



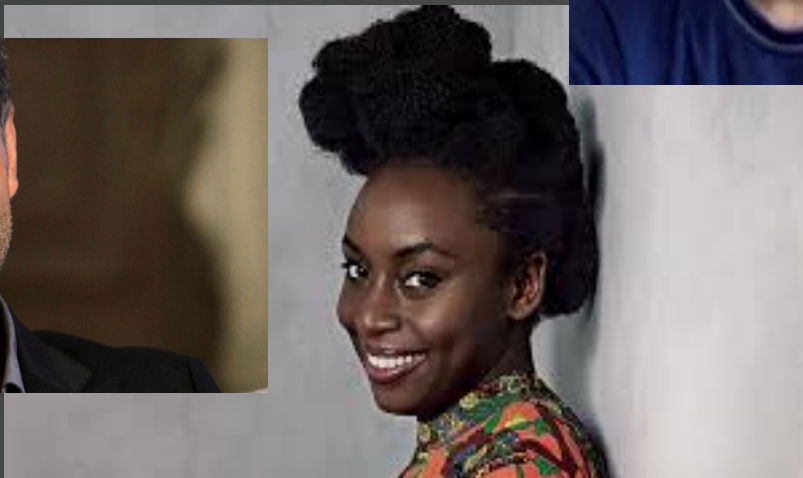
Around the World in Six Novels

An Omeka project built by the students of
John Cabot University in Fall 2018

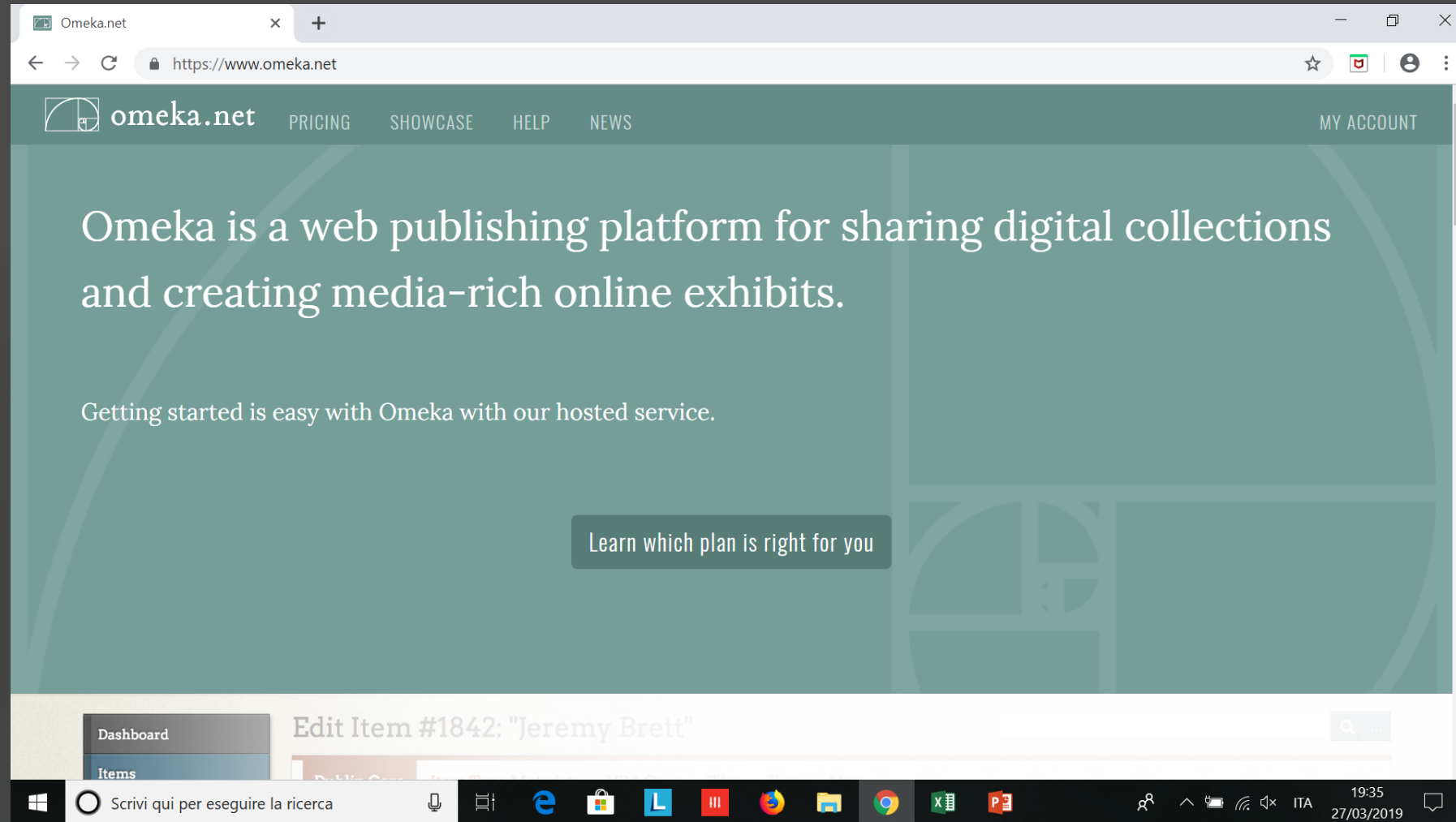
EN310/Fall 2018

Around the World in Six Novels

A course of comparative literature based on six novels by acclaimed authors from around the world published after the year 2000 and read in the English translation.



EN310/Fall 2018 + Digital Humanities



ROBERTO BOLAÑO
(Chile) *Nocturno de Chile*, 2000.
(*By Night in Chile*, 2003)

NICCOLÒ AMMANITI
(Italy)
Io non ho paura, 2001.
(*I'm Not Scared* 2003)

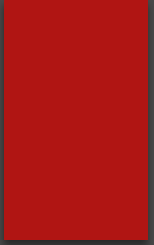
MURAKAMI HARUKI
(Japan)
アフターダーク, 2004
(*After Dark*, 2007)



DAI SIJIE
(France/China)
Balzac et la Petite Tailleuse chinoise, 2000.
(*Balzac and the Little Chinese Seamstress*, 2001)

KHALED HOSSEINI
(US/Afghanistan)
The Kite Runner, 2003

CHIMAMANDA NGOZI
ADICHIE
(US/Nigeria)
Americanah, 2013

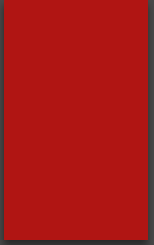
- 
- At JCU students come from over 70 countries
 - All students must take two English Literature classes to fulfill their requirements for graduation
 - The small number of English Majors doesn't allow for dedicated classes

Problem:

To engage
international
students in
the study of
literature



To engage
international
students in
the study of
literature



In such a diverse classroom it is useful to identify a group project in which everyone can engage at different levels of competence while also learning a new skill



