Graduate & Professional Education Assembly

BUILDING DIGITAL CAPACITY in graduate education

TOOLS, TECHNIQUES, BEST PRACTICES & ISSUES

WEDNESDAY, APRIL 2, 2014 | 1:00 - 4:30 P.M.
Mississippi Room | 3rd Floor, Coffman Memorial Union
PROGRAM

1:00 – 1:45  Digital Fair (Mississippi Room & Atrium)
Poster session and short presentations by faculty, graduate students and staff on relevant resources and digital tools and technologies currently in use in research, scholarship, teaching and creative activities at the University of Minnesota.

1:45 – 2:00  Refreshments and transition to tables (Mississippi Room)

2:00 – 2:05  Welcome and overview
Sally Gregory Kohlstedt, Acting Vice Provost and Dean of Graduate Education; Professor, Department of Earth Sciences, and History of Science and Technology Program

2:05 – 2:15  Opening remarks
Karen Hanson, Senior Vice President for Academic Affairs and Provost

2:15 – 3:15  Panel presentations

RESEARCH AND SCHOLARSHIP USING DIGITAL TOOLS, TECHNOLOGIES AND APPROACHES
• Lucy Fortson, Associate Professor, School of Physics and Astronomy
• Steven Ruggles, Regents Professor and Distinguished McKnight Professor, Department of History; Director, Minnesota Population Center

TEACHING AND LEARNING IN DIGITAL CONTEXTS
• Chris Cramer, Associate Dean, College of Science and Engineering; Distinguished McKnight Professor, Department of Chemistry
• Ann Hill Duin, Professor, Department of Writing Studies; Director of Graduate Studies, Scientific and Technical Communication Program; Senior Affiliate, Jandris Center for Innovative Higher Education

COMMUNICATING AND CURATING SCHOLARLY INFORMATION IN A DIGITAL AGE
• Douglas Armato, Director, University of Minnesota Press
• Wendy Pradt Lougee, University Librarian and McKnight Presidential Professor

3:15 – 3:30  Q&A with panelists
Sally Gregory Kohlstedt (moderator)

Please note: We will be taking photographs during this event. If you would prefer not to be photographed, please speak to one of the Graduate School staff helping to coordinate the event.
3:30 – 4:15  Breakout discussions

BREAKOUT 1:  DIGITAL PROGRAMS, DIGITAL COURSES: WHAT’S CURRENT AND WHAT’S ON THE HORIZON IN DIGITAL GRADUATE EDUCATION?
Location: Room 323
Facilitators:
• Chris Cramer, Associate Dean, College of Science and Engineering; Distinguished McKnight Professor, Department of Chemistry
• Ann Hill Duin, Professor, Department of Writing Studies; Director of Graduate Studies, Scientific and Technical Communication Program; Senior Affiliate, Jandris Center for Innovative Higher Education

BREAKOUT 2:  DIGITAL HUMANITIES AND DIGITAL SCHOLARSHIP
Location: Room 302
Facilitators:
• Michael Hancher, Professor, Department of English
• Justin Schell, Digital Humanities Specialist, University of Minnesota Libraries

BREAKOUT 3:  CREATING AND MAINTAINING YOUR PROFESSIONAL DIGITAL IDENTITY (FOR GRADUATE STUDENTS AND ADVISERS)
Location: Room 325
Facilitators:
• Douglas Armato, Director, University of Minnesota Press
• Alison Link, Academic Technologist, University of Minnesota Extension
• Cristina Lopez, Academic Technology Consultant, Office of Information Technology
• Alfonso Sintjago, PhD Student, Department of Organizational Leadership Policy and Development (CIDE); Executive Vice President, Graduate and Professional Student Association

BREAKOUT 4:  TEACHING AND LEARNING USING DIGITAL TECHNOLOGIES: WHERE DO I START?
Location: Mississippi Room
Facilitators
• Ilene Alexander, Learning & Teaching Consultant, Center for Teaching and Learning, Center for Educational Innovation
• Brad Cohen, Associate CIO for Academic Technology, Office of Information Technology; Provost’s Senior Academic Technology Officer, Center for Educational Innovation
• Alexander Fink, PhD Student, School of Social Work; HASTAC Scholar
• Doneka R. Scott, Assistant Professor, Pharmaceutical Care & Health Systems; Assistant Vice Provost, Office for Equity and Diversity

BREAKOUT 5:  WHAT DO I NEED TO KNOW ABOUT PROTECTING MY DIGITAL WORK? WHAT DO I NEED TO KNOW BEFORE USING OTHERS’ DIGITAL CREATIONS?
Location: Room 319
Facilitators:
• Susan Doerr, Operations and Business Development Manager, University of Minnesota Press
• Joy Kirchner, Associate University Librarian for Content & Collections, University Libraries

4:15 – 4:30  Sharing insights from breakout discussions and next steps
Scott Studham, Vice President and Chief Information Officer (moderator)
**U-Spatial: Support for Spatial Research**

