[Workshop summary and outcomes]

ADHO 2019 workshop "Accelerating DH Education"

Proceedings from the Black Box

Over the past decades, a wide range of university curricula and training programs around Digital Humanities methods has been developed. Still, the question "what (and how) do we teach students of DH?" continues to be relevant. On the morning of July 8th, 2019, an interesting mix of DH scholars, teachers, and pedagogical experts gathered together in a room aptly called "the Black Box", in order to discuss the pedagogical aspects of (teaching) Digital Humanities. The paragraphs below offer a summary of the workshop and its main findings.

Workshop description

The workshop offered a platform for communication between DH practitioners, specialists in educational sciences and digital innovation strategists. Its organisers are connected to several Dutch universities and research programmes (such as the Digital Society) as well as to nationwide initiatives like SURF (the collaborative ICT organisation for Dutch education and research), the Netherlands Association of Universities of Applied Sciences (VH) and the Association of Universities in the Netherlands (VSNU) that together in 2018 initiated the national Acceleration plan educational innovation with ICT.

The combination of DH experts and educational specialists presents a unique opportunity to consider a shared strategic agenda for innovation in DH education. The outcome of this workshop was primarily one of community building, whereby DH practitioners interested in pedagogy could discuss ways to move forward in the near future and to potentially consider the idea of composing a shared strategic agenda on this topic.

Format

The workshop was divided into three sessions devoted to a theme or topic relevant to DH pedagogy and education. Each session began with presentations followed by a plenary

discussion. The final session was a summative discussion with a focus on future strategies. Participants were invited to submit in advance a 5 to 10 minute lightning talk relating to one of the topics described below, or to propose another topic in an area in which they have experience or expertise. The three topics we distinguished are:

1. DH Pedagogy in practice

We took stock of existing types of DH educational resources, course materials, and pedagogical approaches. This entails, among others, the question of how DH practitioners develop their skill sets and on the resources that are available to them. Furthermore, how can we identify the strengths and weaknesses of the current status quo, and evaluate the effectiveness of teaching?

2. Open education

Open Education (OE) can be defined in multiple ways; we zoomed in on the aspects that could be of relevance to Digital Humanities education. We set out to map and discuss the implications for accessible, inclusive and sustainable approaches of open education initiatives, such as MOOCs and the [#dariahTeach](#) platform.

3. Shared educational agendas and initiatives

This topic dealt with the question of moving towards more cooperative and evidence-based approaches to teaching and training in DH across the community. What are the key desiderata for educational innovation in DH? How can national agendas and international initiatives best be employed?

Participants (lightning talk presenters)

Strand 1: DH Pedagogy in Practice
- ❏ Carlos Martinez-Ortiz, Netherlands eScience center - Carpentries teaching and training in DH
- ❏ Victoria Garnett, Trinity College Dublin - The PARTHENOS Training Suite approach
- ❏ Anna-Maria Sichani, University of Sussex, Antonio Rojas Castro, BBAW; Sofia Papastamkou, IRHiS - Three Challenges in Developing Open Multilingual DH Educational Resources: The Case of The Programming Historian

Strand 2: Open Education
- ❏ Robert Schuwer, Fontys - OER in the Netherlands, an overview
- ❏ Martine Schophuizen, Open Universiteit - Open Education and the SOONER project
- ❏ Ellen Leenarts, DANS - Training in the European Open Science Cloud

❏ Susan Schreibman, Costas Papadopoulos & Marianne Ping Huang, Maastricht University and Aarhus University - #dariahTeach as an Open Educational Resource Where DH Meets Maker Culture and Design Thinking

Strand 3: Shared educational agendas and initiatives
❏ Johanna de Groot, SURF - Acceleration plan: Educational innovation with ICT
❏ Deborah Thorpe, DARIAH-EU - Creating synergies, opportunities, and inclusiveness in DARIAH-EU training and education
❏ Stefania Scagliola, Centre for Contemporary and Digital History Luxembourg - Manifesto for integrating Digital Humanities in the curriculum

Findings and conclusions

One of the main conclusions we could draw at the end of the workshop, was that in contrast to the workshop's title, we don't want to *accelerate* DH Education at all. Instead of creating yet another educational programme ("this time for sure"), the diversity and quantity of existing programmes and platforms rather calls for *reflection* and *evaluation*. What teaching material is on offer and is it available to a global audience? Is it useful and, importantly, is it used? We can roughly distinguish two different approaches to curating teaching material: on the one hand, there's the bottom-up approach of platforms like the Programming Historian or Software Carpentries. These platforms are founded and (typically) run by volunteers who write and/or curate their material. Their user audience forms a solid network which ensures a steady supply of content and feedback. On the other hand, there's a more top-down approach of funded initiatives like dariahTeach or Parthenos, who develop websites as well as training material according to a plan. Both approaches are clear on one thing though: "learning by doing" is the best way of acquiring DH skills.

