In my courses and workshops I have found the most effective strategy is to place students at the fore and myself as primary facilitator, providing training in methods and strategies for accessing digital resources so that students will have the tools they need to pursue their own interests. We treat the classroom as an open laboratory that encourages student risk-taking through frank and open discussion of source materials and candid evaluations of each method's strengths and weaknesses, constantly looking to destabilize and reevaluate traditional points of view. I believe that mastery of core skills is critically important, but equally important is an emphasis on how we can look to improve and further develop our tools and methods. For example, an algorithm that performs beautifully with a specific dataset often fails when applied to a different dataset; mastery in DH comes when one understands *why* it fails and can develop strategies to overcome the inevitable hurdles one will encounter.

When course goals align with student interests, students feel empowered to shift the course and their research in new and productive directions, adding greatly to the experience. My main tactic is to provide lectures as needed to help establish and support the methodological and intellectual foundations for the work, followed by discussions and weekly assignments of short research projects with individual relevance that the students will then present to their peers. I have had excellent success with students combining their training in one seemingly unrelated field (linguistics, philology, religious studies, area studies or history, for example) with computer science, creating new platforms, building new tools and making new discoveries even in well-studied fields.

For digital text analysis and natural language processing, connections to digital archives, database-driven lexicography and the myriad forms of modern digital media can all play significant roles. When one can harness and deploy a range of resources to unpack layers of meaning and nuance in particularly difficult material or contentious topics, students learn to find order and clarity even in datasets or sources that seem inscrutable at first glance. Couple that with stimulating cultural and literary content, and one has the beginnings of a recipe for lasting success.

The wide range of student abilities and backgrounds one encounters in teaching the digital humanities requires that the educator be extraordinarily flexible. Each group of students brings a distinctive range of experiences and poses unique challenges; a capable instructor can leverage these to foster sustained growth in key areas and help individuals to flourish.

It seems to be a truism that one never "finishes" becoming a teacher: it is a process of continuous change, as the instructor, the students and the source materials (and certainly our understanding of them) are constantly in flux, and that is how it should be. An effective educator must grow and evolve, constantly reassessing and developing new pedagogical methods and tactics, adapting to the demands of the present while maintaining and passing on the threads of tradition and history.