Francis Harvey, Associate Professor, Geography, Environment and Society; U-Spatial Director, fharvey@umn.edu

Len Kne, U-Spatial Associate Director, U-Spatial, lenkne@umn.edu

Agata Miszczyk, Research Assistant, U-Spatial, miszc001@umn.edu

U-Spatial provides support for spatial research. Specifically, U-Spatial helps eliminate duplication and fragmentation of scientific resources, and provides a framework of data, equipment, expertise, and resources that benefits all researchers working with spatial related sciences and creative activities. The need for infrastructure support for the spatial sciences and creative activities has been apparent for some years, but the opportunity to build a broad-based infrastructure across traditional disciplinary and college boundaries has come much more recently. (uspatial.umn.edu)


Susan Engelmann, Associate to Director, Office of eLearning, susane@umn.edu

Sandra Ecklein, eLearning Analyst, Office of eLearning, sandra@umn.edu

Larry Coyle, eLearning Specialist, Office of eLearning, ldc@umn.edu

The Office of eLearning, part of the newly created Provost’s Center for Educational Innovation, will feature national and U of M resources that faculty, staff, and graduate students can use to learn about best practices for the design and development of blended and online learning. Quality Matters is the nationally recognized rubric used to evaluate the design of online and blended courses. Sloan’s Quality Scorecard provides a comprehensive method for assessing readiness in delivering online courses and programs. The eLearning Toolkit and Digital Campus Just for Faculty resources provide access to local resources for faculty and U of M academic units. (http://digitalcampus.umn.edu/faculty)

**Why Should an Academic Use Twitter?**

Chris Cramer, Professor, CSE and Department of Chemistry, cramer@umn.edu

The social media tool Twitter offers many opportunities for academics to enhance their teaching, scholarship, and public engagement, both within and outside of one’s home institution. I’ll discuss my own experience as well as success stories I’ve observed from others. (https://twitter.com/ChemProfCramer)

**Toward Digital Diasporas: The Case of Somali Youth**

Anduin Wilhide, PhD Candidate, History, wilh0033@umn.edu

My dissertation research explores how digital technology and social media engage immigrant and refugee youth in documenting their histories. I examine two digital archival projects developed at the University of Minnesota with undergraduate and graduate students, faculty and staff. “Minnesota 2.0” is an archive of Hmong, Mexican, and Somali Facebook group discussions and “Sheeko: Somali Youth Oral Histories” is a video collection of interviews with Somali youth between the ages of 18-26 in Minneapolis and London. I argue that digital technologies facilitate collaborative, community-engaged research and scholarship. (www.ihrc.umn.edu)

**Connect Online Learning Environments for Writing: With these tools, students don’t have to write alone.**

Colleen Manchester, Assistant Professor, Carlson School of Management, cmanch@umn.edu

Joe Moses, Senior Lecturer, Department of Writing Studies, moses004@umn.edu

Amie Norden, Instructional and Learning Technologies, Carlson School of Management, anorden@umn.edu

Learn how to combine Moodle tools and Google Apps for Education to support these learning outcomes for student writers: Improved productivity/Improved quality/Progress tracking/Timely completion/Culture of writing/Project ownership/Positive writing experience (https://ay13.moodle.umn.edu/course/view.php?id=2880)
eMargin: Moodle-Supported Text Annotation

Michael Hancher, Professor, English, mh@umn.edu

Reporting on the actual utility of eMargin, a Moodle plug-in that enables student annotation of texts. eMargin is “designed to offer a digital equivalent of the marginalia associated with the academic study of texts, from underlining and colour-coded highlighting, to notes and comments on particular parts of the page.” (http://emargin.bcu.ac.uk/)

Research Data Management and Curation Services from the University Libraries

Lisa Johnston, Co-Director of the University Digital Conservancy – University Libraries, ljohnsto@umn.edu

The University Libraries are here to assist you with research data management issues through best practices, training, and services to address data sharing and preservation issues. We offer consultation and expert advice on writing data management plans (now required by some granting agencies) and a free Certificate Training program in Data Management aimed at graduate students. This poster describes the tools and solutions for the creation, storage, analysis, dissemination, and preservation of UMN-created research data that are now offered by the libraries. (https://www.lib.umn.edu/datamanagement)

University Digital Conservancy: The Digital Home for Theses & Dissertations at the University of Minnesota

Erik Moore, University Archivist & Co-Director, University Digital Conservancy, moore144@umn.edu

The University Digital Conservancy is the University of Minnesota’s institutional repository and provides access to scholarship, presentations, and data created by the University community. In this role the Digital Conservancy serves as the official and permanent home for theses and dissertations at the University. Benefits of the service include open access to your thesis/dissertation, enhanced discoverability and return results in Google Scholar, a permanently accessible link for citations, statistics on use, and long-term digital preservation of the work. The Digital Conservancy accepts a variety of file formats and can provide expert advice on how to manage associated data and supplementary files. (http://conservancy.umn.edu)

Fugitive Bits: Preservation and Access of Electronic Historical Records

Lara Friedman-Shedlov, Description Archivist, Kautz Family YMCA Archives, University Libraries, ldfs@umn.edu

Carol Kussmann, Digital Preservation Analyst, Digital Preservation and Repository Technologies, University Libraries, kussmann@umn.edu

R. Arvid Nelson, Archivist, Electronic Records Strategist, Charles Babbage Institute, University Libraries, nels0307@umn.edu

Increasingly, historical records traditionally collected, preserved, and made accessible by the Archives and Special Collections (ASC) department exist only in digital form. The Libraries are working to increase our capacity to manage this material and make it available for research. In the process, we need to acquire new tools and technologies and develop new workflows.

