

# CityLAB Digital Humanities Lesson Plan

## Pre-planning

### Assignment Considerations

#### *What is the assignment?*

- Project 1.1: Basic Digital Map in Google Earth
  - Google My Maps, Google Earth, Social Explorer, ESRI Storymaps
- Project 1.2: Thick Mapping
  - Fieldwork, LA spatial datasets, Google Earth, Presentation
- Project 2.1: Final Project Draft
  - Storyboard, film segment
- Project 2.2: Final Film
  - 6-10 minute film, original scripting/acting, archival and ethnographic work, found footage
  - Final Cut Pro, Premiere
- Project 3: Digital Online Portfolio
  - Illustrator, Photoshop, InDesign
- *The use of spatial data is involved in both major projects and should be the focus area of the library. Students will likely need additional assistance with the technological tools, but that's hopefully covered in the course (though including direction to resources from the library and other initiatives at UCLA would also be helpful).*

### Goals

#### *What are the major goals of the upcoming feeder(s)?*

- Students will be able to identify data and literature sources and find datasets and literature relevant to their topics of interest
- Students will understand general database searching techniques and be able to utilize them to find pertinent resources
- Students will identify possible datasets or other resources that they might use for their final/next projects

#### From Course Objectives:

- Learn transferable skills through action-oriented, collaborative, and project-based research, while engaging in multidisciplinary inquiry.
- Learn to work in research teams in order to conceptualize, design, carry out, and deliver persuasive arguments through writing, mapping, and visual media.
- Combine urban, architectural, digital, and humanist perspectives to understand interrelations between various racial, economic, social, and/or cultural narratives in the city.

### Learning Needs

#### *Where are students in their unit?*

- Uncertain – clarify with faculty
- For the purpose of this lesson plan, I'm assuming that they've completed the first two days, meaning that they'll have practice with Google Earth in order to open the spatial data sets.
- In a broader sense, students are likely not from UCLA, and only a high school degree is required for participation in the program.

#### *What, if any, understanding of the research process do students already possess?*

- I'm working from the safe assumption that students don't have any prior knowledge of the research process.

# Stage 1: Desired Results

## ESTABLISHED GOALS

*What course- and/or assignment-related goal(s) will this lesson address?*

- Focusing on action-oriented, collaborative, and project-based research (fifth course objective)
- Learning to work in research teams (sixth course objective)
- Findings maps, datasets, and research to use and assess (first step towards the first course objective)

*(Optional) What ACRL-endorsed concepts of information literacy will students need to reach goals?*

- Information Creation As Process
- Research As Inquiry
- (Information Has Value)

## MEANING AND TRANSFER

Students will understand that...

*What do you want students to understand about research?*

- Regarding research, the focus is on inquiry and iteration
- More generally, students should have a general grasp of where to find a wide variety of research materials (e.g. datasets, research articles)

Students will be able to independently apply their understanding to...

*What kinds of long-term understandings, beyond this assignment, are desired?*

- Students should be more aware of the search process and the iterative nature of research
- Students will develop skills in conducting research as a group and exploring new tools as a group
- Students will learn how to act as experts within a group on a specific topic
- Students will be able to find relevant materials on their own in the future

## ACQUISITION

Students will know...

*What facts and basic concepts should students know and be able to recall?*

- Where they can find resources related to the assignments for their current course, specifically datasets, maps, and articles.
- Where they can access additional assistance (i.e. services from the library) if they have trouble finding resources

Students will develop skills in...

*What discrete skills and processes should students be able to use?*

- Conducting research
- Identifying available resources (i.e. maps, datasets, scholarly articles)
- Interdisciplinary research with a group dynamic

## Stage 2: Evidence

### Performance Tasks

Students will show that they really understand/have achieved session goals by...

