

Using Scalar in the Classroom

Digital Tools and Pedagogy Workshop

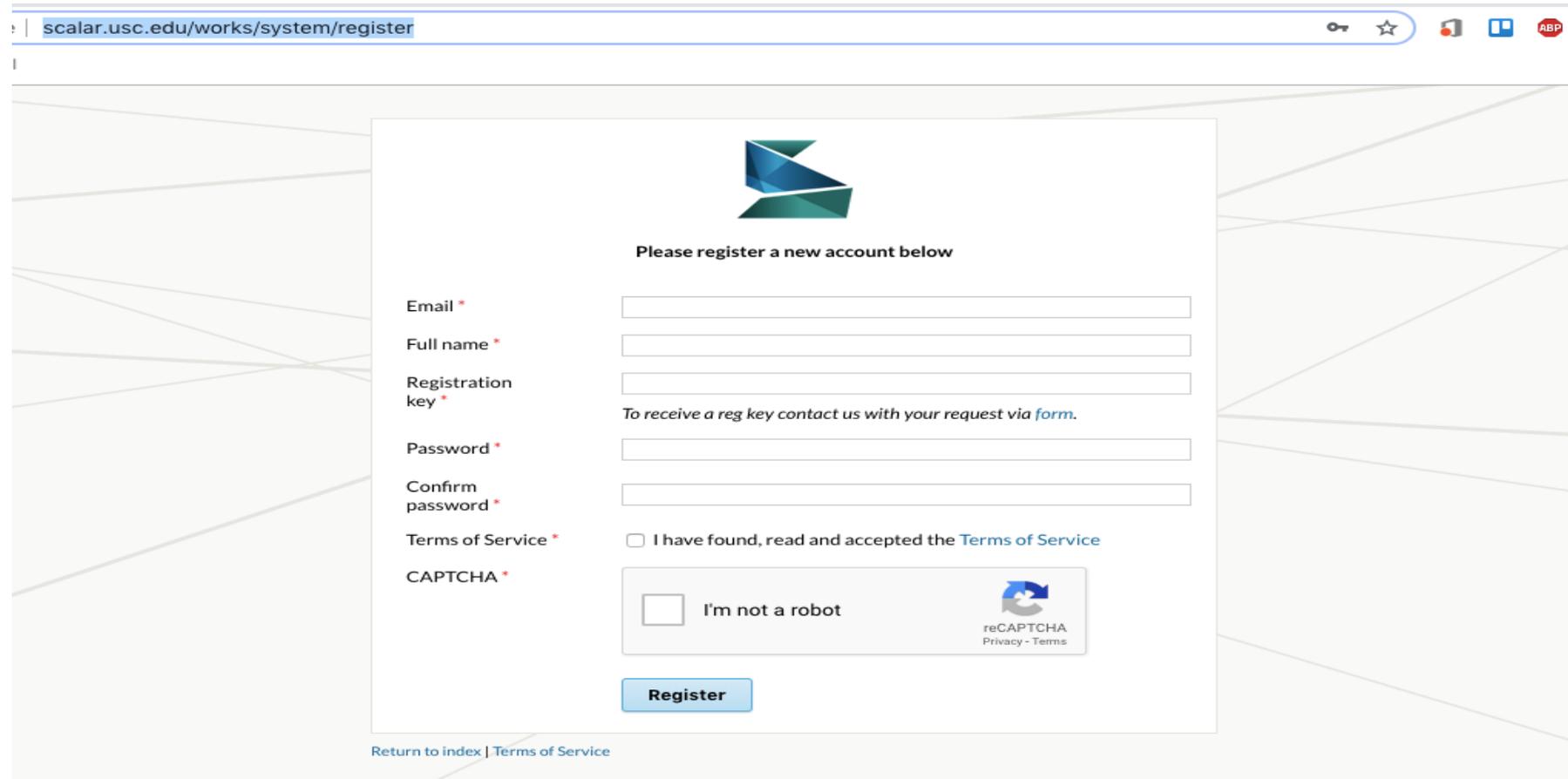
October 26, 2018

Dr. Ryan Watson / rwatson@misericordia.edu



Accessing Scalar

<http://scalar.usc.edu/works/system/register>



The screenshot shows a web browser window with the address bar containing the URL `scalar.usc.edu/works/system/register`. The page features a registration form with the following fields and elements:

