

Digital Methods Training at THATCamp

A Report to the Andrew W. Mellon Foundation

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Introduction

THATCamp (The Humanities And Technology Camp) has exceeded to a rather startling degree our expectations of it as a way of encouraging digital methods training for humanities scholars. Since the announcement of Mellon's support, THATCamps have sprung up around the world, and a majority of THATCamp organizers have opted to offer BootCamp training sessions in digital skills and methods. These BootCamp sessions have been very well-received by THATCamp participants, and the micro-fellowship program has helped dozens of humanities graduate students and faculty receive valuable introductory training in digital methods.

Program Deliverables

THATCamp Regional Coordinator

Offering a pre-conference BootCamp followed by a day of spontaneously and collectively developing a day-long program was ideal. I only attended the second

day of THATCamp and found it energizing and extremely informative. What impressed me most was the diversity of our subject disciplines and expertise. Each session that I attended had at least one professor/scholar, one content provider/archivist, and a computer programmer/developer. As a result, our discussions inevitably included a refreshing point of view from someone outside of our respective field. We were able to contribute to the session as well as learn from each other.

-- Evaluation for THATCamp Texas

Our original goal was to support twenty-five THATCamps over two years, a goal which we have already met and exceeded by almost half again as much in a single year. Since the announcement of Mellon's support, the THATCamp Regional Coordinator, Dr. Amanda French, has helped establish and support thirty-four THATCamps, twenty of which have already been organized and held, and fourteen of which are planned for the coming year. It is very likely indeed that still more THATCamps will be planned in 2011 and 2012; the total number over two years is likely to approach or exceed fifty THATCamps rather than twenty-five. Almost fourteen hundred people have attended the twenty THATCamps held since the Regional THATCamp Coordinator began, with an average of sixty-eight participants per camp. THATCamps have flourished both in the United States and internationally: there have been (or will be) two Australian THATCamps, four Canadian THATCamps, six European THATCamps, and one Asian THATCamp (see Appendix A: List of THATCamps).

Indeed, so popular has THATCamp become that Dr. French has spent most of her time supporting registered THATCamps rather than doing formal outreach and publicity: the scholarly and digital humanities communities have needed little or no convincing to hold THATCamps. However, Dr. French has evangelized THATCamp through a very active Twitter stream as well as through the THATCamp blog and through the THATCamp News e-mail list, and this year she has personally presented on or otherwise publicized THATCamp at the Emory Knowledge Futures Symposium, the Council on Library and Information Resources fellows' meeting, the Modern Language Association annual meeting, the Electronic Resources and Libraries conference, South by Southwest Interactive, and the Texas Institute for Literary and Textual Studies.

Dr. French maintains communication with regional THATCamp organizers through the e-mail account at info@thatcamp.org as well as by phone, Twitter, Skype, and chat. She created a closed e-mail list, counselors@thatcamp.org, where THATCamp

organizers ask and answer one another's questions, and she hosts a conference call for any and all THATCamp organizers on the first day of every month. The THATCamp e-mail account is certainly the front line of support: in the last year, Dr. French received 3450 e-mails in the THATCamp account and sent 2390. Twitter is a close second: Dr. French regularly receives questions, comments, and notifications @thatcamp, and she has posted over well 800 tweets to the THATCamp account in the past year. The Twitter hashtag #thatcamp has continual traffic: between May 1, 2010 and January 22, 2011, there were 12,552 tweets with that tag, for an average of 46 tweets (including retweets) per day in that time period. Such tweets often consist of participants reporting on what is happening at current THATCamps, but the hashtag also facilitates discussion among THATCamp organizers, as well as serving to publicize THATCamp to Twitter users. The regular, optional monthly conference calls have also proved valuable, with at least one and usually two or more THATCamp organizers turning up each month, and registration for the THATCamp News e-mail list at news@thatcamp.org currently stands at 162 members after three months of operation.



[mattbschultz](#): Won a bootcamp fellowship! [#THATCamp](#) LAC, and one of my undergrads was accepted to the camp! [#awesome](#)
about 9 hours ago via [TweetDeck](#) · [Reply](#) · [View Tweet](#)



[briancoxall](#): Just wole from dreams of [#thatcamp](#) and arguing over YA science fiction with [@samplereality](#). [#dreamtweets](#)
about 13 hours ago via [txt](#) · [Reply](#) · [View Tweet](#)



[yutzudotcom](#): We're going to be featured at an upcoming [@thatcamp](#)! Yutzu for the [#digitalhumanities](#)! <http://2011.thatcampuwo.org/boot-camps/> [#dh](#) [#uwo](#)
about 20 hours ago via [web](#) · [Reply](#) · [View Tweet](#)



[karikraus](#): [@nkelber](#) Congrats! [#THATCamp](#)
about 20 hours ago via [TweetDeck](#) · [Reply](#) · [View Tweet](#)



[viola_lasmana](#): RT [@elipousson](#): [.@thememorypalace](#) should be a must hear for [#thatcamp](#) historians. <http://thememorypalace.us/> Great public history.
about 21 hours ago via [web](#) · [Reply](#) · [View Tweet](#)



