educational technology. Consequently, this study will explore a range of possibilities for teaching literature using internet technologies. It will focus on the learning experience of students enrolled in a literature survey course enjoying the freedom of choosing their tools and participating in the decisions of their learning experience. The course is a core curriculum requirement for all undergraduates.

1.2 Purpose of the Study and Research Questions

This study examines the learning experience of undergraduates enrolled in a British literature survey course during fall semester 2015/2016 at the American University of Beirut. The study addresses the following initial questions:

1. What are the skills acquired by the study participants through a digital literature course?
2. What are the participants' perceptions on the effectiveness of a literature digital course in preparing them for modern workplace literacy?

1.3 Definition of Variables

In the context of the study:

- Digital pedagogy means the embedment into the art of teaching, computer driven digital technologies, which enrich learning, teaching, assessment and the whole curriculum. Howell (2012) defines digital pedagogy as “the study of how to teach using digital technologies (p.5).
- The modern work place is in the 21st century demands employees that master skills suited for the knowledge and innovation economy. These skills include thriving on chaos (making rapid decisions based on incomplete information to resolve novel situations); the ability to communicate and collaborate with a diverse team face-to-face or across distance , in order to accomplish a task; creating, sharing, and mastering knowledge extracted from a flood of not so accurate information (Dede, 2008).
- Digital humanities is an academic field concerned with the application of computational tools and methods to traditional humanities disciplines such as literature, history, and philosophy.

CHAPTER 2

LITERATURE REVIEW

With the outburst of the technology mediated teaching and learning, literature in the traditional sense has given way to electronic and, increasingly, digital media in the overall media landscape (Koskimaa, 2007) this has influenced teaching of literature today. Tapscott (1998), coined the term Net Generation or N-Geners to describe “a generation of children who in 1999, will be between the ages of two and twenty two, not just those who are active on the internet”. N-Geners enjoy independent learning, interactivity, and interaction with others. They tend to use electronic media to, explore, brainstorm, debate, and make sense of their experiences. N-geners have different expectations about learning that Tapscott summarizes in eight shifts: 1) from linear to hypermedia learning, 2) from instruction to construction and discovery, 3) from teacher-centered to learner centered, 4) from absorbing material to learning how to navigate and how to learn, 5) from school to lifelong learning, 6) from one-size-fits-all to customized learning, 7) from learning as torture to learning as fun, 8) from teacher as transmitter to teacher as facilitator.

2.1 The Need for New Learning Strategies

Traditional learning strategies were developed and designed to meet the needs of an industrialized print-based society. The global economy depends on the quality of education delivered to students by the education systems that are responsible for preparing the students for the marketplace and helping them reach their full potentials. However, despite numerous efforts to improve educational standards, school systems

around the world are struggling to meet the demands of 21st century learners and employers. The ubiquitousness of technology made people around the world become increasingly reliant on social networking technologies to connect, collaborate, learn, create, and work. It is surprising and a little disappointing to see that schools have done too little to catch up with this worldly shift towards exploiting technology. In order to prepare students for the increasingly competitive workplace, educational institutions are urged to rethink teaching and learning in ways that match the demands of the global market and the innovation economy.

Using technology as a catalyst education has shifted from being a knowledge transfer model to an active learning process that is collaborative, self-directed, promotes students to explore and construct knowledge and form the skills that are needed in the innovation economy. Learners in developed and developing countries are becoming more technologically savvy through using social networks such as YouTube and Facebook to communicate, post videos, blogs, and images, and collaborate and socialize anytime anywhere. There is an urgent need and a growing trend to incorporate technology in teaching. Leading Internet technology companies such as Cisco and Google are at the forefront of this trend. With the internet of everything (IoE) Cisco “brings together people, process, data, and things to make networked connections more relevant and valuable. - turning information into actions that create new capabilities, richer experiences and unprecedented economic opportunity for businesses, individuals and countries”(Cisco’s website).

Equipping every learner for the 21st century” is a study done by Cisco in collaboration with leading educational thinkers from around the world that aimed at proposing a new paradigm of 21st century learning. The aim was to teach 21st century

skills through transforming educational systems and introducing new reform agendas. Led by a global vision, a new approach is outlined, guided by a comprehensive plan of curricular and assessment reform, new teacher recruitment and training strategies, leadership development, and the integration of collaborative technologies".(Cisco, 2008)

Cisco also offers innovative solutions and partnerships for transforming education globally through creating connected learning societies and collaborating with schools and universities in order to help them meet their vision of teaching and learning in the classroom of the 21st Century. "Connected Learning" is technology-enabled learning systems that allow people to learn anywhere, anytime, on any device are among the solutions that are designed by Cisco to prepare the students for the careers that await them when they graduate and enter the workforce. Cisco aspires to connect, engage, and empower learners, educators, and leaders to improve learning, accelerate economic growth, and strengthen social well-being.

Along the same lines Google introduced Google Apps for education, a suite of free productivity tools for classroom collaboration. Google Apps for Education is a free set of communication and collaboration tools that includes email, calendar, documents, slides, forms, sheets, hangouts for video calls among other tools. According to the website more than 30 million students, teachers, and administrators in schools around the world use Google Apps for Education. Seven of the 8 Ivy League universities and 5 million businesses use Google Apps. Google also offers devices such as Chromebooks and tablets that come with support, management and built in access to Google Apps. Google Apps for Education are built to meet the needs of educational

institutions; they are Collaborative, customizable, free, secure, and usable on any device.

2.2 Empirical Studies

A number of case studies are available on Google's website on universities around the world that have adopted Google apps for education and migrated their mailing systems such as the University of Minnesota, Vanderbilt university, Mindanao State University. There are also empirical studies done on adopting Google apps or one feature of the suite, such as Google docs.

Relevant to this research is a study done by Suwantarathip, Ornprapat; Wichadee, Saovapa (2014) to study the effects of collaborative writing activity using Google docs on students' writing abilities. The researchers conducted an experimental study by comparing the writing abilities of students who were engaged in collaborative writing assignments using Google Docs with those working in groups in a face-to face classroom. The participants were students enrolled in an English course. The results indicated a significant difference between writing mean score of the two groups. Students in the Google Docs group gained higher mean scores than those working in groups in a face-to-face classroom. In addition, students held positive views toward collaborative writing activity and using Google Docs, most of the students reported that that the tool is easy to use.

Along the same lines Zheng, Lawrence, Warschauer, and Lin (2014) conducted a longitudinal study examines how sixth-grade students (n = 257) taught by two teachers used Google Docs to write and exchange feedback. The research findings suggest that the integration of cloud-based technology into K-12 classrooms can support

students' writing and editing, and engage students in collaborative writing and improve interactions between writers and readers.

Similarly, Fuccio (2014) conducted an action research to study the power of cloud computing, through using Google Docs for L2 writing feedback. Fuccio claims that cloud computing i.e internet based tools such as wikis, blogs, Google Docs, email...etc., has the highest potential to transform L2 writing classes and encourage writer's ideas, instead of focusing on their language deficiencies. L2 writers are very much in need for added visual input and shifting educational paradigms. The action research study examined how 34 international students from two sections of First-Year Writing classes at a university in the South-Western United States utilized, benefited from and reacted to using Google Docs for feedback purposes. Fuccio 2014 posits that the research was intended to enhance L2 students' writing through creating a writing community and challenging the traditional classroom power dynamics. It is important to note that the benefits and characteristics of the research are not limited to Google docs and they can be achieved by other cloud-based technologies.

Lin, Yu & Lang (2014) conducted a case-study that aimed at examining the effects of cloud-based instruction on the academic grades of students in a business writing class. The participants were 28 undergraduate seniors (80% females) from the Department of Applied Foreign Languages at the National Formosa University of Taiwan who used Google Docs to support learning in a face-to-face college business writing class. The results of this study indicated that cloud-computing technologies could be an effective tool for educational use particularly when students are separated by time and place between classes. The researchers also found that a number of benefits can be offered by the collaborative nature of Google Docs, these are: Positive

Interdependence, Individual Accountability, Group Processing, Social Skills, and Face-to-Face Interaction.

Along the same lines, in one of their case studies Cisco started the so called ‘Post-Katrina 21st Century Schools Initiative’. After Hurricane Katrina damaged schools and displaced students in the U.S. gulf coast in 2005, “ Cisco invested US\$80 million in cash grants, product grants, and employee time to help eight school districts in Louisiana and Mississippi revamp their long-term priorities and improve student performance by introducing technology to classrooms” (Cisco,2013) . Cisco equipped the schools with Internet connectivity and interactive tools, special training was offered to teachers who are supposed to integrate the tools into their classroom practice. School leaders were offered assistance to create a long-term vision that aspires to prepare students for a global technology-driven economy.

In the first four years of the program, the Initiative produced real measurable results:

- Better academic performance – 16 percent increase in eighth-grade scores on state math assessment test in Jefferson Parish, LA

- More engaged students – Six-fold increase in a one-year period in the number of students participating in state level math and science fairs in Harrison County, MS.

- Higher commitment – 50 percent decline in dropout rates in Hattiesburg, MS” (Cisco, 2013).

