

Pedagogical applications of **TimelineJS** in the classroom

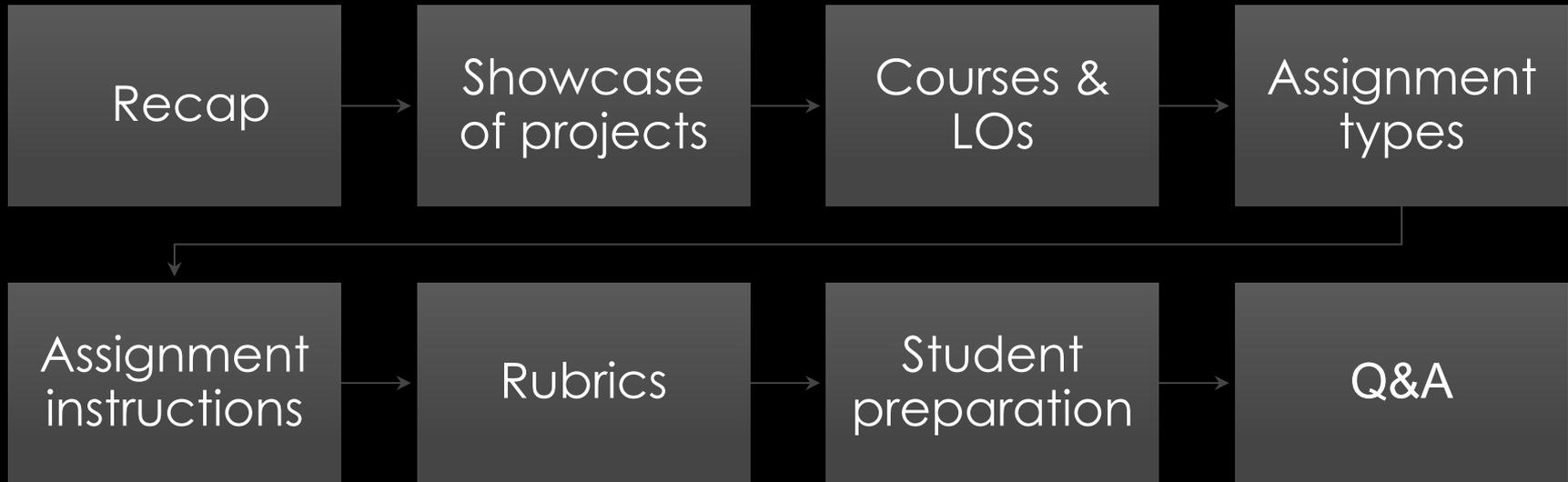
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OVERVIEW



Recap

TimelineJS

- “**TimelineJS** is an **open-source tool** that enables anyone to build visually rich, interactive timelines.” <https://timeline.knightlab.com/> (Created by Northwestern University Knight Lab)
- As a platform, it allows students to **integrate interactive, visually rich and multimodal digital items** in a **chronologically ordered** way
- **Multimedia** in the form of videos, images, audios along with linked tweets, digital visualization assignments and resources can be added to **enhance students writing**
- It's **easy for students to use** and **collaborate** on with peers to build and develop



TimelineJS is a free platform for students to build digital timelines that can do more than “present a static linear progression of dates and names”

Recap

TimelineJS examples

- [Women in Computing](#)
- [Whitney Houston](#)
- [The life of Confucius](#)
- [C.S. Lewis](#)
- [Gender Bias in Arthur Conan Doyle's novels](#)
- [Good & Evil in Robert Louis Stevenson](#)
- [Fashion in three novels](#)
- [Charles Dickens \(1\)](#)
- [Monsters and Heroes](#)
- [Charles Dickens \(2\)](#)

Spreadsheet example:

<https://docs.google.com/spreadsheets/d/13zVbKF4JODxq4v6xRill6oeKnCwdxodb9T4yMrXgoKg/edit#gid=0>

What do you need to make it work?

