



The St. George's Foundation  
Welcomes you

to

‘RIP It’ with New Media  
and Digital History

LB/TSGF



# RIP It

an acronym for

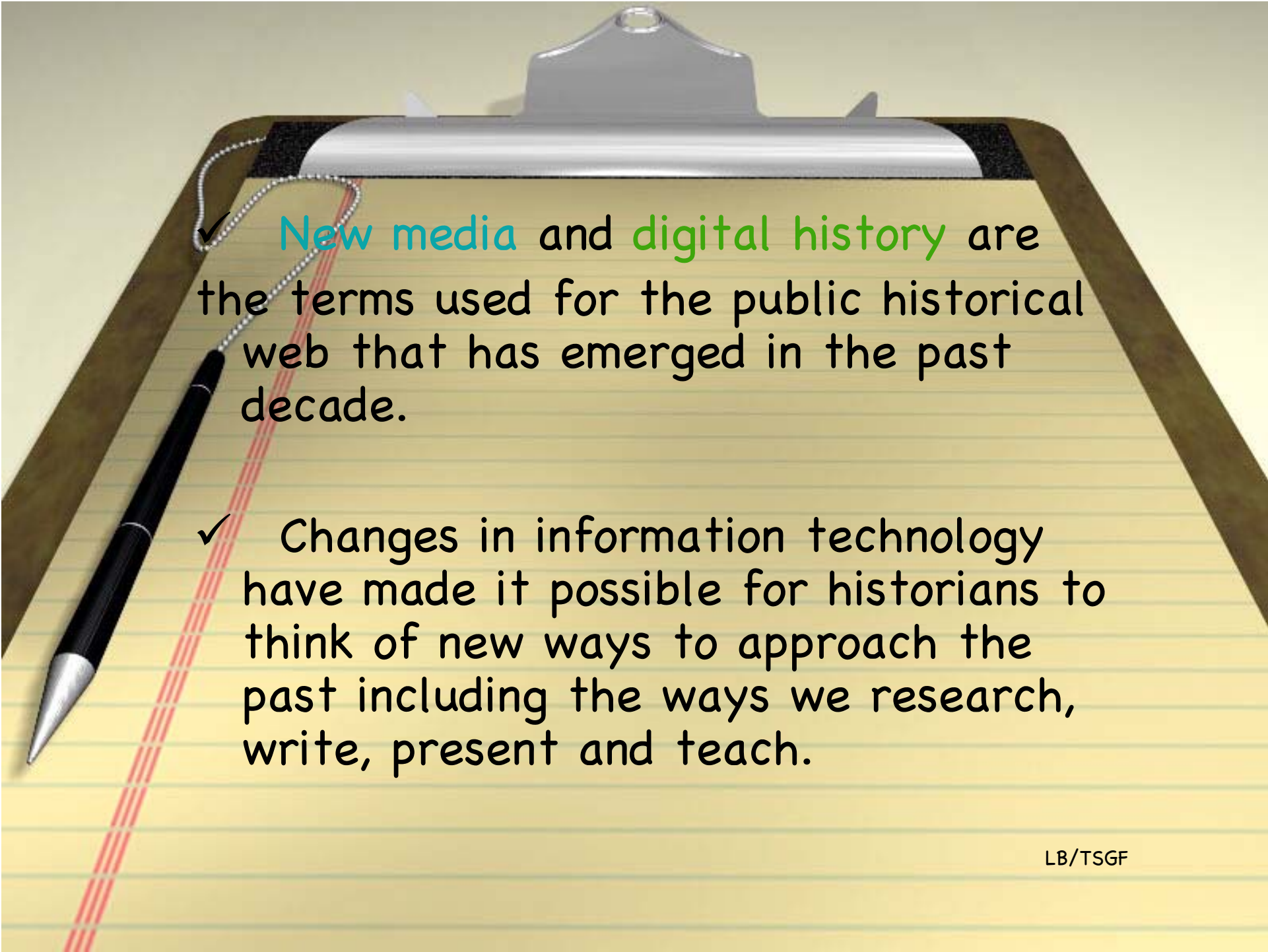
Research, Interpret and Present It

✓ is one of The St. George's Foundation's signature educational programs designed to promote primary source research in Bermuda, and encourage students to enter the field of history.