This poster describes some of the types of materials the ASC is working with, questions that need to be asked, as well as the tools and developing workflows needed to process, preserve, and make electronic records available to researchers and other users.

DASH: Digital Arts + Sciences + Humanities

Justin Schell, Digital Humanities Specialist, University of Minnesota Libraries, schel115@umn.edu

In this presentation I will discuss the emerging digital tools and methods that DASH focuses on, including data and text mining, mapping, crowdsourcing, data visualization, critical code studies, and more. In addition, I will highlight the community-building efforts that DASH does to connect those who use these tools and methodologies on campus. (www.lib.umn.edu/dash)

A River Atlas, Mapping the Mississippi and a Sense of Where You Are

Joanne Richardson, Digital Information Strategist, holr0002@umn.edu

River Life’s River Atlas is a searchable, curated collection of the people, places, and projects of significance on our home river and around the world. The River Atlas is developed with free (or nearly free) tools, and is flexible, exportable, robust, and deliverable to almost all platforms and devices in current use. (http://riverlife.umn.edu/river-atlas)
Text messaging as feedback tool in a large-lecture mathematics course

Bryan Mosher, Director of Undergraduate Studies, School of Mathematics, mosher@umn.edu

Sequences, Series, and Foundations is a mathematics course that serves as a transition from calculus to upper-division mathematics and is taken by about 180 students per semester. The large class size and the increased rigor of the course inhibit students from asking questions during lecture. This presentation is a progress report on the continuing use of text messaging as a tool for increasing the number and quality of questions from students in and out of the lecture for this course. (www.math.umn.edu/~mosher)

Redesigning a Masters Program to Integrate Personalized Learning Networks (PLNs)

Ann Hill Duin, Professor & DGS, Writing Studies, ahduin@umn.edu

Joe Moses, Senior Lecturer and Assistant DGS, Writing Studies, moses004@umn.edu

Abram Anders, Assistant Professor, UMD, Labovitz School of Business and Economics, adanders@d.umn.edu

Personal Learning Networks (PLNs) frame an intentional online strategy for developing social and technical networks in support of lifelong learning and professional development. In this presentation we outline qualities of networked learning, present example PLNs, and share how we have used these concepts for redesigning tools in support of masters students. In short, use of PLNs increases connectedness among learners, professionals, and the broader community. (http://z.umn.edu/pln)

Is it “Just Data”? - Data in the Age of Digital Scholarship

Alexander Fink, PhD Student, Youth Studies, School of Social Work; HASTAC Scholar

This session is meant to spark thinking about corresponding shifts in the definitions, uses, and creation of “data” in the digital age, with the goal of lodging the capacities to use data ethically into digital capacity building for graduate education. This presentation will briefly present a framing of these alternative views of data, offer some examples to draw out new tensions, and pose questions to the work of building digital capacity in graduate education where data is concerned. (http://bit.ly/DataInTheDigitalAge)

MOOCs and the International Student Experience

Alfonso Sintjago, IT Fellow, CEHD, sintjago@umn.edu

Pano Liao, MA, CIDE, liaox187@umn.edu

MOOCs have attracted millions of international students, accounting for the majority of MOOC participants. Through a series of surveys, various online focus groups, and interviews, this presentation highlights international student’s perspectives on MOOCs while overviewing common opinions about MOOCs potential for international students and characteristics of participants according to our study. While open courses are available to anyone with an Internet connection, additional barriers limit greater participation. International students were also on average more likely to complete a MOOC successfully, and express greater interest in continuing their education with the MOOC provider and the university.

The Minnesota Digital Library and the Digital Public Library of America

Jason Roy, Director, Digital Library Services, University Libraries, jasonroy@umn.edu

A poster highlighting the role of the Minnesota Digital Library, a statewide collaboration of over 160 cultural institutions, in support of the Digital Public Library of America. The DPLA brings together the riches of America's libraries, archives, and museums, and makes them freely available to the world. (http://dp.la)

Ojibwe People’s Dictionary

Jason Roy, Director, Digital Library Services, University Libraries, jasonroy@umn.edu