[gravesle](#): [@captain_primate](#) it is AWESOME - I can share at [#thatcamp](#) !! the favorites > delicious is just scratching the surface
about 21 hours ago via [TweetDeck](#) · [Reply](#) · [View Tweet](#) · [Show Conversation](#)

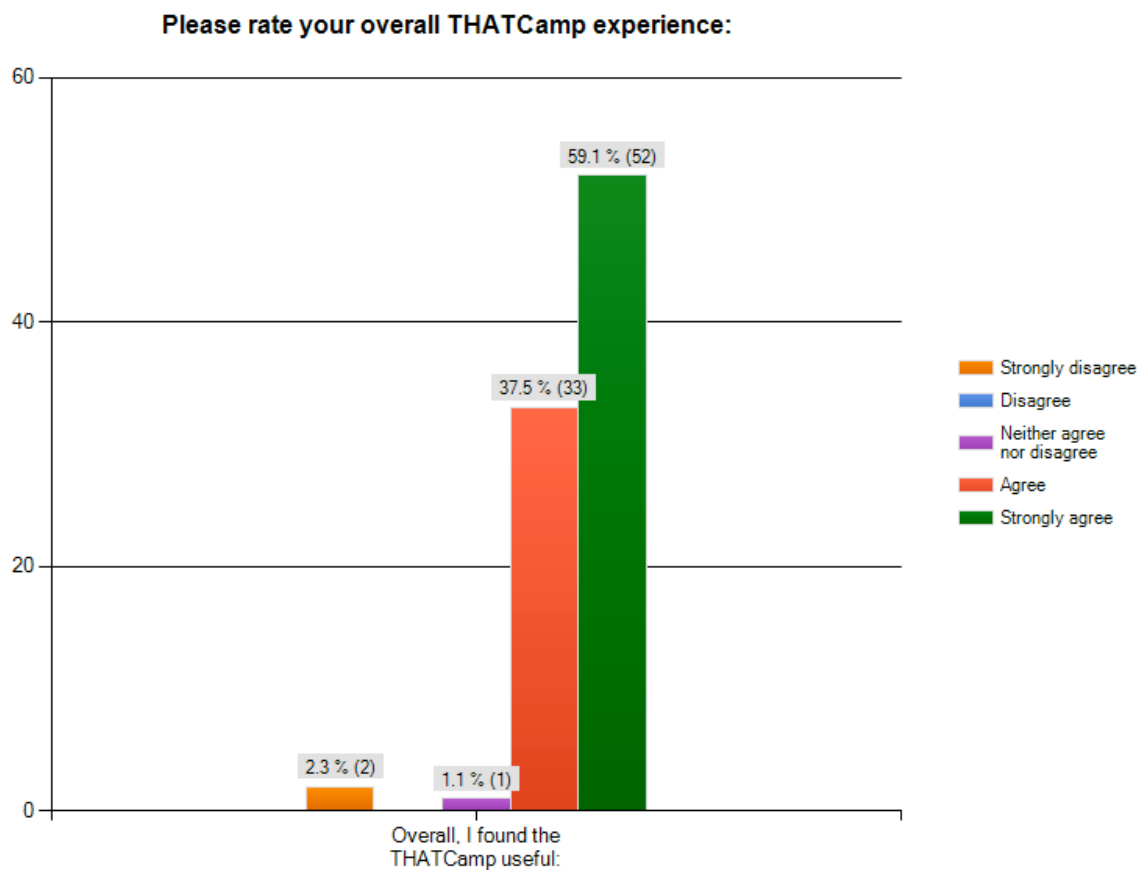


[nkelber](#): Didn't think I could get more excited about [@GLThatCamp](#). Then [@amandafrench](#) told me I won a [#thatcamp](#) Bootcamp Fellowship.
about 24 hours ago via [web](#) · [Reply](#) · [View Tweet](#)

Dr. French has also created a great deal of general infrastructure for THATCamp organizers as part of THATCamp-in-a-box, and has instituted processes for accepting and reviewing applications for the micro-fellowship program. See below for more information about both THATCamp-in-a-box and the micro-fellowship program. It should be noted that the Regional THATCamp Coordinator does not serve on the admission committees for regional THATCamps, as we originally envisioned: instead, she provides general guidance in the form of help documents for organizers on whether to run “registrations” or “applications”: both models have found their adherents among THATCamp organizers. The Regional THATCamp Coordinator does, however, run and serve on the BootCamp micro-fellowship award committees, about which more below.

The first version of a THATCamp evaluation was filled in by 38 THATCamp attendees from THATCamp Chicago and THATCamp New England. Of those respondents, 62.2% (n=23) rated the THATCamp “Really great”, with 35.5% (13)

rating it “Okay” and only one respondent rating it “Not so great”. In consultation with THATCamp organizers, Dr. French developed a more formal and detailed evaluation survey in the fall of 2010 (see <http://surveymonkey/s/thatcampeval>), to which 88 THATCamp participants have so far responded. For THATCamps Southeast, Florence, Jersey Shore, NCPH, and Texas, 59.1% (n=52) responded “Strongly agree” to the proposition “Overall, I found THATCamp useful,” with 37.5% (33) choosing “Agree,” for a total of 96.6% (n=85) agreeing that THATCamp was useful overall.



