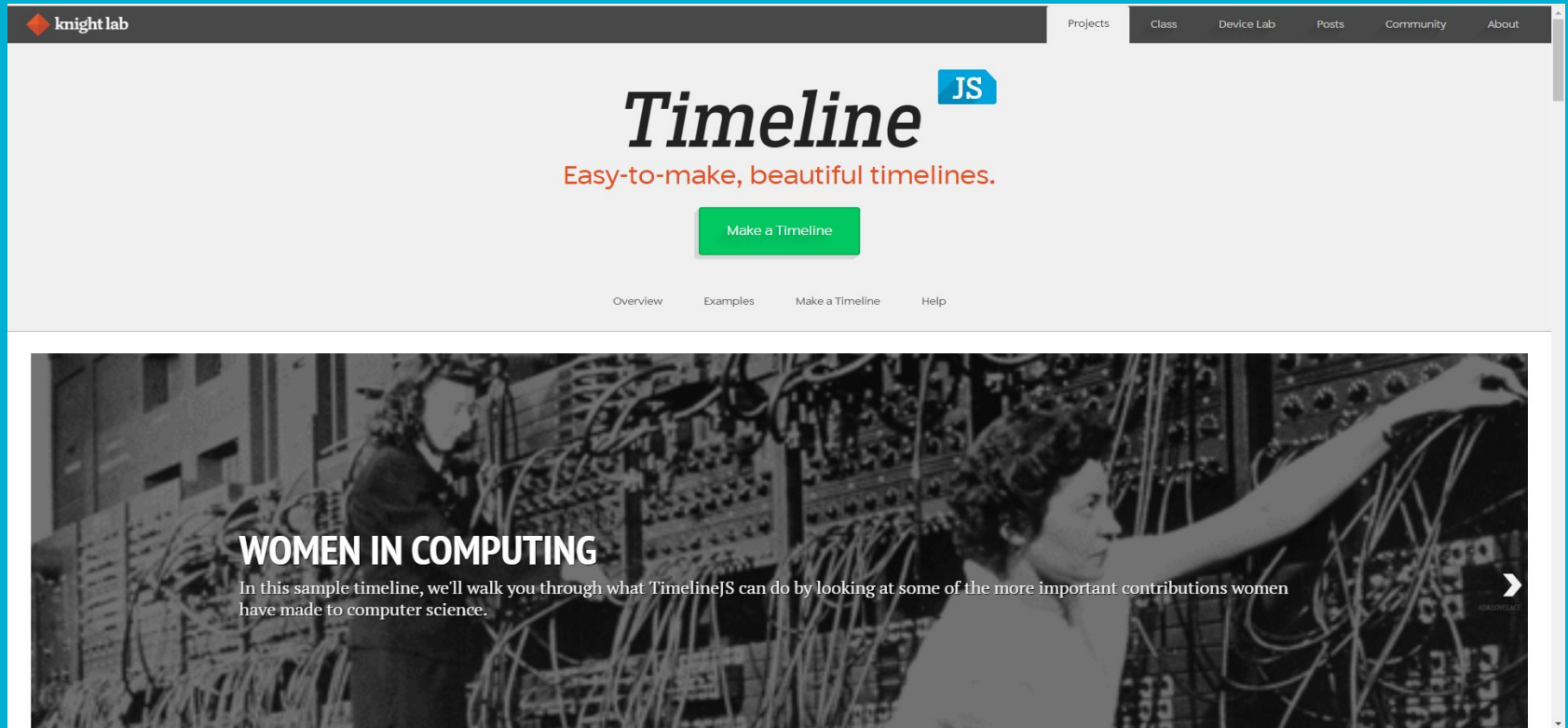


Using TimelineJS in the Classroom

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TimelineJS is one of several projects from Northwestern University's Knight Lab



The image shows a screenshot of the TimelineJS website. At the top left is the Knight Lab logo. A navigation bar contains links for Projects, Class, Device Lab, Posts, Community, and About. The main heading is "Timeline JS" with "JS" in a blue box. Below it is the tagline "Easy-to-make, beautiful timelines." and a green "Make a Timeline" button. A secondary navigation bar includes links for Overview, Examples, Make a Timeline, and Help. The main content area features a large black and white photograph of two women working with early computer hardware. Overlaid on the photo is the text "WOMEN IN COMPUTING" and a paragraph: "In this sample timeline, we'll walk you through what TimelineJS can do by looking at some of the more important contributions women have made to computer science." A right-pointing arrow icon is visible in the bottom right corner of the image area.

knight lab

Projects Class Device Lab Posts Community About

Timeline JS

Easy-to-make, beautiful timelines.

Make a Timeline

Overview Examples Make a Timeline Help

WOMEN IN COMPUTING

In this sample timeline, we'll walk you through what TimelineJS can do by looking at some of the more important contributions women have made to computer science.

My Assignment: Timeline of a person's life

- Uses digitized oral interviews
- Students produce **13-20** slides and write **150** words per slide
- Students choose images, videos, music, maps, etc. that are in the public domain or under a Creative Commons license (see my [handout](#))
- Students include 3 outside sources to better contextualize the interview
- Main goal of the assignment -- students must analyze one person's life & show its relation to larger historical processes
- Student examples: (1) [Cold War](#) & (2) [Soviet](#)

Benefits of using TimelineJS

1. Skill-building
 2. Student-centric
 3. Synthetic assignment
-

Student feedback from the Timeline project

- “I really enjoyed [it]. I thought it was a unique way to apply what we’ve learned this semester and thought it was fun.”
- “I felt like the timeline project was a fun and interactive way to produce a final project rather than a paper.”
- “Listening to someone’s personal story gave me new insight into the course material.”
- “Although it has been rather time consuming, I loved working on the final project because it was a break from the monotony of written assignments which are typical for history classes. I liked being able to explore an individual narrative which I was then able to connect to a larger story or theme, based in its historical context. While I was originally hesitant, I quickly learned how to research, and what to research, and I took pleasure in uncovering the various "pieces to the puzzle" which i could then use in my timeline.”
- “I enjoyed this project because it is a different way to showcase what we learned in a more accessible way.”
- “I prefer papers and tests to projects [in] history and english classes.”

Further Resources for Timeline JS

- Timeline JS [how-to video](#)
- Gilder Lehrman short instruction [guide](#)
- Vanderbilt University Center for Teaching [guide to using timelines](#) as teaching tools
- My [handout](#) to help you find images and oral histories
- My [google slide](#) I use in my class to teach students
- More student examples can be found on my website, <http://chelseacgibson.com>

Questions?

**Please email me & I will share all my materials!
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