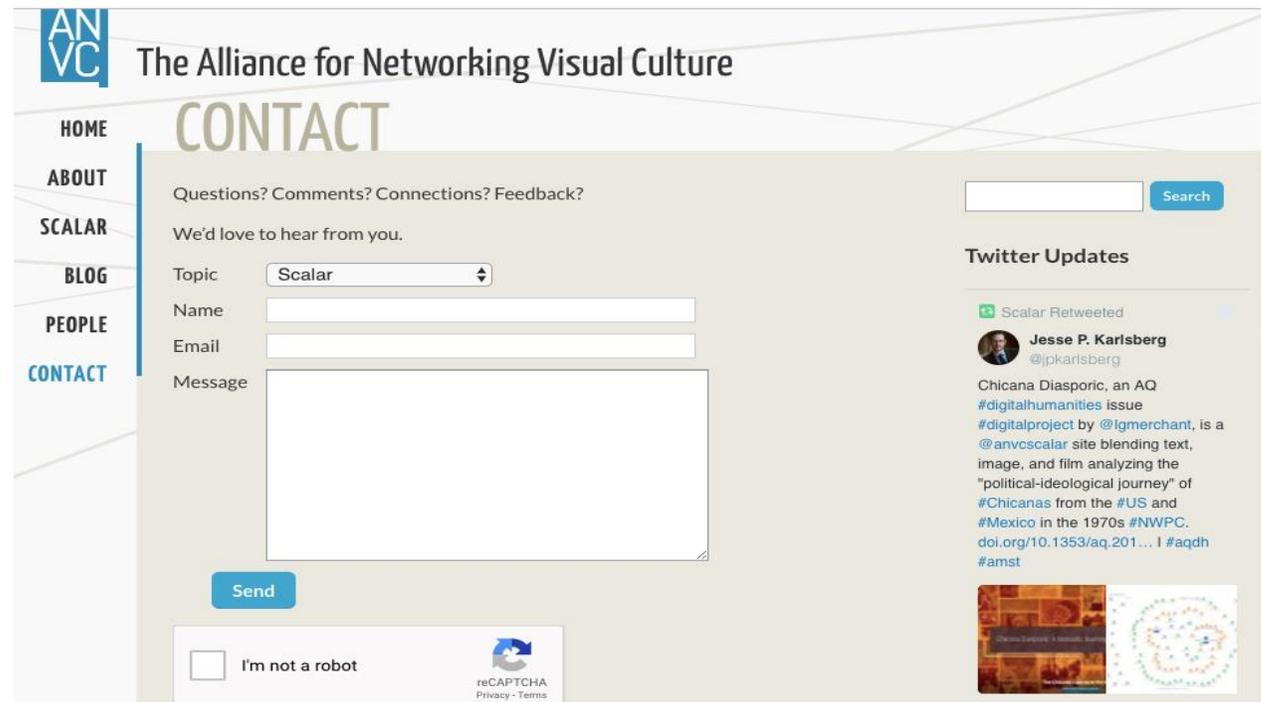
- Email ***: A text input field.
- Full name ***: A text input field.
- Registration key ***: A text input field. Below it, a note reads: "To receive a reg key contact us with your request via [form](#)."
- Password ***: A text input field.
- Confirm password ***: A text input field.
- Terms of Service ***: A checkbox followed by the text "I have found, read and accepted the [Terms of Service](#)".
- CAPTCHA ***: A reCAPTCHA widget containing an "I'm not a robot" checkbox and a reCAPTCHA logo with links for "Privacy - Terms".
- Register**: A blue button at the bottom of the form.

At the bottom left of the page, there are links for "Return to index" and "Terms of Service".

Registration Key

d3Xa63G

<https://scalar.me/anvc/contact/>



The screenshot shows the contact page for The Alliance for Networking Visual Culture (ANVC). The page features a navigation menu on the left with links for HOME, ABOUT, SCALAR, BLOG, PEOPLE, and CONTACT. The main content area is titled "CONTACT" and includes a search bar, a message form, and a Twitter updates section. The message form has fields for Name, Email, and Message, and a "Send" button. A reCAPTCHA "I'm not a robot" checkbox is located at the bottom left of the form. The Twitter updates section shows a tweet from Jesse P. Karlsberg (@jpkarlsberg) about a digital humanities issue.

