



DIGITAL HISTORY VAULT

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WHAT IS THE DIGITAL HISTORY VAULT?

- ▶ Database of reliable digital collections of historical documents for History students at City
- ▶ Populated and maintained by History Students in Year 1
- ▶ Content retained and built upon by future cohorts
- ▶ Major Assessment component (50%) for History in the Age of Digital Information

HISTORY IN THE AGE OF DIGITAL

INFORMATION

- ▶ **HOW** does digital technology influence historical scholarship and historical preservations?
- ▶ **WHAT** is the role of digital technology in contemporary society?
- ▶ **WHAT** digital tools are available to historians?
- ▶ **HOW** to evaluate critically history websites, digital historical documents, and digital historical collections?
- ▶ **HOW** to use digital tools and historical documents in research and presentation?

HOW DOES THE
DIGITAL
HISTORY
VAULT WORK?

THE TECHNOLOGY

- ▶ Moodle database
- ▶ Allows collaboration by building a collection of record entries related to a particular topic.
- ▶ Allows the display of student created work for peer comments and review.
- ▶ The format and structure of inputting these entries can be almost unlimited, including images, files, URLs, dropdowns, checkboxes, numbers and text amongst other things.
- ▶ Supports student group work.

New entry

Please note that **Name**, **Url** and **Review** are compulsory when adding a new review.

Name:

Url:

Text:

Snapshot:
Maximum size for new files: 20MB, maximum attachments: 1

Alternative text:

Historical period:

- Ancient history
- Medieval History
- Early Modern History
- Modern History - 19th century
- Modern History - 20th century

Continent:

Historical period - specific dates (YYYY-YYYY):

Specific Country/Countries:

Major events addressed:

Subjects addressed:

Historical genre:

- Communications and Media History
- Cultural History
- Economic and Business History
- Environmental History
- Global and Comparative History
- History of Medicine
- History of Race and Ethnicity
- History of Religion
- History of Science and Technology
- History of Sexuality
- History of Sports
- Intellectual History/ History of Ideas
- Labour History
- Legal History
- LGBT History
- Military History
- Political History
- Social History
- Transnational History
- Urban History
- Women and Gender History
- World History

Types of Textual sources:

- Advertising
- Autobiographies
- Books
- Diaries
- Government records and government documents
- Literature
- Magazines
- Memoirs
- Newspapers
- Oral history interviews - TRANSCRIPTS
- Original documents (birth certificates, property deeds, trial transcripts)
- Personal letters, and correspondence
- Public opinion polls
- Public organisations records
- Speeches - TRANSCRIPTS

Types of audio-visual resources:

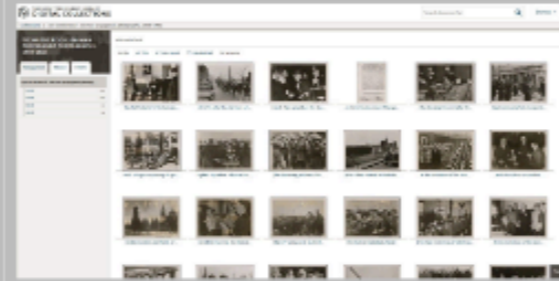
- Art
- Artefacts and objects
- Audio recordings
- Film and video recording
- Maps
- Music
- Oral history interviews - AUDIO RECORDINGS
- Photographs, drawings, and posters
- Political cartoons
- Speeches - RECORDINGS

Review:

HTML format

**Name: Eye on the Reich:
German Propaganda
Photographs , 1939-1942**

The New York Public Library



Historical period:
Modern History – 20th century

**Historical period – specific dates
(YYYY-YYYY):**
1939-1942

Continent:
Europe

Specific Country/Countries:
Germany

Major events addressed:
World War 2

Subjects addressed:
War, Weaponry, Diplomacy, Politics

Historical genre:
Military History
Political History
Social History
World History

Types of Textual sources:

Types of audio-visual resources:
Photographs, drawings, and posters

Review:


The website is a collection of propaganda photographs taken by Heinrich Hoffman, Hitler's personal photographer. These photographs were originally published in volumes titled "Grossdeutschland im Weltgeschehen, Tagesbildberichte" which were sent out annually between 1939 and 1942. The content of the photographs ranges from military processions, warships, diplomats and domestic objects such as the Volkswagen. On the website's About page, it details how these images present the official party line on many of the events photographed. The pictures are highly staged and controlled to portray the German army and the Fuhrer in the most heroic light it can.