Another significant outcome of the workshop relates to the way teaching and training material is presented. Early-stage learners may be overwhelmed with the wide ranging offer and not know what course would best suit their research objectives and interests. How can they decide what they need to know? Along the same lines, some learners may be interested in a specific tool only and do not wish to take a complete course on digital text editing for example. Possible solutions are a tiered approach in which users can choose between different levels of expertise (like "beginner", "intermediate", or "expert"), offering learners the chance to "pick 'n mix" their own course material, and providing short (video) introductions to a course. It was also found that (early stage) learners appreciate the

curation of training material: a trusted "gatekeeper" who can point them in the right direction, peers who provide feedback on modules and share their experiences.

A further recurring topic during the workshop was the call for a re-adjustment of our measurement of "success": how do we define successful training material? Do we call an online training course like a MOOC successful only if the student followed through until the very end? What if the student was only interested in a small part of the MOOC? In that case, the course would still have served its purpose, but as it wasn't finished it wouldn't count as a positive result. Can we come up with other ways to gauge the effectiveness of training material and to evaluate learning outcomes?

Ensuring easily accessible training material is another relevant topic. This includes the question of privileges (e.g. the online resource could only be available to users with an institutional account) and the question of web design (the online resource has a confusing interface; it takes too much time before users find the information they are looking for). Open source material and a well-designed (or at least easily accessible) interface are thereby seen as fundamental elements. Furthermore, the diversity of language and culture cannot be underestimated when developing accessible training material. A challenging issue is the inevitable prevalence and bias towards training material in the English language: certain concepts that are evident to English-natives are not clear to an audience of non-native English speakers, and this may significantly hinder the learning process.

The recognition or accreditation of following a course or developing training material is yet another challenge. For example, students only receive credit for taking a MOOC if the course is acknowledged by their university. This is, however, not always self-evident: a MOOC developed in Europe may go against the policy of a university in China or vice versa. Similarly, educators who create the training materials are not always accredited. Students as well as teachers often struggle with a lack of time to follow or develop a course that is outside their curriculum. Acknowledging their work as an academic achievement would be a significant improvement.

A final point of discussion has to do with the community of users. Who are the users of the training material? How do we find learners and keep them involved? In part, this could be achieved through blogs and newsletters. Reaching a larger community is however a bit more challenging: how do we reach and engage humanities students and scholars that are *not*

convinced of the value of DH skills? Should we try and convince humanist scholars who feel apprehensive towards DH methods and if so, how? It was found that an effective way is to emphasise the consistency of their research methodology. Instead of telling scholars they need to conduct their research in an entirely different way, it's best to point out the lack of change. In other words: they can continue doing what they have always done, but with more advanced tools. So if we want to avoid preaching to the DH choir and engage a broader community of humanists, we need to resist saying "revolution" and aim for "evolution" instead.

Accelerating DH Education

ADHO 2019 workshop
Monday, July 8th

Workshop programme

9:00 - 9:30   Words of welcome; introduction

9:30 - 10:30   Strand 1 "DH Pedagogy in Practice"

10:30 - 10:45   Break

10:45 - 11:45   Strand 2 "Open Education"

11:45 - 12:00   Break

12:00 - 13:00   Strand 3 "Shared Educational Agendas and Initiatives"

13:00   Closing

Definitions

DH Education, Digital Pedagogy… Potatoes, potatoes?

1. Digital Humanities Education
2. Digital Pedagogy

Background: DH Education

Similar recent initiatives around DH Education:

1. DARIAH workshop DH2014 "Innovative teaching methods and practices in DH

2. DH Benelux 2017 workshop

3. DH2018 round table "DH Pedagogy and Praxis"

[Note: this is not an exhaustive overview!]