ANVC The Alliance for Networking Visual Culture

CONTACT

Questions? Comments? Connections? Feedback?

We'd love to hear from you.

Topic:

Name:

Email:

Message:

I'm not a robot

reCAPTCHA Privacy - Terms

Twitter Updates

Scalar Retweeted

Jesse P. Karlsberg
@jpkarlsberg

Chicana Diasporic, an AQ #digitalhumanities issue #digitalproject by @lgmerchant, is a @anvcscalar site blending text, image, and film analyzing the "political-ideological journey" of #Chicanas from the #US and #Mexico in the 1970s #NWPC. doi.org/10.1353/aq.201... 1 #aqdh #amst

Home Page

Not Secure | scalar.usc.edu/works/

Misericordia e-mail

 **Scalar**

Ryan Watson [Sign out](#)
[Dashboard](#) | [Index](#) | [Guide](#)

Your Books

You haven't created any books yet. You can in the Dashboard's My Account tab.

Featured Books

-  **Pathfinders**
Dene Grigar, Stuart Mouthrop
-  **FemTechNet Critical Race & Ethnic Studies Pedagogy Workbook**
Anne Cong-Huyen, Christofer Rodelo, Eric Maria Cheung, alex crusa, Patricia
-  **Scalar 2 User's Guide**
-  **A Photographic History of Oregon State University**
Larry Landis with OSU Digital Publishing
-  **Civic Media Project**
Eric Gordon
-  **Complex TV**
Jason Mittell
-  **Growing Apart**
Colin Gordon
-  **Performing Archive**
Jacqueline Wernimont, David J. Kim, Stephan Schonberg, Amy Borsuk, Reatrice Schuster, Heather Blackmore
-  **Sound and Documentary in Cardiff and Miller's Pandemonium**
Cecilia Wichmann
-  **Unghosting Apparitional Histories**
Michelle Moravec
-  **Writing With Substance**
Vimala C. Pasupathi

Assignment

Subjects and Symbols

Spring 2018

Group Project Guidelines

Imagine that the publisher of our textbook, Oxford University Press, has asked you to update and expand a chapter for a new digital edition. For this project, the press has asked that you use the digital book platform **Scalar** (<http://scalar.usc.edu/scalar/>).

Your work will include two main components: the collaborative creation of the Scalar book and a group presentation/ project walk-through. Below you will find due dates, details on the specific requirements for each component and grading as well as a guide to help you get started with the Scalar platform and other helpful resources.

Practices of Looking

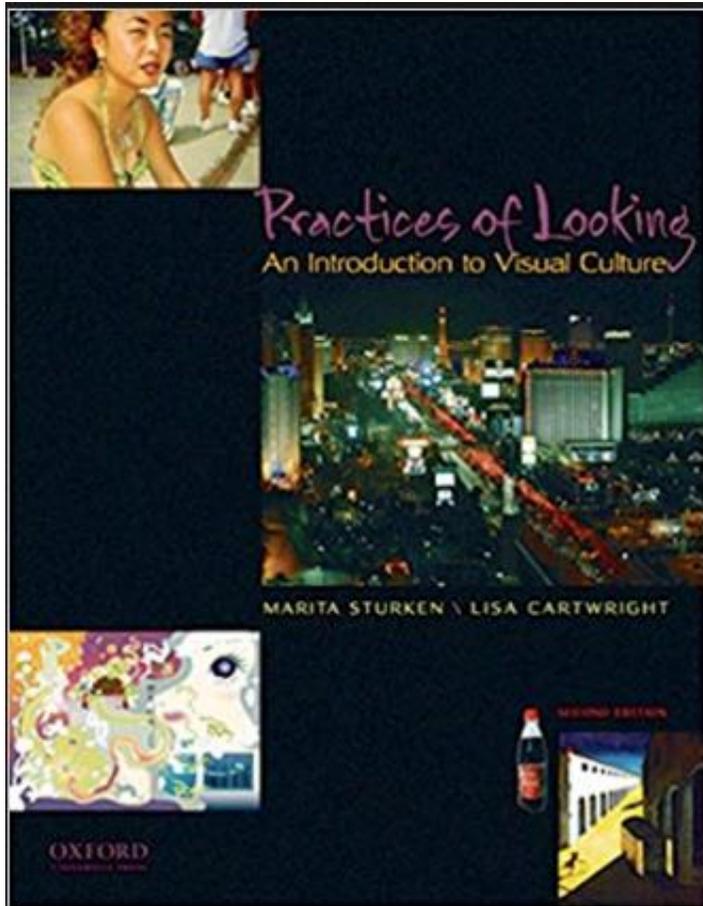


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Learning Goals and Objectives

