

# THE HAMPTON RENAISSANCE: A DIGITAL PUBLISHING PROJECT

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# OVERVIEW & DESCRIPTION

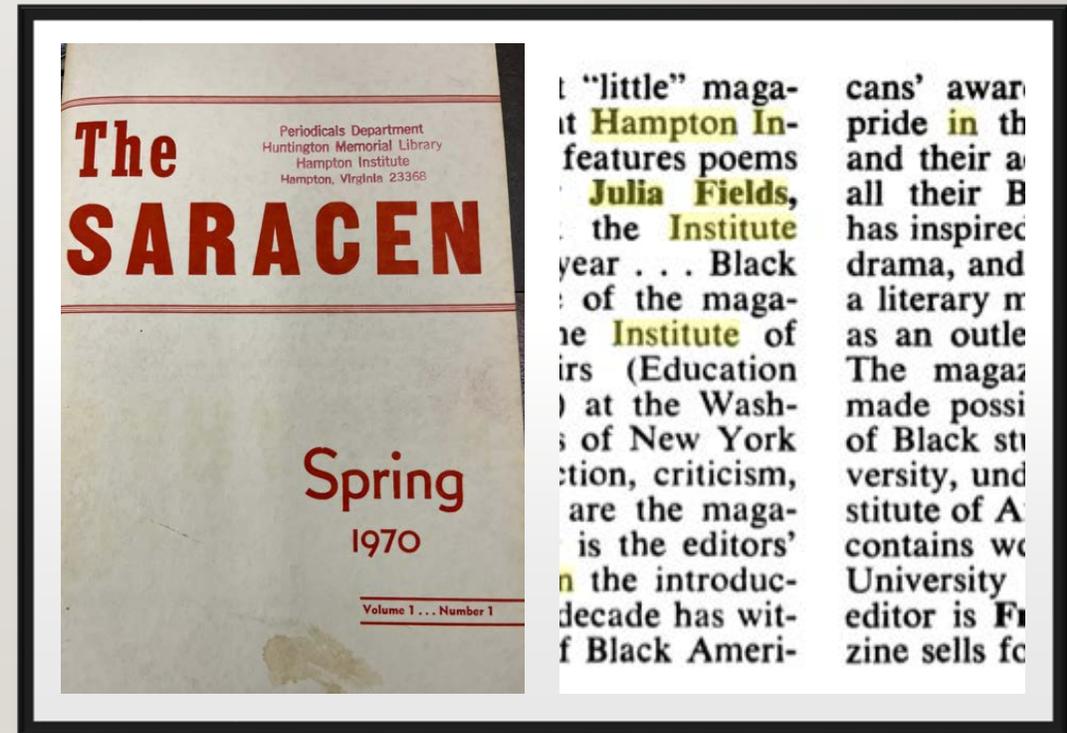
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- ENG 330: Writing and Production for New Media (Spring, 2022; Fall 2022)
- Taught as an independent study with five enrolled students: Zoe Treadwell, Erin Townsend, Zyen Smoot, Arielle Thomas, and Alex Dameus and two volunteers: Jenay Conway and Amarah Ennis
- Main objective: collaborative design, publication, and marketing of a website
- Encourages student collaboration and improvisation
- The problems we solved: wrestling with ethical and historical questions about inclusion, representation, evaluation, assessment & more
- <https://hurenaissancemag9.wixsite.com/hampton-renaissance>