THATCamp organizers have access to the evaluations both for their own THATCamp and for other THATCamps.

Our goals for the coming year for the Regional Coordinator are as follows:

1. Develop stronger ties with CenterNet and with some of the premier humanities scholarly associations (MLA, AHA, and others, as well associations of scholarly publishers and academic librarians) through

personal contact as well as journal advertising, in order to ensure THATCamp's sustainability and to fulfill the desire of such associations to hold THATCamps;

2. Collect and analyze more data about THATCamp participants both manually and with THATCamp-in-a-box tools, in order to measure THATCamp's influence, obtain demographic data about participants, and provide useful information for organizers;
3. Improve the rate of return on THATCamp evaluations, and collect and analyze more data from THATCamp evaluations and make that information even more useful for THATCamp organizers than it is already;
4. Send longer and more frequent newsletters to the THATCamp News e-mail list; and
5. Increase the Regional Coordinator's role in publicizing THATCamps and her role in finding sponsors for THATCamps.

It should also be noted that many regional THATCamps are keen to have the THATCamp Regional Coordinator attend in order to help with unconference scheduling as well as to teach workshops.

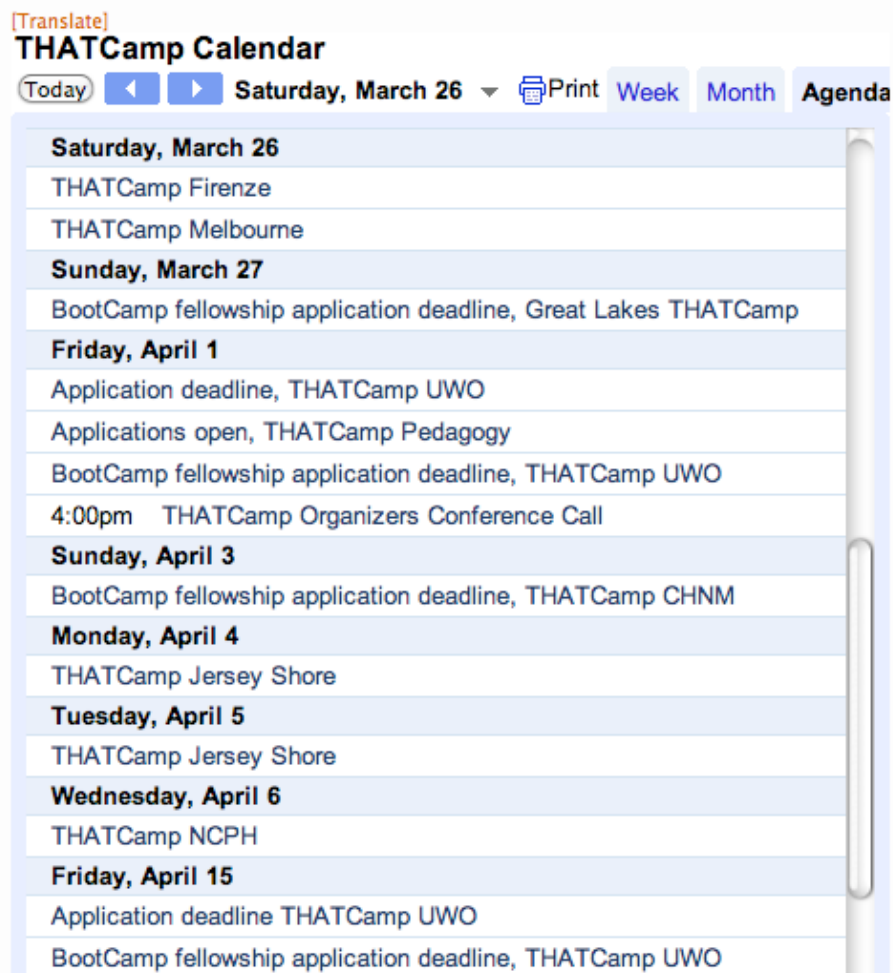
THATCamp-in-a-box

I've been busy setting up the site: <<http://kansas2011.thatcamp.org>>. Let me know if there's anything essential I've forgotten (or any other suggestions you have...). It's really nice to have these templates and hosted sites available....it makes it so much easier.

--Brian Rosenblum, organizer of THATCamp Kansas, e-mail to Regional THATCamp Coordinator

We have made very good progress with “THATCamp-in-a-box,” our comprehensive package of instructions and technology resources for THATCamp organizers, although in the coming year we plan to write more help documents and develop more tools. One of Dr. French's first tasks as Regional THATCamp Coordinator was to establish a THATCamp registry at <http://thatcamp.org/registry>; she also created and

maintains a map of THATCamps, a calendar of all key THATCamp dates, and an evaluation survey (described above) that can be used for any THATCamp.



All THATCamps are listed on the home page of <http://thatcamp.org> with their dates (if known) and whether or not these THATCamps will have a BootCamp series of workshops. Dr. French also wrote and regularly updates help documents for regional THATCamp organizers at <http://thatcamp.org/plan> on such topics as building a THATCamp website, arranging appropriate space and choosing a date, and budgeting. An early priority was ensuring that these documents could be read in several languages, which we enabled by installing a plugin that uses Google Translate to support eleven non-English languages.