- 1) To build on the Tumblr blogging from the previous ten weeks in the semester. In these assignments, students used the Tumblr platform to provide a partial chapter summary paired with relevant visual material that related in some way to the chapter.
- 2) To have students independently conceive their own research interests (based on topics introduced in the textbook) and then plan and execute their unique path forward.
- 3) To integrate an analysis of disparate visual images and topics into a larger, thematically cohesive and collaboratively written chapter.
- 4) To fight through the discomfort of learning a new platform and build confidence with emerging digital publishing trends.
- 5) To design a navigable, immersive, and aesthetically pleasing final project that best highlights the aforementioned analysis.

Assignment (cont'd)

Group 1 (Scientific Looking, Looking at Science)

Devyn Anderson
Cara Brown
Adam Concadoro
Brenna Curran

Group 2 (Scientific Looking, Looking at Science)

Victoria Schmidt
Bailey Klein
Madison Glinski
Riley Miller
Miguel Garcia

Group 3 (Scientific Looking, Looking at Science)

Bryan Degennaro
Laverene Donovan
Meaghan Whelan
Jasmine Watson

Group 4 (Postmodernism, Indie Media, and Popular Culture)

Caroline Thomas
Sara Romanowski
Erin Onoshko
Gina Neyhart
Michael Golden

Group 5 (Postmodernism, Indie Media, and Popular Culture)

William Kerwien
Kaitlyn Raab
Michael Mohutsky
Andrew Martin

Group 6 (The Global Flow of Visual Culture)

Ryan Miller
Carson Mahoney
Lindsay Lord
Sarah Kwiatkowski

Group 7 (The Global Flow of Visual Culture)

Joe Liscio
Kristin Kuntzman
Jason Hoggarth
Nadiyah Rivera

Group 8 (The Global Flow of Visual Culture)

Jonathan Juri
Tom Jacob
Michaela Napoli
Megan Peace

Assignment (cont'd)

DUE DATES / MILESTONES

Week 4/9-4/13

M: Divide tasks, topics, begin research

W: Group check-in, finish research

F: Research completed, writing begins; Scalar work

Week 4/16-4/20

M: Images / videos selected

W: Upload and formatting completed

F: Rehearse Presentation/ Final proofreading and project polishing

Week 4/23-4/27

M: All Scalar projects DUE; presentations begin (order TBD)

Assignment (cont'd)

REQUIREMENTS

Writing:

- Choose **three** different topics per person. Each topic will be its own “chapter” in the Scalar project. You must also include a **collaboratively written introduction** to the broader topic in your chapter.
- **3 typed pages per topic; 4 typed pages for the introduction**
- For your research, **at least 3 outside sources** must be used per topic, two of

Assignment (cont'd)

which must be from an academic source (peer-reviewed article, academic book etc.). More sources are certainly fine and encouraged. You can use these sources for your introduction as well.

- Most of the writing should be in your own words, drawing on and/or paraphrasing your sources. But, 1-2 short quotes per source would be perfectly acceptable.
- Use MLA in-text citation style in your individual writing and a separate, group bibliography for the entire project (see link to explain this style below)
- **4-6 images and/or videos should accompany each topic and the introduction;** be sure to choose visual material that is interesting, engaging, and relevant to the target demographic of undergraduate student readers.
- Each person in the group should learn the basics of Scalar, and post their own work. Once everything is posted, you can work collaboratively to polish the look of everything to make sure the project looks and works cohesively across the individual sections.
- A link to the project should be sent to Dr. Watson by Monday April 23rd (by the start of class.)

Assignment (cont'd)

Presentation / Project walk-through:

- 10-minute time limit
- One person in the group should introduce the larger topic
- Each person should speak about their own topic and the group can designate a member to introduce the topic, conclude, etc.
- You can structure the presentation in any way that you would like, the more creative and engaging the better.
- At the conclusion of the presentation, each group member should hand me a one-single spaced page addressing the following: 1) Your specific contributions to the project 2) your reflections on what you've learned during the project, in terms of content and/or learning about Scalar and, 3) your reflections on what you have learned this semester—for example, have you changed your thinking about anything? Become curious about a topic you didn't know much about?

