BADER INTERNATIONAL STUDY CENTRE

Queen's University (Canada)

IDIS222: Theory and Practice of Digitization

Summer 2015

See attached schedule

Large Lower Ground Floor Meeting Room • Computer Lab

Emily Murphy

Office Hours By Appointment

Lower Ground Floor Office

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TBC

SCOPE AND METHOD

Introduction to Themes and Scope of the Course

Students will investigate the issues surrounding many of the technologies that structure contemporary cultural life. During the course, there will be two primary modes of engagement. First, students will engage deeply with one technology, TEI markup language for digitisation and editorial text modeling. Second, they will be introduced to a broad range of the technologies that structure relational tables, networks, and data curation (MySQL databases, network theory and visualization, RDF), the Internet and Human Computer Interaction (transfer protocols, hardware, and design). The aim of the course is to equip students to understand the way that technology supports such contemporary cultural phenomena as the Semantic Web, the turn to Big Data, the way that data structures allow or disallow certain modes of representation, and the design of the interfaces with which users engage. By engaging deeply with one technology, TEIP5 (http://www.tei-c.org/index.xml), students will develop an encoding practice and hands-on experience by thinking through the technological architecture of a digital project. By touching upon a broad range of technologies, students will situate their own encoding practice within the broader intersection of technology and culture.

Expected Learning Outcomes

Students will:
- Understand the process of translating a text from print to digital form
- Gain an intermediate understanding of the structure and purpose of the accepted humanities mark-up language, TEIP5
- Situate their encoding practice in relation to other approaches to digitization
- Distinguish theoretical concepts in data structure and the technology that underlies cultural products

Field Studies for this Course

The field studies for this course will consist of visits to two museums whose curation demonstrates how new and old technologies shape cultural understanding and production. Field Study 1 will visit the Ancient Lives Exhibit at the British Museum in London, an exhibit that demonstrates the use of contemporary 3-D modeling technologies in history and archaeology. Field Study 2 will provide students with hands-on experience of historical printing presses and textual production at the Ditchling Museum of Art and Craft. Students will respond to these visits using key theoretical concepts from the course in their Field Study reports.

Field Study 1: British Museum Ancient Lives Exhibit, Sunday May 17
Field Study 2: Ditchling Museum of Art and Craft, Saturday May 23

Guest Lectures

Students will also be expected to attend guest lectures at BISC concurrent to IDIS222. Lecture 1 features Dr. Gregory Adam Scott, Leverhulme Early Career Fellow at the University of Edinburgh, who will introduce students and the community at the BISC to technological approaches to building 3D models for scholarly study; this guest lecture will complement Field Study 1. Lecture 2 features Dr. James Baker, Digital Curator at the British Library, who will introduce students and community members to the operations of the British Library Labs. Students in IDIS222 have the option of drawing upon material from the guest lectures to complement their Field Study reports.

Lecture 1: Dr. Gregory Adam Scott, Thursday May 21
Lecture 2: Dr. James Baker, Wednesday May 27

Primary Research Expectations
The process of digitisation in TEI and exercises to gain a cursory knowledge of other technologies act as primary sources for this course. In addition, students will engage at an introductory level with other data structures such as relational tables and networks as primary sources that support their central research into TEI. In investigating this process of digitisation, students will also engage with traditional primary sources – namely documents with historic and cultural value – as they apply theoretical concepts and practical skills to their transformation. (Please see information under the "Mark-Up Project heading for further detail.)

Expectations of Moodle Use
The Moodle page for this course serves to provide students with an online repository of course materials – a syllabus, links to readings, links to additional resources – as well as a space for online discussion and the submission of some assignments.

BISC Policy on Laptop and Cellphone Usage in Class
While the BISC has a strict ban on the use of laptops, tablets, mobile phones and other devices that allow Internet access during classes, obviously this does not suit the goals of our course.

Having the necessary tools at our disposal to do the work of the course means that for many class meetings we will be working with online tools and resources, or software on our own laptops; however, this necessary access to such tools and resources will only work to the benefit of the class if it is both mindful and respectful.

To this end, 'multitasking' (i.e. checking email/social media when not required as part of the class activity) is considered to be evidence of poor participation in class and participation grades will be adjusted accordingly for students who exhibit this kind of behaviour.