We have successfully developed and implemented many tools for THATCamp organizers:

- We have created a website network on <http://thatcamp.org> that uses WordPress multisite to enable hosted websites for regional THATCamps such as <http://virginia2010.thatcamp.org>. Whenever a new THATCamp is registered, the Regional THATCamp Coordinator creates a hosted website for the THATCamp and supports its development and maintenance. Some THATCamp organizers prefer to build and maintain their own site, but twenty-one THATCamps of the thirty-four planned in the past year have chosen to use the hosted option.
- We have developed four THATCamp WordPress themes for organizers to use on their THATCamp websites.
- We have tested and released the THATCamp Registration plugin, which allows organizers to run THATCamp application and registration procedures and to easily create user accounts on thatcamp.org for THATCamp participants.

Our goals for the coming year for THATCamp-in-a-box development are these:

1. Write more help documentation for organizers as well as more for THATCamp participants and potential sponsors;
2. Develop at least two more THATCamp themes;
3. Develop, test, and iterate the THATCamp badge generation plugin;
4. Develop, test, and iterate the THATCamp scheduling plugin; and
5. Continue to improve the THATCamp Registration plugin through user testing and feedback.

Help documentation that is particularly high priority includes the single-page PDF checklist of the most key tasks for THATCamp organizers, more instructions about how to use the THATCamp themes and plugins, more information about how to attract sponsors, and more documents for THATCamp participants about what to expect at THATCamp. Organizers have also mentioned the need for a “brag page” to list projects that have come out of THATCamp; lists and bibliographies of formal and informal publications and presentations about THATCamp or related to THATCamp sessions are also much-requested. It might also be wise to integrate the BootCamp micro-fellowship application into the THATCamp registration system and to find ways of collecting, analyzing, and re-using data about THATCamp participants through their user accounts on <http://thatcamp.org>.

BootCamp

I ran into Randy Whited (board member of a number of genealogical societies in central Texas) on Twitter while following the RootsTech 2011 conference hashtag. At some point--a day or so before we met for lunch so I could pump his brain--I mentioned THATCamp Texas on Twitter and he responded: ["@benwbrum I don't have the chops for THATCamp but can anyone attend BootCamp? i didn't see where one could go to one w/o the other."] <http://twitter.com/#!/randywhited/status/37341063052009472> You apparently told him to go ahead and apply via the THATCamp twitter account, which he later told me was what convinced him to try. He attended, said he learned a lot, and participated well in the session we were both in. Well, a week after THATCamp Texas, he's been appointed to the board of the Federation of Genealogical Societies and writes this: ["@benwbrum Thanks. This is all new from last week's camp fun. Will even be able to apply some of the sessions to the new role."] <http://twitter.com/#!/randywhited/status/61584716448546816> So hooray for THATCamp!

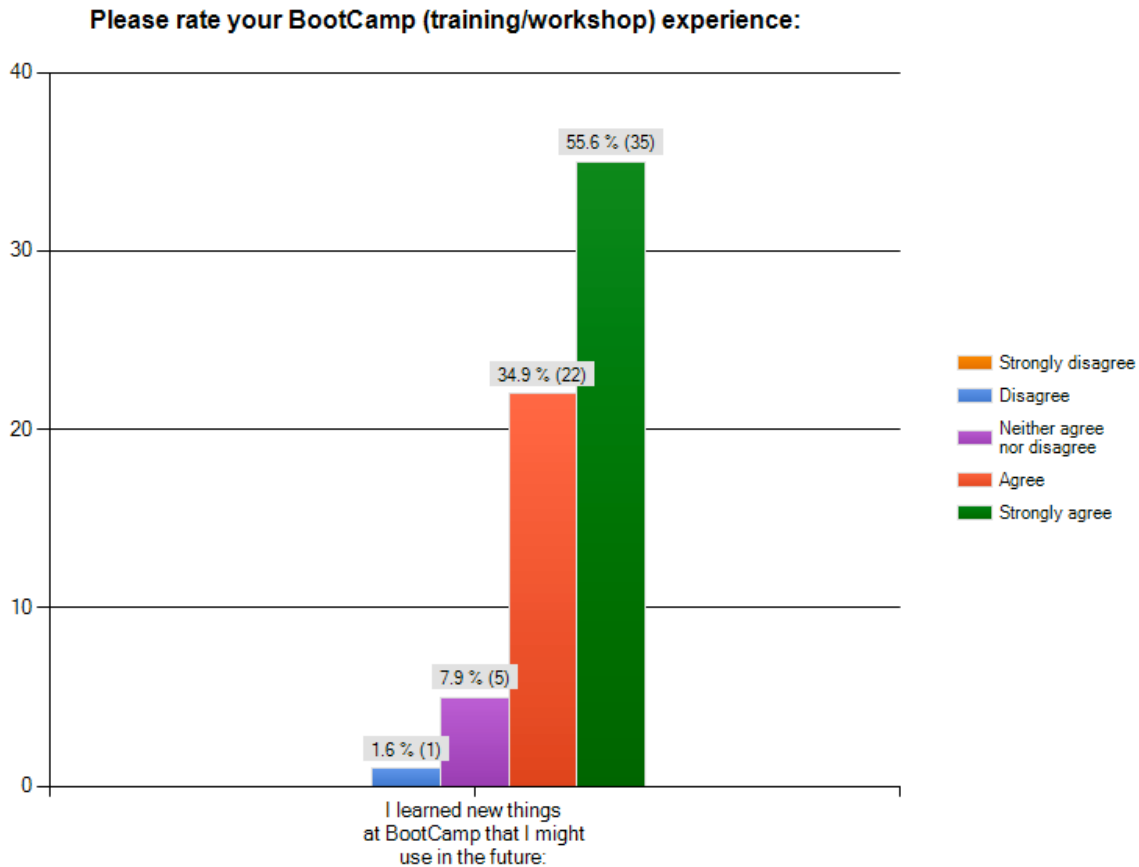
--Ben Brumfield, co-organizer of THATCamp Austin and BootCamp instructor at THATCamp Texas, e-mail to Regional THATCamp Coordinator

