Digital Learning with *Middle Ages for Educators*

**Co-Founders**
Merle Eisenberg (Late Antiquity)
Sara McDougall (Medieval France, Law & Gender)
Laura Morreale (Mediterranean)

**Content Managers**
Skyler Anderson (Early Islam)
Walter Beers (Byzantine & Syriac Studies)
Abigail Sargent (High Middle Ages)

middleagesforeducators.com
Outline for Today’s Talk

● Goal of the Site

● Short Walkthrough of the Site (Merle)
  ○ Teaching Resources
  ○ Tool Talks
  ○ Translated Primary Sources
  ○ Online Resource Portal

● Digital Pedagogical Interaction (Laura)
  ○ 4 Levels of Instruction
  ○ Digital Projects

● Adaptation to User Needs Moving Forward (Sara)
  ○ What you need
  ○ What we can and cannot do
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What is the Point of MAFE?

Hanah Barker, Arizona State University

Discussion Questions

1. In this passage, the inhabitants of Caffa ask for money, soldiers, and a hospital. Why do they need each of these things? Why do they turn to the doges of Genoa for help?

2. At the time when this passage was written, had anyone in Caffa shown symptoms of plague? If so, which symptoms? If not, why did the passage mention “an endless plague of death”?

3. Compare what this source says about the early transmission of the Black Death with the account of Geoffroi de Mones, Based on what you know about modern medical research on plague transmission, which version makes more sense? Based on what you know about medieval ideas about disease and contagion, which version would make more sense to medieval readers?

4. Compare what this source says about the early transmission of the Black Death with another source from the list of Further Reading—Primary Sources. How are the two accounts similar? How are they different? What do you think the differences imply?

Primary Sources

Petition from the Residents of Caffa, 1347


Further Reading: Primary Sources


Background on the Plague

You can find some great background about the biology and history of the plague on the Infection Historians podcast episode entitled “Plagues in Human History,” which can also be found on most major podcasting networks. If your students want to know more about the two major outbreaks, the Justinianic Plague and the Black Death, there are additional episodes on each of them as well. This podcast is co-hosted by Merle Eisenberg and the website has links to additional readings, some of which are open-access.
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Teaching Resources

The following resources are designed to support medievalists with online teaching. They include:

- **Short Video Lectures** has short videos and introductions to medieval primary sources provided by some of the world’s specialists on various medieval topics for students and teachers to use. Posts are listed in the order in which they were published, and are tagged and searchable by subject and contributor.

- **Linked resources – teaching**, includes podcasts, links to full lectures, and tips for medieval online teaching.

- **Request Additional Help – Teaching**, an ongoing list of requests addressed to the medievalist community related to teaching medieval studies online, whether subject-specific or general.
Teaching Resources

Discussion Questions

- What to Gregory’s own statements about his writing tell us about his choices as a writer?
- Why does Gregory tell us the things that he does?
- What characterises Gregory’s portraits of Merovingian queens?

Readings and Resources: Freely Available Online


Other Readings (available to purchase as e-books or online via library subscriptions)

- Gregory of Tours, *The History of the Franks*, trans. Lewis Thorpe

Dr. Hope Williard, University of Lincoln

Open Source Link

*Gregory of Tours (539-594): History of the Franks: Books I-X*
Tool Talks

Elizaberk Lastra
The University of H

Tools and Repositories

Artsteps

Sources Used for this Demo

Slides

Artsteps Guides

Fabric: Classroom by Stephanie Yang

To cite this page


Nicholas Paul
Fordham University

Podcasting and Pedagogy

Introduction

Sources Referenced in this Video

Education/Technology: Daily Dose about Podcasting and the US Public
K-12 Education

WNYC Podcast competitions


Access

Podcast Accessibility

Hearing Loss/Accessibility and Your Podcast
Our colleagues tell us what is most needed for digital teaching are ready-to-assign primary sources translated into English. If you have translated primary sources to contribute, please fill out this form.