Readings for the course have been provided in a digital format throughout in order to both expose the class to the variety of digital humanities publications available and to keep course costs down. While it is not expected that class participants print out all the required readings for class meetings, it is expected that class participants will have completed the necessary readings before class meetings and that they will bring a digital copy with them to class either on their laptops or a tablet computer.

For those class meetings that are discussion-based, the attention should be focused on the required readings or activities and the class' response to them, not on social media use.

ASSESSMENT

Assessment Requirements (and percentages) for this course
2 Learning Journal Entries   *20% in total*
Learning Journal Entry 1/Max. 500 words (10%)
Learning Journal Entry 2/Max. 500 words (10%)

Critical Tech Assessment/Max. 750 words   *15%*

Field Study Response   *25%*

Mark-Up Project   *25% in total*
TEIP5-Encoded document (10%)
Customization Report (5%)
15-20 minute presentation explaining editorial decisions (10%)

Participation   *15%*

Note 1: Up to 5% of the participation mark may be allocated towards optional hands-on learning responses from TEI-based classes.

Note 2: Students may earn up to 4 bonus points total (1 bonus point per submission) by contributing their Learning Journal Entries, Critical Tech Assessments, or Field Study Responses to the Field School programme blog (http://dhbisc.queensu.ac.uk/). This option is subject to approval by the instructor based on the quality of the assignment produced.

Attendance Policy

Attendance is mandatory. Each missed class will constitute in a deduction of 5% from a total of 15% for participation.

Absences will be excused on the following grounds: medical reasons documented by a doctor's note, personal/family reasons, if substantiated by relevant communication with the instructor, or relevant documentation. **Please note: independent travel <u>does not</u> constitute a valid reason for an excused absence.**

Participation is worth 15% of a student's overall grade for the course. Participation in class **must be active** and can take many different forms: asking questions of both the instructor and fellow students, responding to topics for class discussions, querying a point in a weekly reading. **If a student does not speak during class discussions during the term, s/he will not receive a participation grade greater than 49%.** As this is a skills-based class, students will have the opportunity to complete short, hands-on learning responses to material covered in the course on a given day to aid in skills acquisition.

Please note: in the class meetings for the day on which there is assigned reading or other preparation, it will be assumed that the readings or preparation work have been completed prior to the class meeting and it is expected that students will attend class prepared to discuss their readings or other engagement with material.

Participation will be assessed using the following rubric:

Grade	Criteria
0	Does not participate
1	Participates but is disruptive Contributions are often off topic or misleading
2	Present, not disruptive Tries to respond when called on but does not offer much Demonstrates very infrequent involvement in discussion
3	Demonstrates adequate preparation: knows reading facts, but does not show evidence of critical engagement Offers straightforward information (e.g., straight from the reading), without elaboration or offers information very infrequently (perhaps once every two weeks). Does not offer to contribute to discussion, but contributes to a moderate degree when called on. Demonstrates sporadic involvement.
4	Demonstrates good preparation: evidence of critical reading informs class contributions, refers to specific passages in that week's reading Contributes well to discussion in an ongoing way: responds to other students' points, thinks through own points, questions others in a constructive way, offers and supports suggestions that may be counter to the majority opinion. Demonstrates consistent ongoing involvement.

Presentations
Please see Part 2 of the Mark-Up Project for the Presentation in the "Essays" section below.

Essays
2 Learning Journal Entries

Learning Journal Entry 1/Max. 500 words Learning Journal 1
Due Friday May 15 by 9:00pm

Learning Journal Entry 2/Max. 500 words
Due Friday May 22 by 9:00pm

The Learning Journal will serve to assist the student in synthesising readings and class discussions about key course issues. Learning Journal Entries provide an opportunity for students to explore important theoretical concepts in the course as they arise and to receive instructor feedback on this exploration prior to submitting other assignments for the course. For IDIS222, Learning Journals must explore a topic, problem, or idea related to the TEI markup in order to assist students learning a technical skill. Assignments will be submitted via Moodle.

Critical Tech Assessment
Max. 700 words
Due Friday 29 May by 9:00pm

Students will choose one of the technologies covered in the course other than TEI and complete a report on 1) their experience engaging with the technology and 2) their understanding of its applications in the Digital Humanities. The assignment may incorporate some outside research and examples of DH projects or objects of study, and should demonstrate a critical understanding of how the technological approach at hand may allow or limit certain forms of engagement.