To
experiment
with
digital
humanities

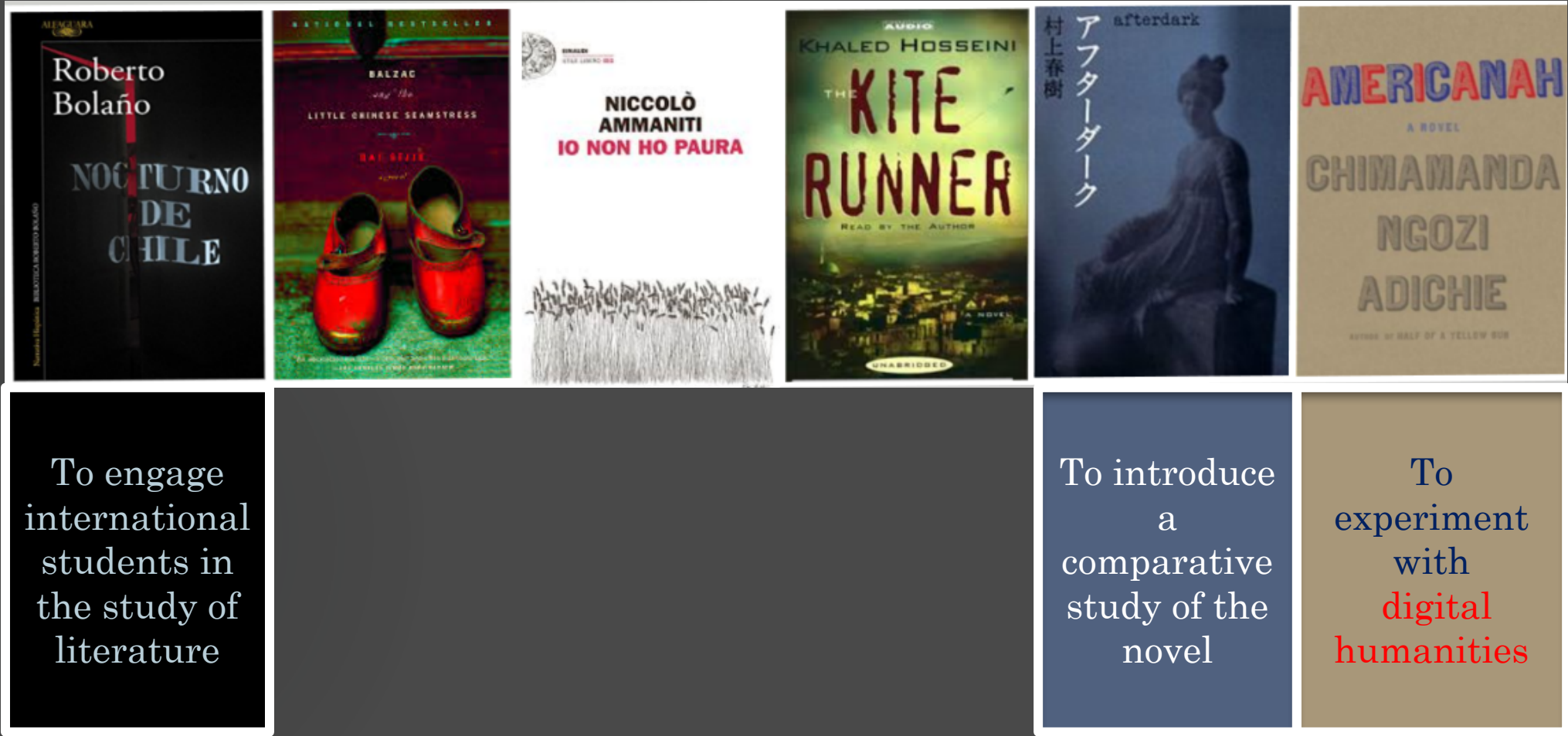


To engage
international
students in
the study of
literature

To
experiment
with
digital
humanities

Building an Omeka online exhibition allows each student to learn through their own research how to compare novels written in different languages by authors originating in different parts of the world.

To
introduce a
comparative
study of the
novel



The Omeka Exhibition allows students to reflect of the importance of geography and maps in the study of literature

To make
students
think of
literature
in space



To engage
international
students in
the study of
literature

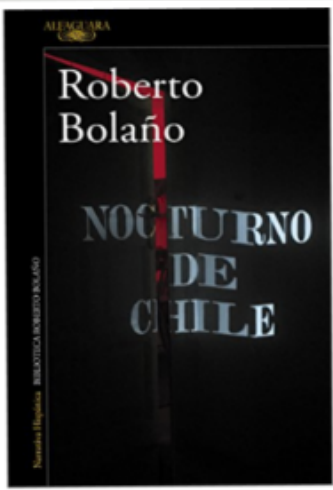
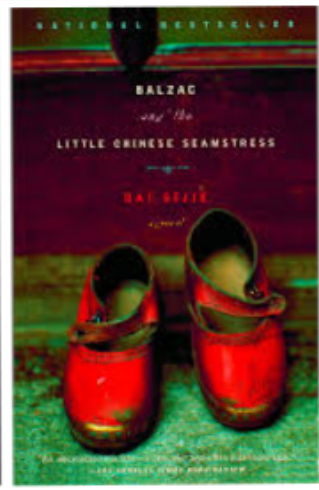



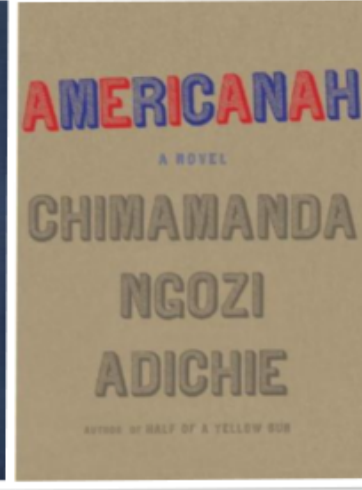
To make
students
think of
literature in
space

To introduce
comparative
study of the
novel

To
experiment
with
digital
humanities

The Omeka Exhibition allows students to study the historical background of the different countries in which the novels are set and to consider the relationship between individual narrative and collective history.

To make
students
think of the
individual
and history

					
<p>To engage international students in the study of literature</p>	<p>To make students think of literature in space</p>	<p>To make students think of the individual and history</p>		<p>To introduce comparative study of the novel</p>	<p>To experiment with digital humanities</p>

The Omeka Exhibition encourages students to develop their research abilities; fosters their relationship with the librarians; excercises their practical knowledge of citation, copyright laws, etc.