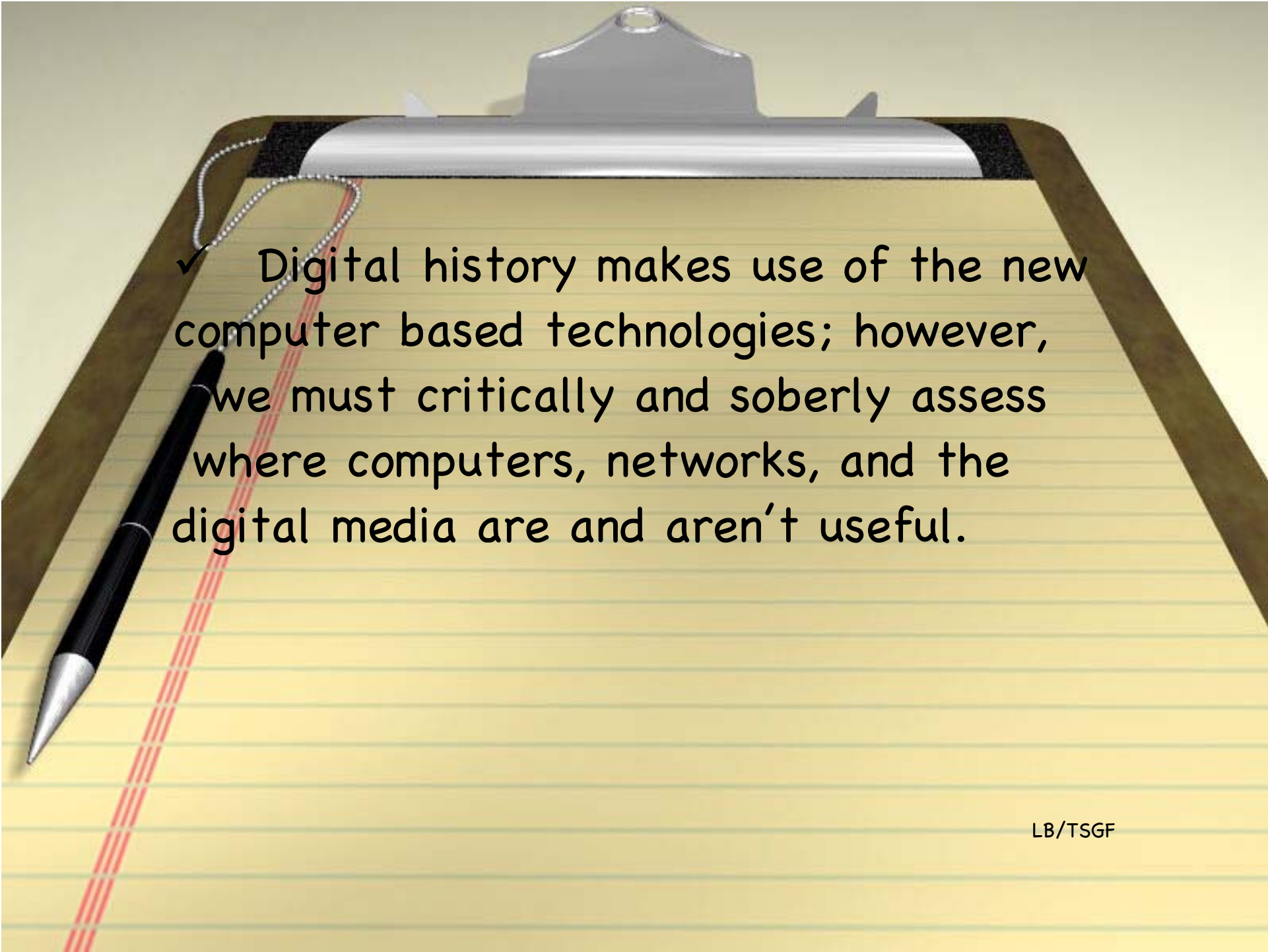
## This RIP It workshop

will introduce you to **new media** and **digital history** and provide you with some additional tools to successfully incorporate this exciting medium into your existing curriculum.

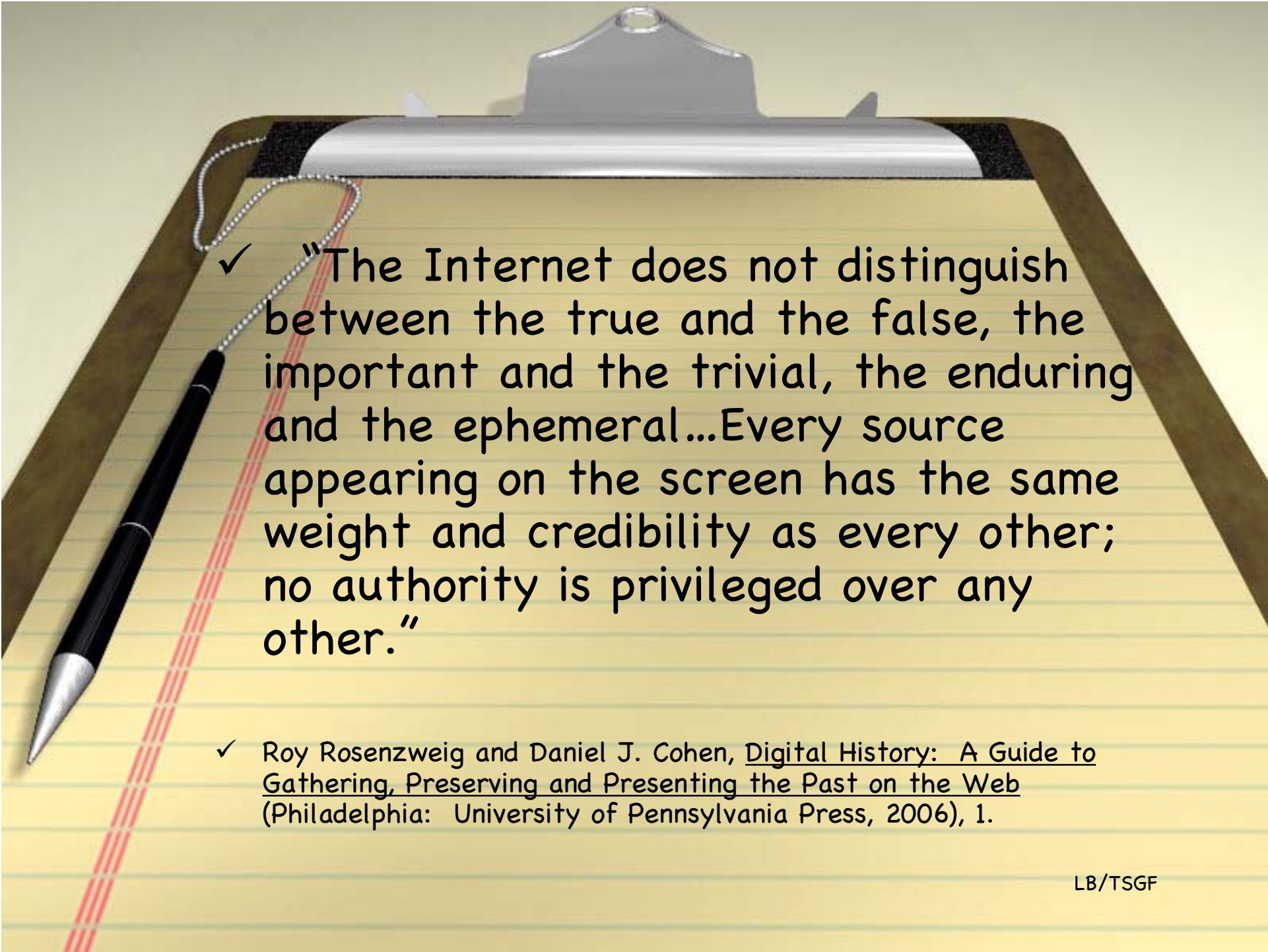


✓ **New media** and **digital history** are the terms used for the public historical web that has emerged in the past decade.

✓ Changes in information technology have made it possible for historians to think of new ways to approach the past including the ways we research, write, present and teach.