Field Study Response
Max. 1500 words
Due 1 week after Field Study by 9:00pm

Following either Field Study 1 or Field Study 2, students will complete a response paper that uses the experience to illuminate a key theoretical idea from the course drawn from the course's weekly themes (Language and Representation; Representing Form and Content, etc.). The response will incorporate material from at least two of the weekly readings and will be submitted via Moodle.

Mark-Up Project
Encoded Document + Max. 1000 written words total + Presentation
Part 1 Due Friday June 12 at 9:00pm
Part 2 Presented Wednesday June 17 at BISC THATCamp

Using the TEI practical focus of the course, students will work to encode primary source materials from The Amelia Alderson Opie Archive, a small SSHRC-funded digital archive based in the Department of English at Queen's (http://post.queensu.ca/~mrsaopie/). The materials include literary manuscripts, letters, and other documents of cultural and historical significance connected with the late 18th and early 19th-century writer, Amelia Alderson Opie. Student projects that meet the archive's standards for encoding may be incorporated into the archive with attribution given to the student participant.

The project consists of two parts.

Part 1: The first part of the project is the encoded document itself, which will be submitted to the instructor in Week 5 (approximately two weeks after the end of class instruction). This encoding must include documentation in the form of a customized schema or a 500 word write up of what customizations the student would have liked to make, and an editorial statement of approximately 500 words that explains and defends the content model of the encoding.

Part 2: The second part of the project is a 15-20 minute presentation the student editor will give, explaining the process of transforming the object from the material to the digital and detailing the editorial decisions made along the way. The students may incorporate material from their editorial statement into the presentations. The students' presentations of their projects will be incorporated into the programme of events during the student-led THATCamp.

Exam Policy
There will be no exam in this course.

Submission of Assignments

All materials will be submitted through Moodle, with the exception of the collection of documents that constitutes the encoding. Students should submit a .zip file to the DropBox file provided by the instructor to accommodate the size and file type of the project.

Extensions on essay assignments are granted when appropriate documentation of illness or other grounds for exemption has been presented to the course convenor. Without such documentation, late assignments are penalized at 5% per day for a period of 5 days (inclusive of weekends). Failing to submit an assignment within that period without documentation will result in a failure for that assignment.

Academic Integrity

According to the Centre for Academic Integrity, academic integrity may be defined "as a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behaviour that enable academic communities to translate ideals into action." The Senate Report on Principles and Priorities notes that the educational mission of Queen's with its emphasis on "intellectual integrity", "freedom of inquiry and exchange of ideas" and "equal dignity of all persons" depends on an adherence to academic integrity in all its actions. In support of the concept academic integrity, students have the responsibility to familiarize themselves with the rules and regulations of the Faculty. Additional information for instructors and students can be found at http://www.queensu.ca/artsci/academic-calendars/2011-2012-calendar/academic-regulations/regulation-1

In accordance with the Senate Report on Principles and Priorities, academic integrity provides a foundation for the "freedom of inquiry and exchange of ideas" fundamental to the educational environment at Queen's University. As a member of the Centre for Academic Integrity (CAI), Queen's subscribes to the definition of academic integrity "as a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility." In "The Fundamental Values of Academic Integrity", the CAI offers the following statements contextualizing these values:

1. Honesty - An academic community of integrity advances the quest for truth and knowledge by requiring intellectual and personal honesty in learning, teaching, research, and service.

2. Trust - An academic community of integrity fosters a climate of mutual trust, encourages the free exchange of ideas, and enables all to reach their highest potential.

3. Fairness - An academic community of integrity establishes clear standards, practices, and procedures and expects fairness in the interactions of students, faculty, and administrators.

4. Respect - An academic community of integrity recognizes the participatory nature of the learning process and honours and respects a wide range of opinions and ideas.

5. Responsibility - An academic community of integrity upholds personal accountability and depends upon action in the face of wrongdoing.