The Ojibwe People’s Dictionary is a searchable, talking Ojibwe-English dictionary that features the voices of Ojibwe speakers. It is also a gateway into the Ojibwe collections at the Minnesota Historical Society. Along with detailed Ojibwe language entries and voices, you will find beautiful cultural items, photographs, and excerpts from relevant historical documents. Whenever possible, we provide examples of documents in the Ojibwe language. This resource was funded by the Arts & Cultural Heritage Legacy Amendment and is a collaboration between the Department of American Indian Studies, University Libraries, and the Minnesota Historical Society. (http://ojibwe.ieb.umn.edu)
Digital Course Packs

Treden Wagoner, Academic Technologist, CEHD
Academic Technology Services, twagoner@umn.edu
Danika Stegeman, Electronic Reserves Coordinator,
U of M Libraries, steg0049@umn.edu

Course materials such as textbooks and course packs are becoming increasingly expensive for students, and faculty are presented with increasingly confusing options for incorporating relevant content into their courses. How can libraries help? This poster presentation discusses the Digital Course Pack project at the University of Minnesota, the goals of which are to streamline the course readings creation process for instructors, integrate library content into course curriculum, present materials in the campus course management system (Moodle), include royalty-based readings when necessary, and save students money. (https://www.lib.umn.edu/services/dcp)

Digging in Papyri in a Digital Age

Philip Sellew, Professor, Classical and Near Eastern Studies, psellew@umn.edu
Jessica Shao, PhD Student, Classical and Near Eastern Studies, shaox111@umn.edu

Report on work in progress involving crowd-source transcription of digitized images of ancient documents mounted on the Web. These are remnants of daily life in Egypt in Greek and Roman times - letters, tax receipts, land leases, sales contracts and the like. We are especially interested in uncovering the fabric of lives lived by ordinary residents of Egyptian towns under Roman rule, many of whom convert to the new religion Christianity.

Exploring the Zooniverse: Research with Crowdsourced Data

Lucy Fortson, Associate Professor of Physics, School of Physics and Astronomy, fortson@physics.umn.edu
Kyle Willett, Postdoctoral Research Associate, School of Physics and Astronomy, willett@physics.umn.edu
Tommy Nelson, Postdoctoral Research Associate, School of Physics and Astronomy, tnelson@umn.edu

Crowdsourcing is a trending term these days that generally refers to problem solving through the “wisdom of the crowd” typically via tasks posted on the internet - literally outsourcing to the crowd. While crowdsourcing has caught fire in the business community, how can it be used in higher education and research?

The Zooniverse is an online citizen science platform enabling over one million people world-wide to crowdsource solutions to research problems. Find out about how researchers at UMN work with the data from these Zooniverse projects, making discoveries in fields as diverse as astronomy, ecology and digital humanities; and how we are piloting the use of these projects in the classroom. (zooniverse.org)

Teaching with Moodle

Lauren Marsh, Academic Technology Consultant,
Academic Technology Support Services, lauren@umn.edu

Learn about resources available in support of course design and teaching in Moodle. Got a question about teaching with Moodle? Ask an academic technology consultant! (http://www.oit.umn.edu/academic-support/)

Development of a Graduate Level Cross-Institutional Course to Foster an Understanding of Translational Sciences

Robert Straka, Department of Experimental and Clinical Pharmacology, strak001@umn.edu
Marnie Peterson, peter337@umn.edu

With diminishing resources and the need for institutional expertise, it is challenging to offer high-quality graduate coursework for small numbers of students within programs of a limited size. Developing collaborative courses through a consortium has the potential to solve this problem by leveraging online technologies to connect faculty content experts and student learners. In this session, the design, implementation, and outcomes of a Topics in Translation- al Science course developed between the Universities of Pittsburgh, North Carolina, and Minnesota will be presented.
Academic Technology Services at the University of Minnesota

Keith Brown, Academic Technology Consultant, Academic Technology Support Services, brown299@umn.edu

Are you interested in using technology to advance your teaching, learning and research goals? Learn about campus-based support and resources for digitally rich academic efforts at the University of Minnesota.

My Experience with MOOCs

Michael Oakes, Associate Professor, Division of Epidemiology & Community Health, oakes007@umn.edu

This presentation will discuss my experience developing and running MOOC on Social Epidemiology in the early summer of 2013. I view MOOCs not as replacements for classroom teaching, but rather somewhat interactive digital textbooks for (hopefully) the whole world to see and enjoy. I dream that universities will be evaluated by their research and teaching, including MOOCs, instead of football team rankings.