To develop
students'
research
abilities

					
<p>To engage international students in the study of literature</p>	<p>To make students think of literature in space</p>	<p>To make students think of the individual and history</p>	<p>To develop students' research abilities</p>	<p>To introduce comparative study of the novel</p>	<p>To experiment with digital humanities</p>

This was the
plan: how
did it go?



Instructor's expectations

Allow students to research background information for each novel in a way that didn't impact too much on class time.



Instructor's expectations

Allow students to research background information for each novel in a way that didn't impact too much on class time.

Compensate for the students' different levels of familiarity with literary studies by dividing the class into mixed groups

Students were curious, some were excited to learn a new skill, but they also resited the idea of extra work



Students were curious, some were excited to learn a new skill, but they also resited the idea of extra work

The class-room discussions and the students' essays were significantly improved by the information they had collected



Results

Students were curious, some were excited to learn a new skill, but they also resited the idea of extra work



Results

The class-room discussions and the students' essays were significantly improved by the information they had collected

Peer to peer review of items and students competing for who found the most interesting references gave them a different motivation from the usual concern for grades.

The instructor falling
behind with her part of
the work (approving the
items uploaded)
frustrated the students
who could not see the
finished exhibition,



Drawbacks

The instructor falling behind with her part of the work (approving the items uploaded) frustrated the students who could not see the finished exhibition,

Planning the exhibition, assigning research tasks, evaluating the materials the students were uploading was a lot of extra work.



Drawbacks

Planning the exhibition, assigning research tasks, evaluating the materials the students were uploading was a lot of extra work.

The instructor falling behind with her part of the work (approving the items uploaded) frustrated the students who could not see the finished exhibition,

Navigating the national and international copyright laws, while at the same time ensuring that the students could freely experiment with the collection of information, documents, images, music files, movie clips, proved extremely complicated. For the purposes of this exhibition, the decision was made not to publish it online.



Drawbacks

Omeka was a very appropriate tool for this class, but it is also a time consuming program: the uploading of each item into an exhibition requires many passages.

Conclusions



Omeka was a very appropriate tool for this class, but it is also a time consuming program: the uploading of each item into an exhibition requires many passages.

As a first experience it was very satisfactory, and the students were pleased with their work which was presented in an event at the end of the course.

Conclusions





The Librarian's point of view



Infolit and digital humanities



whereas with
catalog and
database sessions
they do not always
perceive a direct
connection with
practice

Students were more
engaged in the
library session
because they
immediately put
into practice what
they learned

**Very practical
instruction**

Compared to the standard “how to use the databases,” “how to select academic sources” sessions for a traditional research paper



**Originality
and
inspiration**

a new platform is fascinating and makes the library session (and the project) appear more exciting

Revamped Info Lit

Traditional infolit is still central: e.g. to build up the archive, students have to search for, select and evaluate sources, both on the web and in the library



But it is presented in an indirect way and mediated by the digital tool learning process, which may result in a more effective strategy



More Info Lit

Students are exposed to more infolit needs, e.g. copyright issues for publication. They must pay attention not only to what they select,

but must also consider in what way they will use the collected information to produce their content





BEFORE

Research
and
source
selection

Content
production

AFTER

Publication



The specificity and peculiarity of the Omeka platform encourages the consideration of concepts that facilitate the acquisition of infolil skills

Metacognition process

Source
title

Source
informa
tion

Source
creator



After the sessions,
students scheduled
appointments to
ask for clarification
about the usage of
the platform
demoed in class

More Reference

The course ended with a public presentation to the whole university in which the students commented on their experience of building an Omeka exhibition



A joint Department of English/
Frohring Library project

DIGITAL HUMANITIES IN CLASS

the students of EN310
present



AROUND THE WORLD IN SIX NOVELS

6 PM - NOVEMBER 28, 2018
GUARINI CAMPUS G.G.1



Roberto Bolaño;

<https://www.illibraio.it/wp-content/uploads/2017/05/Bola%C3%B1o.jpg>



Khaled Hosseini:

<http://s.huffpost.com/contributors/khaled-hosseini/headshot.jpg>



Niccolò Ammanniti:

https://www.niccoloammaniti.it/immagini/niccolo_ammaniti_news_18.jpg



Dai Sijie:

<https://images.randomhouse.com/author/41984>



Murakami Haruki:

http://harukimurakami.org/wp-content/uploads/2018/04/haruki-murakami-sozleri_1511426013.jpg



Chimamanda Ngozi Adichie:

https://c1.staticflickr.com/3/2834/13429525824_4b3419489c_b.jpg