Evaluative Grades

The evaluative grades for all courses offered by the Queen's University Faculty of Arts and Science are:

A +	EXCEPTIONAL: Indicates exceptional performance that exceeds the highest standards. The course content has been mastered, the ability to apply the material in new ways has been demonstrated, and an understanding of the wider context is evident, all to an exceptional degree. Consistent performance at this level leads to placement on the Dean's Honour List with Distinction (see Academic Regulation 12).
A	OUTSTANDING: Indicates outstanding performance that meets the highest standards. The course content has been mastered, the ability to apply the material in new ways has been demonstrated, and an understanding of the wider context is evident.
A -	EXCELLENT: Indicates excellent performance that meets very high standards. Mastery of the course material and ability to apply the material in new ways have been demonstrated. Consistent performance at this level leads to placement on the Dean's Honour List (see Academic Regulation 12).
B +	VERY GOOD: Indicates very good performance that meets high standards. The course content has been mastered, with a comprehensive understanding of concepts and techniques.
B	GOOD: Indicates good comprehension of the course material. The expectations set for the course have been met.
B -	REASONABLY GOOD: Indicates reasonably good comprehension of the course material. Most expectations set for the course have been met.
C +	ACCEPTABLE: Indicates an acceptable comprehension of the course material, meeting and in some cases exceeding basic standards.
C	MINIMALLY ACCEPTABLE (HONOURS): Indicates a generally acceptable comprehension of the course material, meeting basic standards. Consistent performance at this level is acceptable for an Honours Degree (see Academic Regulation 16).

C -	**MINIMALLY ACCEPTABLE (GENERAL):** Indicates a minimally acceptable comprehension of the course material while falling short of basic standards in some areas. Consistent performance at this level is acceptable for a General Degree, but not for an Honours degree (see Academic Regulation 16).
D +	**UNSATISFACTORY PASS:** Comprehension of the course material was unsatisfactory, but sufficient for credit to be granted. Consistent performance at this level will lead to placement on Academic Probation and, potentially, further sanctions (see Academic Regulation 13).
D	**UNSATISFACTORY PASS:** Comprehension of the course material was unsatisfactory, but sufficient for credit to be granted. Consistent performance at this level will lead to placement on Academic Probation and, potentially, further sanctions (see Academic Regulation 13).
D -	**UNSATISFACTORY PASS:** Comprehension of the course material was unsatisfactory; barely sufficient for credit to be granted. Consistent performance at this level will lead to an automatic requirement to withdraw (see Academic Regulation 13).
F	**FAILURE/NO COURSE CREDIT:** Indicates that the minimum standards have not been met. Credit has not been granted. Consistent performance at this level will lead to an automatic requirement to withdraw (see Academic Regulation 13

Faculty at the BISC will grade each assignment with a letter grade and the corresponding percentage, before giving an overall letter grade for the course calculated from each component of the evaluation. Fuller information is available at: http://www.queensu.ca/artsci/academic-calendars/2011-2012-calendar/academic-regulations/regulation-10

Queen's University now uses the Grade Point Average system for transcripts (GPA). The relationship between letter grades, grade points and the % scale at the BISC is as follows:

Letter Grade	Grade point	% Scale
A+	4.3	90-100
A	4.0	85-89
A-	3.7	80-84
B+	3.3	77-79
B	3.0	73-76
B-	2.7	70-72
C+	2.3	67-69
C	2.0	63-66
C-	1.7	60-62

D+	1.3	57-59
D	1.0	53-56
D-	0.7	50-52
F	0.0	<50

READINGS

Required Books and Materials
All readings and materials will be linked to the syllabus or available through Moodle. Please note that much of the material consists of programs and exercises downloaded from the Internet; students should engage with the exercises thoroughly and ensure that they have successfully downloaded all materials before the class in which we will be discussing them.

The primary technology that the class will work with is the encoding language TEIP5. We will use the XML Editor, oXygen, a software programme that students may download here: http://www.oxygenxml.com/download_oxygenxml_editor.html. Students will find a 30-day trial license for the software here: http://www.oxygenxml.com/register.html.

Recommended Resources
Students are very strongly recommended to refer frequently to the TEI Guidelines (tei-c.org) and become very familiar with this resource as they learn the TEI markup language.

WEEKLY PROGRAMME

Lesson Plan, week by week, with assigned readings or materials, assessment due dates, and topics for discussion.