Shaping Classroom Policies to Support (Wise) Use of Personal Devices for Learning

Ilene Dawn Alexander, Learning & Teaching Consultant, Center for Teaching and Learning, alexa032@umn.edu

Once you’ve determined that you want to incorporate technology tools to support teaching and learning in your course and classroom, how will you develop course and classroom policies related to classroom climate and academic integrity, to accessibility and privacy? This presentation focuses on key questions, select resources, and sample policy statements. (http://morelearning4morestudents.com)

Twitter & Technology in Higher Education: Revisiting Rogers & the Technology Acceptance Model

Alison Link, Academic Technologist, Extension, alink@umn.edu

This project engaged University of Minnesota instructors in exploring Twitter as a tool for teaching and learning. Qualitative data collected from focus groups during the project helped elicit some common concerns and sense of opportunity that arose as instructors explored the tool. The data also allow us to revisit more general models of technology adoption and technology acceptance and apply them with greater nuance to higher educational contexts. The results go beyond Twitter itself, and center more broadly on “essential attributes” that instructors find desirable in technologies used for teaching and learning. (http://www.tc.umn.edu/~alink)

Imagination, Interaction, and Reflection in Online Discussion Forums

Bill Rozaitis, Center for Teaching and Learning, rozai001@umn.edu

The presenter will describe his use of storytelling, role playing, and low stakes reflective writing in the online environment in order to illustrate how Moodle can be used to encourage students to engage creatively with course content and with each other. Examples will be drawn from both online and face-to-face courses in the Preparing Future Faculty curriculum and will include excerpts of student reactions to the various strategies.
ABOUT THE PANELISTS

DOUGLAS ARMATO

Douglas Armato is Director of the University of Minnesota Press, where he also acquires books in philosophy, social theory, and digital media and culture. He came to Minnesota in 1998 from the Johns Hopkins University Press where he was the Associate Director, heading the Book Publishing Division and managing the editorial department. In a thirty-six year career in scholarly publishing, he has also worked at Columbia University Press, Basic Books, Louisiana State University Press, and the University of Georgia Press.

He served two terms on the Board of Directors of the Association of American University Presses and was also that organization's President in 2005-2006. He was also a member of the steering committees of University Press Content Consortium and the Books at JSTOR initiative and represented university presses at the MLA/ARL/AAUP Joint Meeting on the Tenure Book Crisis and an AAUP/ARL Joint Meeting on Moving Beyond the Book. In collaboration with the Institute for Advanced Study at the University of Minnesota, he formulated the Mellon Foundation-funded Quadrant Initiative for collaborative scholarly research and publication. He has spoken widely on issues of scholarly communication and is often quoted in local and national media stories on scholarly publishing.

CHRISS CRAMER

Chris Cramer majored in both Chemistry and Mathematics at Washington University in St. Louis, graduating with an A.B. summa cum laude in 1983. He then commenced graduate work in organic synthesis with Scott Denmark at the University of Illinois, from which he earned his Ph.D. in 1988. His professional career began with four and one half years of service as an active-duty officer in the United States Army, which included a tour in Korea, research experience at Aberdeen Proving Ground, and combat duty in Operation Desert Storm. In 1992, Cramer began his academic career at the University of Minnesota, where he remains today. He is currently a Distinguished McKnight University Teaching Professor, he holds the Elmore H. Northev Chair in the Department of Chemistry, and he is the Associate Dean for Academic Affairs in the College of Science & Engineering. In addition to his academic duties, he serves as the Editor of Theoretical Chemistry Accounts and as the North American Editor for the Journal of Physical Organic Chemistry. He has been recognized as a fellow by the American Chemical Society, as well as by the Alfred P. Sloan and John Simon Guggenheim foundations. Cramer is a recipient of the Arthur S. Flemming award, and he is also the author of the textbook Essentials of Computational Chemistry, Theories and Models. His research interests encompass the development and application of models that include condensed-phase effects on structure and reactivity, the characterization of the electronic structures of organic and inorganic systems having frontier-orbital near degeneracies, and the application of computational methods for both catalyst and materials design, with special interest in water splitting, oxygen activation, and sustainable polymers.

ANN HILL DUIN

Dr. Ann Hill Duin is a professor in the Department of Writing Studies in CLA, DGS for the MS program in Scientific and Technical Communication, and Senior Affiliate with the Jandris Center for Innovative Higher Education, CEHD. In 1995 she pioneered the University’s first online course at the graduate level, and today she investigates personal learning networks (PLNs) and experiments with Google Glass.

Ann is committed to excellence in higher education through engagement and shared leadership. Throughout her 15-year administrative service -- Interim VP & CIO, Associate VP for IT, senior associate dean (CFANS), and vice provost -- she worked to build capacity for transformative change by focusing on ACTIVE principles: Alignment, Communication, Transparency, Input for innovation, Value for students/faculty/staff, and Evidence of impact.

Her ongoing goal is to serve as a catalyst for creating the future of the academy. Her extensive publications include books and journal articles on the social construction of knowledge, success indicators for partnerships, and change in higher education. Recent publications (all co-authored) include Project DAVID: Vocation and Reinvention in Liberal Arts Colleges (2014, http://conservancy.umn.edu/handle/11299/162339), Transforming in an Age of Disruptive Change (2013, http://www.scup.org/page/resources/books/tadc), Cultivating change in the academy: 50+ stories from the digital frontlines at the University of Minnesota in 2012 (http://conservancy.umn.edu/handle/125273), and “Shared Leadership Transforms Higher Education IT” (2011, http://www.educause.edu/ero/article/shared-leadership-transforms-higher-education-it).
LUCY FORTSON

