Kaleidoscopic Pedagogy in the Classroom Laboratory
Ryan Cordell, Benjamin J. Doyle, and Elizabeth Hopwood
in Teaching with Digital Humanities: Tools and Methods for Nineteenth-Century American Literature

Ryan Cordell, Benjamin Doyle, and Elizabeth Hopwood’s essay seizes a nineteenth-century invention, the kaleidoscope, as a model and metaphor for pedagogical practices and learning spaces that encourage play and experimentation. Through examples that involve setting letterpress type, the Text Encoding Initiative (TEI) encoding of nineteenth-century texts as an interpretive process, and the collaborative creation of Wikipedia pages, the authors describe how experiments with contemporary technologies help students claim scholarly agency over the texts and tools central to their study of the nineteenth century. Kaleidoscopic pedagogy encourages students to discover how C19 competencies like close reading and contemporary methods of coding and data analysis have the potential to be mutually constitutive, inspiring a more nuanced understanding of both periods.

Putting Students “In Whitman’s Hand”
Catherine Waitinas
in Teaching with Digital Humanities: Tools and Methods for Nineteenth-Century American Literature

Catherine Waitinas leads readers step-by-step through a digital manuscript project on Walt Whitman’s poetry that she created for a variety of courses from general education to graduate seminars. Using handwritten manuscripts digitized in the Walt Whitman Archive,
Waitinas’s students meld old and new technologies, placing penmanship in conversation with big data analysis and The Walt Whitman’s Archive’s tools like the archive’s search engine. Waitinas describes how archival assignments like these are infinitely scalable; they can be used in relation to many other archives, and Waitinas gives suggestions for one-day to full-unit versions of the assignment.