Role Sheet: Group One

Overview: You and your group are exploring technologies that might assist with a project in the humanities. You are hoping to find a technology that will help

> (1) you *conceive of* your subject in a new way and/ or
> (2) to *present* your subject in a new way.

Note: A new and exciting project might have the potential to land you some departmental funding or a course release, and the opportunity is competitive.

Software: You've heard of some new software that can help you with a few things:

1. Draw.io enables you and your group to map ideas in real-time. It's open-source and googledocs enabled.
2. Voyant allows you and your group to "explode" texts and see relationships across a "corpus," or body of text. It is a little unstable.
3. Storymap allows you to put "tacks" on a map to show where things have occurred. The learning curve is a bit steeper, but the end result is easily legible to a non-specialist audience.

The Journey: You have already decided to use **Storymap** to explore your topic, but you're interested to see how your colleagues in group two use **Voyant**. You might choose to use their software later on in the project.

Once you've conceived of how you might use your technology, you may wish to construct a sample project (or you may have been doing that the whole time—either is fine). As you develop a "mockup" or "proof of concept," consider the following extensions to our reading:

Questions for Groups and Reflections. These are BIG questions! You don't have to have all the answers! But try to be able to comment on a few ideas here:

1) What do sense of place, pathways, habits, or dwelling have to do learning?

2) How do students, writers, or learners experience spaces and places in the everyday, and how might this inform cultural and material theories of discourse?

3) How do people experience space, and what might that tell us about how they experience other forms of the social world?

4) Reflect upon Reynolds's argument that "Spatial practice both produces and appropriates society's space"—that it "embodies a close association" between one's "daily routine and the routes or networks set up to link work, leisure, and private life" (38).

5) Reynolds argues that geography contributes metaphorically and methodologically to literacy practices, to conceptions of discourse, and to postmodern composition theory attentive to difference, the material, and the visual. Using the reading and the activities we've just done, let's discuss how.