Tom Sumrall, the science department chairperson at Forrest County Agricultural High School, Brooklyn, Mississippi, posits that “Students are becoming immune to traditional teaching methods. They need something that keeps their attention. We can

use technology to create relevant, hands-on learning experiences that stimulate their curiosity and interest.”

2.3 Virtual Campuses: why not!

While most of the aforementioned initiatives tried to transform education through exploiting technology , some other initiatives took transformation to the extreme and called for replacing the current education system altogether and develop a new virtual system. An interesting initiative that is directly related to transforming the traditional ways of instruction and information delivery is the Schome project. The word Schome blends the two words “school” and “home” indicating that learning is a ‘cradle to grave’ process . The growing awareness of the gap that has developed between the technology driven economy and the traditional ways of schooling and the urgent need to transform schools into institutions that are capable of preparing young people for the rapidly changing ‘knowledge age’ and equipping them with ‘21st century skills’ are reasons that underpin the Schome initiative.

Schome calls on a radical rethinking of current education systems rejecting the fact that reform can be partial. The Schome Initiative starts from the assumption that reform of our existing systems will fail to deliver an optimal system; the degree of change needed is too great, as is the resilience of socially embedded complex systems (Twining *et al*, 2006). Thus, the Schome Initiative set out to develop a vision of Schome (the optimal educational system for the 21st century) informed by what we know today and the ‘tools’ that we have available to us (Twining, 2009). With Schome learning happens in virtual worlds that provide lived experiences with no limits.

2.4 Learning through a web-based social networking platform

This global interest in technology coupled with the abundance of the technological tools that are free and accessible encouraged language and literature instructors to become creative about incorporating multiple media into their classrooms. A recent study by Lin et al. (2015) sought to investigate the impact of teaching/learning via a web-based social networking platform on aboriginal nursing students' perceptions and learning outcome. Participants were 162 Taiwanese aboriginal students aged between 18 and 23 at a nursing college in southern Taiwan. The social networking site, Facebook, acted as a teaching/learning platform outside the language classroom. This platform recorded all writing processes, collected learners' writing works plus the teacher's teaching materials, and shared writing information with all the participants in the same class. Results found that the participants' perceptions and learning outcome to be significantly related to the chosen instructional pedagogy with positive attitudes about using web digital platform.

In an empirical study, Zhang & Han (2012) investigated the effects of applying a blended learning approach to Web-based College English Teaching Platform in a medical university in eastern China. The participants were 40 students majoring in Clinical Medicine from two classes and aimed at testing the difference between the blended learning approach and the traditional classroom learning approach in terms of students' attitudes and satisfaction and students' academic achievement. The results revealed that the students hold positive attitudes towards blended learning model believing that this model can better stimulate their interest, foster their autonomous learning and collaborative learning and promote their confidence. Significant statistical difference was found between the academic achievements of the students using the

blended learning approach compared to those in the traditional classroom. Furthermore, interviews and questionnaires with the participants have shown that blended learning approach enhances the students' comprehensive language skills, improve students' self-confidence in learning English, and cultivate the learners' ability of self-learning. Therefore, study on the application of blended learning for college English learning has an important reference value and practical significance for the reform of College English Education.

CHAPTER 3

METHODOLOGY

This chapter provides a description of the methodology that is followed in the study. Specifically, the chapter describes the research design, the variables, the sample, the instruments, and finally the data collection and data analysis procedures followed in the study.

3.1 Research Design

This study is conceptualized as a qualitative case study that intended to provide an in-depth exploration of the learning practices taking place in a literature undergraduate course at the American university of Beirut. According to Yin (1984) 23 case study research method “is an empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used.”(p.23)

The classroom has been dealt with as the unit of analysis. However, the same case study involved more than one unit of analysis. This happens when attention is also given to subunits, which in this case are the students and/ or the groups in the classroom. This design is called the embedded case study design. If this case study was meant only to examine the global nature of the classroom a holistic design would have been used (Yin, 2008).

3.2 Data Collection and Procedure

Data collection for case studies is among the most challenging research practices because of the absence of routine formulas. Unlike the procedures followed in experimental studies and surveys, case study data collection procedures are not routinized. Special attention should be given to the continuous interaction between the theoretical issues being studied and the data being collected. The researcher must keep an open eye for unexpected opportunities in order to benefit from and not be hindered by them.

The sample used in the present research is a convenient sample where an intact class was taken as a unit of analysis. The class was taught during 14 weeks in the fall semester of the academic year 2015-2016. The course covered English literature from Anglo-Saxon times to the later eighteenth century. Specific texts belonged to different genres (poetry, fictional and non-fictional prose, and drama) by the principal writers of these periods were examined against the social, historical, and philosophical background of the period. The participants were instructed by Dr. Najla Jarkas who is a member in the Digital Humanities Institute at the AUB, and who has been practicing blended learning in her classroom since 2008. Fourteen ($n = 14$) out of 21 students participated in the study (males and females) after giving their oral consent.

Besides the literature requirements of the course, students had to work on digital projects throughout the whole semester. For this purpose, the participants were divided into groups of 4 or 3, and were given the choice to decide collaboratively on the digital tool, the literary works that will be covered using this tool, and to choose their partners too.

The course material and assignments are structured in a way that matches the student-centered nature of the class. Throughout the semester, students are required to work collaboratively on a single creative project, the digital timeline, which is divided into three phases. Timelines are meant to help students to break information into parts, understand the impact of time and space on perspective, identify trends, and showcase the students' understanding for a particular topic / period / episode / literary work / motif / character. (Appendix F).

To create the digital timeline students are asked to choose topics, form groups by logging into Moodle forums and talk their classmates into joining their groups, and decide on the digital tools that will be used in the project. The tool has to lend itself to the chronological presentation of the topic. Digital Timelines are interactive, visually engaging, and allow students to create, share, and embed through integrating video, audio, images, text, links, social media, location and timestamps. There is a range of timeline creation tools that students can choose from, among these are TikiToki, Time Glider, OurStory, Timeline JS, Dipity, Xtimeline, Capzles, Prezi, TimeToast...etc.

To complete the first phase of the project, each group has to submit a tentative proposal about the topic, the software that will be used, who is doing what in the team, along with a narrative addressing the overall focus in crafting the timeline, why it was chosen by the group, how it is supported by the entries (The timeline must include a minimum of 8 entries or themes). Students must get their proposals approved by the instructor by the end of week four before moving into the second phase.

Before moving to the second phase students take a digital fluency questionnaire that tests their readiness and investigates their perceptions about the tools used in phase one, including: Moodle online forums used to choose partners, the tool selected to work

collaboratively on the project, the digital timeline platform chosen to implement the project, the multimedia that will be used in the timeline, and the digital literacies that the students think they need to finish the project (see appendix A).

During phase two the students must develop an introduction for the timeline and complete 5 entries taken from the course readings and Moodle resources. Students are encouraged to include relevant multimedia in their entries such as maps, links, images, video, and audio. Appropriate multimedia sources can come from: Twitter, Flickr, Google Maps, YouTube, Vimeo, Wikipedia, and SoundCloud...etc. By the end of phase two the students are also required to provide a narrative on how the entries support the timeline and how relevant and significant the multimedia used is.

By the end of phase three students should have completed the project, included visualizations of their findings as entries, worked on a narrative and revised the concluding reflection. Each team has to prepare a snapshot and class presentation by week 13. Furthermore, each student is asked to write his/her own narrative on their experiences with the digital project and answer a final survey (see appendix 2).

3.3 Instruments

Based on the above description of the course structure, data for this study were obtained from four main sources:

- 1- Students' team formation chats via the Moodle forum.
- 2- Two open ended questionnaires: the digital fluency questionnaire taken on week 5 (appendix A) and the post study questionnaire taken at the end of the semester. (Appendix B).
- 3- A Semi-structured interview with the instructor. (Appendix E)

- 4- The final presentations of the projects.
- 5- The course syllabus and instructions. (Appendix D)

The data collected was coded and analyzed using thematic analysis.

Triangulation of the data were used to create and maintain a chain of evidence and to ensure trustworthiness and validity of study. Consequently data were collected from several sources: the pre-study questionnaire, online forums on finding project partners, students' narratives about their progress throughout the semester, post-study questionnaire, the instructor's interview and the course instructions.

The pre-study survey was meant to investigate the student's experience on using the online forum to introduce themselves and find partners. It also showed the multiple digital tools and platforms that will be used by the participants for multiple purposes i.e. communication, collaboration, online meetings, and final presentations. For the Digital fluency questionnaire, which will be considered as the pre-study survey, the participants answered the following questions:

1. *Talk to me about your experience with finding partners for the timeline project. Was the online forum or Moodle useful for you to introduce yourself and read about other students in the class? Did you use the forum to ask more questions about the potential partners? If not, how did you find your partners?*
2. *Which digital platform will you be using to share documents and resources with your partners? Have you created an online space for this purpose? How and where will you back up your files?*
3. *Which digital timeline platform have you chosen for this project? You can select more than one option if you're not decided yet*

4. *Why have you selected the above digital timeline platform? Have you explored any other options?*
5. *Which multimedia digital objects will you be using in support of your entries? Why? Did the samples on Moodle help you decide? If you haven't chosen any yet, go ahead and mention what you're contemplating using and why?*

The students' narratives were submitted by each group to update the instructor about their progress and to describe what literary works are they working on and how does the tool serve their purpose and what are the particular difficulties that they are encountering as individuals and as a group.

