Powering Digital Humanities Teaching and Learning with Static Web Approaches
National Endowment for the Humanities Level I Digital Humanities Advancement Grant

Final Report – White Paper
Grant Number: HAA-281018-21

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Grantee Institutions: University of Idaho and University of Oregon
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Project Summary

Through the support of a 2021 Level I Digital Humanities Advancement Grant in the amount of $49,919, the University of Idaho (U of I) Library and University of Oregon (UO) Libraries created, piloted, and evaluated learning modules and project templates for humanities courses that use minimal computing concepts and static web technologies to enhance student experience with humanities data, web technologies, and collaborative development. This collection of learning materials, called Learn-Static, built upon the success of the University of Idaho’s Institute of Museum and Library Services (IMLS)-funded work with CollectionBuilder and the Lib-Static methodology by moving the focus from library work to the humanities classroom. The project team worked cross-institutionally with four humanities faculty members to create six static web code templates and documentation for projects that focus on teaching concepts around digital collections, oral histories, text analysis, and responsible data curation. Additionally, the project team created five short, versatile learning modules that introduce basic concepts in static web development, including GitHub, HTML, Markdown, data concepts, and computational methods, meant to be quick introductions to technical concepts commonly encountered in static web projects. Modules and templates were created and incorporated into the classroom in Fall 2021 as well as Spring and Fall 2022 and evaluated by the grant project’s advisory board in Summer 2022. A majority of feedback and evaluation for the modules and templates took place in Summer 2022 during a two-day virtual summer convening. Final versions of all modules and templates can be accessed through the Learn-Static website (https://learn-static.github.io/).

Project Collaborators

Librarians

- Olivia Wikle, Digital Initiatives Librarian, University of Idaho (Principal Investigator)
- Kate Thornhill, Digital Scholarship Librarian, University of Oregon (Co-Principal Investigator)
- Gabriele Hayden, Research Data Management and Reproducibility Librarian, University of Oregon (Co-Principal Investigator)
- Evan Williamson, Head of Digital Scholarship and Open Strategies, University of Idaho (Co-Investigator / Technical Lead)
- Devin Becker, Associate Dean of Research and Instruction, University of Idaho (Co-Investigator / Technical Lead)
- Rayne Vieger, Coordinator, eLearning & Open Educational Resources (OER), University of Oregon (Instructional Designer)

Instructors

- Rebecca Scofield, Professor of History, University of Idaho
- Matthew Fox-Amato, Professor of History, University of Idaho
- Adam Sowards, Professor Emeritus of History, University of Idaho
- Mattie Burkert, Professor of Digital Humanities, University of Oregon

Advisory Board

- Chelcie Juliet Rowell, Head of Digital Scholarship, Tufts University
- Anne B. McGrail, Professor of Writing and Literature, Lane Community College
Project Origins and Goals

Static website generators, such as Jekyll, offer an alternative to dynamic web applications by creating complete websites composed of “static” HTML, CSS, and JS files that can be served from any web directory. They do this by iterating over a structured folder of files containing content, templates, configuration options, and data that are typically contained in one repository that can be stored and edited on GitHub, GitLab, or other code hosting sites. Static generators’ low server requirements remove barriers to online publication commonly encountered with web projects—our templates, for instance, will be freely available and publishable via GitHub Pages—while also creating projects that are collaborative, reusable for other purposes, and preservable for future use and study.

These benefits suggest that the static web development style would be especially optimal for classroom digital humanities (DH) projects, given many instructors’ struggles with initial project set up, ongoing maintenance requirements, project preservation, and frustration with lack of customization options. As such, the project team was able to draw on our expertise as static web developers and educators to develop the Learn-Static modules in such a way that they address common conceptual hurdles we have previously observed. To ensure effective reuse, we invested a great deal of our time on developing the instructions and documentation necessary to enable adoption of the modules and templates by other faculty and librarians who are invested in expanding students’ digital and data literacy while teaching humanities content.

Our ultimate goal for these projects is that they will enable students to make the same conceptual leaps in regards to digital technologies and culture that they might make in any humanities class—from passive consumption of material to critical engagement with it. More specifically, students learn spreadsheet management, version control, basic coding, and other digital skills through engagement with static web technologies and data structures, and by seeing these skills lead to the development of substantial, interactive web projects students are empowered to bring the same spirit of critical inquiry that they focus on humanities content to their understanding of the tools and processes they use to manipulate and share digital content.