Dr. Lucy Fortson is an associate professor of physics in the School of Physics and Astronomy at the University of Minnesota. As an astrophysicist, Dr. Fortson is a member of the VERITAS and CTA very-high-energy gamma-ray astronomy collaborations, studying Active Galactic Nuclei (AGN) using multi-wavelength observations to determine the source of gamma-ray emission from AGN. Through her work with the Galaxy Zoo science team, she is studying the evolution of the AGN host galaxies. In addition to her work in astrophysics, Dr. Fortson is also deeply committed to improving the science literacy of all Americans through her role on the Executive Committee of the Citizen Science Alliance and the Zooniverse project (www.zooniverse.org). With projects such as Galaxy Zoo, the Zooniverse provides opportunities for volunteer citizens to contribute to discovery research by using their pattern matching skills to perform simple data analysis tasks and to become more deeply engaged in the science research through social networking and simple data processing tools. Prior to the Zooniverse, Dr. Fortson worked with other collaborative technologies (e.g. Northwestern University’s The Collaboratory Project and FermiLabs QuarkNet Project) to bring collaborative research into the classroom. Before joining the faculty at UMN in 2010, Dr. Fortson was the Vice President for Research at the Adler Planetarium in Chicago where she held a joint research position at the University of Chicago. Dr. Fortson graduated with a BA in Physics and Astronomy from Smith College and received her Ph.D. from UCLA in High Energy Physics. She has served on numerous local and national committees including the National Academy of Sciences Astronomy 2010 Decadel Survey, the Astrophysics Science Subcommittee and the Human Capital Committee of the NASA Advisory Council (NAC), the Mathematical and Physical Sciences Directorate Advisory Committee (MPSAC) for the National Science Foundation and the Education and Public Outreach Review Committee for the National Optical Astronomy Observatory.

WENDY LOUGEE

Wendy Pradt Lougee is University Librarian and McKnight Presidential Professor at the University of Minnesota-Twin Cities. The University Libraries system encompasses 13 libraries on the Twin Cities campus, historically rich collections, and nationally recognized model programs in technology development, information literacy, and new models for scholarly communication and knowledge management. Prior to her appointment at the University of Minnesota in 2002, Lougee held several positions at the University of Michigan, including Director of the Harlan Hatcher Graduate Library and Associate Director of the University Library for Digital Library Services. Her work in launching and developing a premier digital library program at Michigan was recognized with the American Library Association’s Hugh Atkinson Award (2003), Computerworld Honors Program Laureate (2002), and Michigan’s Walter H. Kaiser Award (2001). She held earlier appointments at Brown University and Wheaton College (Massachusetts). Lougee has served on the board of directors for the Research Libraries Group, the Council on Library and Information Resources, the Digital Library Federation (President 2009), and the National Information Standards Organization. Current board service includes Early English Books Online Text Creation Partnership, the Association of Research Libraries (President 2012-13), and the HathiTrust Digital Library. Her research and publications have focused on digital library development, information economics, assessment of research behavior, virtual organizations, and e-research. Lougee holds a BA in English (Lawrence University), an MS in Library Science (University of Wisconsin) and an MA in Psychology (University of Minnesota).

STEVEN RUGGLES

Steven Ruggles is Regents Professor of History and Population Studies, Distinguished McKnight University Professor, and Director of the Minnesota Population Center at the University of Minnesota. Ruggles received his Ph.D. in History from the University of Pennsylvania in 1984, followed by a postdoctoral National Research Service Award at the Center for Demography and Ecology of the University of Wisconsin. Over the past 25 years, Ruggles has been awarded 50 major grants from the National Institutes of Health and the National Science Foundation with over $100 million in total costs to develop large-scale data infrastructure for economic, demographic, and health research. In 1995, he was named the “King of Quant” by Wired magazine. He is best known as the creator of the Integrated Public Use Microdata Series (IPUMS), the world’s largest population database, spanning two centuries and 100 countries. Ruggles is also Principal Investigator of Terra Populus, a project to bring the world’s population data under one interoperable umbrella and to integrate them with large spatiotemporally-referenced sources from other domains, such as satellite imagery and climate models.

Ruggles has made contributions to the study of long run demographic change, focusing especially on changes in the family. His study of the effects of demographic change on family structure won the William J. Goode Book Award from the American Sociological Association and the Allen Sharlen Memorial Award from the Social Science History Association. In 2003, Ruggles received the Robert J. Lapham Award from the Population Association of America in recognition of lifetime contributions that blend research with the application of demographic knowledge to policy issues, and in 2009 he received the Warren E. Miller Award from the Inter-university Consortium for Political and Social Research for meritorious service to the social sciences. He is currently a member of the U.S. Census Scientific Advisory Committee, the National Science Foundation Advisory Committee for the Social, Behavioral, and Economic Sciences, the National Research Council Board on Research Data and Information Panel on Digital Curation, and is President-Elect of the Population Association of America.
RESOURCES

These and additional resources are also available on the Graduate School website at http://z.umn.edu/gpeadigitalresources