However, the post- study survey that is considered by the instructor as the last phase of the project is meant to get the students to talk about what they achieved in the course. In addition, the survey investigated the students' perceptions about the collaborative work and the convenience of using Google drive for working on group documents and for backing up the data. Another important feature of the survey is the last part where the instructor consults the students about their own assessment. In the final questionnaire, the students answered the following open-ended questions:

1. *Please write about what you did in the assignment, give examples.*
2. *Was it comfortable for you to work on this collaborative project? Why? Please give specific examples.*
3. *Were you able to use Google drive to share information and collaborate on the writing? Explain*
4. *What was the easiest task for you as a member of your team?*
5. *What was the toughest task for you as a member of your team?*

6. *Please write about how you think I should assess your work? Look at the rubric attached for digital projects for guidelines and let me know if there is something else I should take into consideration while grading you as a member of this group.*
7. *Add anything else that comes to mind*
8. *Add the link to the final visualization of your project*

3.4 Data Analysis

Data were collected from different sources, including: narratives, questionnaires, the instructor's interview and the course instructions. The researcher used thematic analysis to analyze the data. Thematic analysis (TA) is a widely-used qualitative data analysis method. It is one of a cluster of methods that focus on identifying patterned meaning across a dataset (Braun & Clark, 2006).

The purpose of TA is to identify patterns of meaning across a dataset that provide an answer to the research question being addressed. Patterns are identified through a rigorous process of data familiarization, data coding, and theme development and revision (Braun & Clark, 2006).

Thematic networks are web-like illustrations that summarize the main themes constituting a piece of text. The thematic networks technique is a robust and highly sensitive tool for the systematization and presentation of qualitative analyses (Attride-Stirling, 2001). In this study the researcher used deductive or 'top down' way in analyzing the data because the researcher was coding for a specific research question with priori themes in mind.

Braun & Clark (2006) developed an approach to Thematic Analysis that involves a six-phase process:

1. **Familiarization with the data:** at this phase the researcher read the data from the multiple sources in order to become familiar with it.
2. **Coding:** guided by the literature, at this level the researcher generated codes that identify important features of the data that might be relevant to answering the research question. The whole dataset was coded and combined together for later stages of analysis.
3. **Searching for themes:** This phase involves examining the codes and collated data to identify significant broader patterns of meaning. Then the researcher looked for further data for each theme to create sub-themes.
4. **Reviewing themes:** at this phase the themes are reviewed in order to determine whether they tell or contribute to the story of the data that answers the research initial question. In this phase, themes are typically refined, which sometimes involves them being split, combined, or discarded.
5. **Defining and naming themes:** This phase involves developing a detailed analysis of each theme, working out the scope and focus of each theme, determining the 'story' of each. It also involves deciding on an informative name for each theme.
6. **Writing up:** This final phase the researcher weaved together the analytic narrative and data extracts, and contextualized the analysis in relation to existing literature.

Braun and Clark (2006) emphasize that even though the approach is sequential in nature and each builds, analysis is typically a recursive process, with movement back

and forth between different phases. So it's not rigid, and with more experience (and smaller datasets), the analytic process can blur some of these phases together.

Based on the literature review and the initial inspection of the data, the researcher used Computer-Assisted Qualitative Analysis (CAQDAS). The software Nvivo11 program was used to code and analyze the data, subsequently creating an initial node tree (nodes are themes) with the three main priori themes or categories: communication, collaboration, and digital fluency (see figure 1 and 2) and (Appendix C). Using Nvivo11 allowed the researcher to organize and classify data quickly, and spend more time on analysis. CAQDAS programs are particularly useful in qualitative data analysis in data management and supporting coding processes, making the process more efficient and effective (Wickman and Wood, 2005).

All the data were entered into the program in order to be coded. Coding is the process of organizing the data into chunks of text and labeling these chunks in categories that make sense to the researcher (Creswell, 2009). Elements from the literature review were used to develop the coding themes used. The researcher entered 54 documents and categorized the units of meaning reported by the participants (students and instructor) under the priori categories. In addition, the units of meaning or phrases were further unitized and categorized into subcategories. Specifically, under the communication category the following three subcategories emerged: adaptability, flexibility, presenting oneself and the team digitally. Likewise, under the collaboration main category two subcategories emerged: assigning tasks and teamwork. Finally, under the digital fluency main category, only one subcategory emerged which is using digital platforms to achieve goals.

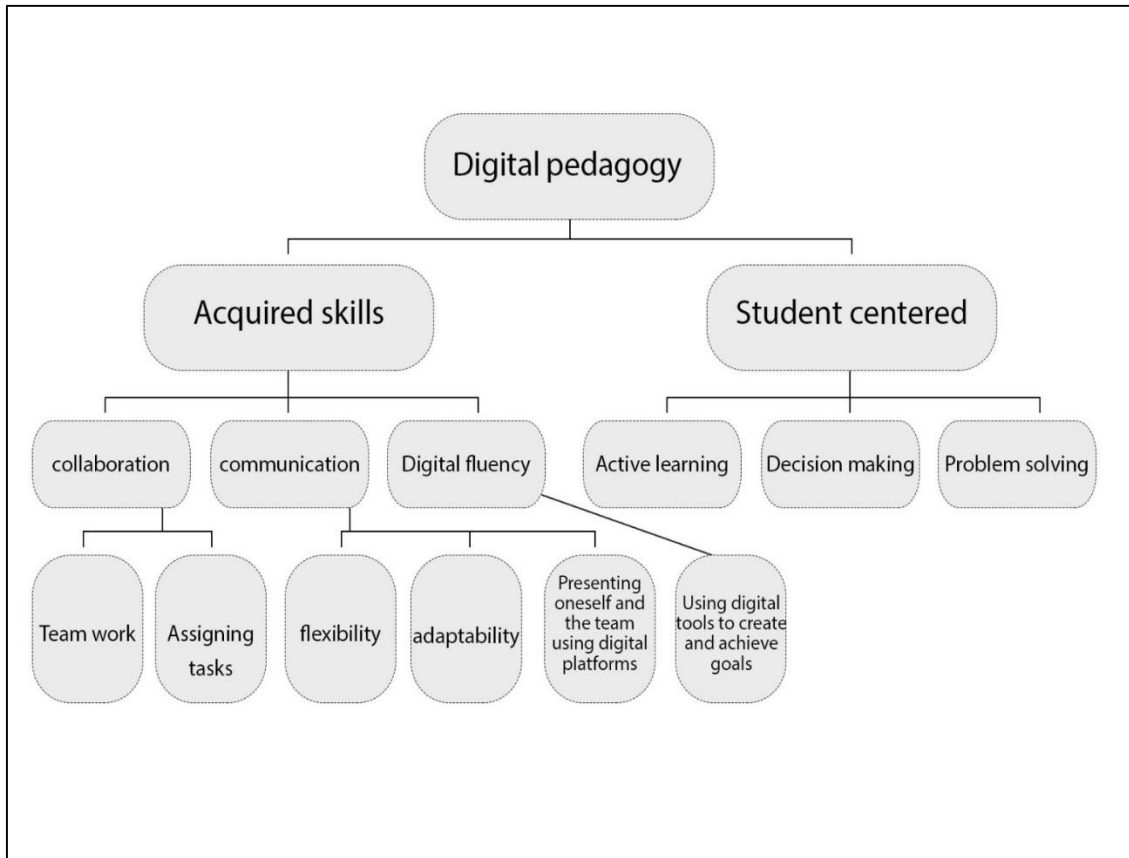


Figure 1. The Node Tree

Name	Sources	References	Created On	Created By	Modified On	Modified By
digital pedagogy	0	0	8/12/2016 10:32 AM	HHA	8/12/2016 10:32 AM	HHA
21st century skills	2	2	8/12/2016 10:34 AM	HHA	8/27/2016 11:31 AM	HS
collaboration	38	96	8/12/2016 10:38 AM	HHA	8/27/2016 11:32 AM	HS
assigning tasks	15	23	8/12/2016 10:40 AM	HHA	8/27/2016 11:30 AM	HS
teamwork	37	89	8/12/2016 10:40 AM	HHA	8/27/2016 11:32 AM	HS
communication	30	45	8/12/2016 10:38 AM	HHA	8/27/2016 11:30 AM	HS
adaptability	9	10	8/12/2016 10:42 AM	HHA	8/23/2016 1:24 PM	HS
flexibility	21	30	8/12/2016 10:41 AM	HHA	8/27/2016 11:30 AM	HS
presenting oneself a	22	25	8/12/2016 10:42 AM	HHA	8/27/2016 11:29 AM	HS
digital fluency	38	64	8/12/2016 10:39 AM	HHA	8/27/2016 11:32 AM	HS
using digital platfor	39	68	8/12/2016 10:43 AM	HHA	8/27/2016 11:32 AM	HS
student centered	25	49	8/12/2016 10:37 AM	HHA	8/27/2016 11:30 AM	HS
active learning	25	49	8/12/2016 10:39 AM	HHA	8/27/2016 11:30 AM	HS
decision making	18	28	8/12/2016 10:39 AM	HHA	8/27/2016 11:30 AM	HS
problem-solving	17	32	8/12/2016 10:40 AM	HHA	8/24/2016 3:11 PM	HS
student perceptions	17	45	8/12/2016 11:20 AM	HHA	8/23/2016 4:15 PM	HS

Figure 2. A Screenshot of the Node Tree in Nvivo 11

The data obtained from each source were analyzed separately. Initially, only the statements in relation to collaboration were noted such as statements that contain: we gathered, we discussed, we decided on, we split the work...etc. This process was separately conducted for each of the data sources for each participant and then across all the participants. Same thing was done for the other two themes: communication and digital fluency.