- The Internet Medieval Sourcebook at Fordham University has a huge number of primary sources in English translation.
- Stanford's Global Medieval Sourcebook has various primary sources from across the Middle Ages.
- Open Iberia/América is an online Open Access collection of short pedagogical editions and translations of premodern Iberian and Latin American texts.
- The Crusades in France and Occitania Project features excerpts of eight crusades texts in translation.
- The Haskins Society has a collection of translated primary source documents and open source articles.
- Epistolariae offers a collection of letters to and from women in the Middle Ages in Latin with English translations and with some context as well.

- Online Medieval Sources Bibliography (OMSB), an annotated bibliography of printed and online primary sources for the Middle Ages
- The Gascon Rolls Project features summaries of English government records from 1317-1468
- Dave Jenkins at Princeton University has compiled a list of Modern Language Translations of Byzantine Sources with links to their location
- Translated Texts for Historians (TTH) from Liverpool University Press is offering a 50% discount on the one-off purchase until June 30, 2020, with online access in perpetuity. It offers English translations of primary sources from c. 300-800 C.E.
- Jessica Goldberg at UCLA has provided us with her own translation and commentary of the famous 1348 Ordinances of Pistoia. The Ordinances were issued upon the arrival of the plague early in the Spring of 1348 (March or April) and are the city’s response about a month later.
Online Resources Portal

- The Medieval Academy of America (MAA)'s MDR provides a list of digital resources available online.
- Online Medieval Sources Bibliography (OMSB), An annotated bibliography of printed and online primary sources for the Middle Ages.
- TORCH humanities center at Oxford has a list of online resources for medievalists, including podcasts, videos, and websites, compiled by Karl Kinsella.
- Students’ Guide to Late Antique and Medieval Historical Narratives features a listing of narratives by year, many with links to online sources.
- Medieval Index Website, edited by Nick Smith.
- Bodleian History Faculty Library lists over 190 searchable, tagged websites.
- The MEMS researcher Open Access Cheat Sheet, by David Hitchcock.
- Incunabula Short Title Catalogue, of an estimated 28,000 surviving editions of 15th century printed books, there are more than 12,000 links to digitized editions on this site.
- La corónica Commons, Medieval Iberian Languages, Literatures, and Cultures with general advice for teaching online.
- Legal History Miscellany is a blog with several medieval entries, by Sara Butler and Krista Kesselring.
- Lectures on Medieval Studies and the current political environment from the RaceB4Race Appropriations Conference.
- Dave Jenkins, the Classics and Byzantine Studies Librarian at Princeton University, has a fantastic Library Guide for Byzantine Studies.
- Oxford Google Books Project, over 150 million pages from out of copyright books available from the Bodleian Libraries.
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Digital Learning in Pre-modern Studies

- Medievalists have used the digital medium to examine their sources for decades.
- We now live in a knowledge economy based largely on digital dissemination.
- Using digital tools to study the pre-modern means you are both learning the material and using the most up-to-date methodologies in the field to do so.

This is both a challenge and an opportunity. We hope MAFE can help with this.
How to use *MAFE*: 4 levels of Engagement

**Level 1**: Find information about pre-modern history ([Online Resource Portal](#)).

**Level 2**: Deliver Content; eg. teach students something about the 100 years war or the plague (Tag: Meet a Medieval Source, [Short Video Lectures](#))

**Level 3**: Interact with other medieval digital projects ([Short Video Lectures](#), Virtual Project Tours)

**Level 4**: Learn about tools for students to express themselves digitally ([Tool Talks](#))
Digital Projects 1: Website, Women of 1000 AD

Women of 1000 AD
Exploring the stories of women from around the world
Digital Projects 2: Website, People of 1381

The People of 1381

People and Places

The First Eyewitness Account of the Revolt?
Posted 2020-07-13 16:59:47 by Herbert Elden

Westminster and St Mary Pew
Posted 2020-06-14 17:21:06 by Andrew Prescott

Goditha de Statham [Statham] and her sons
Posted 2020-05-01 11:17:31 by Helen Lacey

- Letter to Teutonic Knights describing revolt
- Central role of a matriarch in the story of a rebellious gentry family
- Rebellion in Derbyshire, anti-Lancastrian protest
- New evidence of rebels and their letters in court
Digital Projects 3: Online Interface, Digital Grave
Digital Projects 4: Mapping, Primary Sources

