TimelineJS Learning Schedule
Created December 2020 by Kayla Abner, Digital Scholarship Librarian

The outline below will help you start thinking about where a timeline project would fit into your course syllabus. Content and weeks can be adjusted depending on your needs, but we recommend that all sessions happen in this order. The scaffolded approach to a digital timeline project ensures student success and does not leave them floundering at the last minute to learn a tool they’ve never used before.

Example scenario – in a 14-week semester with a timeline as the final project:

Week 3: How does “the Internet” work, and what is it good and bad for?
  ● Understand the technological infrastructure of the web through front-end and back-end distinction. Appreciate the ephemerality and affordances of this infrastructure. (References made to timeline.js as an example.)
  ● Understand that audiences reach the internet in a variety of ways with different accessibility needs
  ● Understand the concept of “hosting” and knowing where things live on the internet
  ● Activity / mini-assignment: right-clicking on an image and showing how to get to the image URL (for later insertion into timelines), inspecting source code on a webpage to get a feel for HTML and CSS, checking the accessibility of a website with https://wave.webaim.org/

Week 5: Introduction to TimelineJS - What makes an effective timeline? How do we plan to build effective and sustainable content in the tool?
  ● Able to articulate effective and ineffective digital storytelling techniques shown through discussion and critique of an existing digital timeline project
  ● Understand and incorporate sustainability concepts into project planning
  ● Able to begin crafting an effective digital narrative as shown during a storyboarding activity, using any topic
  ● Activity / mini-assignment: viewing an existing timeline and answering discussion questions (on Canvas or in-person)

Week 6: How do we find and responsibly use content for our timelines?
  ● Students will understand the basics of copyright law, including the public domain and fair use
Students will be able to conduct a fair use analysis on copyrighted content that they want to use.

Students will be aware of several websites/search techniques that they can use to find content that can be used in their timelines, in addition to content from museum partners.

**Activity / mini-assignment:** (with topics in hand) find 5 pieces of media (preferably different types and from different sources) you want to use in your final timeline. (without topics) find 5 pieces of media (preferably different types and from different sources) on any topic

**Week 7: TimelineJS part two - hands-on practice and demonstration**

Link to TimelineJS Platform: [https://timeline.knightlab.com/](https://timeline.knightlab.com/)

- Understand basic concepts of data creation, management, and documentation
- Able to begin creating data that will form the foundation of the timeline as shown by finishing one row of the data sheet and generating a timeline
- Able to effectively search for solutions in documentation when faced with a technical issue
- **Activity / mini-assignment:** Add your 5 pieces of media from last week into your timeline spreadsheet
- [Demo Timeline](https://timeline.knightlab.com/) created from 5.) Data Template

**Week 9: Troubleshooting / drop-in help hours with Digital Scholarship Librarian and/or course instructor**

**Weeks 9-14: Finishing project**