One of the major changes in our original plan -- but a good change, we think -- has been with regard to BootCamp. We originally imagined that the Regional THATCamp Coordinator would craft a formal, essentially static digital humanities curriculum for BootCamp; we have chosen instead to create a very loose curriculum (available at <http://thatcamp.org/bootcamp>) that lets regional organizers offer a greater range of workshops. On a few occasions, Dr. French did help regional organizers find or fund instructors for particular technologies: for instance, the organizers of THATCamp New Mexico wanted a session on Omeka, and so Dr. French found and recruited Joyce Ouchida of the University of Southern California to serve as a BootCamp Instructor there. More usually, however, Dr. French found that regional organizers knew of qualified local instructors on hand who were willing to teach interesting or emerging technologies on a volunteer basis, and organizers were keen to avail themselves of these local instructors. It therefore seemed decidedly counter-productive to insist on a particular, limited curriculum, for which qualified instructors might be difficult to find, and in which particular THATCamp participants might not be interested, especially at themed THATCamps such as THATCamp Pedagogy and association THATCamps such as THATCamp NCPH (National Council on Public History).

Perhaps partly because of this flexible curricular policy, regional THATCamp organizers have been surprisingly willing to take on the extra labor of organizing BootCamp workshop sessions, even though they themselves receive no direct monetary incentives. The knowledge that THATCamp participants will appreciate the workshops and that there are fellowships available for some participants has so far been enough to ensure that twenty-two of the thirty-four THATCamps held or planned in the past year (65%) have held or planned BootCamps.

Although some BootCamp topics show up repeatedly (text encoding, introduction to mapping, WordPress, Omeka, digital humanities project management), others have been both unusual and well-received (3D modeling, regular expressions, introduction to programming with Python). See Appendix B: List of BootCamp Sessions for a list of all eighty BootCamp sessions held so far at thirteen separate THATCamps.

Of sixty-three respondents to a BootCamp question on the THATCamp evaluation survey, 91% (n=57) said that they “Strongly Agreed” (n=35) or “Agreed” (n=22) with the statement that “I learned new things at BootCamp that I might use in the future.”



In their text responses, participants often mentioned that the informal, introductory, yet still hands-on nature of most BootCamp sessions made people without much technology experience feel comfortable. In answer to the question "What worked well about the BootCamp training overall?" one evaluator wrote, "Instructors and facilities were excellent. Everyone did a fabulous job of accommodating people with vastly different types of experience and knowledge." Another evaluator at a different THATCamp agreed, writing, "The mix of experienced and inexperienced campers worked really well." Another wrote, "I got to peer inside the brain of a programmer. I enjoyed doing code and seeing software demonstrated, rather than just talking about them. I loved learning the little jokes, tips, resources, and insider knowledge that a programmer/techie knows (i.e. duck typing, free tutorial books online, examples of what you can do with CMS' and what each CMS is best for - pro/con). I just liked getting my hands dirty, metaphorically. :)"

We have two related BootCamp goals for the coming year:

1. Ensure that new THATCamp organizers make use of the detailed evaluations available from past THATCamps; and
2. Collect and analyze more evaluation data about BootCamp sessions.

It might also be necessary to develop THATCamp-in-a-box tools to support BootCamps: for instance, a separate registration system for BootCamps may prove desirable to reduce crowding, and a template for BootCamp sessions with such information as knowledge and technology prerequisites might also be useful for organizers and participants.

Micro-fellowships

Early on in the grant period, Dr. French created a central application at <http://thatcamp.org/fellowships>, and for each eligible THATCamp she forms a micro-fellowship review committee consisting of organizers from the THATCamp and an independent reviewer recruited from the digital humanities community. We have now awarded fifty-five \$500 Mellon micro-fellowships to humanities scholars at sixteen separate THATCamps, a number that puts us ahead of schedule for awarding one hundred micro-fellowships over the course of two years. (Note that three of these THATCamps have not happened yet.) Of the fifty-five fellowships we have awarded, 65% (n=36) have been to graduate students, while 35% (n=19) have been to postdoctoral fellows or faculty members (see Appendix C: List of Micro-fellowship Recipients).