- The Internet
- The site: timelineknightlab.com
- A Gmail account
- A Google spreadsheet template (generated by Knightlab)
- Multimedia from a variety of sources: [*Check [Supported Media types on the TimelineJS site](#)*]
 - Twitter
 - Instagram
 - Flickr
 - Google Maps
 - SoundClouds / Storify / Vimeo
 - URLs of online materials: sites, images, resources
 - Student-generated/created digital content: Photos, visualizations from digital tools: maps, word clouds, networks, videos, etc
 - Texts (paragraphs)
 - Bibliography
 - ***Can you think of more items?***

Challenges

- **Technical issues:**
 - Internet & electricity issues (Lebanon)
 - Temporary website issues
 - Media needs to be online
 - URLs sometimes got cut
 - Adding a bibliography at the end of the paper
- Finding **appropriate multimedia resources:** (a librarian could help)
- Practicing Academic Integrity
- Writing texts in **Google Sheets**
- Collaborative work during **social distancing**
- **Do you anticipate other challenges?**

Optional assignment for this workshop

- 1. Create a TimelineJS project with 5 different events to share with us**
2. Think of a course that you might want to use the tool in
3. Which 1 or 2 LOs do you think the assignment will target in your course?
4. Where in the syllabus does it make sense to add the introductory and hands on training on TimelineJS for your students?
5. Think of an assignment that you might want to create using TimelineJS
6. Write a quick draft of the assignment instructions

Optional assignment for this workshop

- Will it be a collaborative or individual assignment?
- Will you be making available the digital objects for students' use?
- What weight of grades do you think you might give it?
- How would you like to grade the assignment? draft some rubric items that make sense for you
- Do you have a digital librarian who can support you and your students?
- Are you as a librarian interested in reaching out to faculty to offer support?

Showcase of projects by participants

- *Create a TimelineJS project with 5 different events to share with us*

Courses where digital timelines could be integrated

American & English Literature Survey courses
Academic Writing
Creative writing
History

Think of a course that you might want to use the tool in.

...

Learning Outcomes

- **chart out important events**, motifs, themes, and landmark figures using multimedia enhancements
- **depict events** in a chronological order
- ingeniously **showcase understanding** of events or trends for a particular topic / literary period / episode / literary work / motif / and character
- break information into parts to **understand the impact of time and space** on perspective and identify trends
- develop **inquiry-based learning strategies**

Learning Outcomes

- **practice** and **produce critical arguments** in many formats, other than the traditional format of the academic essay
- find **ways of connecting ideas**, themes, events etc **to build arguments** about change or continuity
- **break down information** in a linear and nonlinear way to identify and analyze how unrelated events can be contextualized into a broader context
- **compare and contrast** between events and themes by visualizing similarities and differences
- **see relationships** between events, research papers in a literature review, etc