Environmental Scan

The concepts and technologies that are often required to engage in static web projects, including version control and static web concepts, are complex and often confusing. In our work promoting CollectionBuilder, U of I librarians have seen a great deal of frustration with those asked to begin understanding, for instance, the difference between ‘making a commit’ and ‘saving a file.’ We have also seen, nevertheless, that once these concepts are grasped and reiterated through practice, participants gain a newfound feeling of agency when it comes to data transformation and web development. Learn-Static's goal is to encourage that type of learning for humanities students and instructors, as we believe it is imperative that students of all disciplines gain foundational data and web literacies to better understand the socio-technical systems they use both within and outside of educational contexts.

When instructors implement DH projects in the classroom, they often teach students to use tools and platforms that invite a “bottomology” approach to instruction, in which students learn the specifics of
an interface without gaining core computational, data science, and web development skills that are transferable to other aspects of their education and daily lives. Partly, we believe this is the result of the tools, such as Omeka and Scalar, commonly being used for DH instruction. While these tools are effective in their own right, they often require extensive server infrastructures that prevent any real investigation of the powerful algorithms and data transformations driving the websites’ productions. Static web templates, and their development models, in contrast, allow for and encourage scaffolded learning opportunities in relation to the many pieces of technology that go into producing data driven websites.

Few static web templates exist, however, that are geared specifically toward DH instruction. Some notable exceptions are Ed, for publishing digital editions, and Wax, for creating digital exhibits, both of which subscribe to a “minicomp” (minimal computing) philosophy and are specifically designed for educational use, as well as the CollectionBuilder and Oral History as Data templates developed by the U of I Library. Each of these templates has been presented via workshops at national DH conferences and training sessions in the past several years, demonstrating that the DH community sees a need for these tools in addition to the pedagogical platforms already established.

Our pedagogical design for the Learn-Static materials was also informed by the Carpentries project, which offers scaffolded online tutorials on various data science and coding skills to novice learners. Most importantly, Carpentry instructors are taught how to teach a lesson’s content. We modeled our project templates in this fashion, including documentation not only for students, but also for instructors to guide them through the teaching process and ensure they have access to external resources on unfamiliar technical concepts.

### Project Activities, Team, & Participants

#### Activities

<table>
<thead>
<tr>
<th>Period</th>
<th>Activities</th>
<th>Responsible Parties</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2021</td>
<td><strong>Introductory Module Creation</strong></td>
<td>U of I Librarians, UO Librarians</td>
</tr>
<tr>
<td></td>
<td>• Created brief, versatile learning modules that introduce basic concepts in static web development, including GitHub, HTML, Markdown, data concepts, and computational methods.</td>
<td></td>
</tr>
<tr>
<td>Spring 2022</td>
<td><strong>Project Template Creation</strong></td>
<td>U of I Librarians and Instructors, UO Librarians and Instructors</td>
</tr>
<tr>
<td></td>
<td>• Created and taught reusable static web code templates and documentation for projects that focus on teaching concepts around digital collections, oral histories, text analysis, and responsible data curation.</td>
<td></td>
</tr>
<tr>
<td>Summer 2022</td>
<td><strong>Advisory Board Review &amp; Project Dissemination</strong></td>
<td>Advisory Board, U of I Librarians, UO Librarians</td>
</tr>
<tr>
<td></td>
<td>• Advisory board reviewed documentation for modules and project templates</td>
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<tr>
<td></td>
<td>• Grant team disseminated progress via conference</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
<td>U of I Librarians and Instructors, UO Librarians and Instructors, Advisory Board</td>
</tr>
<tr>
<td>------------</td>
<td>------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>June 23-24, 2022</td>
<td><strong>Project Convening</strong>&lt;br&gt;• Virtual Convening involving all project collaborators including librarians, instructors, and advisors.&lt;br&gt;• Convening discussion consisted of reports and feedback on individual project templates as well as general feedback around the experience of teaching these projects in the classroom</td>
<td></td>
</tr>
<tr>
<td>Fall 2022</td>
<td><strong>Teach and Revise Project Templates</strong>&lt;br&gt;• One project template was taught during the Fall 2022 semester</td>
<td>U of I Librarians and Instructors</td>
</tr>
<tr>
<td>Spring 2023</td>
<td><strong>Project Wrap-Up</strong>&lt;br&gt;• Polished modules and project templates, developed a Learn-Static website to contextualize and link to the modules and templates</td>
<td>U of I Librarians</td>
</tr>
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</table>

The timeline above was longer than what the project team initially proposed. Due to one professor not being able to teach their course in Spring 2022 as originally planned, we requested a no-cost extension of the grant to allow for time to teach and evaluate their project template during the Fall 2023 semester.