Independent Crusaders Project

Departure Map

Full Screen

Departure Time Map

- Thierry of Flanders
- Henry the Liberal
- Berlay of Montreuil-Bellay
- Philip of Flanders
- 1119 Chalo the Red
- Anselm of Senjots
- Baldwin Vernet of Anjou
- Conrad III

[Map of Europe with various locations marked]
Tool Talks

Domesday Book Data Analysis using Excel and PASE, by Jennifer Edwards

Tools and Repositories

The Prosopography of Anglo-Saxon England
Voyant
slack
Excel

Sources Used for this Demo


Domesday Book at the Internet History Sourcebook;

Further Reading:

Christine de Pizan Through Storymaps, by David Joseph Wrisley

Sources Referenced in this Video

Slides
ArcGIS Storymaps
Storymap.js
Dataset of places mentioned in Christine de Pizan
Interactive map

Selected storymaps for medievalists

The Road to Agincourt (Chatris. Edinburgh) (military history)
Sul camino del Rinascimento (EIPACA di Manoupe) (art production)
London's lost rivers: the Tyburn (MOLA) (geo-archeology)
The Garden of Earthly Delights – Hieronymus Bosch (art history)
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  ○ What you asked for
  ○ What we cannot and can do.
We Asked You

1. What barriers do you encounter in teaching pre-modern topics and sources?
2. How might MAFE add features that help overcome these problems?
3. What specific materials on MAFE would be helpful to you for teaching Late Antiquity and the Middle Ages?
4. Are there other features you would like us to add to MAFE?
What You Need from MAFE

- Students’ (and some non-specialist teachers) lack of knowledge about the Middle Ages
- Language Skills: some need only English, some need Spanish (for Sp. Open Iberia/América) *but all can transcribe!
- Pre-Modern materials can be difficult for students
- Overwhelming number of materials or not enough
- Myths about the Middle Ages
- Specific topics - art & architecture, gender, global, literary
- K-12 friendly recommendations
What We Cannot Do

We wish we had K-12 expertise. Sites run by people who can help

- [K-12 Resources Medieval World (via the Medieval Academy of America)]
- [Sites of Encounter in the Medieval World]
- [Exploring and Teaching Medieval History in Schools UK]
- [Asia For Educators from Columbia University]
Myths about the Middle Ages

• Good point. We’re on it...

In the meantime...

there’s lots out there:

Gabriele & Rambaran-Olm on Misuse of the Middle Ages

Race Racism and Teaching the Middle Ages

History Extra: Skoda on medieval myths
What We Have Done (and Please Ask for More)

1. Art and Architecture:

- Tool talks: (Digital Exhibitions on Artsteps, by Elizabeth Lastra)
- Medieval Academy Webinar presentation by Pamela Patton and Elina Gertsman "Curating in the Art History Classroom: Objects, Images, and Innovation from Afar" (Forthcoming)
- Resources for Online Teaching of Medieval Art Int’l Center of Medieval Art
- Medieval Art Online Resources from the University of Kent
- Church Crawls and more -Courtauld Institute
What We Have Done

2. Global:

- Medieval Academy & National Humanities collaborative mythbusting online course: “Medieval Africa and Africans.” (Forthcoming September).
- Stanford Global Medieval Sourcebook
- Teaching Medieval Slavery
- Silk Road: [Yale Silk Road](https://www.yale.edu/projects/silk-road)
- International Dunhuang Project
- & [Digital Dunhuang-Buddhist caves](https://digital.dunhuang.org)
What We Have Done

3. Gender (& Literary)

- The “Lais” of Marie de France, by Kathy Krause & María de Zayas,
  Magic, and #MeToo, by Veronica Menaldi
- The People of 1381 Lacey on Margery Tany
- Epistolae: Medieval Women’s Latin Letters
  https://epistolae.ctl.columbia.edu/
- Shannon McSheffrey’s Consistory Court database
- Sara Butler and Krista Kesselring’s Legal History Miscellany
Questions please!