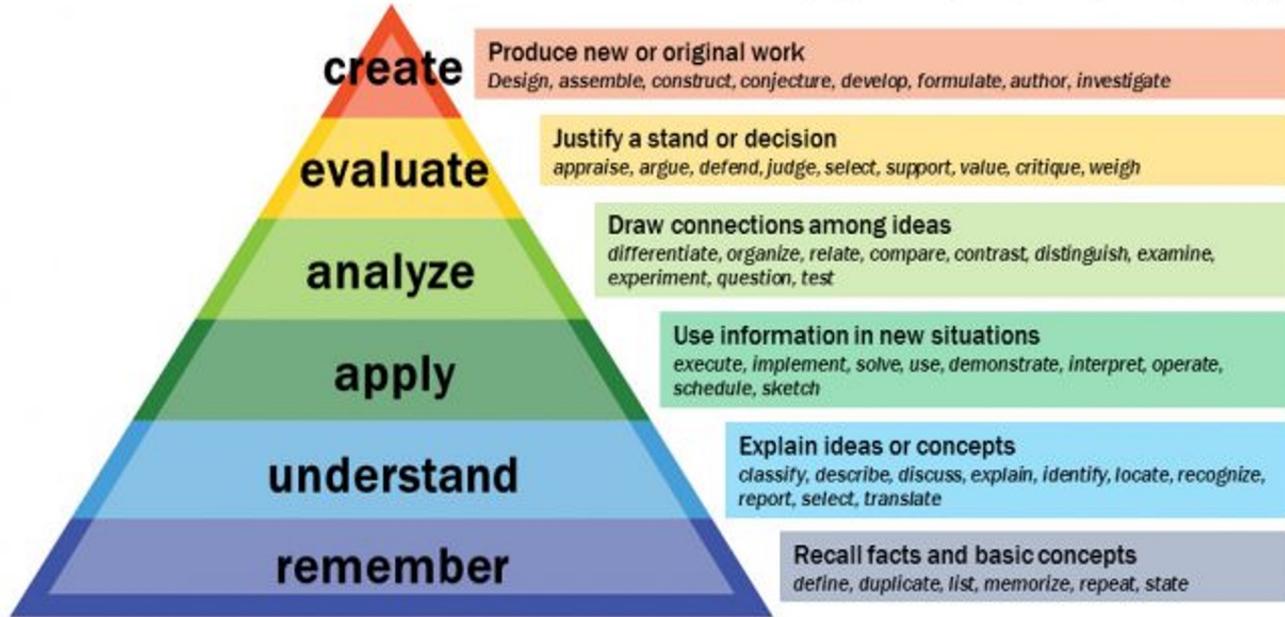
Learning Outcomes

- document and **acknowledge variety of multimodal sources**
- manage and **self-direct** own time
- create collaborative, interactive, multimedia, and visually attractive **student-centered digital spaces**
- extend **writing beyond the classroom**
- exercise and **utilize 21st century technology** (Moodle forums, Wikis, Open Source Software: TimelineJS & Online Platforms etc.)
- **explore the English literary tradition** in a student-centred way
- Add more ...

Which 1 or 2 LOs do you think your assignment will target in your course?

Bloom's Taxonomy for LOs

Bloom's Taxonomy



Vanderbilt University Center for Teaching

Introduce additional digital LOs

Add or adapt the following “... additional DH/digital outcomes produced by hands-on, experiential, and project-based learning through doing.” (Anne Burdick et al. 134)

- Ability to integrate digitally driven research goals, methods, and media with discipline specific inquiry
- Ability to understand, analyze, and use data
- Develop critical savvy for assessing sources and data
- Ability to use design critically
- Ability to assess information and information technologies critically
- Ability to work collaboratively
- [Ability to apply quantitative methods to Humanities scholarship]

Explain how students will acquire digital skills and competencies to be more competitive on the job market

How does this digital assignment contribute to student learning?

- Supports authentic, inquiry-driven learning
- Facilitates undergraduate/graduate research projects
- Enables students to have a public impact
- Fosters collaborative, social learning
- Promotes creative confidence
- Promotes greater understanding of the digital environment in which we operate
- Promotes interdisciplinary, integrative thinking & doing

Slide 29 of Lisa Spiro's Case Studies of DH Pedagogy:

<https://digitalscholarship.files.wordpress.com/2013/03/gettysburgdhcasestudiesfinal.pdf>

Revisions of existing syllabi

Revisions to an existing syllabus cover all the essentials sections in each syllabus:

- Meeting locations should indicate lab, other spaces outside the traditional classroom settings: Library archives, OCR labs
- Meeting times: Office hours + Online meeting times + Online presence
- Co-teachers, embedded librarian, archivist, technicians, visitors that will contribute to the course items
- Clarification of new types and levels of digital skills needed and acquired

Revisions of existing syllabi

Revisions to an existing syllabus cover all the essentials sections in each syllabus

- Clarification of new types of methodologies to be acquired
- Clarification of how the two above are relevant to students' education and to other courses
- Clarification of the nature of collaborative and individual assignments along with the assessment methods that will be used
- Alignment of new digital learning outcomes with disciplinary knowledge

Revisions of existing syllabi

- Course Readings and Glossaries
- Schedule with activities and due dates (phases)
- Resources and data that will be created with students throughout the semester
- Course policies: Attendance, Late Submission of Assignments, Ethical use of DH sources / Digital objects / Protection of students privacy
- TroubleShooting: where to get help/technical support and how?
- Tutorials for digital tools and skills required for each activity
- Platform where course contents, assignments, tutorials will be posted

Some of the main challenges include striking the right balance between teaching methods and skills along with content in each session and throughout the semester



Revisions of existing syllabi

4. Where in the syllabus does it make sense for you to add the introductory and hands on training on TimelineJS for your students?

