Why engage with Digital Source Criticism?

**Questions Historians Should Always Ask**

- Who created the source?
- Under what circumstances?
- With what means?
- When?
- How has it been preserved/archived?
- For what purpose?

Questioning the **authenticity** of sources has always been the starting point of any historical enquiry. But now that we have instant access to a wealth of retro-digitised and born-digital historical sources on the web, every additional layer of selection, manipulation and presentation needs to be carefully analysed. We are now moving from questioning the authenticity of sources to investigating the **integrity** of data.

**Didactic Principles**

- **Sensitizing** students with visually attractive animations
- **Problematising** digital sources with multimodal assignments
- **Creating** ‘Hands on’ experiences by working with tools and data

**What the platform has to offer**

<table>
<thead>
<tr>
<th>Size</th>
<th>Duration</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Small</td>
<td>20 min</td>
<td>Animation + Quiz</td>
</tr>
<tr>
<td>Medium</td>
<td>120 min</td>
<td>Animation + Quiz + Assignments</td>
</tr>
<tr>
<td>Large</td>
<td>8 hours</td>
<td>Tutorial for workshop</td>
</tr>
</tbody>
</table>

ranke2.uni.lu