Grading

GRADING (15 Points Total)

SCALAR PROJECT SITE (12 Points):

4 Points: Strength of Writing and Examples

4 Points: Breadth of material covered and quality of sources

4 Points: Mechanics (spelling/grammar etc.) and the “look” / functionality of the site

PRESENTATION (3 Points)

1.5 points: Does it follow the requirements?

1.5 points: Is the walk-through informative, creative, and engaging?

Help?

NEED HELP?

You will have work time in class the weeks of 4/9-4/13 and 4/16-4/20. I'll meet with each group, each class period to check your progress and answer any questions.

Here are two great resources for getting started on Scalar:

The University of Illinois Library Guide to Scalar:

<http://guides.library.illinois.edu/c.php?g=348220&p=2348686>

Scalar website

<http://scalar.usc.edu/scalar/>

Guide to MLA in-text citations:

<https://owl.english.purdue.edu/owl/resource/747/2/>

For the sources that come from peer-reviewed articles, I suggest consulting the following databases, available through the MU Library website:

<http://library.misericordia.edu/page.cfm?p=1663>

Academic Search Complete | Project Muse | JSTOR |

Project Examples

<http://scalar.usc.edu/works/fa-project/globalization--james-bond-franchise>

The screenshot shows a digital project interface. At the top, it says "FA PROJECT BY CHANTAL WHITEDUCK". Below that, a search bar contains "5 - Google Search". The main content area features a large image of a white rose with a silhouette of a man in a suit walking through its center. The text "GLOBAL FLOW OF VISUAL CULTURE (10/13)" is at the top left of the image. The title "Globalization & the James Bond Franchise" is prominently displayed in white. Below the title is the subtitle "How did James Bond become a global icon?". To the left of the main image is a vertical strip of smaller images, including a portrait of a man in a suit. At the bottom of the page, there is a paragraph of text and two "Downloads" buttons on the right side.

FA PROJECT BY CHANTAL WHITEDUCK

5 - Google Search

GLOBAL FLOW OF VISUAL CULTURE (10/13)

Globalization & the James Bond Franchise

How did James Bond become a global icon?

Globalization has become a huge part of today's world and it actually seems as if it is something humans are learning to not be able to live without. Before looking at how globalization affects our world, it is important to understand what it is. Globalization itself can be defined many different ways depending on who is defining it. A player in defining this term is Newt Gingrich who different ways depending on who is defining it. A player in defining this term is Newt Gingrich who