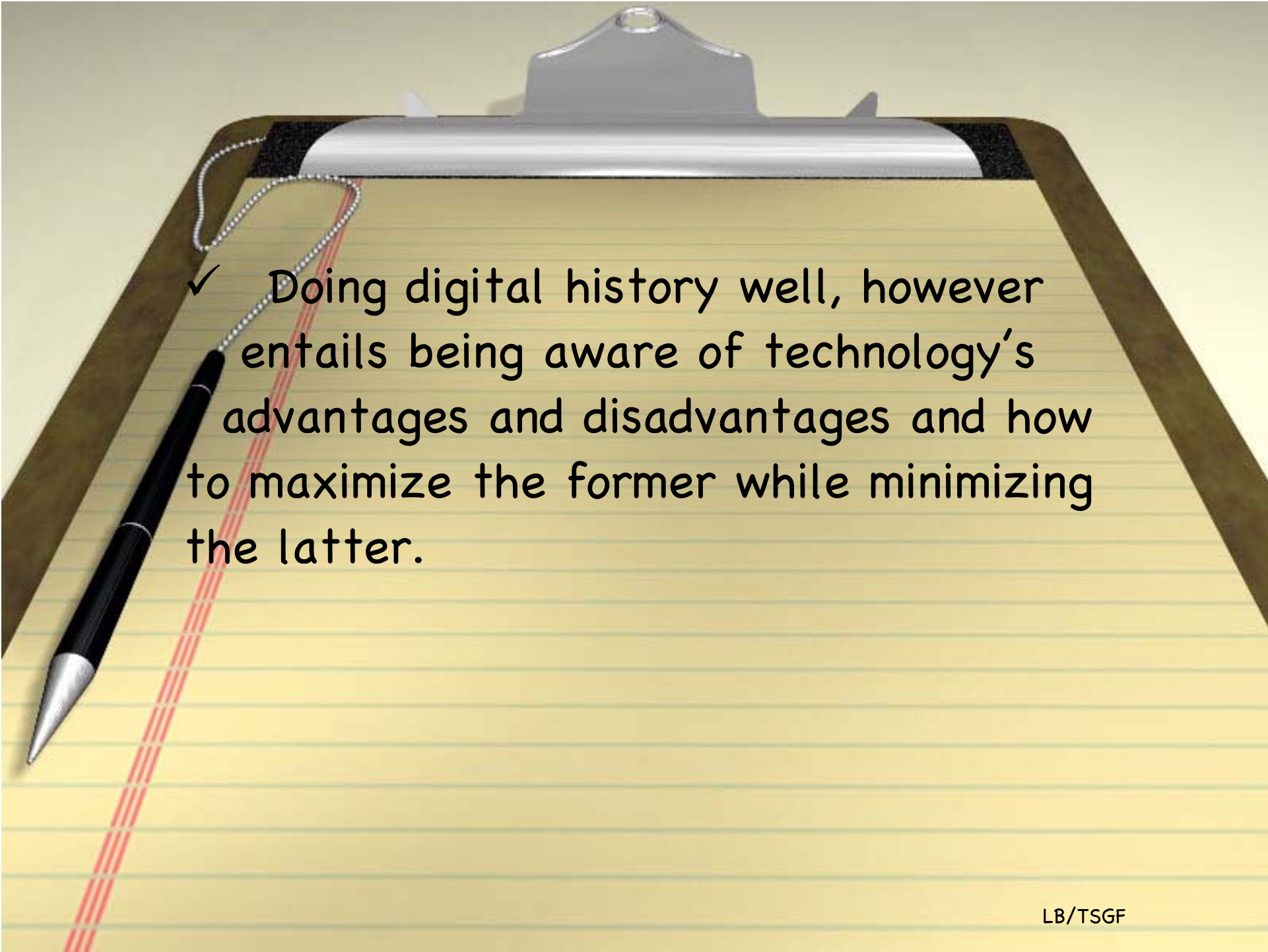


✓ Digital history makes use of the new computer based technologies; however, we must critically and soberly assess where computers, networks, and the digital media are and aren't useful.