# THE FIRST ISSUE: IDENTITY

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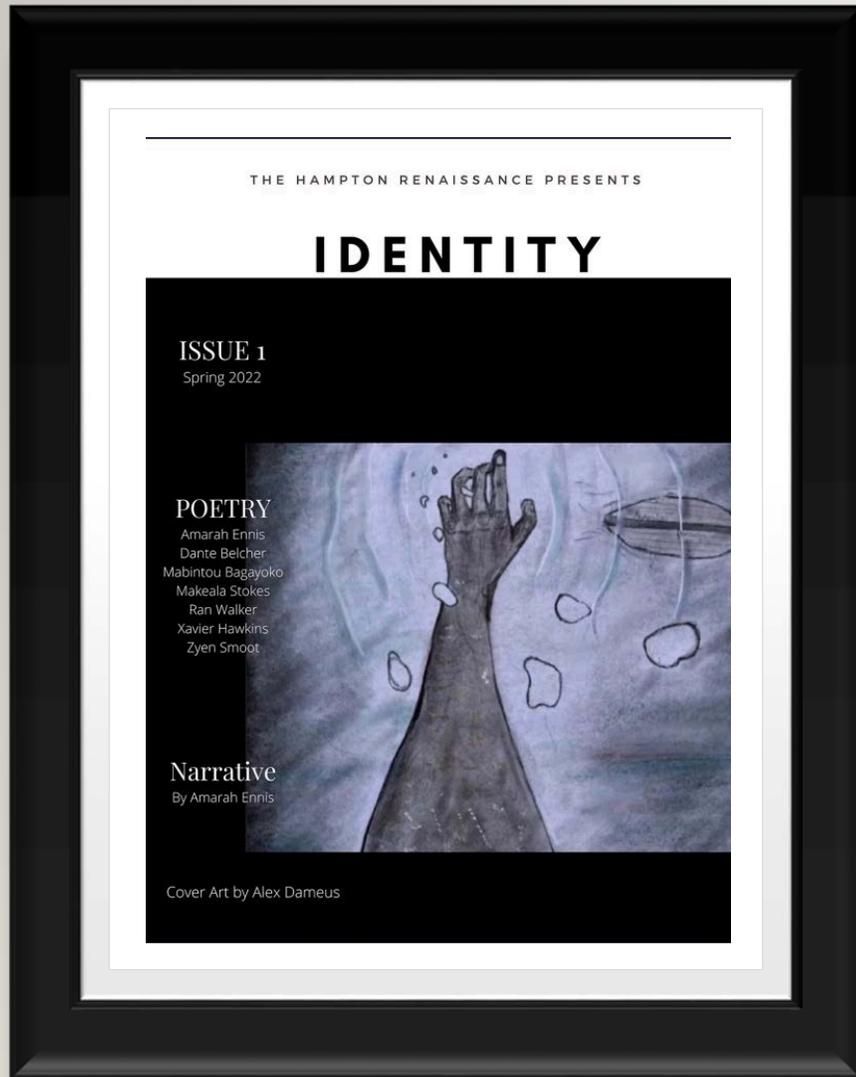
- Harkening back to the first issue of *The Saracen* (January, 1970), edited by poet-in-residence Julia Fields
- Learning to use different platforms (Wix, Weebly, Google sites, etc.)
- Publication during Black History Month
- Collective decision making: working through the “mess” of collaboration, editing, and design
- Advertised in the July, 1970 issue of *Black World*