CHAPTER 4

RESULTS

The purpose of the study was to (a) investigate the skills acquired through a digital literature course; and (b) investigate the participants' perceptions about the effectiveness of the course practices in preparing them for the modern workplace. For this purpose data were collected from 14 students throughout the whole semester. The results will be reported in a form of a narrative where each point made will be supported by evidence from data, starting from the first priori theme till the 4th emergent theme. The following table is meant to provide samples of the qualitative data that were derived after the thematic analysis process.

4.1 Collaboration

Sample data on collaboration section in the Nvivo program
<ul style="list-style-type: none">• I am always willing to cover for a teammate when they are swamped with other work or in need of assistance• Operating and finalizing the work on the digital platform (TimelineJS or Prezi) will be a shared responsibility between all three team members• Our goal is to highlight the change of perception towards faith and the pessimistic outlook towards what is destined in the future• In order to achieve that, we gathered in the Jaffet Library at AUB, searched for the right resources and began to read the material assigned to each one of us. We brainstormed the main points we would like to include in the timeline and selected the ones relative to our topic.• All three of us find the topic very singular and original• we shared all of our work and ideas on Google drive• Luckily my partner knew a lot more about other comic books• We decided to divide work equally throughout the project• We all shared the responsibility of uploading and editing the three phases to google drive.• working with them went on quite smoothly

Table 1: Sample Statements on Collaboration

The findings from the participants' replies especially from the final survey indicated that the students collaborated not only in choosing the digital tools and the literary works, but also in teaching each other how to work with the tools. The participants engaged collaboratively in fruitful teamwork experiences (see Table 1). One of the respondents indicated that "being a part of an efficient team and being on the same wavelength as my partners made every task seem easier than it is", another reported "We all did digital and literature work, but ultimately I'm weaker at literature and a little better at digital, so we really pulled it off by cooperating and helping each other out" this is one example of how each student brought his/her skills into the team to master the work. Furthermore, Students also showed willingness to help one another "I am always willing to cover for a teammate when they are swamped with other work or in need of assistance" and "whenever someone was having trouble with an aspect of the project, we helped". Peer editing was also a part of the process "given that each member had a different text, we did not need to collaborate on the works, however we did review each other's work whenever they are done" one participant reported.

In their responses specific instances of collaboration were provided "Operating and finalizing the work on the digital platform (TimelineJS or Prezi) will be a shared responsibility between all three team members" and "In order to achieve that, we gathered in the Jaffet Library at AUB, searched for the right resources and began to read the material assigned to each one of us. We brainstormed the main points we would like to include in the timeline and selected the ones relative to our topic". The participants also appreciated what their team partners had to offer "Luckily my partner knew a lot more about other comic books" and showed respect and commitment "the three of us

are responsible and punctual, hence we were able to have clear communication and coordination with regards to the project”.

4.2 Communication

Under communication which is a pre-determined category three further subcategories emerged: flexibility, adaptability, and presenting oneself and team using digital platforms.

Sample data on communication after data coding
<ul style="list-style-type: none"> ● <u>Communication</u> 1. Between the Group and Dr. Jarkas; Google Docs 2. Among the group members; Emails, Google Docs, WhatsApp Group and weekly Meetings. 3. Digital Platform; N B & NA 4. Communication with Dr. Jarkas; NA 5. Organization of Work and Deadlines; MH ● we shared all of our work and ideas on Google drive ● allowed us to work together and speak with each other freely without having to meet every time we wanted to work on our project; we could just work from home instead. ● We used Google drive to edit and share all three phases of the timeline, including the spreadsheet used for TimelineJS. ● using google drive, we got to share our ideas and allow the other to proofread and edit whenever they work. ● I have good connections with both team mates and well all agree with each others and have an easy way to communicate (through a Whatsapp group). ● We would communicate on the Whatsapp group ● Even when a misunderstanding took place in Phase I, and I had fallen asleep because of painkillers, we handled it as a team, took time to listen to each side of the story, fixed the mistake and continued our work. ● We preferred meeting in person or talking via What’s app ● it was definitely more comfortable to work digitally than having to meet whenever there need to be adjustments made. ● being able to go online and make changes for everyone to see made working on the project easy

Table 2: Sample Statements on Communication

4.2.1 Flexibility

Flexibility mainly targeted phrases and terms that have to do with using multiple digital tools and platforms to work collaboratively without having to meet every single time (see Table 2). The inclination towards digitization and defying time and place restraints in today's world is dazzling. This semester I covered a text with my students about medicine, where we will soon have doctors perform on patients from other countries using robots. So, defying time and place restraints is the least we can do to help young students engage in today's world. The data shows that the participants not only exploited the digital tools successfully, but they were also very appreciative of the opportunity considering their busy schedules and the conflicting times of the team members. The following quotes were taken from the respondents questionnaires

- “This allowed us to work together and speak with each other freely without having to meet every time we wanted to work on our project; we could just work from home instead”,
- “It allowed us to collaborate and edit certain things from home - and indeed, we only met to discuss this project two or three times this semester”,
- “During the midterms period it was very hard for us to find a common time to meet, we found that communicating digitally and working on Google docs was easier and more convenient”.
- “It was very comfortable for me because every team member could work at their own time and pace.”

“It was definitely more comfortable to work digitally than having to meet whenever there need to be adjustments made.

4.2.2 Adaptability

The teamwork also taught participants how to adapt to unexpected situations and communicate and present themselves in unconventional ways. One respondent thought that the course provided him with a skill that can be transferred to his career “I enjoy group projects as I like to view them as tests for my people skills and ability to handle unexpected human-caused circumstances, as I believe that it will prepare me well for a life in medicine”.

In the data, the researcher came across different instances where one of the team members dropped the course and the rest had to cover the part that was assigned for him/her “ after X dropped it got bumpy but Y and me got all work accomplished accordingly” . This also teaches the students to deal efficiently with unexpected situations, which is exactly what students need to function in the modern workplace and an ever changing world.

4.2.3 Presenting Oneself and Team Using Digital Platforms

At the beginning of the semester the students were asked to present themselves to the class through the online forum on Moodle “please introduce yourself to the class using the online forum; find at least two partners for your timeline project” (course instructions). Students presented themselves through short paragraphs “to present myself I posted a short paragraph about myself in the forum, clarifying the way I like to work and what I find fascinating in literature.” They also chose their teammates through reading their presentations on Moodle “through reading the presentations of my teammates on Moodle forum I realized that I would be interested in working with both of them”.

Furthermore, all groups were asked to list all the tools that they have used and the results showed that all the teams used several tools to communicate, save and edit work collaboratively, as well as to present their final work; the following is one example from the data “in the project our aim is to trace progress of perceiving the concept of sacrificing one’s life for love or power by comparing and contrasting different works throughout the centuries”.

4.3 Digital Fluency

Digital fluency is defined as “the ability to reformulate knowledge to express oneself creatively and appropriately, and to produce and generate information rather than simply to comprehend it” (National Research Council, 1999). Papert and Resnick (1995) explain that digital fluency goes beyond being engaging with technology; it’s rather about using technology to produce and create. The purpose of this research project is therefore to explore whether the participants succeed in using digital tools in order to achieve goals.

The best thing we can do for young students is to make their learning relevant to the real world, and learning to exploit digital tools in order to achieve goals in a literature course couldn’t sound any better. So being digitally fluent is not only about knowing how to use the tools, rather it’s about using them to reach the goals that were set by the team.

In the study the students were introduced to a wide range of digital tools at the beginning of the semester “seek out multimedia to be used in your timeline entries. Examples of appropriate multimedia sources are: Twitter, Flickr, Google Maps, YouTube, Vimeo, Wikipedia, SoundCloud. Let me know if you have any more” from

the course syllabus (Appendix D). A sample of the data extracted from the different documents is displayed in table 3.