Micro-fellowship recipients submit evaluative reports on the BootCamp sessions. Dr. French suggested that fellows could publish their reports online if they wished on a blog -- although they could also submit them privately -- and this has resulted not only in added publicity for THATCamp and for the micro-fellowship program, but also in publicly available summaries by humanities scholars of what they learned at BootCamp. One particularly thorough example of such a fellow's report can be found at <http://dhnewsfornewbies.wordpress.com/thatcamping/>, written by Sarah Brown, who went to THATCamp Jersey Shore. "Prior to my attendance I applied for and received (Thanks very much!) a Mellon Bootcamp fellowship intended for newbies like me," wrote Sarah. She continued, "Bootcamp sessions are more like workshops than the typical sessions. The goal is to acquire a skill then and there. The name suits I expect because, while there were no drill sergeant types leading these talks, I did have my brain whipped into shape." Sarah wrote a great deal about how she might use what she had learned in the Introduction to Omeka session (taught by Dr. French) in her future work:

I don't have the materials to do much work with Omeka just yet. However, I may one day. My current thesis research deals with contemporary American literary and filmic representations of anxiety regarding changes to technology. As a side project to my thesis, I am slowly putting together a digital timeline as a means to provide a foundation for my own scholarship. The timeline will follow moments of expressed anxiety about technology's impact (or perceived) impact on culture from any era. Because the scope of that is so big, I have tried to make it as collaborative as possible (anyone can add to, though right now only I can edit, the timeline). The timeline format is not ideal. I am less concerned with the chronology of this information than with the connections between ideas. However, this project can be heavy on abstract ideas, which is why I am ever on the lookout for letters, articles, evidence. I elected a timeline over a wiki precisely because it requires the contributor to select a specific moment and therefore to bind their idea in some way to the physical world. For example, under 1619 I have listed a letter from John Donne to a friend which came to my attention via D.F. McKenzie's "Speech, Manuscript, Print." In the letter, Donne advises his friend that if he dies his friend may do what he will with Donne's *Biothanatos*, so long as he "forbid[s] them the press and the fire." Such was Donne's regard for print. This illustrates the intended use of the timeline in that rather than something vague, say to the effect that some 17th century authors, or even Donne in particular, were reticent to embrace the printed word, there is a letter that serves as example and can be further explored. These moments are as yet too few for Omeka. However, if this collection were to grow larger, I would be most tempted to loosen them from the temporal and reorganize them by the themes or narratives which prove most promising among them. Omeka could be an excellent resource for a step up such as this. I, for one, wouldn't mind a trip to The Museum of The Changing Medium and Its Discontents.

Many more such reports can be found online, including these:

- Rebecca Onion, on THATCamp Southeast:
<http://www.rebeccaonion.com/2011/03/what-i-learned-at-thatcamp/>
- Wilko van Hardenburg, on THATCamp Florence:
<http://wilkohardenberg.posterous.com/spring-of-dh-thatcamp-florence>
- Alyssa Bourbonnais, on THATCamp Pacific Northwest:
<http://alissabourbon.wordpress.com/2010/10/26/hello-world/>
- Katherine D. Harris, on THATCamp Bay Area:
<http://www.thatcampbayarea.org/2010/10/14/thatcamp-de-brief/>

Our goals with regard to the micro-fellowship program are as follows:

1. Award micro-fellowships sooner. Many micro-fellowships were awarded only shortly before the THATCamp began, since the micro-fellowship review process was originally slated to begin as soon as the deadline for applying to the THATCamp passed. This proved unworkable, since many THATCamps had late deadlines, extended deadlines, or even (in the case of THATCamps with open registration) no deadlines, and Dr. French has therefore revised the process so that the micro-fellowship review process begins two months before the THATCamp begins. In this way, funds can be disbursed in time to allow fellows to use them for travel.
2. Publicize the fellowship program further, and make sure to publicize it especially to traditional and established humanities scholars through traditional means such as scholarly journal advertisements and brochure mailings.

Conclusion

There is certainly a great deal of both evidence and testimony that THATCamp has been a very successful means indeed of providing humanities scholars with some basic training in digital methods. Because of Mellon's support, THATCamp has changed: it was originally (and is still) a space for the digital humanities community to meet and work, but it has now become a space where those who do not consider themselves technology experts can go to learn new skills -- and, most importantly, to learn not to be afraid of technology, nor of digital methods, nor of digital humanists. It is true, however, that the training given at BootCamps is very rudimentary, and it is also true that the necessary relaxation of the planned BootCamp curriculum means that most BootCamps are very far from serving as a core set of digital humanities offerings. In the past year, the lightweight BootCamp workshops at regional THATCamps have done a great deal to supplement more formal, lengthy, and expensive undertakings such as the Digital Humanities Summer Institute at the University of Victoria. But as our experience of the last year has shown, humanities scholars of all nations and ages are eagerly seeking digital methods training that weighs just enough and not too much.