ARTICLES, BOOKS & REPORTS


Kirschenbaum, Matthew. What is Digital Humanities and What’s It Doing in English Departments? ADE Bulletin (Number 150, 2010). mkirschenbaum.files.wordpress.com/2011/01/kirschenbaum_ade150.pdf

Koller, D., Ng, A., Do, C., & Chen, Z. (2013). Retention and intention in MOOCs. Educause Review. z.umn.edu/retainintention


Saving a language, a people. (Interview with Jessica Harjo; Oct 30, 2013) University of MN. discover.umn.edu/news/design-architecture/typeface-adapts-osage-language-unicode


**PRESENTATIONS, ESSAYS & BLOGS**

Cramer, Christopher J. *Tales from the MOOC Frontier: Institutional and Individual Experiences* (Minnesota eLearning Summit), July 30, 2013. pollux.chem.umn.edu/ MOOCFrontierTalesAbridged_130919.pdf

Cramer, Christopher J. *What’s It Like to Teach a MOOC?*, June 8, 2013. pollux.chem.umn.edu/publications/PoesyEtc/TeachingAMOOC.html


*Manifesto on eLearning, eLearning Manifesto.* elearningmanifesto.org/read-the-manifesto

*The Open Knowledge Cast.* The OK Cast is a weekly open source blog and podcast with the goal to explore, connect, use and inspire open knowledge projects around the world to develop the public commons, improve organization and government transparency and communication, and advocate for social justice and social activism. okcast.org/


**UNIVERSITY RESOURCES & INITIATIVES**

**Academic Technology Support Services**

www.oit.umn.edu/academic-support/index.htm

Academic Technology Support Services engages the University community in the thoughtful and responsible integration of academic technologies into educational practice through consultations, course production, and investigation of emerging technologies.

**Center for Teaching and Learning**

www1.umn.edu/ohr/teachlearn/

The Center for Teaching and Learning (CTL), seeks to serve the university community through a commitment to exceptional teaching and learning by:

- Leading, advancing, and supporting campus initiatives that influence the educational mission of the university.
- Initiating and sustaining partnerships with University departments, units, colleges, and campuses to advance best practices in teaching and learning.
- Deepening the pedagogical knowledge and teaching effectiveness of the university teaching community.

**Digital Arts Sciences + Humanities (DASH)**

www.lib.umn.edu/digital/dash

DASH is a cross-disciplinary initiative from the University of Minnesota Libraries organized around emerging digital tools and methodologies for scholarly, pedagogical, and artistic projects. It seeks to foster collaborations that both utilize and critically engage with multiple methodologies.

**Digital Campus:** digitalcampus.umn.edu

**Learning Technologies Media Lab**

lt.umn.edu

The Learning Technologies Media Lab (LTML) is an innovative design and research center located in the College of Education and Human Development’s (CEHD) Centers for Interdisciplinary Research at the University of Minnesota (UMN). This lab is affiliated with the Learning Technologies academic program area in the Department of Curriculum and Instruction within CEHD at UMN.
Minnesota Population Center
www.ipums.org
The MPC is one of the world’s leading developers of demographic data resources. MPC provides population data to thousands of researchers, policymakers, teachers, and students. All MPC data are available free over the Internet.

Office of eLearning
academic.umn.edu/provost/elearning/oel.html
The Office of eLearning (OeL) was created on January 1, 2013 within the Office of the Senior Vice President for Academic Affairs and Provost. OeL is engaged with eLearning across the student lifecycle from undergraduate to graduate/professional and continuing education.

DIGITAL HUMANITIES RESOURCES & INITIATIVES

At the University of Minnesota

The Ojibwe People’s Dictionary
ojibwe.lib.umn.edu
Department of American Indian Studies in collaboration with the University of Minnesota Libraries and the Minnesota Historical Society

A searchable, talking Ojibwe-English dictionary that features the voices of Ojibwe speakers, illustrated with materials in the Ojibwe collections of the Minnesota Historical Society. Published in 2012.

Ancient Lives: Crowdsourcing Papyrology
ancientlives.org
Department of Classical and Near Eastern Studies and Department of Physics and Astronomy in collaboration with the Ancient Lives Project, University of Oxford

Crowdsourcing techniques used to decipher half a million ancient fragments of Greek-inscribed papyrus recovered more than a century ago from Oxyrhynchus, Egypt. Supervised by professors Nita Krevans and Philip H. Sellew (Classical and Near Eastern Studies) and Lucy Fortson (Physics and Astronomy), in cooperation with Ancient Lives, a project administered by the University of Oxford. For details see Kirsten Weir, “You, too, can translate ancient documents.”

University of Minnesota Press

Electronic Meditations

Debates in the Digital Humanities, ed. Matthew K. Gold

Leading figures in the digital humanities explore the field’s rapid revolution. Published in 2012.