Week 1

Assignments Due
Learning Journal 1 (Due Friday May 15 by 9:00pm)

Field Studies and Guest Lectures
Field Study 1: British Museum Ancient Lives Exhibit, Sunday May 17 (Report Due 1 week
     after Field Study by 9:00pm)

Monday

Session	Room	Topic	Readings/Prep
14:00 - 15:20		Introduction to Making in the Digital Humanities	1) Ramsay, Stephen. "Who's In and Who's Out." Panel: History and Future of Digital Humanities. MLA 2011. Los Angeles, CA. http://stephenramsay.us/text/2011/01/08/whos-in-and-whos-out/

			2) Ramsay, Stephen. "On Building." stephenramsay.us. Web. http://stephenramsay.us/text/2011/01/11/on-building/

Tuesday

Session	Room	Topic	Readings/Prep
10:30 – 11:50		Text Encoding in the Digital Humanities	Renear, Allan H. "Text Encoding." A Companion to Digital Humanities. Eds. Susan Schreibman, Ray Siemens and John Unsworth. Oxford: Blackwell, 2004. http://digitalhumanities.org/companion/view?docId=blackwell/9781405103213/9781405103213.xml&chunk.id=ss1-3-5
14:00 - 15:20		What is Data?	**1)** Bellinger, Gene, Durval Castro and Anthony Mills. "Data, Information, Knowledge, and Wisdom." SystemsThinking.org. http://courseweb.lis.illinois.edu/~katewill/spring2011-502/502%20and%20other%20readings/bellinger%20on%20ackoff%20data%20info%20know%20wisdom.pdf
			2) Gitelman, Lisa and Virginia Jackson. "Introduction." "*Raw Data" Is An Oxymoron.* Ed. Lisa Gitelman. Cambridge, M.A.: MIT Press. 1-14. Print. (Available on Moodle.)

Thursday

Session	Room	Topic	Readings/Prep
9:00 – 10:20		Scholarly Editing	Buzzetti, Dino and Jerome McGann. "Critical Editing in a Digital Horizon." *Electronic Textual Editing.* Eds. Lou Bunard, Katherine O'Brien O'Keefe and John Unsworth. New York: Modern Language Association of America, 2006. . 53-73. Print.

10:30 – 11:50		Introduction to eXtensible Markup Language (XML)	TEI Consortium. "A Very Gentle Introduction to XML." P5: Guidelines for Electronic Text Encoding and Interchange. Web. http://www.tei-c.org/release/doc/tei-p5-doc/en/html/SG.html
14:00 - 15:20		Planning the Digital Object	**1)** Take a look at the Project Texts on the Course Website.
			2) Download worksheets from Moodle.

Week 2

Assignments Due
Learning Journal 2 (Due Friday May 22 by 9:00pm)
Field Study Report for Field Study 1 (Due Sunday May 24 by 9:00pm)

Field Studies and Guest Lectures
Field Study 2: Ditchling Museum of Art and Craft, Saturday May 23 (Report Due 1 week after Field Study by 9:00pm)
Guest Lecture 1: Dr. Gregory Adam Scott, Thursday May 21

Monday

Session	Room	Topic	Readings/Prep
9:00 – 10:20		The Database	**1)** Folsom, Ed. "Database as Genre: The Epic Transformation of Archives." *PMLA* 122.5 (October 2007): 1571-1579. Print. (Text on Moodle.)
			2) Responses to Ed Folsom's "Database as Genre: The Epic Transformation of Archives." ibid. 1580-1612. Print. (Text on Moodle.)
10:30 – 11:50		Data and Metadata	Poole, Alex H. "Now is the Future Now? The Urgency of Digital Curation in the Digital Humanities." Digital Humanities Quarterly 7.2 (2013): ADHO. Web. http://www.digitalhumanities.org/dhq/vol/7/2/000163/000163.html
14:00 - 15:20	Computer Lab	Hands-on	Download Database Modeling Exercise (from Moodle).

Tuesday

Session	Room	Topic	Readings/Prep
9:00 – 10:20	Computer Lab	Basic TEI Markup	No prep.
10:30 – 11:50	Computer Lab	TEI Header and Metadata	No prep.
14:00 - 15:20	Computer Lab	Hands-on	No prep.