Appendix A: List of THATCamps

Start date	THATCamp	Participants
5/28/10	THATCamp U Toronto	23
7/6/10	THATCamp London	84
8/28/10	THATCamp Canberra	87
9/17/10	THATCamp Cologne	68
10/2/10	THATCamp New Mexico	60
10/9/10	THATCamp Bay Area	75
10/16/10	THATCamp RTP	52
10/23/10	THATCamp Pacific Northwest	88
10/27/10	THATCamp MCN	36
11/13/10	THATCamp New England	89
11/20/10	THATCamp Chicago	66
12/17/10	THATCamp Virginia	72
1/11/11	THATCamp Southern California	61
2/19/11	THATCamp Florida	12
3/5/11	THATCamp Southeast	110
3/23/11	THATCamp Firenze	150
3/25/11	THATCamp Melbourne	71
4/4/11	THATCamp Jersey Shore	34
4/6/11	THATCamp NCPH	48
4/15/11	THATCamp Texas	73
4/30/11	Great Lakes THATCamp	
5/21/11	THATCamp UWO	
6/4/11	THATCamp Liberal Arts Colleges	
6/3/11	THATCamp CHNM	
6/10/11	THATCamp Victoria	
9/10/11	THATCamp Saigon	
9/22/11	THATCamp Kansas	
10/15/11	THATCamp Pedagogy	
11/11/11	THATCamp Switzerland	
11/12/11	THATCamp New York	
TBA	THATCamp Philly	
TBA	THATCamp Montreal	
TBA	THATCamp Cyprus	
TBA	THATCamp Polska	
	Total participants	1359
	Average participants	67.95
	<i>Numbers in bold italics are estimates</i>	

Appendix B: List of BootCamp Sessions

THATCamp	BootCamp Session
Bay Area	Text mining
Bay Area	Google Fusion Tables
Bay Area	WorldCat Basic API
Bay Area	Georeferencing
Bay Area	Freebase
Canberra	Data visualisation
Canberra	APIs and mashups
Canberra	Digital mapping
Canberra	Text encoding
Chicago	Introduction to Omeka
Chicago	Pointy brackets and you: a practical introduction to web design and XML/TEI
Chicago	Distributed version control with Git
Chicago	3D Modeling
Firenze	Zotero I
Firenze	Zotero II
Firenze	Omeka I
Firenze	Omeka II
Firenze	WordPress I
Firenze	WordPress II
Firenze	Introduction to HTML
Firenze	Create a blog with WordPress
Jersey Shore	Technology Consumer: Buying a Digital Camcorder
Jersey Shore	Introduction to Omeka
Jersey Shore	Photoscape, the Photoshop Alternative
Jersey Shore	Introduction to GIS
Jersey Shore	Introduction to VisualEyes
Jersey Shore	Introduction to VisualEyes Reprise
Jersey Shore	Simple Tools to Support a Multi-Lingual Environment
Melbourne	Text Encoding Initiative (TEI)
Melbourne	Building online collections
Melbourne	Starting a digital collection
New England	Anthologize
New England	Introduction to Programming
New England	Text encoding
New England	Digital Humanities Project Management
New England	Transcribing and Describing Primary Sources
New Mexico	Using Prezi for Presentations and Education
New Mexico	Introduction to the Expression Engine CMS
New Mexico	Introduction to Omeka
New Mexico	"Road Map" for Meaningful Multimedia
Pacific Northwest	Project Planning for Multimodal Scholarship: A Whiteboard Approach to Designing Projects with Digital Video, Audio, and Images in Mind

[illegible]

Research Lovelab: Explore Zotero 2.0 and Find Your Academic Soulmates

3D Modeling for Fabrication: Using Rhino 3D to Design and Produce Physical Objects

How NOT to Teach Video Games: Designing Modules that Convince Digital Natives to Play Awake

Integrating Usability Testing into Humanities Scholarship: Learning to Sample Test Your Designs and Ideas

Collaborative Mapping Using OpenStreetMap and Walking Papers

Bootstrapping Your Digital Humanities Project: How to Pull Together a Team and Work Collaboratively

Visualizing Time and Space with Simile Widgets and Google

The Civil War Papers Project I: Intro to Encoding Texts

The Civil War Papers Project II: Intro to GIS

The Civil War Papers Project III: Presenting Research (and its Metadata) on the Web