Digital Humanities 2.0
Institute for Advanced Study

A collaborative organized to investigate and create ways of advancing humanities research by means of digitization and Web 2.0 technologies. Presentation videos are archived at ias.umn.edu/programs/collaboratives/digital-humanities-2-0/. Established in 2011.

Charles Babbage Institute: Center for the History of Information Technology
www.cbi.umn.edu
College of Science and Engineering and University of Minnesota Libraries

An archival and research center dedicated to preserving the history of information technology and promoting and conducting research in the field. Established as the International Charles Babbage Society in 1978; relocated to the University of Minnesota in 1980.

GroupLens Research, www.grouplens.org
College of Science and Engineering

A research lab in the Department of Computer Science and Engineering, conducting research in recommender systems, online communities, mobile and ubiquitous technologies, digital libraries, and local geographic information systems. Established as NetPerceptions in 1996.
Minnesota Population Center
www.pop.umn.edu
An interdisciplinary cooperative for demographic research, serving more than 80 faculty members and research scientists at eight colleges and institutes. A leading developer and disseminator of demographic data, MPC also serves a broader audience of some 50,000 demographic researchers worldwide. Established in 2000.

U-Spatial
uspatial.umn.edu
A five-year intercollegiate project funded by the Office of the Vice President for Research to support the spatial sciences and creative activities working with geospatial data. Established in 2011.

Immigration History Research Center
College of Liberal Arts
Founded in 1965, the IHRC promotes research on international migration with a special emphasis on immigrant and refugee life in the U.S.


Digitizing Immigrant Letters, ihrc.umn.edu/research/dil/index.html. Letters from the IHRC collections that were written between 1850 and 1970 both by immigrants and to immigrants in languages other than English. Established in 2010.

Visualizing Ancient Greek Rhetoric
ivlab.cs.umn.edu/project_virtclassics.php
Interactive Visualization Lab
Stereoscopic, full-scale visual representations of sites of ancient oratory.

Digital Content Library
dcl.umn.edu
College of Liberal Arts and College of Design
More than 200,000 learning objects from many different disciplines in image, video, and audio formats.

Minnesota Digital Library
www.mndigital.org/about
A collaborative project to archive digitized records of photographs, maps, journals, documents, letters, and works of art, which draws on libraries, archives, historical societies and museums across Minnesota. Established in 2001.

Digital Conservancy
conservancy.umn.edu
University of Minnesota Libraries
Open access to scholarly and administrative works produced by or about the U of M.

Digital Arts and Humanities Working Group
blog.lib.umn.edu/dah
University of Minnesota Libraries
Established in 2012.

HathiTrust
www.hathitrust.org/about
The University of Minnesota Libraries is a charter member of HathiTrust, the large academic repository of digitized books and journals. Established in 2008.

Digital Arts Science + Humanities (DASH)
DASH is a cross-disciplinary initiative from the University of Minnesota Libraries organized around emerging digital tools and methodologies for scholarly, pedagogical, and artistic projects.

Digital Humanities Resources and Initiatives Elsewhere

CenterNet: CenterNet is is a clearing house for international information about digital humanities centers. digitalhumanities.org/centernet/

HASTAC (Humanities, Arts, Science, and Technology Alliance and Collaboratory)
HASTAC is an alliance of more than 12,500 humanists, artists, social scientists, scientists and technologists working together to transform the future of learning. www.hastac.org
Office of Digital Humanities
National Endowment for the Humanities
www.neh.gov/divisions/odh

Harvard University
metaLAB
metalab.harvard.edu/

University of Illinois at Urbana-Champaign
Illinois Program for Research in the Humanities
www.iprh.illinois.edu/

University of Maryland
MITH: Maryland Institute for Technology in the Humanities
mith.umd.edu/

University of Nebraska
Center for Digital Research in the Humanities
cdrh.unl.edu/

University of Virginia
Institute for Advanced Technology in the Humanities
www.iath.virginia.edu/

Stanford University
Stanford Digital Humanities
digitalhumanities.stanford.edu

Yale University
Digital Humanities at Yale
digitalhumanities.yale.edu

Graduate Revels
April 8, 2014 | 12-3 p.m.
Northrop Auditorium

A showcase & celebration of graduate education and the reopening of Northrop Auditorium.

Featuring the 2014 Doctoral Research Showcase. Visit z.umn.edu/revels for more information.

University of Minnesota

Sponsored by the Graduate School & the Institute for Advanced Studies
The purpose of the Graduate and Professional Education Assembly (GPEA) is to create a climate for University-wide collaboration and networking across diverse disciplines and to advance a broad conversation about the development of graduate and professional education across the institution. Assemblies are generally held once each year and are open to all University of Minnesota faculty, staff, students, and postdoctoral scholars interested in helping to shape the future of graduate and professional education at the University. For more information, contact gsdean@umn.edu or 612-625-2809.

The GPEA is sponsored by the Graduate School. For more information, visit www.grad.umn.edu/projects-priorities/events/GPEA.

If you would like to receive the information presented in this brochure in an alternative format, please contact gsdean@umn.edu or 612-625-2809.