Sample responses and quotations from the coded data on digital fluency
<ul style="list-style-type: none"> • we'll be using anything relevant to our topic (video clips, images, sound files, etc). • We will we using images, videos, and maybe sound clips • the digital literacies we will need are the ability to: browse the web and select relevant and useful information, filter out unnecessary content while browsing, maneuvering timeline JS , Prezi, and google docs. • Google docs will be the digital platform we will be using. Google automatically backs up the files. • We're going to be working via Google Drive for file-sharing, but also WhatsApp and Google Hangouts for discussions and debates. The Drive is shared and doesn't require backup • We'll mainly be using images, maybe videos, and definitely texts, which will be placed on a map that will probably change in function of a timeline. • We'll be using search engines, combined with production software. • We agreed to use cartoDB. it has a timeline feature which fits with what we have planned as well as a mapping feature. • The digital literacies we will be needing: Email, Google drive, mapping software, Skype, Dropbox.

Table 3: Sample Statements on Digital Fluency

In their responses, the participants listed the tools that they will be using along with the purpose of using each particular tool “We used Google drive to edit and share all three phases of the timeline, including the spreadsheet used for TimelineJS” one of the respondents wrote. Another respondent reported “Knowing that we planned to have all our project work on Google drive, we had to learn how to use it optimally and figure out what is lacking in the know-how use of the software.”

Some students got very creative and they chose tools that weren’t included in the list and took the responsibility to learn using independently “I learned new techniques and was able to interact with social media to collect visual aids for an academic purpose”. Some participants reported instances where they had to cover for a student

who has dropped the course which is an unexpected situation which will also teach the students to be flexible.

4.4 Student Centered Instruction

The findings from the different sources of data indicate that the study design is profoundly student centered. We have seen instances where the instructors try to use technology in their classes but the class somehow stays teacher-centered. However, in the current study the design of the course and the roles of the students and the instructor make it highly student centered. Starting with the syllabus of the course where the students were asked to introduce themselves “find at least two partners for your timeline project, please introduce yourself to the class using the online forum”, till the last phase which permits the students to engage in their own assessment. The students were also given the chance to choose their own topics “Choose a topic that has evolved over time and has many key events”, and the digital tools “Which digital platform will you be using to share documents and resources with your partners? Have you created an online space for this purpose? How and where will you back up your files?”. Furthermore, the participants were involved in their own assessment “Please write about how you think I should assess your work? Look at the rubric attached for digital projects for guidelines and let me know if there is something else I should take into consideration while grading you as a member of this group.” This shifts the authority from the teacher and changes him/her into an organizer, facilitator and mentor.

The emergent category “student centered instruction” was further divided into four subcategories these are: active learning, decision making, problem solving, and investigating students’ perceptions. Here it is worth mentioning that investigating

students' perceptions is a part of the course routine and their responses are usually used to edit and develop the course for the coming semesters. This is why it was placed under student centered instruction.

4.4.1 Active Learning

The results showed that the students were actively involved in their learning. Besides being the planners of their own learning, the instructor made sure that the participants enjoy what they do and also learn “Make sure you have fun with the topic you choose and remember to get my official approval as early as possible”, “Be as creative as you can and enjoy this assignment”.

In addition, the students were given instructions on how to choose their own team partners by using the conversational and persuasion skills “After you have posted your paragraph on Moodle, skim through the other postings and try to convince two other classmates to join you”. These quotes come from the course instructions and the syllabus.

The narratives of the students also show that they were actively engaged in their learning process “We chose this topic as it satisfies our interest in exploring the means of Catharsis and its importance”, and their own assessment “I believe that a timeline should be assessed using three criteria: Research content, user-friendliness, and multimedia”, another participant said “My personal opinion on how the work should be assessed is by the actual content of the comparisons that we found”. The participants also faced challenges and overcame them on their own “Working with CartoDB was a risk since we weren't sure how exactly the outcome would be (or if it would show the vision we had) but fortunately it went so smoothly”, “the poems were tricky to find and

link to the subject”, “Perhaps the toughest task was figuring out how to make the Timeline JS go”. This type of learning fosters the students’ learning autonomy which is one of the most needed skills in the knowledge based society and the digital age.

4.4.2 Decision Making

The second subcategory is “decision making”. One way of making learning relevant to the real world is by teaching students to make decisions that are relevant to their own learning and development. In the students’ narratives that were submitted to the instructor, the participants wrote the choices that they made and explained why they have made them i.e. why they have chosen this particular tool and how it would serve them, why they tried to join that colleague, or why they think the rubric will not do their work justice. Other instances of decision making were present in the narratives “the toughest task was finding the precise change as time moved on, and then finding characters that would fit the narrative.” Here the students had to decide on what characters are relevant to their topic instead of having to deal with characters that were assigned by the instructor. Furthermore, collective decision making is equally important and students had to decide among themselves about all the group decisions “We went through several technical tools as possibilities before settling on CartoDB because there are little or no information as to the wide possibilities of Digital Humanities tools to be used” and “coming to a consensus was not an impossible task.” , “we had to pick the right subject for our timeline”, “ After days of negotiation, we chose the subject Sorrowful Deeds and Sacrifices, then we decided on the works that we would use to complete the project” , “ We chose six works and split them up between the three of us” among many other instances.

4.4.3 Problem Solving

As we have seen in the previous sections, this blended learning approach creates an environment that fosters independent learning and decision making; it also enables the students to transfer what they have learned into real world situations. The more we put students in control, the more they will be engaged because having them believe that learning is about providing the right answer will only teach them how to avoid experimenting and taking risks.

In this study the students weren't only left to choose topics and tools that they haven't used before, but they were also asked to have the tools serve clearly set goals. However, they have worked collaboratively, consulted online references, and researched tirelessly until they achieved their goal. This I believe is a very important skill that can stay with students and get easily transferred into their careers.

In the course requirements, the students were asked to create timelines which "require them to break information into parts, understand the impact of time and space on perspective and identity trend". This I believe involves students in a problem solving process where students faced major difficulties and worked their way out "the toughest task was finding the precise change as time moved on and then finding characters that would fit the narrative". Another student reported "we went through several technical tools as possibilities before settling CartoDB because there are no or little information as to the ide possibilities of digital humanities tools to be used", another member of the team reported "working with CartoDB was a risk since we weren't sure how exactly the outcome would be, but fortunately it went so smoothly". Instead of being scared to take

risks the team experimented with the tool and kept on trying with the guidance of the instructor until they reached their goal.

On answering the question of how to help students overcome the difficulties they face when they use the tools the instructor explained “the students have to first of all identify the problem, create a clear question with clear key words and then search online for solutions”, this also shows that the students are left to think and search in order to learn. Some of the students’ reflections showed that working collaboratively with others involved problem-solving situation for example, one of the participants reported that she enjoyed the project because “I like to view such projects as tests to my people skills and ability to handle human-caused situations”.

4.4.4 Investigating Students’ Perceptions

I have previously mentioned that this category was include under student centered approach because testing the students’ perceptions was not done for the sake of the study, rather it is a part of the course routine and it’s usually used by the instructor to edit and redesign her blended learning courses.

Almost all the students had positive attitudes about the blended learning approach. Some students said they liked how the course offered a lot of freedom and choice, one student reported “I enjoyed this course because we have the liberty to choose to work on whatever topic we thought was interesting” another said “this degree of freedom allowed us to be keen on bettering the project and put our hearts to it. Some other students said that they appreciate most the digital skills that they have acquired throughout the course “the timeline project allowed me to develop my skills when it

comes to using Google drive” and “the timeline project allowed me to explore new windows digitally and learn deeply how to work on it”.

Group work was also appreciated, most of the students reported that they enjoyed being a part of a team and bringing the different skills and talents of the team members together in order to master the work “being a part of an efficient team and being on the same wavelength as my partners made every task seem easier” another said “I was comfortable because it was a collaborative effort where we could pitch our ideas and see who liked them”. A third participant reported “we were lucky to have been able to put our separate skills together and have it culminate in a beautifully experimental project such as our digital map”. However, one participant complained about the lack of commitment of the team members which made things hard to achieve “I found it at the beginning annoying because partners are not always available at the moment and can’t be as responsive as we wish”.

When they were asked about the difficulties that they came across in the blended learning, almost half of the participants said that they found difficulty deciding on the material to be included in their projects and the rest reported having difficulty in figuring out how to use the digital tools. But eventually the participants overcame the difficulties and were satisfied with comprehensive digital projects that they produced “I found the presentation very enjoyable” and “the timeline project was insightful and helpful to my understanding of the coursework”.

CHAPTER 5

DISCUSSION

In his influential paper “the world needs a new curriculum” Prensky (2014) argues that “equating “education” with the learning of math, language arts, science and social studies is “deceitful” because it no longer prepares students for tomorrow’s world, as we promise kids, explicitly or implicitly, that education will” . He also uses the term “VUCA” to describe the world that we live in today, which is characterized by variability, uncertainty, complexity and ambiguity. What concerns Prensky is that most of the skills needed for future are currently missing from our curriculum especially in the important areas of acting, relating and accomplishing.