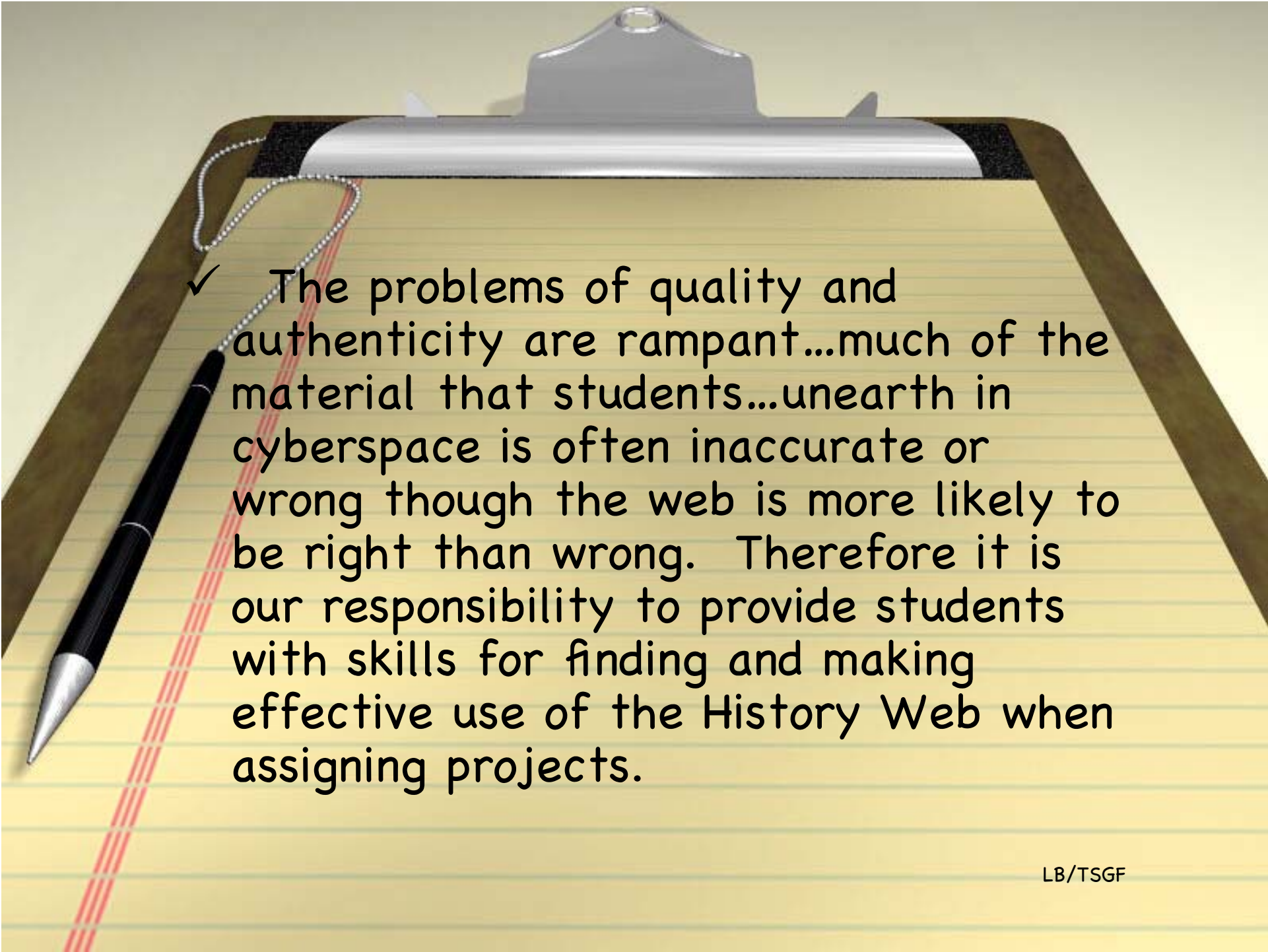


✓ "The Internet does not distinguish between the true and the false, the important and the trivial, the enduring and the ephemeral...Every source appearing on the screen has the same weight and credibility as every other; no authority is privileged over any other."

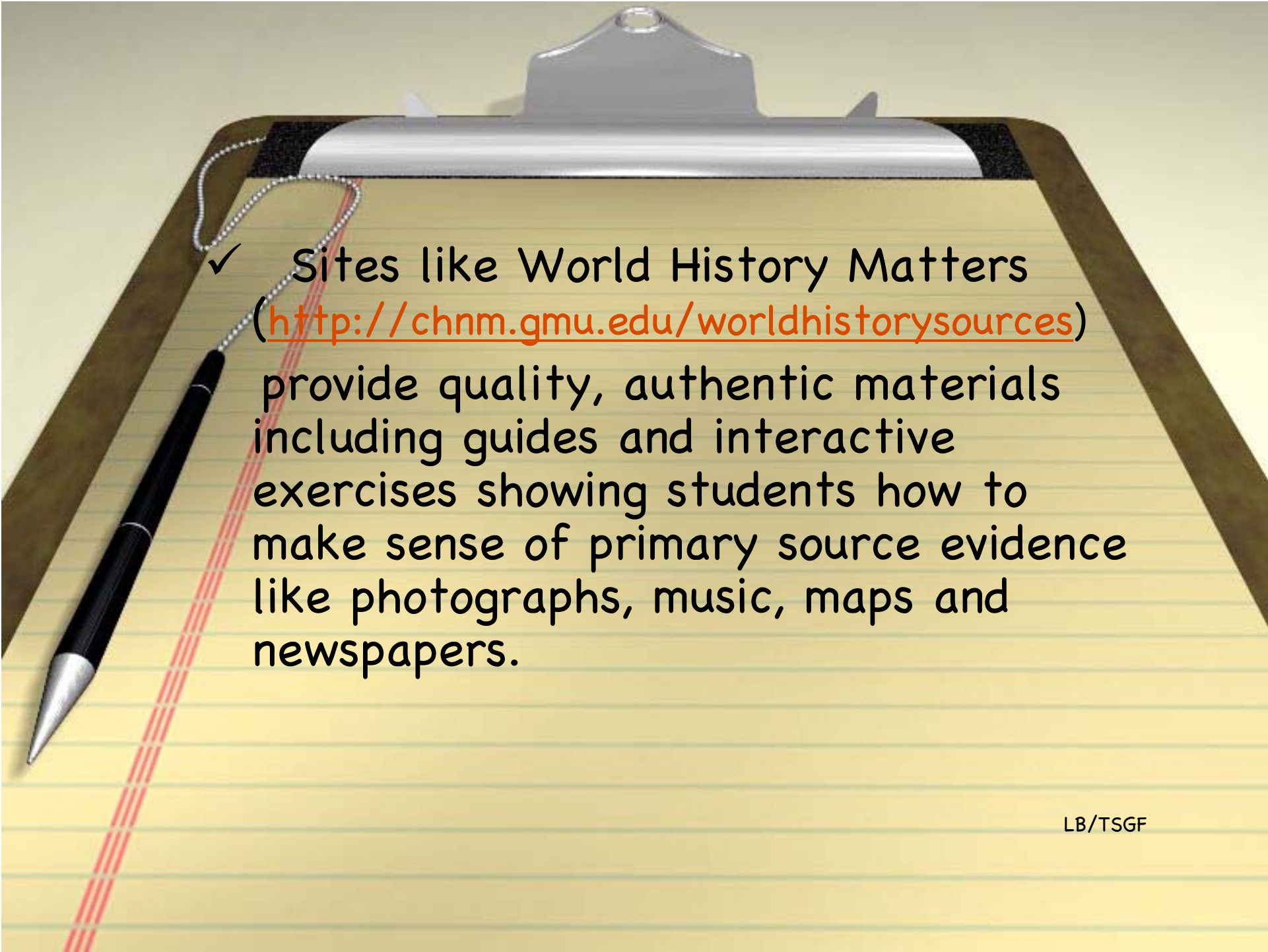
✓ Roy Rosenzweig and Daniel J. Cohen, Digital History: A Guide to Gathering, Preserving and Presenting the Past on the Web (Philadelphia: University of Pennsylvania Press, 2006), 1.




✓ Doing digital history well, however entails being aware of technology's advantages and disadvantages and how to maximize the former while minimizing the latter.



✓ The problems of quality and authenticity are rampant...much of the material that students...unearth in cyberspace is often inaccurate or wrong though the web is more likely to be right than wrong. Therefore it is our responsibility to provide students with skills for finding and making effective use of the History Web when assigning projects.



✓ Sites like World History Matters (<http://chnm.gmu.edu/worldhistorysources>) provide quality, authentic materials including guides and interactive exercises showing students how to make sense of primary source evidence like photographs, music, maps and newspapers.