# LEARNING FROM THE FIRST ISSUE

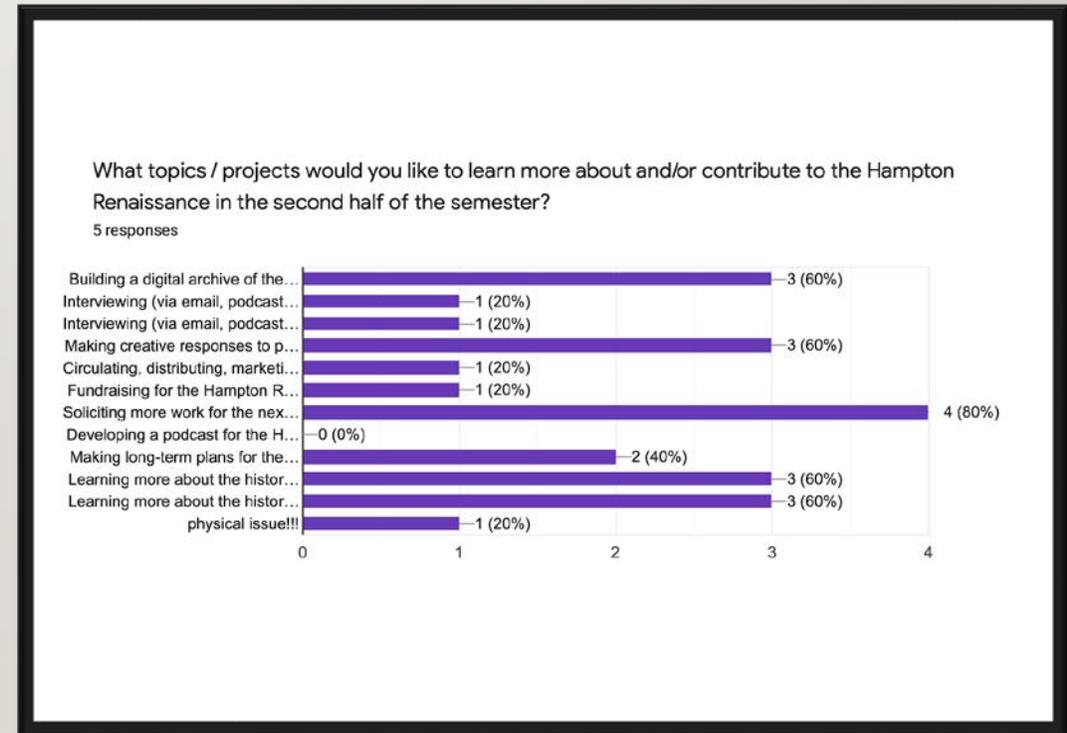
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- Successful open mic night in the Student Center
- Adding structure: scheduling, clarifying our roles and responsibilities
- Free, hour-long Wix workshop dedicated to understanding the platform better
- Learning more about the historical and present significance of the Black press



# PEDAGOGY

- Reflection: the metacognitive work of “thinking about thinking”
- Recursion: learning not focused on a one-and-done “product” but a dynamic, recursive, ongoing process → assessing our reflections
- Multimodality & multimediality: practice communicating across multiple modes (visual, aural, linguistic, spatial, gestural) and media
- As the scholarship on metacognition suggests, reflection leads to growth, and growth, to further reflection, retention, empowerment, and learning.



# RETHINKING ASSESSMENT IN A GLOBAL PANDEMIC

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- Empowering & motivating students to participate in every stage and phase of learning, including assessment
- Different Models:
  - Grading & syllabus contracts
  - “Ungrading”
  - Student-designed rubrics
  - Student-led assessment and reflection
- Same Goals: productive conversations about grading, evaluation, assessment, & the purposes of knowledge production (what does it mean to know?)

# RETHINKING ASSESSMENT, CONT'D

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- Who is assessment for? How does this question force us to rethink how institutions structure their systems for evaluation?
- What's the difference between grading and feedback? To what extent should teachers be readers of student work (as opposed to evaluators)?
- Why do we grade? How does it feel to be graded? What do we want grading to do (or not do) in our classes (for students or teachers)?
- What would happen if we didn't grade? What would be the benefits? What issues would this raise for students and/or teachers?
- (Jessie Stommel, "[Ungrading: an Introduction](#)")