As mentioned earlier, the traditional face to face instruction of English and literature that is still dominating our classes fails to take into account the students’ individualized needs and special talents, causing students to be increasingly passive, dependent and lacking in initiative. Hence there should not only be a switch from the teacher-centered to the student centered-approach but the new teaching model should be built on modern information technology namely network technology. It is very important and relevant to this era that “English language teaching and learning become, to a certain extent, free from the constraints of time or place and geared up for students’ individualized and autonomous learning” (Zhang & Han, 2012).

Digital pedagogy has proved to be an ideal solution that integrates the face-to-face lectures where students get the guidance and help they need from their instructor coupled with web-based learning where students are held responsible for their own learning, learn based on inquiry, and work according to their own pace.

The study attempted to answer the following primary research question: What are the skills acquired through a digital literature course? A supporting question was also examined: what are the students' perceptions on the digital pedagogy literature course?

After analyzing the data from the study, the findings showed that incorporating technology in teaching literature allows for:

1. Better communication between the team members, and better communication between the team members and the instructor.
2. Promoting meaningful collaboration, making use of the special skills of the team members, and even distribution of the tasks.
3. Promoting digital fluency and helping the students become more digitally savvy.
4. Training the students on making decisions individually and collectively.
5. Training the students on problem solving and taking risks

There was a consistency in the data collected from a range of sources. Firstly, the instructions that were given to the students at the beginning of the semester put them on track and provided the essential guidelines and information about the course practices (Appendix F). Secondly, the course design and the multiple phases along with the instructor's continuous guidance put the students at ease and caused the project to evolve naturally and comfortably.

Through triangulating the data from the course instructions, instructor's interview, the student's narratives, and their responses to the survey, it was shown that the objectives of the course were successfully met, academically and digitally. This is in

line with the studies by Suwantorathip et al. (2014), Zheng et al. (2014), Fuccio (2014), and Lin et al. (2014) who all used cloud computing and Google docs in their studies and found that the approach helps students develop positive interdependence, social skills, individual accountability, and make them more engaged. Furthermore, the results of Fuccio (2014) mirror the results of the study at hand because his main finding was that using digital pedagogy challenges the traditional classroom power dynamics and transform it into a student centered environment.

In trying to answer the second research question about the students' perceptions, the researcher analyzed the data from the last survey and found that almost all the students had positive attitudes about the blended learning approach. The freedom and choice, the digital skills acquired and being a part of a team, were among the things that students appreciated and loved the most about the digital project. Those results are also in accordance with the results of the studies undertaken by Lin et al. (2015), Zang and Han (2015), and Suwantorathip et al. (2014) which focused on investigating the student's perceptions about using digital platforms and found them positive. The participants believe that blended learning can better stimulate their interest, and foster autonomous and collaborative learning (Zang and Han, 2015).

Developing the student's collaborative and communication skills through leveraging their digital skills in learning English literature was the main focus of this study. Through using employing digital pedagogy, students worked collaboratively in order to produce digital projects to learn and present literature content. The results indicated that digital pedagogy or integrating technology in teaching literature could be an effective method that helps students acquire a number of the essential 21st century

skills, and that the course design is perfectly suited for collaborative learning especially when students are separated by time and place.

5.1 Conclusion

This study aimed to investigate the practices and skills taught in a literature course that employs digital pedagogy. It also investigated the participants' perceptions about the course practices. The results from the collected documents and the surveys showed that the course was successful in breaking away from the traditional literature teaching method and turning the class into a student centered environment that helps students learn the essential skills needed in the modern workplace, namely communication, collaboration, digital fluency, and problem solving. The study had positive attitudes about the digital literature course

5.2 Pedagogical Implications

The findings of this study have implications on English or literature teachers and the students of humanities. Primarily, there is a big change in the roles of the instructors and the students in this blended learning approach. The role of the teacher changes from being “the age on the stage” to becoming “a guide on the side” in the words of Wojcicki (2013). They become facilitators and organizers whose primary purpose is to maximize the activeness of the students and help them reach their full potentials. The effective tools of communication and collaboration help students construct their knowledge and shape their own learning experience. Gardner and Miller (1999) posit that with blended learning, students become the planners (of their own learning), assessors (of self and others), evaluators of autonomous language learning, motivators (of self),

administrators (of own learning), organizers (of own learning), advisors (to other learners).

Furthermore, fostering autonomous learning was one of the most important features of this learning approach. Holec (1981) defines autonomy as “the ability to take charge of one’s own directed learning” an throughout the course learners have developed skills to set goals, determining their own needs, means for reaching them, and evaluating the end result

5.3 Limitations of the study

The limitations in this study were as follows:

1. Sample size: The sample size for this study was limited
2. Sample representativity: the sample might not be representative of the larger population since it took place at the AUB which is mostly attended by people with high socioeconomic status and are probably more exposed to new technologies than the average students.
3. Researcher experience: the researcher lacks experience in using qualitative data analysis software to code and interpret raw data.
4. Duration: the duration of this study lasted only for one semester (three months), which may not be long enough for a new learning approach to be better implemented or testified. So it would be more convincing had the experiment lasted longer.

5.4 Recommendations for Future Research

The limitations of the study reveal a need for further research. Switching for a blended learning approach is supposed to be only the beginning of a long transformation process. In his latest book “Education to Better their World” 2016, Prensky speaks against the current education systems and calls for a new paradigm that unleashes the minds and potentials of the millennials and leverages their digital skills in ways that would benefit the world around them. He lists examples of kids who used digital tools to create applications to solve problems and improve the world. In chapter 4 he speaks of 3 teenagers who created a mobile phone application for citizens to use to rate their encounters with the police, because they believed that their family has been subject to harassment by the police; this way they helped people to compare communities. Prensky (2016) then lists nine other examples of projects that do more than just help kids learn. Even though learning is involved, it is not the “end” of the projects. According to Prensky (2016) “the ends, and what is important, is that kids are accomplishing something useful that is making their world better, and are learning in the process of doing so.”

With these thoughts in mind, more research is definitely recommended to develop and design Web-based Teaching Platforms in order to assist college English teaching and learning. Documentation of this research will also be of great help to new teachers who might need tangible results to be encouraged to duplicate the experiment.

5.5 Protection of Human Subjects

The well-being of participants was among the priorities in the study. The proposed study did not pose any obvious risks to participants. The researcher explained

the procedure to all the participants prior to data collection. A consent form was read in the class and the participants were given opportunities to ask questions at any time. All the documents collected throughout the study remained confidential and participants had the opportunity to withdraw from the study at any time without fear of having their grades influenced. The names of the participants were not mentioned in the quotations taken from the data. Furthermore, an application to conduct the research study with proposed participants was submitted and approved by the Institutional Review board.

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APPENDIX A

Digital Fluency

(1)

Question #

1

Which group do you belong to?

- 1
- 2
- 3
- 4
- 5

Question #

2

Please write the full names of your group partners.

 Paragraph   

Path: p

Question #

3

Talk to me about your experience with finding partners for the timeline project. Was the online forum on Moodle useful for you to introduce yourself and read about other students in this class? Did you use the forum to ask more questions about your potential partners? If not, how did you find your partners? Why?



 Paragraph   

Path: p

Question #

4

Which digital platform will you be using to share documents and resources with your partners? Have you created an online space for this purpose? How and where will you back up your files?

 Paragraph   

Path: p

Question #

5

Which digital timeline platform have you chosen for this project? You can select more than one option if you're not decided yet.

- TimelineJS
- Tiki Toki
- Moodle Wiki
- Prezi
- Word Press
- Your own website

Question #

6

Why have you selected the above digital timeline platform? Have you explored the other options?

 Paragraph

Path: p

Question #

7

Which multimedia digital objects will you be using in support of your entries? Why? Did the samples on Moodle help you decide? If you haven't chosen any yet, go ahead and mention what you're contemplating using and why?


 Paragraph

Path: p

Question #

8

Which digital literacies do you think you will need for this project?
Do you need any support? How will you get that support?