The website doesn't require a user account to browse the images and this particular collection of propaganda photos is easily accessible from the main page. The website has a clean and uncluttered user interface. The images can be sorted by year and there are multiple filters to help effectively narrow down certain topics. Furthermore, there are "sort by" options at the top of the page which allows for further organisation. Additionally, on the home page of the collection there is an infinite scroll feature implemented, which means the user is able to browse the whole collection only have to scroll down and not load a new page. Lastly, all of the images are downloadable, citable and are listed with detailed background and technical information with translation to English.

The number of images on the main page can be overwhelming at first but after a small amount of time the user is able to adjust quickly and is able to navigate the website. The history that can be written using the photographs on the website is history of Nazi war propaganda. The website provides a critical insight into the image the Nazi Party was trying to cultivate and present to its people.

Digital History Vault



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Digital History Vault

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Entries per page Search Sort by Advanced search [Save settings](#)

| Name | Country | History period | View |
|---|--|--|---|
| Open Society Archives | Hungary, Poland, Russia | Modern History - 20th century |  |
| The Proceedings of the Old Bailey | Britain | Early Modern History |  |
| The Middle East in Early Prints and Photographs, New York Public Library | Egypt | Ancient history Medieval History Early Modern History |  |
| Wilson Center Digital Archive | Russia, Korea, China, Brazil, Germany, Poland, Japan, Vietnam, | Modern History - 20th century |  |
| German History in Documents and Images, German Historical Institute in Washington | Germany | Early Modern History Modern History - 19th century Modern History - 20th century |  |
| WWII People's War, BBC archive of public memories from WWII | | Modern History - 20th century |  |
| After the Day of Infamy: "Man-on-the-Street" Interviews Following the Attack on Pearl Harbor, Library of Congress | USA | Modern History - 20th century |  |
| Locating London's Past | Britain, London | Early Modern History Modern History - 19th century |  |
| London Lives 1680-1800 | Britain | Early Modern History Modern History - 19th century |  |
| The New York Public Library Digital Collections | America, France, Germany and Britain | Modern History - 20th century |  |
| USC shoah foundation | Austria/Poland/Rwanda | Modern History - 19th century Modern History - 20th century |  |
| Experiencing History Holocaust sources in context | Austria/Poland/Germany | Modern History - 20th century |  |
| Life magazine | Great Britain | Modern History - 20th century |  |

THE PRACTICE

- Students assigned to teams at the beginning of term
- Each team is responsible for profiling a set of websites
- Tutorials practice skills that students will use for populating the DHV
- In class demonstration of the interface + practical session
- Final submission:
 - Entries on the DHV
 - Group report

WHAT DO
STUDENTS LEARN
FROM WORKING
ON THE DHV AND
WHY IT IS
INNOVATIVE?

TEACHING AND LEARNING

- ▶ In-depth exploration of historical repositories
- ▶ Examining the strengths and the weaknesses of historical repositories
- ▶ Considering how different types of historical documents could be used in research.

ASSESSMENT AND FEEDBACK

- ▶ Practical and innovative
- ▶ Feedback and comment on each entry
- ▶ Quality of research and writing
- ▶ Feedback on the final report

EMPLOYABILITY SKILLS DEVELOPMENT IN

SUPPORTIVE SETTING

- ▶ Collaboration and teamwork
- ▶ Communications
- ▶ Project management
- ▶ Time management
- ▶ Critical evaluation of digital information
- ▶ Professional, non-academic research-based writing

STUDENT EXPERIENCE AND SUPPORT

- ▶ Students meet their classmates and make new friends
- ▶ Students make their own learning resource
- ▶ Students develop a sense of shared ownership of the project
- ▶ Students use the DHV in future assignments
- ▶ Students were prepared for the assignment throughout the term + in a specially designated session