

In Her Shoes project

This semester, we will work—in pairs, in small groups, and as a class—to build a digital history project that shares some of the history of Idaho’s women. The project’s starting point (and potentially productive metaphor) is a selection of shoes from the Idaho State Historical Society (ISHS) collections.

Please read through this project description very carefully, and if you have questions, ask Dr. Madsen-Brooks for clarification as soon as possible. Chances are other students have the same questions.

Project details

- Dr. Madsen-Brooks and ISHS staff will curate a selection of shoes and will collect initial information about each pair to pass on to students.
- Each student will select a partner to work with on the project.
- Each partnership will select a pair of shoes to study as a starting point for sharing a piece of Idaho women’s history. Depending on the amount and kind of information available, this history might be about:
 - the actual woman who wore the pair of shoes;
 - women who wore shoes like these;
 - a movement or cultural phenomenon directly or remotely related to the shoes;
 - some other relevant, gender-inflected event or topic.
- The genre and medium of each partnership’s study will be determined by the partnership, in consultation with Dr. Madsen-Brooks. This work should:
 - use the selected pair of shoes as a starting point;
 - draw on both primary and secondary sources beyond the shoes themselves;
 - further develop the partners’ digital savvy and maker competencies;
 - be delivered or summarized in a way that can be shared on a website.
- The partnerships may deliver the final product in a variety of forms. These include, but are by no means limited to:
 - An essay that includes a gallery of photos, including a virtual representation of a shoe that can be rotated 360 degrees for closer study.
 - Lesson plans for high school teachers and students, including a teacher guide, recommended readings, in-class activities, and files students might download to 3D print the shoes for further study.
 - An 8- to 10-minute, documentary-style video.
 - A series of brief podcasts.

- Partners will join working groups of other students who are learning to use the same tools to make their projects. For example, there might be working groups focused on video production, 3D printing, or photogrammetry.
- Partners may opt to work with one or two other partnerships on their contribution to the project. That means final submissions to *In Her Shoes* may be the work of two, four, or six students using one, two, or three (respectively) pairs of shoes as starting points. In such a case, all students collaborating on this submission will receive the same project grade.

Leadership team

The leadership team will serve as the project management team, helping to coordinate the efforts of partnerships and working groups. Responsibilities include, but are not limited to:

- Setting up systems to track partnerships and working groups.
- Developing a plan for the *In Her Shoes* website.
- Crafting a cohesive introduction/overview for the website.
- Coordinating resources among the MakerLab, IDEA Shop, ISHS, and students in the class.
- Alerting Dr. Madsen-Brooks of potential issues or concerns with the project, working groups, partnerships, or individual students.

Graduate students must serve on the leadership team; undergraduates may receive extra credit for their participation.

Evaluation

- The class will co-create a rubric with Dr. Madsen-Brooks. The rubric will address the quantity and quality of submitted work; partners' collaboration with each other and within working groups; and the development of maker competencies.
- Partners and students within working groups will have an opportunity to evaluate each other's contributions.
- All students in a partnership (or collection of partnerships, if submitting final work with others) will receive the same grade.

On group work

Please inform Dr. Madsen-Brooks in a timely manner if issues arise with your partnership or group. Issues might include, but are not limited to, serious disagreements about project direction, a student not showing up to meetings or completing work by an agreed-upon time, or a student making decisions or undertaking work without sufficient consultation with their partner(s). Dr. Madsen-Brooks reserves the right to reconfigure partnerships and groups (in consultation, of course, with all stakeholders).

Maker competencies

This project is designed to help students develop the following maker competencies. At the end of the course, we will discuss how to express these skills on your résumé or in a cover letter when you apply for jobs.

- expressing curiosity about how things are made, why they are made that way, and how to make them better;
- using trial and error, iteration, revision, and evaluation to refine ideas or projects;
- managing projects, including time management, project milestones, and collaborating effectively;
- assessing which tools (physical, digital, or rhetorical) are best for a given situation and using these tools effectively; and
- transferring knowledge and skills to others by helping them to do what you have learned.

Timeline

January 17: LMB distributes *In Her Shoes* assignment to students.

January 24: Students select partners.

January 29: Nicole Inghilterra of ISHS visits class. Students select shoes; LMB distributes accession documents and photos to students.

January 31: Students sign up for warehouse visits.

January 29-March 11: Students conduct research on shoes and the women who wore them.

February 7: Students visit MakerLab to learn about technologies, maker ethos/philosophies.

February 14: Brian Martin of the IDEA Shop talks about relevant technologies.

February 23: Contributions to class rubric due.

February 26: LMB finalizes rubric.

March 5: Partnerships submit project plans.

March 12, 14, 19, and 21: Student visits to museum warehouse, 9:00 to 11:00 a.m. and 2:00 to 4:00 p.m.

April 25: Reflection on maker competencies due

TBD, near end of course: In-class discussion about how to express these skills on a résumé or in a cover letter.

April 30: Project submissions due. Brief final presentations during final exam period.