 Paragraph

Path: p

Submit preview

[Reset](#)

APPENDIX B

Final questionnaire

1. Please write about what you did in the assignment, give examples.
2. Was it comfortable for you to work on this collaborative project? Why? Please give specific examples.
3. Were you able to use Google drive to share information and collaborate on the writing? Explain
4. What was the easiest task for you as a member of your team?
5. What was the toughest task for you as a member of your team?
6. Please write about how you think I should assess your work? Look at the rubric attached for digital projects for guidelines and let me know if there is something else I should take into consideration while grading you as a member of this group.
7. Add anything else that comes to mind
8. Add the link to the final visualization of your project

APPENDIX C

The Node Tree Screenshot

digital pedagogy.nvp - NVivo Pro

Workspace: Item

Nodes

Name	Sources	References	Created On	Created By	Modified On	Modified By
digital pedagogy	0	0	8/12/2016 10:32 AM	HHA	8/12/2016 10:32 AM	HHA
21st century skills	2	2	8/12/2016 10:34 AM	HHA	8/27/2016 11:31 AM	HS
collaboration	38	96	8/12/2016 10:38 AM	HHA	8/27/2016 11:32 AM	HS
assigning tasks	15	23	8/12/2016 10:40 AM	HHA	8/27/2016 11:30 AM	HS
teamwork	37	89	8/12/2016 10:40 AM	HHA	8/27/2016 11:32 AM	HS
communication	30	45	8/12/2016 10:38 AM	HHA	8/27/2016 11:30 AM	HS
adaptability	9	10	8/12/2016 10:42 AM	HHA	8/23/2016 1:24 PM	HS
flexibility	21	30	8/12/2016 10:41 AM	HHA	8/27/2016 11:30 AM	HS
presenting oneself a	22	25	8/12/2016 10:42 AM	HHA	8/27/2016 11:29 AM	HS
digital fluency	38	64	8/12/2016 10:39 AM	HHA	8/27/2016 11:32 AM	HS
using digital platfor	39	68	8/12/2016 10:43 AM	HHA	8/27/2016 11:32 AM	HS
student centered	25	49	8/12/2016 10:37 AM	HHA	8/27/2016 11:30 AM	HS
active learning	25	49	8/12/2016 10:39 AM	HHA	8/27/2016 11:30 AM	HS
decision making	18	28	8/12/2016 10:39 AM	HHA	8/27/2016 11:30 AM	HS
problem-solving	17	32	8/12/2016 10:40 AM	HHA	8/24/2016 3:11 PM	HS
student perceptions	17	45	8/12/2016 11:20 AM	HHA	8/23/2016 4:15 PM	HS

AI 16 Items

digital pedagogy.nvp - NVivo Pro

Workspace: Item

Internals

Name	Nodes	References	Created On	Created By	Modified On	Modified By
Ali N finding partner	4	4	8/24/2016 10:40 AM	HS	8/24/2016 10:40 AM	HS
Digital Timeline Instructions	8	13	8/24/2016 11:37 AM	HS	8/24/2016 11:37 AM	HS
ENGLISH 205 syllabis	4	4	8/24/2016 11:37 AM	HS	8/24/2016 11:38 AM	HS
Farah finding partner	0	0	8/24/2016 10:40 AM	HS	8/24/2016 10:40 AM	HS
find your partner task	8	11	8/24/2016 10:40 AM	HS	8/24/2016 2:55 PM	HS
Finding partner Ali	0	0	8/24/2016 10:40 AM	HS	8/24/2016 11:21 AM	HS
Finding partner Sally	0	0	8/24/2016 10:40 AM	HS	8/24/2016 11:34 AM	HS
George findig partner	0	0	8/24/2016 10:40 AM	HS	8/24/2016 10:40 AM	HS
griup 5 narratve 2	0	0	8/24/2016 10:39 AM	HS	8/24/2016 11:49 AM	HS
grou 3 narratve 2	8	8	8/24/2016 10:39 AM	HS	8/24/2016 11:41 AM	HS
group 1 narratve 2	3	3	8/24/2016 10:39 AM	HS	8/24/2016 11:40 AM	HS
group 2 narratve 1	0	0	8/24/2016 10:39 AM	HS	8/24/2016 11:42 AM	HS
group 2 narratve 2	7	10	8/24/2016 10:39 AM	HS	8/24/2016 11:40 AM	HS
group 3 narratve 1	4	4	8/24/2016 10:39 AM	HS	8/24/2016 11:42 AM	HS
group 4 narratve 1	5	7	8/24/2016 10:39 AM	HS	8/24/2016 11:49 AM	HS
group 4 narratve 2	4	4	8/24/2016 10:39 AM	HS	8/24/2016 11:41 AM	HS
group 5 narratve 1	9	10	8/24/2016 10:39 AM	HS	8/24/2016 11:49 AM	HS
group 7 narratve 1	4	4	8/24/2016 10:39 AM	HS	8/24/2016 11:50 AM	HS
Hala finding partner	0	0	8/24/2016 10:40 AM	HS	8/24/2016 10:40 AM	HS
Hala I finding partner	2	2	8/24/2016 10:40 AM	HS	8/24/2016 10:40 AM	HS
Nadim N finding partner	0	0	8/24/2016 10:40 AM	HS	8/24/2016 10:40 AM	HS

AI 55 Items

digital pedagogy.nvp - NVivo Pro

FILE HOME CREATE DATA ANALYZE QUERY EXPLORE LAYOUT VIEW

Go Refresh Open Properties Edit Paste Copy Merge Clipboard Format Paragraph Styles Select PDF Selection Text Region Find Replace Delete Spelling

Workspace Item Clipboard Format Paragraph Styles Editing Proofing

Sources Look for Search In Internals Find Now Clear Advanced Find

Internals

Name	Nodes	References	Created On	Created By	Modified On	Modified By
Ali N finding partner		4	8/24/2016 10:40 AM	HS	8/24/2016 10:40 AM	HS
Digital Timeline Instructions		8	8/24/2016 11:37 AM	HS	8/24/2016 11:37 AM	HS
ENGLISH 205 syllabis		4	8/24/2016 11:37 AM	HS	8/24/2016 11:38 AM	HS
Farah finding partner		0	8/24/2016 10:40 AM	HS	8/24/2016 10:40 AM	HS
find your partner task		8	8/24/2016 10:40 AM	HS	8/24/2016 2:55 PM	HS
Finding partner Ali		0	8/24/2016 10:40 AM	HS	8/24/2016 11:21 AM	HS
Finding partner Sally		0	8/24/2016 10:40 AM	HS	8/24/2016 11:34 AM	HS
George findig partner		0	8/24/2016 10:40 AM	HS	8/24/2016 10:40 AM	HS
griup 5 narratve 2		0	8/24/2016 10:39 AM	HS	8/24/2016 11:49 AM	HS
grou 3 narratve 2		8	8/24/2016 10:39 AM	HS	8/24/2016 11:41 AM	HS
group 1 narratve 2		3	8/24/2016 10:39 AM	HS	8/24/2016 11:40 AM	HS
group 2 narratve 1		0	8/24/2016 10:39 AM	HS	8/24/2016 11:42 AM	HS
group 2 narratve 2		7	8/24/2016 10:39 AM	HS	8/24/2016 11:40 AM	HS
group 3 narratve 1		4	8/24/2016 10:39 AM	HS	8/24/2016 11:42 AM	HS
group 4 narratve 1		5	8/24/2016 10:39 AM	HS	8/24/2016 11:49 AM	HS
group 4 narratve 2		4	8/24/2016 10:39 AM	HS	8/24/2016 11:41 AM	HS
group 5 narratve 1		9	8/24/2016 10:39 AM	HS	8/24/2016 11:49 AM	HS
group 7 narratve 1		4	8/24/2016 10:39 AM	HS	8/24/2016 11:50 AM	HS
Hala finding partner		0	8/24/2016 10:40 AM	HS	8/24/2016 10:40 AM	HS
Hala I finding partner		2	8/24/2016 10:40 AM	HS	8/24/2016 10:40 AM	HS
Nadim N finding partner		0	8/24/2016 10:40 AM	HS	8/24/2016 10:40 AM	HS

AI 55 Items

APPENDIX D

COURSE SYLLABIS

Instructor:

Dr. Najla Jarkas

Email

nj31@aub.edu.lb

Office Hours

T/R: 3:30-5:00 (Fisk 327)

M/W: 7-8:30 pm (online)

Course Meeting Times

T/R – 2:00-3:15

Nicely 212

Level**COURSE DESCRIPTION:**

This course covers English literature from Anglo-Saxon times to the later eighteenth century. Specific texts belonging to different genres (poetry, fictional and non-fictional prose, and drama) by the principal writers of these periods will be examined against the social, historical, and philosophical background of the period.

COURSE LEARNING OUTCOMES:

1. To identify the authors, titles, plots, characters, and themes of the works.
2. To recognize and apply the metrical elements, the major stanza forms, the main rhetorical devices, major literary terms, and the principal literary genres in the works.
3. To place the authors studied in their appropriate literary, historical, and philosophical contexts and to explain the distinguishing characteristics of each writer and period/trend.
4. To read closely and deliver interesting and informed interpretations of authors on the syllabus.
5. To relate the development of certain poetic features or conventions to larger intellectual trends and historical movements
6. To appreciate literary periods / groupings: e.g. ‘Renaissance’; ‘Metaphysicals’; etc.
7. To explore and create digital timelines

GRADE DISTRIBUTION:

Attendance: **10%**; Oral Participation: **15%**; Quiz 1: **20%**; Digital Timeline: **25%**; Quiz 2: **30%**

COURSE POLICY:

Attendance is required. After your first absence, your attendance grade will be lowered accordingly. More than 5 unexcused absences result in automatic withdrawal from the course. Students are responsible for any materials covered during their absence. Cheating and plagiarism result in automatic failure on the assigned task. Further, students caught cheating will be referred to the Student Affairs Committee for further disciplinary action.

TEXTBOOK:

Stephen Greenblatt (ed.) *The Norton Anthology of English Literature, 9th edition, Volume I*, Norton, New York & London, 2006.