We intentionally recruited an advisory board with a diverse set of expertise and institutional knowledge, including a professor of Writing and Literature from a community college, an English PhD student, and a digital scholarship librarian. Due to our large project team, we were able to utilize our own professional networks to recruit these advisors. The primary work of our advisors was to evaluate the modules and templates we produced, and attend the grant's Convening to engage in discussion and feedback around the Learn-Static materials. As they worked through the modules and project documentation, advisors responded to a series of questions designed to capture feedback and prompt discussion at the convening (see Appendices A and B for advisor feedback questions; see Appendix C for Convening Schedule).

**Project Outcomes**

All Learn-Static modules and project templates can be accessed via the Learn-Static website at https://learn-static.github.io/. Additional description can be found below.

**Learn-Static Modules**

The project team developed five learning modules designed to quickly introduce students, instructors, and librarians to basic concepts and skills often used in static web projects, including GitHub, HTML, Markdown, data concepts, and computational methods. Instructors and librarians may find it useful to work through these modules themselves and explore the additional resources they highlight.
Additionally, the modules can be assigned to students, either as preparation for a larger static web project or simply to introduce specific concepts. Not all modules need be assigned, only those the instructor finds relevant to the project or lesson at hand. Similarly, modules need not be assigned in sequential order (though some may find it helpful to work through the Intro to GitHub module first since all modules are hosted on GitHub).

Modules are written in markdown files hosted on GitHub for easy copying and reuse, and each takes 30 minutes or less to complete. Possible use cases include assigning one or more modules as homework for students before beginning a static web project in the classroom, or combining modules into a sequential workshop or class session. Details on the modules are outlined below:

- **Introduction to GitHub**
  - Introduces newcomers to using and understanding GitHub. Includes instructions for creating a GitHub account and repository, learning how to commit changes, and turning on GitHub Pages.
  - Skills: GitHub; Git
  - Link: https://github.com/learn-static/foundations-0-github
  - Author: Olivia Wikle

- **Introduction to the Web and HTML**
  - Provides an overview of the fundamental building blocks of websites, HTML. Broken into several parts that can be reviewed separately.
  - Skills: GitHub; HTML; CSS
  - Link: https://github.com/learn-static/foundations-1-html
  - Author: Evan Williamson

- **Introduction to Markdown**
  - Introduces newcomers to Markdown, a markup language for adding formatting elements to plain text files.
  - Skills: GitHub; Markdown
  - Link: https://github.com/learn-static/foundations-2-markdown
  - Author: Kate Thornhill

- **Introduction to Data**
  - Gives newcomers a surface-level introduction to digital project metadata to configure a static website. Includes an introduction to metadata, an introduction to using and editing spreadsheets in Google Sheets, and instructions on how to download an existing metadata sheet, edit it in Google Sheets, save it as a csv and re-upload it to GitHub.
  - Skills: GitHub; Google Sheets
  - Link: https://github.com/learn-static/foundations-3-data
  - Author: Gabriele Hayden

- **Introduction to Computational Methods**
- Using sample data included in the repository, introduces steps that demonstrate how Jekyll builds a static site and how the Liquid template language is used to manipulate and control the data that populates the site.
- Skills: GitHub; Jekyll; Liquid
- Link: [https://github.com/learn-static/foundations-4-computation](https://github.com/learn-static/foundations-4-computation)
- Author: Devin Becker

### Learn-Static Project Templates

The project team developed six reusable static web code templates and documentation for projects that focus on teaching concepts around digital collections, oral histories, text analysis, and responsible data curation. Each project’s template code is hosted in a GitHub repository and accompanied by example documentation and lesson plans that can be adapted to fit a specific classroom context or need. In particular, the Lesson Template can be copied and populated with documentation for a digital project or workshop of an instructor’s choosing. Use cases might include incorporating projects into a humanities or social science-focused classroom to enhance critical engagement with cultural material while also teaching transferable technical skills such as data management and web literacy. Details on the project templates are outlined below:

- **Digital Exhibit Lab**
  - Digital Exhibit Lab is designed to teach digital scholarship concepts and critical literacies via a hands-on experience creating a digital collection. Students are invited to do archival research, curation, description, and metadata, resulting in a final published digital exhibit website.
  - Topics: digital collections; primary sources; metadata
  - Links:
    - Code Template: [https://github.com/learn-static/digital-exhibit-lab](https://github.com/learn-static/digital-exhibit-lab)

  - Personnel:
    - Technical Lead: Evan Williamson
    - Instructor: Matthew Fox-Amato

  - Course Type:
    - Undergraduate History

- **Oral History as Data**
  - Using the Oral History as Data tool as a foundation, this module will walk you through the preparation, coding, and configuration needed to build and visualize a digital collection of interviews.
  - Topics: oral histories; data literacy
  - Links:
    - Code Template: [https://github.com/oralhistoryasdata/oralhistoryasdata.github.io](https://github.com/oralhistoryasdata/oralhistoryasdata.github.io)
    - Demo Site: [https://learn-static.github.io/hist-325/](https://learn-static.github.io/hist-325/)
- Project Documentation: https://learn-static.github.io/oral-history-as-data/
  - Personnel:
    - Technical Lead: Devin Becker
    - Instructor: Rebecca Scofield
  - Course Type:
    - Undergraduate History

- Writing with Visualizations
  - The Writing with Visualizations project template facilitates the publication of multimedia web essays that incorporate supporting material in image and document format. The template can also be used to explore text analysis and topic modeling.
  - Topics: text analysis; primary sources; writing for the web
  - Links:
    - Code Template: https://github.com/learn-static/text-analysis
    - Demo Site: https://learn-static.github.io/text-analysis/
    - Project Documentation: https://learn-static.github.io/writing-with-visualizations/
  - Personnel:
    - Technical Lead: Olivia Wikle
    - Instructor: Adam Sowards
  - Course Type:
    - Undergraduate History

- Lesson Template
  - A minimal Jekyll template with sidebar content nav for creating lesson and workshop websites using Markdown
  - Topics: documentation; lesson planning
  - Links:
    - Code Template: https://github.com/learn-static/lesson-template
    - Demo Site: https://learn-static.github.io/lesson-template/
    - Project Documentation: https://learn-static.github.io/lesson-template/content/start/prep.html
  - Personnel:
    - Technical Lead: Evan Williamson
  - Course Type:
    - Not designed for a specific course

- Data Curation
  - A lesson plan and example project that introduces learners to describing and analyzing primary sources and making them publicly available online through CollectionBuilder
  - Topics: digital collections; metadata; data literacy
  - Links:
    - Code Template: https://github.com/learn-static/eng-470
    - Demo Site: https://learn-static.github.io/eng-470/
  - Personnel:
    - Technical Lead: Kate Thornhill
    - Instructor: Mattie Burkert
  - Course Type:
    - Undergraduate English

- Static Web Foundations with CollectionBuilder
  - Lesson plans and materials associated with a CollectionBuilder workshop held at the University of Oregon Libraries DREAM Lab
  - Topics: digital collections; data literacy
  - Links:
    - Code Template: [https://github.com/CollectionBuilder/collectionbuilder-gh](https://github.com/CollectionBuilder/collectionbuilder-gh)
    - Demo Site: [https://gabrilesh.github.io/yokai-senjafuda/](https://gabrilesh.github.io/yokai-senjafuda/)
  - Personnel:
    - Technical Lead: Gabriele Hayden
  - Course Type:
    - Library Workshop

### Project Evaluation and Impact

Evaluation from our advisors and students taught us a lot about what makes these learning materials successful. A primary factor in that success is not trying to do too much too fast. Learning a new set of technical skills is a daunting task, and should be thoughtfully balanced with the other components of critical thinking that are crucial to the humanities classroom. This is especially true if the class is not listed as a DH class and students are surprised by the amount of technical learning they need to do for their projects. The Learn-Static modules did help to mitigate some of this technical overload, especially when one or two modules could be assigned the week before students started engaging with the task of contributing to their project in the classroom. However, as our advisors noted, there were still steps in our modules that we needed to polish in order to ensure they are optimized for beginners, a perspective that we the project developers cannot always gain on our own. Our projects worked best that did not require students to create a whole website on their own – rather, when asked to focus on one particular part of a project students excelled. This was most prominent when they focused on data, such as in the Digital Exhibit Lab, Oral History as Data, or Data Curation projects. Students learned about metadata standards, Google Sheets formulas, and proper file naming and digitization conventions, curating a clean data set that the instructor and librarian could then add to the site. In these cases, students were able to contribute to a long-lasting project site that they can reference on their resume, while also learning transferable spreadsheet skills and not being overwhelmed by having to learn how to create their own website.