Wednesday

Session	Room	Topic	Readings/Prep
9:00 – 10:20		The Interface	Lecky, Kat. "Humanizing the Interface." *Hybrid Pedagogy.* Eds. Jesse Stommel et al. Web. http://www.hybridpedagogy.com/journal/humanizing-interface/ OR Drucker, Johanna. "Humanities Approaches to Interface Theory." *Culture Machine* 12 (2011). Web. http://culturemachine.net/index.php/cm/issue/view/23
10:30 – 11:50		What is the Internet?	**1)** Strickland, Jonathan. "How Does the Internet Work?" howstuffworks.com. http://computer.howstuffworks.com/internet/basics/internet.htm. Web.
			2) Berners-Lee, Tim, James Handler, and Ora Lassila. "The Semantic Web." *Database and Network Journal* June 2006: 7+. *Academic OneFile*. Web. (Available through Queen's Library.)
14:00 - 15:20	Computer Lab	TEI Visualization in Boilerplate	Download TEI Boilerplate Package from Course Website.

Thursday

Session	Room	Topic	Readings/Prep
9:00 – 10:20	Computer Lab	Image Markup	Download Image Markup Tool from Moodle.

| 10:30 – 11:50 | Computer Lab | Contextual Information | No prep. |
| 14:00 - 15:20 | Computer Lab | Introduction to Customization | No prep. |

Week 3

Assignments Due
Critical Tech Assessment (Due Friday 29 May by 9:00pm)
Field Study Report for Field Study 2 (Due Saturday 30 May by 9:00pm)

Field Studies and Guest Lectures
Lecture 2: Dr. James Baker, Wednesday May 27

Monday

Session	Room	Topic	Readings/Prep
9:00 – 10:20		The Network	Weingart, Scott. "Demystifying Networks." the scott bot irregular: data are everywhen. http://www.scottbot.net/HIAL/?p=6279
10:30 – 11:50	Computer Lab	Hands-on	**1)** Download Gephi: http://gephi.github.io/
			2) Follow instructions for using Facebook API: https://www.youtube.com/watch?v=kbLFMObmLNQ
			3) Here is some extra reading to help: http://thepoliticsofsystems.net/category/network-theory/
14:00 - 15:20	Computer Lab	TEI Lab Time	No prep.

Tuesday

Session	Room	Topic	Readings/Prep
9:00 – 10:20	Computer Lab	TEI Class System	No prep.
10:30 – 11:50	Computer Lab	Customization II	No prep.

14:00 - 15:20	Computer Lab	Tying Together the TEI Project/Review	Download and fill out Project Evaluation forms from Moodle.

Wednesday

Session	Room	Topic	Readings/Prep
9:00 – 10:20	Computer Lab	TEI Troubleshooting and Lab Time	No prep.
10:30 – 11:50	Computer Lab	TEI Troubleshooting and Lab Time	No prep.
14:00 - 15:20	Computer Lab	TEI Troubleshooting and Lab Time	No prep.

Thursday

Session	Room	Topic	Readings/Prep
9:00 – 10:20	Computer Lab	TEI Troubleshooting and Lab Time	No prep.
10:30 – 11:50	Computer Lab	TEI Troubleshooting and Lab Time	No prep.
14:00 - 15:20	Computer Lab	TEI Troubleshooting and Lab Time	No prep.

Weeks 4 – 6

Assignments Due
Mark-up Document and Documentation (Due Friday June 12 at 9:00pm)
Mark-up Project Presentation (Presented Wednesday June 17 at BISC THATCamp)

For the first 3 weeks of the Field School, students will receive the equivalent of a full course of instruction and lab time in IDIS222, including significant time dedicated to workshopping and trouble-shooting challenges that may arise during the Mark-up Document assignment. Students should spend the two weeks between the end of IDIS222 instruction and the due dates for the Mark-up Assignment and Presentation to polish their mark-up and refine the conceptual aspects of their project before they present. The instructor will be available for 1-2

meetings with students over Skype during this two-week period for the purposes of providing feedback and discussing the progress of the project. Appointments will be arranged by sign-up in Week 3.

As IDIS222 is the more technical of the two courses in the Field School, many of the technological concepts introduced here support the cultural approaches to similar issues presented in IDIS221. Students will build upon the knowledge developed in IDIS222, presenting their technical work within a rubric of critical engagement, scholarly community, and cultural awareness at the THATCamp hosted at the BISC; this critical and community engagement will provide the basis for their participation in the King's College London Conference, "Blue Skies Above, Solid Ground Below: Innovation and Sustainability in Digital Humanities" with IDIS221.