E-texts are available on Moodle. **Students need to make sure they have printouts when they come to class.**

TENTATIVE WEEKLY READINGS:

Week One: September 3

Course Introduction

Week Two: Tuesday, Sep 8 & Thursday, Sep 10

- *Beowulf* (1)
- *Beowulf* (2)

Week Three: Tuesday, Sep 15 & Thursday, Sep 17

- *Beowulf* (3)
- “The Wanderer” & “The Wife’s Lament”

Week Four: Tuesday, Sep 22

- Chaucer (1): *The Canterbury Tales: Introduction & the General Prologue*

Week Five: Tuesday, Sep 29 & Thursday, Oct 1

- Chaucer (2): *The Wife of Bath’s Prologue and Tale*
- Chaucer (3): *The Pardoner’s Prologue and Tale*

Week Six: Tuesday, Oct 6 & Thursday, Oct 8

- *Everyman* (1)
- *Everyman* (2)

Week Seven: Tuesday, Oct 13

- Marlowe, *Dr. Faustus* (1)

Week Eight: Tuesday, Oct 20 & Thursday, Oct 22

- Marlowe: *Dr. Faustus* (2)
- Shakespeare, Sonnets 15 7 44

Week Nine: Tuesday, Oct 27 & Thursday, Oct 29

- Quiz 1
- Discussion of Quiz 1

Week Ten: Tuesday, Nov 3 & Thursday, Nov 5

- Donne (1) “The Flea” & “A Valediction Forbidding Mourning”
- Herrick, “To the Virgins to Make Much of Time”

Week Eleven: Tuesday, Nov 10 & Thursday, Nov 12

- Marvell, “To His Coy Mistress” & Traherne “Wonder”
- Ben Jonson, *Volpone, The Fox* (1)

Week Twelve: Tuesday, Nov 17 & Thursday, Nov 19

- Ben Jonson, *Volpone, The Fox* (3)
- Ben Jonson, *Volpone, The Fox* (2)

Week Thirteen: Tuesday Nov 24 & Thursday, Nov 26

- Quiz 2
- Discussion of Quiz 2

Week Fourteen: Tuesday, Dec 1 & Thursday Dec 3

- Digital Timeline Presentations
- Digital Timeline Presentations

Week Fifteen: Tuesday, Dec 7 Last day of classes

- Digital Timeline Presentations

APPENDIX E

The semi-structured interview with the instructor

1. Why did you choose to break away from teaching literature in a traditional way?
I wanted to explore what digital humanists were doing in the field. I also want to introduce new assignments with the availability of digital tools that can allow for a quantitative approach to literature.
2. What makes you believe that the students will be manage to meet the course requirements using technology?
All the digital projects are relevant to the learning outcomes in the course, and are introduced as such at the beginning of the instruction sheets.
3. Does the new strategy make the students more engaged in the course?
Some students do get more motivated and encouraged. Students who come from other disciplines and have some knowledge of the tools, find it very interesting to use them in a literature course. Non English major students also find group work and creating digital objects interesting and new.
4. What changes do you see in the attitudes of the students few weeks after employing the new strategy?
Some new students are resistant at first and find it hard to work on digital tools to achieve a project in a literature course. However, with my support and the engagement of their peers they eventually become more interested, although some may not really know how to visualize their findings and leave things till the last phase of the project. The final weeks are usually the time when reluctant students become aware of the value of using digital tools in a literature course, especially when they present their projects to the class and compete to achieve the most interesting project in class.
5. How do you help the students who struggle with using the new tools?
We have orientation sessions and when the problem can only be solved by the software creators, students send emails asking for technical help. Another choice is to google search for solutions if the problems are clearly recognized by students. So students have to first of all identify the problem, create a clear question with clear key words and then search online for solutions. Usually I solve most of the problems as I know how to use the tools assigned in the assignments.

6. How do you facilitate group work?

I ask students to create 3 short introductory paragraphs at the beginning of the semester introducing themselves, brainstorming possible topics of interest, why they like them, what they expect to explore, in addition to summarizing their contribution to potential group research. They post their introductory paragraphs on an online Moodle forum and search for partners there, by writing short peer reviews as asking students to join them.

7. Students are required to provide narratives, how do the narratives help you shape your teaching methods?

Narratives are very important as they show me the development and focus of each group. I regard the first narrative as a first draft to the digital project and offer constructive feedback on the potentials or possible problems the group may encounter. The second narrative allows me to see their progress and identify problems the groups may not have been aware of. After reading students' final narratives, I restructure some of my assignments in the forthcoming semester. I also tackle some of the problems they experienced by addressing them directly in class or in face-toface conferences in my office.

8. What is the purpose of administering the surveys? And do they help you modify your practices?

Surveys allow me to identify whether students have the digital fluency and skills required for the projects. The final survey allows me to see how they have been able to acquire transferrable skills that they can use in other courses or projects. It also allows me to see whether the students were able to connect the project to main learning outcomes in the course.

9. What are the major challenges a literature instructor might face when dealing with technology?

Some literature students are not comfortable with group work. They also prefer traditional essay writing to talking software and new digital tools. Unfamiliar grounds are not something some literature students like to experience and explore. Having said that literature students do contribute in a significant way to research groups in their ability to analyze works of literature and push the project forward.

10. Do you get any training?

If the tools are new, I do ask for help and training. I also invite other guest speakers or trainers to offer my students orientation session at the beginning of the digital project before students have selected the tools for their projects

APPENDIX F

Digital Timeline Instructions

This is your first attempt at research in this course. The timeline is a creative, collaborative project that you will work on for the duration of the whole semester. It is mainly categorized as a creative project, in that it allows you to ingeniously showcase your understanding of events or trends for a particular topic / period / episode / literary work / motif / character. Timelines require you to break information into parts, understand the impact of time and space on perspective and identify trends.

Phase 1: (due week 4)

- First, create a list of topics related to the course.
- Create a *tentative proposal* and discuss it in class. (Week 4)
- Explore Moodle Wikis and TimelineJS (go down to workflow below for more instructions)

Further guidelines:

- Choose a topic that has evolved over time and has many key events.
- Your topic could incorporate events and pieces of information covered in the course readings and Moodle resources.
- Make sure you have fun with the topic you choose and remember to get my official approval as early as possible.
- Give specific start and end parameters for your timeline.
- Each project must include a minimum of 8 events.
- Narrative addressing the overall focus in crafting the timeline, why it was chosen by the group, how it is supported by the entries
 - a description
 - image or map/video/audio (accompanied by your annotation describing or analyzing their significance)
 - quote from readings with (in-text citation)
 - weblink (a digital resource on the Internet)
- Develop your timeline adding more materials (visualizations: Wordle (word clouds /Google Maps/Social Networks (Gefi) to support your project proposal.
- Update and revise your proposal as you go
- Generate:
- Don't forget to include a list of your references which follows an appropriate documentation style
- Exercise responsible scholarly engagement with your subject
- Remember that you need to present your timeline in Week 13
- Check "*Timeline Rubrics*" on Moodle

The student-generated bank of timelines can be very resourceful and useful for your other classmates in this and future courses.

TimelineJS workflow:

Familiarize yourself with the TimelineJS tool:

<http://timeline.knightlab.com/>

We will review this introductory tutorial.

2. Sign into Google docs or sign up for google docs if you do not already have an account.
 3. Download the Timeline JS template (that link should take you to it).
 4. Save the template as your own document in google docs—name this "Engl 205 Digital Timeline Phase 1"
 5. Start creating event with entries (remember the goal for the whole project is 8 events).
 6. Seek out multimedia to be used in your timeline entries. Examples of appropriate multimedia sources are:
 1. Twitter,
 2. Flickr,
 3. Google Maps,
 4. YouTube,
 5. Vimeo,
 6. Wikipedia,
 7. SoundCloud. *Let me know if you have any more to add here*
 7. Note: your inclusion of primary sources must meet our standards for copyright, as detailed in the syllabus.
 8. If you think that your topic doesn't lend itself to linear arrangement, you are advised to choose a different digital platform / software. For example Moodle Wikis
 9. Other digital options and suggestions are open for discussion
- Phase 2: (due end of week 7)

By now your project should have a more developed introduction and at least 5 completed entries showcasing:

Your understanding of events or trends for a particular topic / period / episode / literary work / motif / character / and cultural value. Timelines require you to break information into parts, understand the impact of time and space on perspective and identify trends. Your timeline can emphasize change over a period of time.

The deadline for Phase 2 is end of week 12

Phase 3: (due end of week 13)

By the end of week 12, you should have concluded the project, included visualizations of your findings as entries, worked on a narrative and revised your concluding reflection. Prepare a snapshot and class presentation by week 13.

In phase 3, you are asked to write your own narrative on your experience with this digital project. Answer the following questions and include more information as you see fit for a final narrative on your project.

9. Please write about what you did in the assignment, give examples.
10. Was it comfortable for you to work on this collaborative project? Why? Please give specific examples.
11. Were you able to use Google drive to share information and collaborate on the writing? Explain
12. What was the easiest task for you as a member of your team?
13. What was the toughest task for you as a member of your team?
14. Please write about how you think I should assess your work? Look at the rubric attached for digital projects for guidelines and let me know if there is something else I should take into consideration while grading you as a member of this group.
15. Add anything else that comes to mind
16. Add the link to the final visualization of your project