✓ Other reliable online repositories are generally found at:

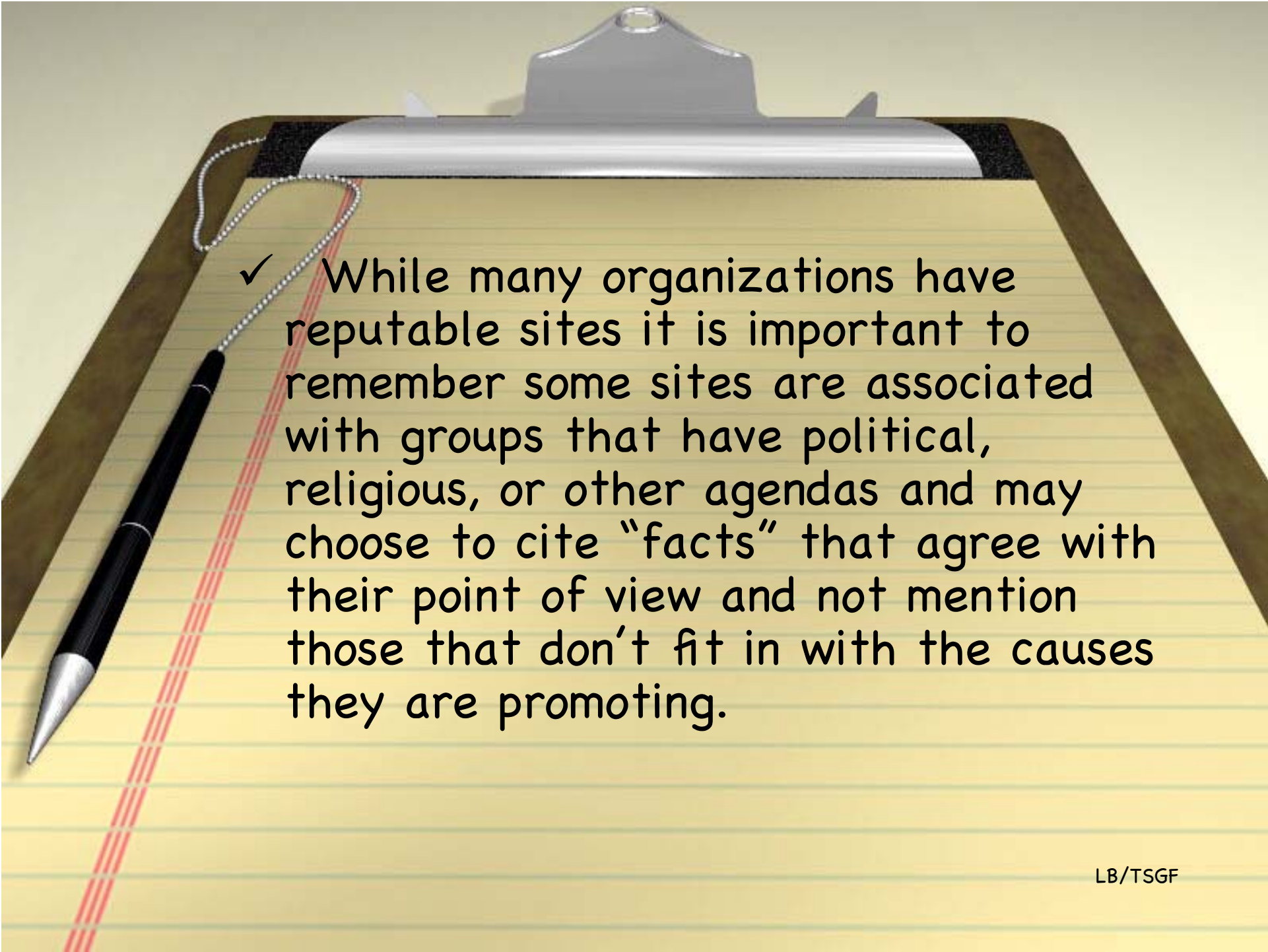
✓ Universities

✓ Libraries

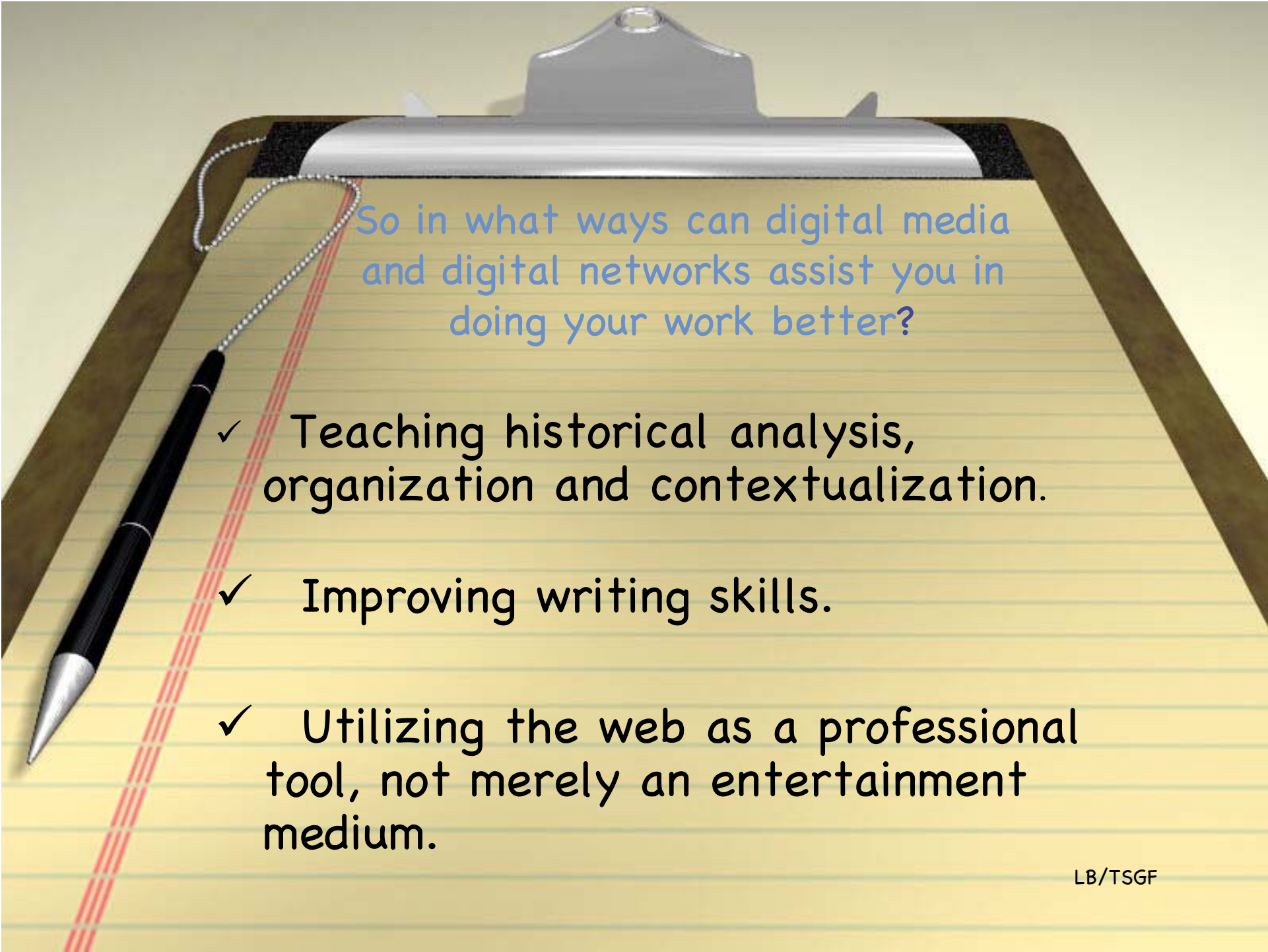
✓ Museums

✓ Archives

✓ Government and Organizational websites like TSGF

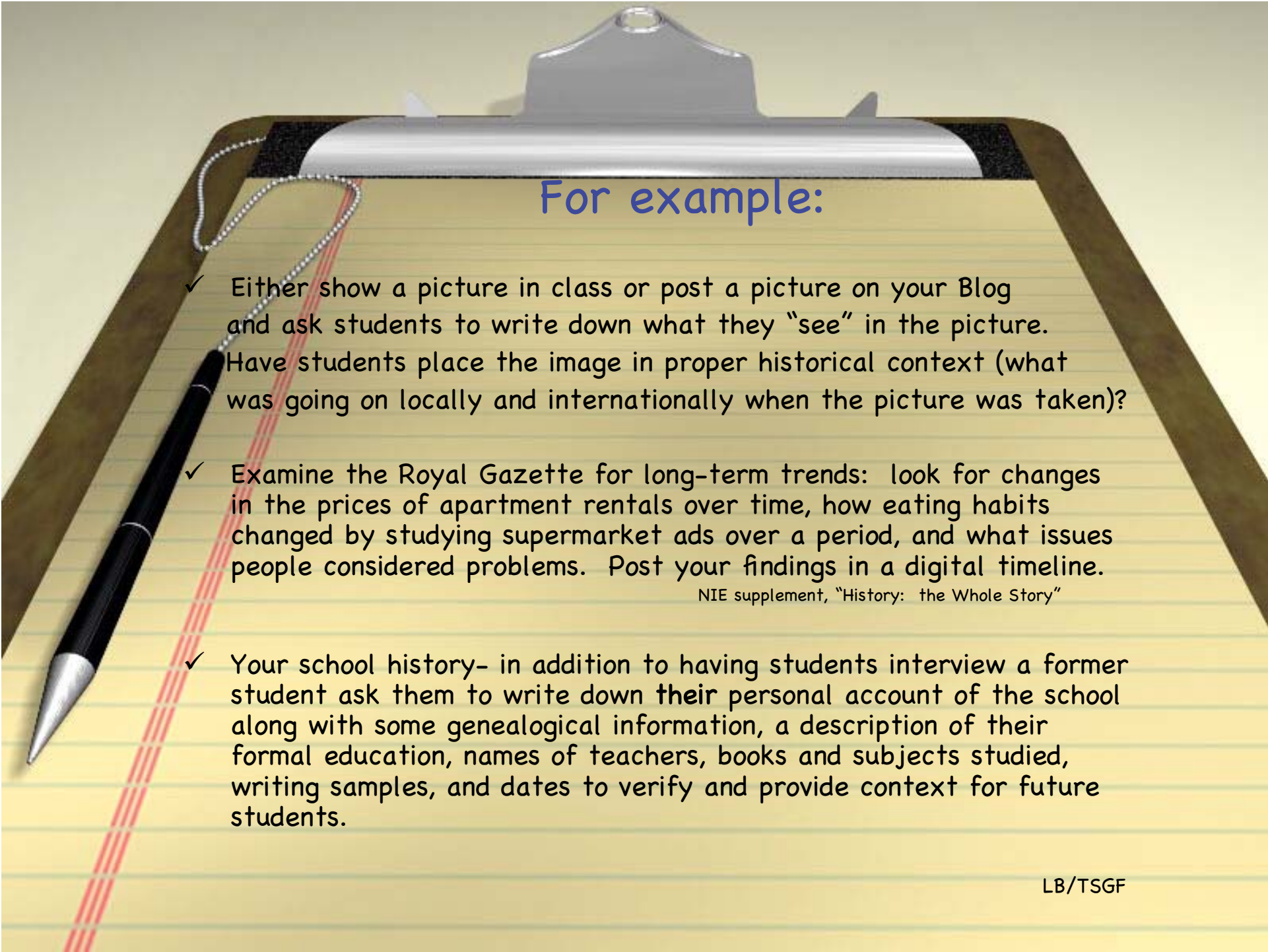


✓ While many organizations have reputable sites it is important to remember some sites are associated with groups that have political, religious, or other agendas and may choose to cite "facts" that agree with their point of view and not mention those that don't fit in with the causes they are promoting.




So in what ways can digital media and digital networks assist you in doing your work better?

- ✓ Teaching historical analysis, organization and contextualization.
- ✓ Improving writing skills.
- ✓ Utilizing the web as a professional tool, not merely an entertainment medium.




## For example:

- ✓ Either show a picture in class or post a picture on your Blog and ask students to write down what they “see” in the picture. Have students place the image in proper historical context (what was going on locally and internationally when the picture was taken)?
- ✓ Examine the Royal Gazette for long-term trends: look for changes in the prices of apartment rentals over time, how eating habits changed by studying supermarket ads over a period, and what issues people considered problems. Post your findings in a digital timeline.  
NIE supplement, “History: the Whole Story”
- ✓ Your school history- in addition to having students interview a former student ask them to write down their personal account of the school along with some genealogical information, a description of their formal education, names of teachers, books and subjects studied, writing samples, and dates to verify and provide context for future students.



