




Thinking Digitally and Culturally

Module Coordinator	Dr Jennifer Edmond, Languages, Literatures and Cultural Studies (point of contact) and Prof Owen Conlan, Computer Science and Statistics
What will you learn from this Elective?	<p>The cooperation of people from different disciplinary backgrounds is becoming increasingly important in developing knowledge and solutions in a complex world. This module will explore how knowledge is created in and across disciplines, specifically by examining intersection between Computer Science and the disciplines of the Humanities commonly known as the 'Digital Humanities'. It illustrates the potential benefits of and challenges to these interactions, by examining both emerging digital technologies and the traditional roots of cultural production such as language, historical records and institutions, and the arts.</p> <p>In order to deliver a coherent learning journey the module will be structured around three elements –</p> <ul style="list-style-type: none">• the nature of knowledge creation cultures and modes;• the digital humanities as a methodological approach that combines disparate disciplines to the benefit (and sometimes frustration) of both; <p>and</p> <ul style="list-style-type: none">• what the digital humanities and an enriched perspective can teach us about the world we live in. <p>Through the lectures, discussions and assignments, these three threads will be introduced and interwoven. Framed in this way Digital Humanities can be seen as a theme that stimulates debate and develops an appreciation of different perspectives, as well as nurturing an understanding and appreciation of diverse disciplinary perspectives amongst the participants. As such, the module will expose students from a wide variety of disciplines to new domains of knowledge, methods of enquiry and epistemologies (modes of knowledge creation), equipping them with the skills to tackle complex societal issues from a heterogeneous, multidisciplinary perspective.</p> <p>Unique aspects of the module will be the exceptional breadth of the perspectives introduced (for knowing how to access a broad range of perspectives and knowledge creation modes is a major learning objective for the students), which will be delivered in a dynamic and thought-provoking format.</p> <p>More importantly, perhaps, the student assessment will be based on group based, self-reflective work that itself will be peer-assessed. This approach will give the students three engagement cycles (in the group, in the production of work, and in the peer assessment) to query the limits and strengths of their own approaches, and to negotiate interactions between different forms of knowledge and approaches to understanding the complex interactions between</p>

	our cultures and technologies.
Student Workload	<ol style="list-style-type: none"> 1. Video podcast-based online delivery of 11 one-hour expert masterclass lectures (11 hours) 2. Online discussion sessions moderated by experts from the video podcasts (33 hours) 3. Multi-disciplinary group analysis of a complex cultural issue (25 hours) 4. Peer evaluation exercise (10 hours) 5. Course readings (25 hours)
Assessment Components	<p>60% : Multi-disciplinary groups will be required to produce a group project. This project will perform an analysis of a complex cultural issue from multiple perspectives, e.g. cyber-bullying, fake-news, brand reputation, election fixing. An array of project topics will be introduced in Lectures 1-3. The groups will be required to produce a multimedia presentation of their findings that emphasise the complementarity and conflicts apparent when different perspectives are reflected.</p> <p>15% : Peer assessment of group projects. Participants will be required to critique the work of others. This will be a many to many and anonymised exercise, through which several students will be asked to critique the output of other groups. Uniquely they will be asked to do this across disciplinary perspectives, i.e. not looking at work based in their home discipline. This critiquing will be used to inform the assessment of the group project, however the mark awarded for this component will be for the quality of critiques provided.</p> <p>25% : Participation and contributions to online discussions. The expert masterclass lectures will be followed by seeded online discussions, in sub-groups of 20 or less. Students will be asked to prepare and submit responses to the questions posed at the end of each lecture. The production of these, as well as at least three substantive contributions to the conversation, will be the basis of assessment.</p>
Indicative Reading List	<ul style="list-style-type: none"> • Epistemic Cultures, Karen Knorr-Cetina • “Why are the Digital Humanities so White,” Tara McPherson • The Structure of Scientific Revolutions, Thomas Kuhn • The Two Cultures, CP Snow • The Fuzzy and the Techie (excerpt), Scott Hartley <p>A full reading list or list of resources will be provided to enrolled students.</p>
Learning Outcomes	<p>On successful completion of this module, students should be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate an understanding of the strengths and weaknesses of different approaches to knowledge creation, in the wide context of their status as two disciplines or epistemic cultures among many.

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2. Produce a group project to analyse how different, potentially contradictory, standpoints exist on key concepts related to modes of knowledge creation, such as data, truth, fact and narrative.
 3. Demonstrate a significant self-reflection capacity in their ability to describe their own primary and secondary modes of knowledge creation.
 4. Evaluate outcomes of multidisciplinary work in an informed way.
 5. Demonstrate an ability to think and act critically in an informed way with regards to the interaction of technology and culture.