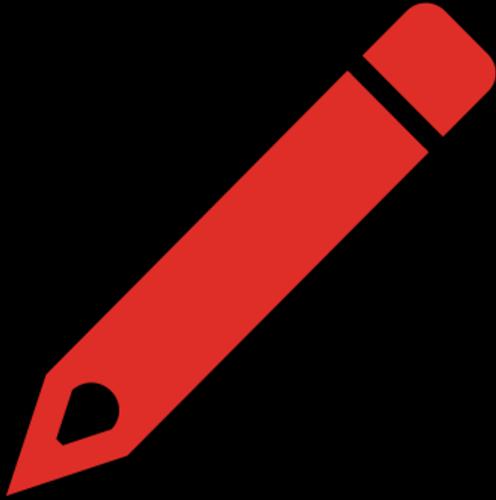
Assignment types

- The McGraw Center for Teaching and Learning:
<https://mcgrawect.princeton.edu/assignment/make-a-timeline/>
- Vanderbilt University Center for Teaching:
<https://cft.vanderbilt.edu/guides-sub-pages/digital-timelines/>
 - Timeline as archive
 - Timeline for analysis
 - Timeline as argument
 - Timeline for student created content
- [Brian Croxall](https://briancroxall.net/2010/02/03/assignment-the-american-century-geospatial-timeline/): The “American Century” Geospatial Timeline
<https://briancroxall.net/2010/02/03/assignment-the-american-century-geospatial-timeline/>
- Creating timelines by Lisa Spiro
<https://docs.google.com/document/d/1xlv7WBIMAk6U4b8JLa4voQ6K6uOUUnON9PcsUM6PQG-g/edit#>

Assignment types

- *Think of an assignment that you might want to create using TimelineJS*
- *Write a quick draft of the assignment instructions*
- *Will it be a collaborative or individual assignment?*
- *Will you be making available the digital objects for students' use?*

ASSIGNMENT INSTRUCTIONS



Example of a TimelineJS assignment in a Literature survey/ DH course

“This is your first attempt at research in this course. The timeline is a creative, collaborative project that you will work on for the duration of the whole semester. It is mainly categorized as a creative project in that it allows you to ingeniously showcase your understanding of events or trends for a particular topic / literary period / episode / literary work / motif / character. Timelines require you to break information into parts, understand the impact of time and space on perspective and identify trends.”

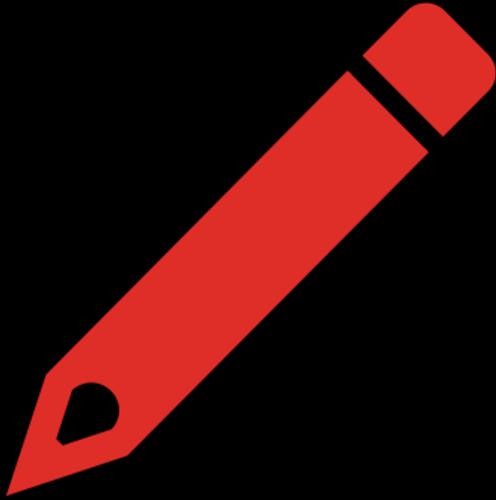
njarkasblog.wordpress.com/digital-timeline-assignment/

TimelineJS ASSIGNMENT INSTRUCTIONS



1. Create a **list of topics** related to the course.
2. Create a **tentative proposal** and discuss it in class.
(Week 3/4)
3. Explore **TimelineJS**
4. Choose **a topic that has evolved over time** and has many key events.
5. Your topic may incorporate events and pieces of information covered in the course readings and Moodle resources.
6. Structure your timelines **after the model of an academic essay**: abstract, introduction, body paragraphs, conclusion, and bibliography
7. Locate digital **multi media** relevant to your entries
8. Make sure you **have fun** with the topic you choose and remember to get my official approval of the topic as early as possible.

ASSIGNMENT INSTRUCTIONS



9. **Develop your timeline** adding more materials (DH Visualizations: Wordle; Maps; Gephi; Social Networks in DH classes) in support of your project proposal.