✓ A social studies project can turn into a community program when you share students' historical research with an online audience of local residents through Blogs, historical newsletters or photo documentation.



✓ Blog is short for web log, a user-generated website where entries are made in journal style and displayed in a reverse chronological order.

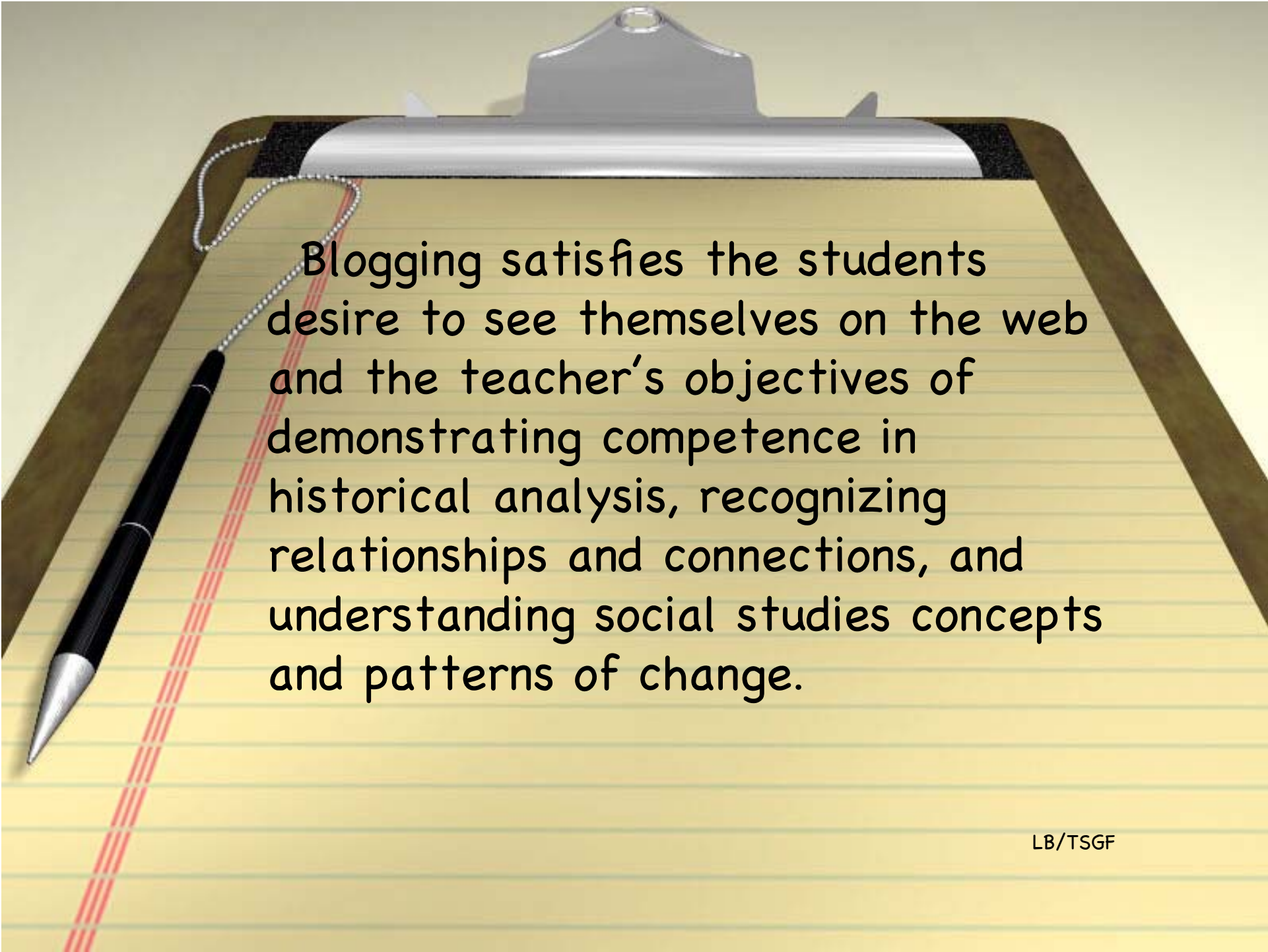
✓ Three easy to use blog sites are:

✓ [www.blogger.com](http://www.blogger.com)

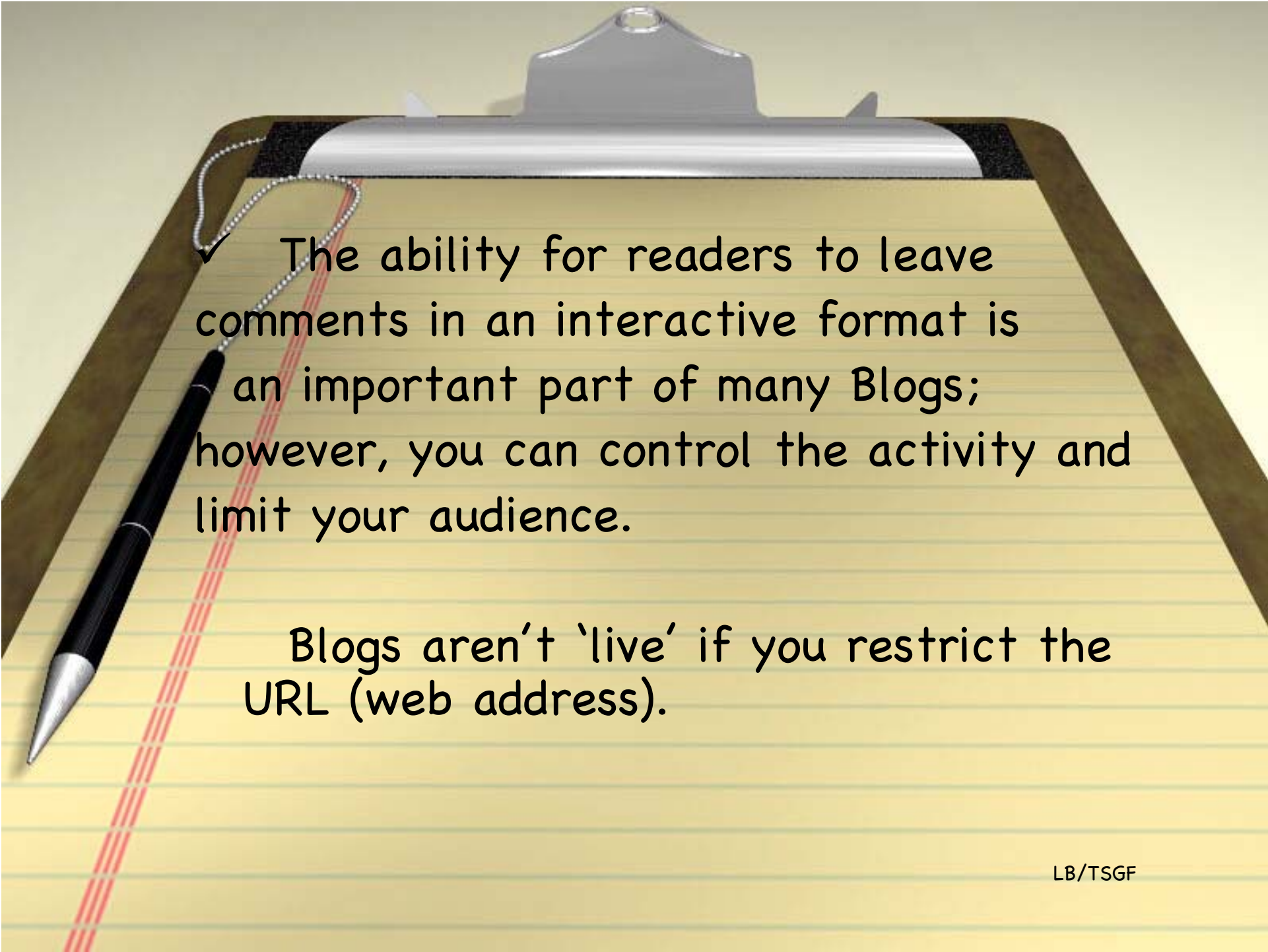
✓ [www.blogspot.com](http://www.blogspot.com)