From the instructor point of view, an important observation that came out of our Convening discussions was that most instructors felt uncomfortable at the prospect of teaching their project again without the collaboration of a librarian. While many felt comfortable reproducing the project on their own, the prospect of having to troubleshoot errors when things go wrong deterred them from wanting to
do their project without at least some support from a librarian. However, most felt that with increasing practice their technical comfort would increase. All in all instructors and librarians considered the projects to be successful and admired students' fortitude when it came to learning new skills. Students' feedback was mostly positive as well, especially for the Digital Exhibit Lab, Oral History as Data, and Data Curation projects, with the biggest complaints coming from students who did not sign up for a DH course yet found they were required to do more digital and data-intensive work in their course than they originally expected.

Project Continuation and Long-Term Impact

Future ideas for additional introductory modules have been identified, including one that covers more basic concepts of computers including filenames, directories, etc. Other module ideas could focus on accessibility for the web, introducing concepts such as alt text, color choices, and semantic headings. Though there are no immediate plans by the project team to create these new modules at this time, we are open to contributors who see value in developing these learning resources that could be added to the Learn-Static site.

Though there are no plans to apply for another round of funding to support Learn-Static, the project team will (and indeed, already has) continue to reuse and revise the teaching materials created during this grant. As with most teaching experiences, more opportunities to teach a project lead to better learning experiences for students, and Learn-Static projects are no different – in fact, our most successful projects (Digital Exhibit Lab and Oral History as Data) are those that we already had taught before the Learn-Static grant cycle and in doing so could predict and try to smooth the typical mental stumbling blocks.

Additionally, we will continue to focus on disseminating the resources we created over this grant period. We will continue to present on our teaching experience with Learn-Static material at DH and digital library conferences and are considering publishing in venues that might catch humanities instructors who are interested in new pedagogical methods but are not already familiar with DH approaches. We hope that through this dissemination the Learn-Static material contributes to the larger ecosystem of static-web-focused communities in libraries and higher education, including Lib-Static. Ideally, the Learn-Static modules and templates will not simply be copied by future users but more importantly edited and customized and learned from.

Most importantly, the results from this initial movement towards creating a more robust infrastructure for expanding students' digital literacies by teaching with static web technologies in the DH classroom has continued to demonstrate the benefits of this approach, most notably students' increased data curation skills, instructors' ability to customize a project's code and documentation to fit specific needs, and the advantage of leaving a class project live on the web long-term without needing to pay for maintenance. For students, this means better preparation for working with spreadsheets in their future careers, or better understanding of data manipulation and the websites they use daily. For instructors and librarians, this means increased control over DH projects and the ability to integrate the technical skills students learn with their critical thinking skills. By providing an entry point for beginners to static web development methodologies, Learn-Static materials can make these types of learning experiences a reality for an increasing number of instructors, librarians, and students.
Appendix A

Advisor Feedback Form for Modules

**Goal:** Determine how effective the modules are in supporting instructors and students as they learn foundational digital literacy skills and concepts.

1. Use the space below each module title to briefly tell us about your experience working through each foundational module, specifically:
   
   a. Were you able to accomplish the tasks taught in this module?
   
   b. What worked well and/or was challenging?
      
      i. Intro to GitHub
      ii. Intro to HTML
      iii. Intro to Markdown
      iv. Intro to Data
      v. Intro to Computational Methods

2. What improvements would you suggest to remediate any issues that arose while working through the Learn-Static modules?

3. Are there any elements of these modules that you would find challenging to execute in a DH classroom or workshop? If so, what would make them less challenging?

4. How do these modules support students learning foundational web and data literacies? If they do not, why not?
Appendix B

Advisor Feedback Form for Project Templates

**Goal:** Determine how adaptable a project's lesson plan and technical documentation are for classroom or workshop reuse.