10. Give specific **start** and **end** parameters for your timeline.

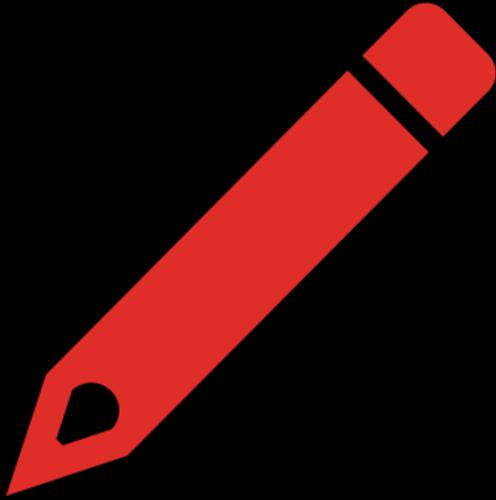
11. Each project must include a **minimum of 8 events**.

12. Each event can include **4-5 entries** which could be varied in genre/type from the following:

- a description of the event
- image
- map
- video
- audio (all need to be accompanied by your annotation describing or analyzing their significance)
- quote from readings with (in-text citation)/tweet

13. Each entry should be thoroughly **fact-checked**

ASSIGNMENT INSTRUCTIONS



14. **Update** and revise your proposal as you go
15. Generate:
 - **A Narrative** addressing the overall focus in crafting the timeline, why it was chosen by the group, how it is supported by the entries
 - **A Concluding Statement / Final Reflection** on the process, and whether there are any lingering questions that your team might have about copyright issues, ambiguities in the information or the sources
16. Don't forget to include a list of your **references** which follows an appropriate documentation style
17. Exercise responsible scholarly engagement with your subject
18. Check Collaborative Wiki and Timeline Projects & Oral Presentations Rubrics
19. Sign **consent form** agreeing to sharing your timeline publicly. The student-generated bank of timelines can be very resourceful and useful for your other classmates in this and future courses.

ASSIGNMENT INSTRUCTIONS



- *Write a quick draft of the assignment instructions to share with us*

Rubrics

- Grading can be done in **three phases**: (Literature Survey/DH Class)
 1. Phase 1 (Week 4) **proposal 5%** stating the topic/theme of the timeline, why your team has chosen this topic, and who in your team is doing what
 2. Phase 2 (Week 7) **10%** submission of **two-page update of Google Sheets** with 5 entries, digital resources, and 5 texts (paragraphs)
 3. Phase 3 (week 13) **10%** completion of **TimelineSJ** and **oral presentation (5%** graded separately)
- Multimedia Timeline Rubric:
<https://www.dropbox.com/s/n80r330xy73hcju/Rubric-for-Multimedia-Timeline-Assignment.docx>
- Collaborative Timeline Rubric:
https://docs.google.com/document/u/1/d/e/2PACX-1vS-jfoL7tGjZol_YJHhCKjKNGfTGAH9W9kz79IYTM-0cclGrT6w9TP7eDxT13SRBw/pub
- Rubric for oral presentations

Rubrics

- *What weight of grades do you think you might give your assignment?*
- *How would you like to grade the assignment?*
- *Draft some rubric items that make sense for you*

Student preparation

- Student technical skills
 - Timelines do not require a lot of digital skills:
Quickstart Guide to TimelineJS
<https://mcgrawect.princeton.edu/guides/Quickstart-Guide-TimelineJS.pdf>
- You can survey your students' technical needs using one of these forms
 - [DH Course Student Digital Fluency Survey \(fall, 2020\)](#) (Najla Jarkas)
 - [Student skills pre-assessment survey](#) (Jeffrey McClurken)
 - [Caleb McDaniel \(Rice\)](#)

Student preparation

- Do you have a digital librarian who can support you and your students?
- Does your library have a digital toolkit available for students?
- Will you be making available the digital objects for your students to use?
- Will your students be creating digital content?
- Who will be teaching them about issues around privacy & intellectual property
- Class size and number of students who require support in the lab with the tool
- Individual vs Group assignment support



Student preparation

- *What other needs do you feel your students might need support with?*

Link to digital tool kits in your library:

<http://coplacdigital.org/resources/digital-tools-and-resources/>



Q&A



THANKS!

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