Downloads
Downloads

Project Examples

<http://scalar.usc.edu/works/fa-project/hollywood-vs-bollywood>

wisericordia e-mail

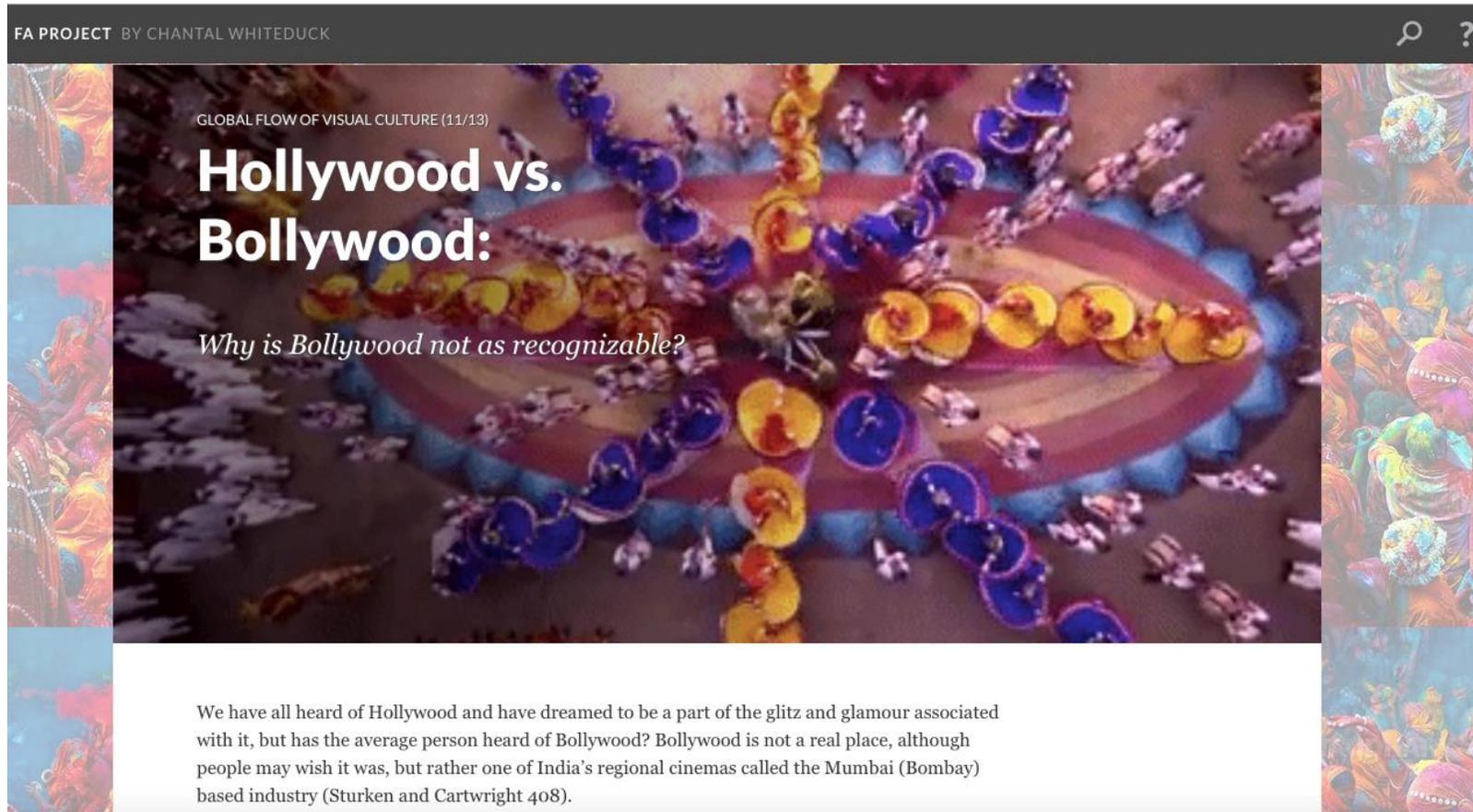
FA PROJECT BY CHANTAL WHITEDUCK

GLOBAL FLOW OF VISUAL CULTURE (11/13)

Hollywood vs. Bollywood:

Why is Bollywood not as recognizable?

We have all heard of Hollywood and have dreamed to be a part of the glitz and glamour associated with it, but has the average person heard of Bollywood? Bollywood is not a real place, although people may wish it was, but rather one of India's regional cinemas called the Mumbai (Bombay) based industry (Sturken and Cartwright 408).



Student Comments

How would you describe your overall experience using Scalar for a class project?

“I enjoyed Scalar because it was something new to learn. It provided the challenge of learning new software and providing it in a creative way. It was frustrating at the beginning because I am not comfortable with technology. Teaching myself was difficult, but it turned out to be fun and worthwhile”

“Scalar allowed the project to actually become a project rather than just submitting a group paper or a PowerPoint where you can't fit in as much text/content”

Student Comments (cont'd)

“I think Scalar was an unique experience. In a year where I was doing a lot (like a lot a lot) of PowerPoints and it was nice to do something different. Outside of normal group project issues (making sure people did the work/did it on time/did it well etc) Scalar works really well as project medium. You can work on the project at the same time without accidentally messing up someone's part. Other platforms where you can work together in real time can be really obnoxious when more than one person is working on it, has limited formatting ability, and there's only two good themes (I'm talking about Google Slides). With Scalar you have more aesthetic freedom without the end product looking corny. ”

Student Comments (cont'd)

How long did it take you to figure out how to learn Scalar?

Approximately 4.5 hours, on their own, playing around with the software and troubleshooting.*

*poll of 65 students

What would I do differently?

- 1) Introduce Scalar earlier in the semester and give students some “low-stakes” assignments that use the platform
- 2) Require use of tools within Scalar (such as visualizations) beyond the basics (video, still images) to provide a more immersive experience
- 3) Give more structure and guidance for the presentations