

Want to contribute teaching content to Ranke.2?

Ranke.2 is a virtual space for collaboration on how to teach digital source criticism. We very much welcome and are willing to support initiatives to broaden the array of types of historical sources that are covered in our lessons. If you are interested in working with us and contributing an assignment or a lesson, please consult our **“How to create a lesson”** guide that can be downloaded from our website.

Contact us

Contact information

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Digital source criticism in a nutshell

Ranke.2 is a online open source teaching platform with a series of lessons on digital source criticism. It was created by the Luxembourg Centre for Contemporary and Digital History in Luxembourg with the goal of teaching academic students and scholars how to critically assess and work with historical sources in digital form.

Visual aids on digitised and born-digital sources

Visual aids are useful tools to explain complex processes. We have designed a number of illustrated resources setting out key questions regarding source criticism as applied to digitised and born-digital historical sources, and examining the technologies that are used to create these sources.

These visual aids can also be downloaded from our website:

- Source criticism in the 21st century: from analogue to digital
- Source criticism in the 21st century: born digital material

<https://ranke2.uni.lu>

The resource refers both to analogue sources that have been digitised (e.g. a newspaper or a manuscript) and to born-digital sources (e.g. an email or a YouTube clip). In this handout you can find some basic information about <https://ranke2.uni.lu>

Why does Digital Source Criticism matter?

Professional historians have always questioned the origin, meaning and credibility of a historical source. Now that more and more historical sources are being digitised and published online, our traditional methods of source criticism need to be updated for the digital age.

Objectives

By engaging with our lessons you will learn:

1. How digital objects are created (retro-digitised, born-digital and converted documents).
2. What changes when an analogue source is turned into a digital representation.
3. How to question the concept of the “original”.
4. How information is added to a digital object (metadata).
5. How data is published online and made searchable.
6. What impact search engines have on finding and selecting sources.
7. The properties of different types of data (text, images, objects and audio-visual material).

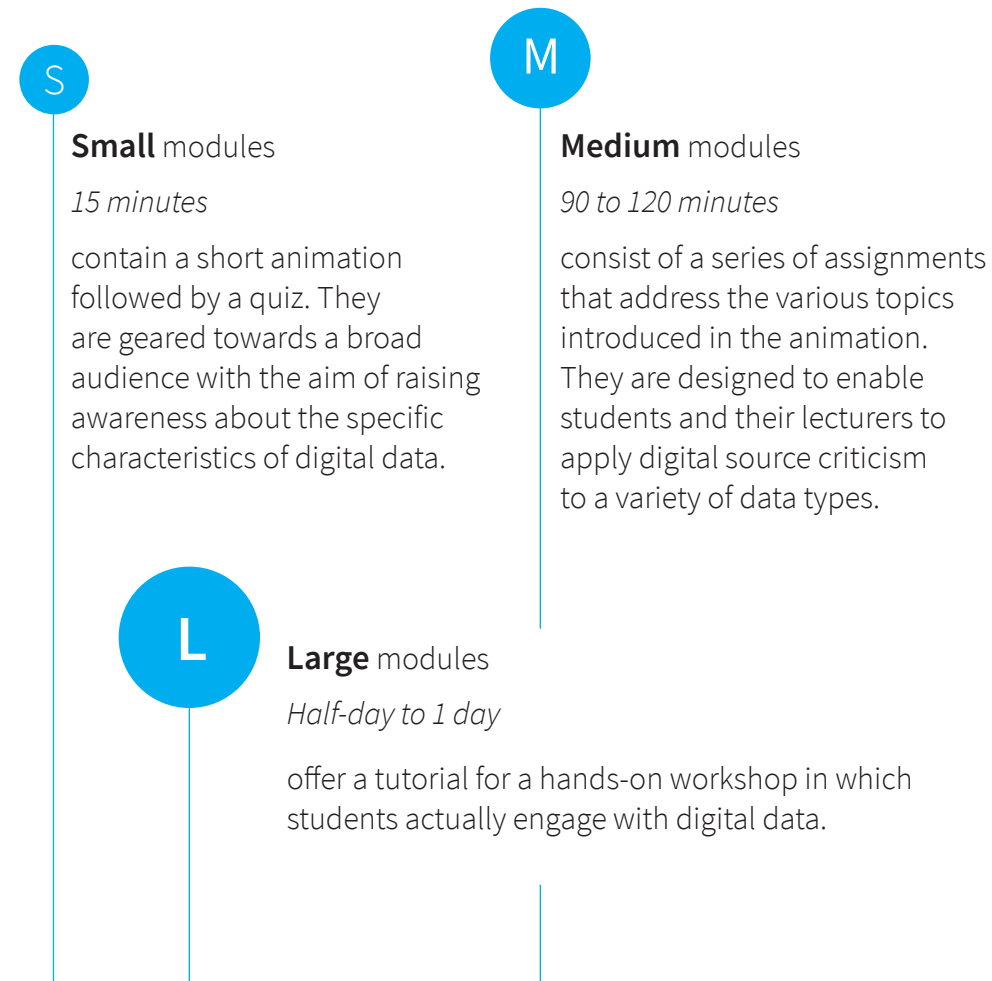
By problematizing the reliability of digital sources we aim to introduce students and scholars to a new form of digital hermeneutics.

TARGET AUDIENCE

While the information offered in Ranke.2 is accessible to anybody with an interest in history, our target audiences are students of humanities disciplines as well as scholars and teachers.

STRUCTURE OF THE LESSONS

Each lesson consists of modules with an increasing level of complexity and time required.



How can you use Ranke.2 in your teaching?

As the content of Ranke.2 is directly accessible, lecturers can easily integrate a clip, a quiz or one or more assignments in their teaching. All they have to do is include a link to Ranke.2 either in their slides, in tasks to complete during the lesson, or in homework that is communicated through the Learning Management System. Ranke.2 also provides downloadable answer templates for the assignments and instructions on how to deal with more complex assignments.

As we are very aware of the fact that lecturers would like the freedom to apply the principles of Ranke.2 to topics of their own preference, we also offer templates for assignments that can be adapted.

These materials can be downloaded from the website.