✓ and

✓ [www.livejournal.com](http://www.livejournal.com)

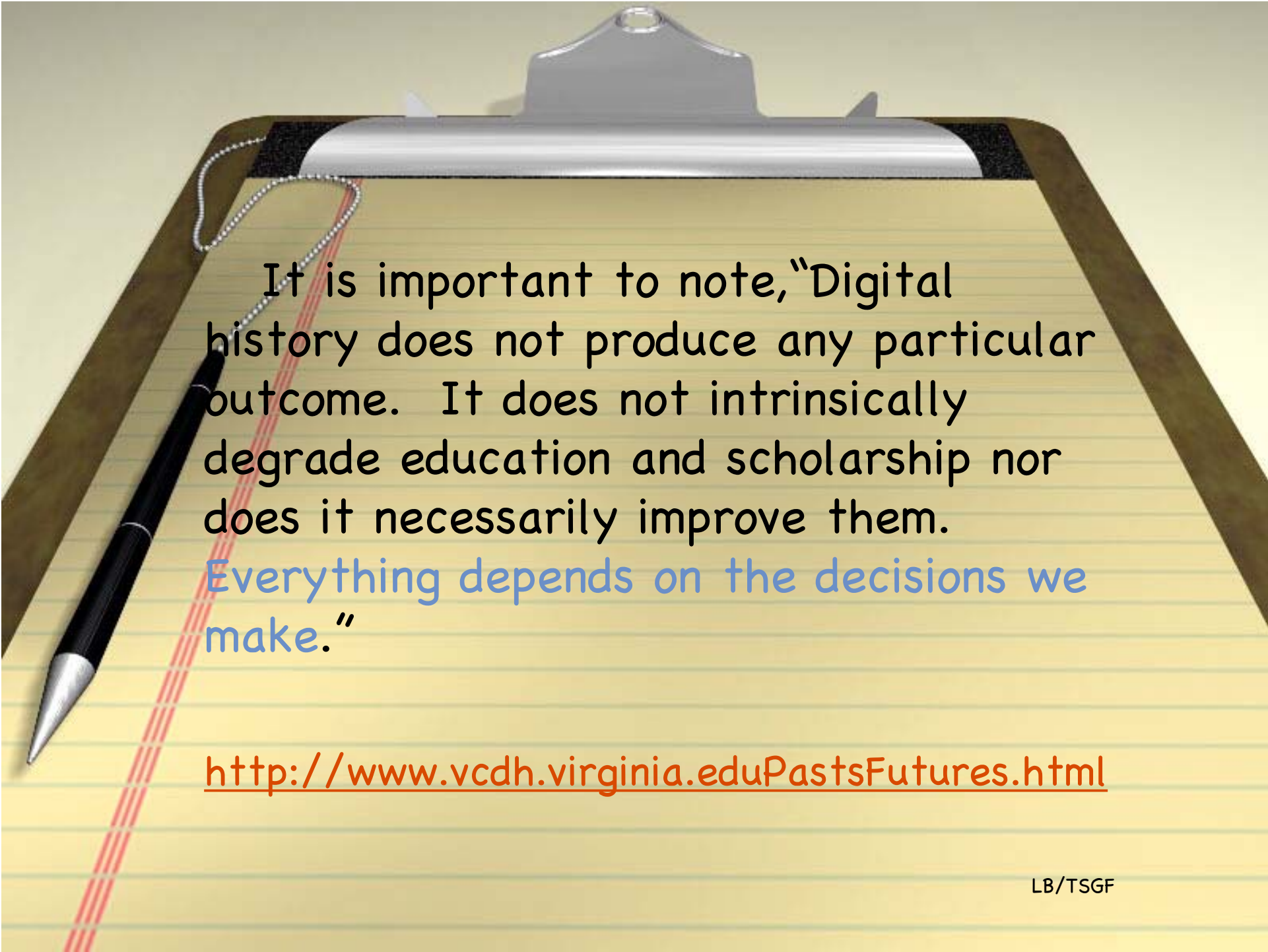


Blogging satisfies the students desire to see themselves on the web and the teacher's objectives of demonstrating competence in historical analysis, recognizing relationships and connections, and understanding social studies concepts and patterns of change.



✓ The ability for readers to leave comments in an interactive format is an important part of many Blogs; however, you can control the activity and limit your audience.

Blogs aren't 'live' if you restrict the URL (web address).



It is important to note, "Digital history does not produce any particular outcome. It does not intrinsically degrade education and scholarship nor does it necessarily improve them.

Everything depends on the decisions we make."

<http://www.vcdh.virginia.eduPastsFutures.html>