1. What parts of the project's documentation were easy to read and follow?
2. What was confusing and/or where would you need additional technical documentation to execute this in a classroom or workshop?
3. Do you think this project could be easy to reuse or adapt for your class or workshop? Why or why not?
4. How does this project support students learning foundational web and data literacies? If it does not, why not?
Appendix C

Learn-Static Summer Convening Agenda
June 23 & 24, 2022
Schedule

June 23 (Day 1):

10:00am - 12:00pm PDT / 1:00pm - 3:00pm EDT
Attendance: librarians, instructors, advisors

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:00 - 10:30</td>
<td>● Introductions, Overview of schedule (Kate)</td>
</tr>
<tr>
<td></td>
<td>● History of Learn-Static (Olivia)</td>
</tr>
<tr>
<td>10:30 - 11:00</td>
<td>● Project report + feedback: CollectionBuilder Workshop + Foundational Modules (Gabriele)</td>
</tr>
<tr>
<td>11:00 - 11:30</td>
<td>● Project report + feedback: Digital Exhibit Lab (Evan and Matt)</td>
</tr>
<tr>
<td>11:30 - 12:00</td>
<td>● Project report + feedback: Digital Project Recovery Lab (Kate and Mattie)</td>
</tr>
</tbody>
</table>

1:00pm - 2:00pm PDT
Attendance: librarians, instructors

On Friday, librarians, instructors, and advisors are going to discuss the future of Learn-Static. This discussion might include aspects such as what about our approach is working so far, what is not working, and what edits need to happen so that the modules and learning sequences can be more easily used and adapted by librarians and instructors at other institutions in the future. The goal of Thursday afternoon's meeting is to establish questions that will guide Friday's conversation on the future of Learn-Static.

We'll begin this meeting by splitting into breakout groups for 15 minutes to brainstorm, then come together as a group to curate a total of at least 5 questions.

**Brainstorm Questions About the Future Use of Learn-Static**
- Split into breakout rooms for 15 minutes.
- In your breakout rooms, discuss and establish 2 questions to guide a conversation on Friday.
- Make sure to take notes in the Brainstorming document.
- Select one person to report out for your group.

**Final Questions:**
Audience / Communication / Marketing
1. Who is the future audience (instructors vs digital librarians) who will use these tools? How do we market them to that audience?

2. How do we make sure that digital librarians have the resources they need to propose these projects to a prospective collaborating instructor? Are there suggestions we can offer digital librarians for how to secure institutional support?

3. What types of courses are being imagined that the modules and projects could be deployed in?

4. Can we frame or organize a central Learn-Static website so that it presents each project according to how it would fit inside a specific type of class (ex. non-digital history course vs. digital humanities course), or according to who the collaborating teachers might be?

Additional Content

5. What foundational modules are missing and should be included? How can we address the problem of students not knowing what technical skills they don't know?

6. What are the expectations of the modules? Are they stand-alone, step-by-step asynchronous resources or is their content adaptable to other projects?

7. Could there be point outs to where to go and learn about pre-foundational “how a computer and the internet works” resources? What skills are needed before jumping into a digital project?

8. How can we make clear to whoever is teaching a project or module the customization they need to do to set it up?

9. Can we include sample digital projects that instructors can use as examples to show students what they are building towards?

Instructor-focused material

10. Could there be sample rubrics for the modules that help instructors know how to assess student learning?

11. Can we provide an example of "staging the project," i.e. insert notes to the teachers recommending when to do specific tasks?

12. How difficult would it be to use the lesson plans from each of the courses?

Accessibility

13. How do we build accessibility and learning about it into the modules?

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**June 24 (Day 2):**

**10:00am - 12:00pm PDT / 1:00pm - 3:00pm EDT**

Attendance: librarians, instructors, advisors

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:00 - 10:30</td>
<td>• Project report + feedback: Writing with Visualizations (Olivia and Adam)</td>
</tr>
<tr>
<td>10:30 - 11:00</td>
<td>• Project report + feedback: Oral History Lab (Devin and Becca)</td>
</tr>
<tr>
<td>11:00 - 12:00</td>
<td>• Discuss the future of Learn-Static based on the final questions that were identified yesterday by librarians and instructors</td>
</tr>
</tbody>
</table>
**Guidelines for Final Discussion:**
Together in our main Zoom room, we are going to use the set of questions posed by instructors and librarians to guide a conversation that will help the grant team make decisions about how to prioritize their time when polishing and promoting the Learn-Static material through the remainder of the grant period and beyond.

**Here’s what we’re going to do for the next hour:**
1. Everyone should open the "Final Questions" document
2. Read the questions to yourself
3. Take 15 minutes to respond to a few of the questions. At a minimum, you should add at least one bullet point response for two or three questions. These will frame our discussion.
4. Once the 15 minutes is up then we will come together to have a discussion around our answers.