*How will students demonstrate their process of acquiring understanding, skills, and knowledge through authentic performance?*

- With input from faculty, students will hopefully submit an assignment after class in which each group of students identifies some datasets, maps, scholarly articles, or other resources that might be relevant to their projects with some explanation of how they found those resources. There will also be space for questions about resources they want to find but can't (as a possibility to pull the library in more)
- Throughout the in-class activity, students will co-create a Google Doc that identifies and explores different resources related to the intersecting fields of interdisciplinary study for their final project. In this process, they will identify the utility of different sources and what items are available from each source. Students will all have access to this document in order to refer to it in the future, and I will review it and encourage the faculty members to review it to identify any misunderstandings, confusion, or absences

## Stage 3: Learning Plan

### Pre-Assessment

*What pre-assessments will you use to check students' prior knowledge, skill levels, and potential misconceptions?*

- Prior to class, students will be provided with a learning object that will walk them through the basics of searching academic databases (with the expectation that these skills are transferable to searching via a variety of sources). The learning object will provide written instruction and video examples to show students how to search from the library homepage, incorporating explanations about narrowing and broadening search terms and building more elaborate searches. Responses will be incorporated throughout the learning object to assess learning, and I'll check in at the beginning of class to check for misunderstandings or confusion.
- The pre-assessment will also provide some idea of topics that students might be interested in, which will help inform searches conducted for the in-class activity
- Open class with a note.ly board for students to post any questions that they had from the online learning object

### Learning Events

Student success at meaning, transfer, and acquisition depends on...

*What learning events can ensure meaning, transfer, and acquisition?*

*How will these events facilitate desired results?*

- The primary learning event will be a semi-guided/semi-directive group activity to identify resources in four different resource categories (social data, GIS data, maps, and scholarly articles).

### Progress Monitoring

*What are potential rough spots for misunderstanding?*

- It's possible that students might misunderstand the learning object and need additional guidance in class. Where necessary, I'll answer questions or review things at the start of the class depending on responses in the note.ly. If a few students are having issues, they could be intentionally assigned to the scholarly

- Students will be split into groups, and each group will be focused on a single category. If time permits, groups can rotate resource categories
- Students will collaboratively collect information about resources in a google doc, answering guided questions and using an initial resource list (students will be encouraged to find new resources themselves, and I'll float around to provide ideas)
- If time permits, we'll regroup to report back.
- If time permits, students will get into their project groups to think about the data and resources they need going forward and to start working on their post-class assessment.

resources group, and I could continue working with them in the small group setting.

- I'm concerned about achieving a happy medium as far as how directive or non-directive to be with the questions in the Google Docs and the resources students might review. I want them to be able to explore, but I don't want them to be confused about the activity. I'll be floating during the class to make sure to provide additional direction where necessary.
- Students might not yet have decided on topics for their projects so they might struggle to identify relevant data or resources. The exercise is still valuable, but it would be better if it specifically moves them closer to completing their project.

*How will students get feedback on their performance?*

- We'll go over the pre-assessment at the beginning of class. I'll have already had time to look over responses, so I should be able to provide feedback where necessary or incorporate topics from the pre-assessment into our searches during the in-class activity. We'll also take some time at the start of the class to use the note.ly.
- I'll be floating during the class to give some real-time feedback as students are searching for resources and assessing them.
- If time permits, we'll come back together for a larger group discussion, which would be an ideal moment to give feedback/direct conversation to think about the iterative nature of searching/researching
- After class, students will submit some of their ideas for resources to use for their projects. Ideally, the faculty members and I will provide feedback on this assessment to guide them towards resources for their projects.

Class Schedule – Starting with a goal of a 50-minute instruction session

<b>Before Class (30 mins.)</b>	<b>Pre-assessment/Online Learning Object</b>
<b>-00:05 – 00:05</b>	Note.ly activity
<b>00:05 – 00:15</b>	Review Note.ly, Feedback on pre-assessment
<b>00:15 – 00:25</b>	Overview of in-class activity and a(n) (few) example(s)
<b>00:25 – 00:45</b>	In-class activity in groups
<b>00:45 – 00:50</b>	Wrap up
<b>After class (1 hour)</b>	Post-assessment
<b>15 minutes</b>	Rotate groups once
<b>20 minutes</b>	Large group discussion
<b>~</b>	Work in project groups