# OUTCOMES & SIGNIFICANCE

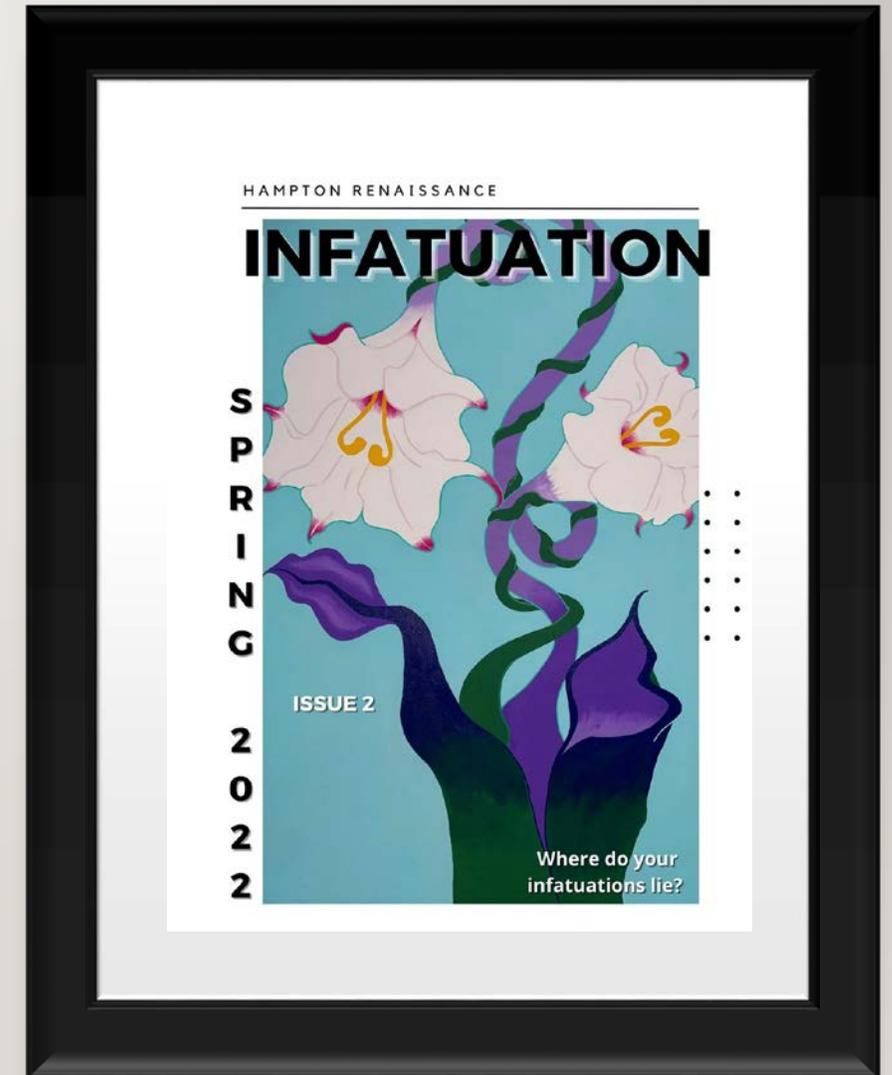
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- While this course is focused on a very specific publication, its pedagogical *significance* is threefold:
  1. the transferability of the skills it encourages students to develop;
  2. its *potential for widespread use* within or across many disciplines;
  3. preparing undergraduates to conceive of and collaborate on complex digital projects of all kinds; to develop & design high-quality portfolios they can publish and share with prospective employers; and to practice digital, informational, and media literacy.
- Through collaborative practice, students change their relationship to knowledge production. They are the producers, the makers, the designers, the editors, the arbiters of their knowledge, images, & work. These skills thus enable them to flourish and to think critically about what it means to know & to learn, to share knowledge, & to collaborate toward producing the alternative visions we all need to make our digitally mediated pasts, presents, & futures more sustainable & more fructifying.

# WHAT'S NEXT?

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The journal continues to **grow** in many ways—by inviting artists- & scholars-in-residence to guest edit future issues; by expanding our network, audiences, & submissions; by adding a podcast; by collaborating with film & media studies, foreign languages, & other departments & units across the University; by incorporating digital storytelling, animation, & a digital humanities project aimed at archiving & making all past issues of *The Saracen* available for public research; by adding print issues for distribution around campus; & by applying for grants & external funding meant to turn the *Hampton Renaissance* into a prestigious journal & important member of the literary & arts worlds.



# THANK YOU!

- Our website:

<https://hurenaissancemag9.wixsite.com/hampton-renaissance>

- Follow us on IG:

<https://www.instagram.com/hurenaissance/>

- Contact me: [scott.challener@hamptonu.edu](mailto:scott.challener@hamptonu.edu)