Introduction to Programming I, using Python

Introduction to the Django Framework using Python

Introduction to Content Management Systems: WordPress, Drupal, Omeka

Creating a Web Presence for Yourself or Your Projects

Omeka

Digital Scholarship and Promotion

Freebase

(X)HTML/CSS TEI/XML

Mendeley

GIS

Introduction to GIS

Census Mapping

Introducing R and ggplot2 for Visualizing Data

Simple Augmented Reality

Building Digital Collections with Omeka

Building a Web Presence with WordPress

Introduction to Producing Electronic Texts Using the Text Encoding Initiative

Managing Scholarly Digital Projects from Start to Finish

Using Regular Expressions to Match and Manipulate Text Strings

Making Your First Map

Virtual Globes

Working with Historic Maps

Introduction to Web Mapping

GIS Playtime

Web Building Blocks: HTML and CSS

Ruby on Rails

Statistical Analysis with R

Qualitative Analysis with NVivo

Intro to CMSes: WordPress, Drupal, Omeka

Appendix C: List of Micro-fellowship Recipients

THATCamp	Name	Position	Discipline	Organization
Bay Area	Alicia Barber	Faculty member or postdoctoral fellow	Public & Oral History	University of Nevada, Reno
Bay Area	Candace Nast	Faculty member	History & Women's Studies	University of Windsor
Bay Area	Katherine D Harris	Faculty member	English	San Jose State University
Bay Area	Kylie Justine	Graduate	Creative Arts	Edith Cowan
Canberra	Stevenson	student	Education	University, Perth
Canberra	Samuel Russell	Graduate student	History	The University of Sydney
Canberra	Siling Li	Graduate student	Media and communication	Queensland university of technology
Canberra	Tracey Meziane Benson	Graduate student	Media Arts	The Australian National University
Chicago	Alex Galarza	Graduate student	Michigan State University	
Chicago	Amanda Visconti	Graduate student	History English Literature	University of Maryland
Chicago	Colleen Kelley	Graduate student	History	University of Iowa
Chicago	Jay Johnson	Faculty member or postdoctoral fellow	English	Gateway Technical College
Florence	Katerina Kouriati	Graduate student	History	Research Center of Modern Greek History, Academy of Athens, Greece
Florence	Nicole Lopez- Jantzen	Graduate student	History	Fordham University
Florence	Timothy Nunan	Graduate student	History	Corpus Christi College, University of Oxford
Florence	Valentina Berardini	Graduate student	History	University of Macerata
Florence	Wilko Graf von Hardenberg	Faculty member or postdoctoral fellow	History	Rachel Carson Center, Munich
Great Lakes	Nathan Kelber	Graduate student	English	University of Maryland
Great Lakes	Trent Kays	Graduate student	Writing Studies	University of Minnesota
Jersey Shore	Collin Jennings	Graduate student	English	New York University
Jersey Shore	Paul Miller	Graduate student	English	University of Nebraska-Lincoln

THATCamp	Name	Position	Discipline	Organization
Jersey Shore	Sarah Brown	Graduate student	American Studies/English	CUNY Graduate Center
Jersey Shore	Travis Kirspe	Graduate student	History	Savannah College of Art and Design
LAC	JoAnne Ruvoli	Graduate student	English	University of Illinois at Chicago
LAC	Matthew Schultz	Faculty member or postdoctoral fellow	Writing Center, English	Vassar College
LAC	Rosa E. Soto	Faculty member or postdoctoral fellow	English	William Paterson University
LAC	Ryan Hoover	Faculty member or postdoctoral fellow	English	St. Edward's University
Melbourne	Steven Hayes	Faculty member or postdoctoral fellow	eResearch data modelling	University of Sydney
New England	Amanda Licastro	Graduate student	English	CUNY
New England	Clarissa Ceglie	Graduate student	History	Brown University
New England	Jamie Pietruska	Faculty member or postdoctoral fellow	History	Rutgers University
New England	Kathryn Malczyk	Graduate student	German	University of Pennsylvania
New Mexico	Allison Hagerman	Graduate student	Philosophy and Architecture	University of New Mexico
New Mexico	Christine Szuter	Faculty member or postdoctoral fellow	History and Publishing	Arizona State University
PNW	Alissa Bourbonnais	Graduate student	English	University of Washington-Seattle
PNW	Joshua Seely	Graduate student	English	Boise State University
SoCal	Jessica Beard	Graduate student	Literature	University of California at Santa Cruz
SoCal	Lauren Klein	Graduate student	English	The Graduate Center, CUNY
SoCal	Marta S. Rivera	Faculty member or postdoctoral fellow	English	Bentley University and Suffolk University
SoCal	Scott Paul McGinnis	Graduate student	History and East Asian Studies	University of California, Berkeley
Southeast	Billie Hara	Faculty member or postdoctoral fellow	English	Texas A&M University, Corpus Christi
Southeast	Rebecca Onion	Graduate student	American Studies	University of Texas at Austin

THATCamp	Name	Position	Discipline	Organization
Southeast	Ruth Martin	Graduate student	History	Cambridge University, New York University
Southeast	Tina Kelleher	Faculty member or postdoctoral fellow	English	Towson University
Texas	AmyLynn Schexnayder	Graduate student	History	University of Louisiana at Lafayette
Texas	Carla Mendiola	Graduate student	History	Southern Methodist University
Texas	Jessica C. Murphy	Faculty member or postdoctoral fellow	Literary Studies	UT Dallas
Texas	Laurel Stvan	Faculty member or postdoctoral fellow	Linguistics	University of Texas at Arlington
UWO	Emily Burns	Graduate student	Gender Studies	Queen's University
UWO	James Ripley	Graduate student	Oral Narratives	University of Western Ontario
UWO	Ryan O'Connor	Faculty member or postdoctoral fellow in the humanities	History	Trent University
UWO	Sara Sieteski	Graduate student	Classics	Bryn Mawr College
Virginia	Daniela Artigas	Faculty member or postdoctoral fellow	Social communication	Universidad Católica Cecilio Acosta / Universidad del Zulia
Virginia	Jarah Moesch	Graduate student	American Studies	University of Maryland
Virginia	Jeff Drouin	Faculty member or postdoctoral fellow	English/French	University of Illinois, Urbana-Champaign
Virginia	Terry Brock	Graduate student	Anthropology	Michigan State University