Background: DH Education

1. DARIAH DH2014 workshop

Goal: showcases, challenges and requirements for DH education

Findings

- Huge variety of DH courses
- Generic or applied skills?
- Few affordable software programs

Outcome

- Overview of DH courses in NL and Flanders
- Universities need to join forces (see National Research Agenda)

Background: DH Education

2. DH Benelux 2017 panel "Integrating DH"

Goal: explore customized approaches for integrating Digital Humanities methods and techniques into the regular academic curriculum

Findings

- What *are* DH skills?
- Difficult to logically structure the variety of courses, skills, degrees
- How to make/keep technology affordable?

Outcome

- A Manifesto for Integrating DH in Teaching Programs
- A differentiation in levels (A/B/C/D/E) in DH Proficiency

Source: https://docs.google.com/document/d/1VkwB0Jy6oycSZoc8axE-ULojd204xQ8jN8AnyssK__Q/edit

Background: DH Education

4. DH2018 roundtable "DH Pedagogy and Praxis"

Goal: assess the current state of digital humanities training and its relationship to and effects on praxis-oriented pedagogy

Findings

- Tension between the hands-on, student-driven instruction and the scale at which one can offer it
- "small" investments in pedagogy driven by students are worth it
- Students becoming teachers in their own right
- Be aware of privileges!
- alt.Code: A NEH initiative combining humanities, arts, and computer science to teach critical digital literacy, the politics of technology, and technical skills

Source: https://dh2018.adho.org/en/digital-humanities-pedagogy-and-praxis-roundtable/

Persistent challenges for DH Education

- Definition and scope

    - What is DH? What are *essential* DH skills?

- "Learning about" versus "learning how to"

    - "Teaching skills or teaching methodology" (Mahony and Pierazzo 2012)

- Who will teach what?

    - Librarians, computer scientists, humanists, information specialists…

- Available and affordable tools / technologies

    - Software / hardware

    - Licenses / Open Access

Background: Digital Pedagogy

"Approaching digital technologies from a critical perspectives"

"Paying attention to the impact of those tools on learning"

- The Digital Pedagogy Lab

"The use of electronic elements to enhance or to change the experience of education"

- Brian Croxall, 2013

Background: Digital Pedagogy

Current initiatives in the Benelux:

1. Digital Society (VSNU)

2. CLARIAH (common infrastructure for Arts and Humanities)

3. NWA (national research agenda)

Digital Society
@_DigitalSociety

Why is there a research programme #digitalsociety and how do the Dutch universities work together to find solutions to global challenges? The programme coordinators @InaldL @mdr & @wyatt_sally elaborate in this video: youtu.be/F2gOq_1N2bg

08:00 - 4 July 2019

THEMES

Citizenship & Democracy

Responsible Data Science

Health & Well-being

Learning & Education

Work & Organisations

Digital Cities & Communities

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Common Lab Research Infrastructure
for the Arts and Humanities

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Common Lab Research Infrastructure for the Arts and Humanities

📅 13-08-2015 CLARIAH, a distributed infrastructure for the humanities and social sciences.

⟨ ⟩

TOOLS ›   DATA ›   STANDARDS ›   EDUCATION ›

News

LI.U LINKÖPING UNIVERSITY

Blogs & Articles

Upcoming

| Jul | DH2019 Utrecht |
| 8 | Utrecht |

🕐 *08-07-2019 - 12-07-2019*

UTRECHT UNIVERSITY 9-12 JULY

Dutch National Research Agenda

The Dutch National Research Agenda is a source of inspiration for those interested in science. The agenda presents 140 overarching scientific questions and is the result of a unique bottom-up initiative, driven by the general Dutch public and a vast number of organisations in the Netherlands. The questions reveal the complexity of the issues challenging Dutch society today, and provide a glimpse into the areas where Dutch scientific research plans to focus on in the coming years.

The 140 overarching scientific questions and 16 example routes are presented in the online National Research Agenda (in Dutch), and a browseable online Dutch National Research Agenda book (in Dutch and English).

The online Agenda offers those active in the science system an opportunity to seek each other out, and makes it possible to compare the issues addressed in the National Research Agenda with the topics and priorities identified by Dutch knowledge-driven institutions.

The Dutch National Research Agenda is also a 'route map'. A 'route' is a selection of interlinked cluster questions surrounding a complex theme. Routes serve as tools for seeking out new partners and revealing new approaches for tackling complex issues.

Learning & Education

How to enable people to participate meaningfully in all stages of life

Continuing technological change will both enable and require new types of learning and communication, not just during childhood but throughout people's lives. More than ever, people of all ages should be enabled to continuously update their skills to engage with the environment and the rest of the world. Formal and informal learning processes should be personalized and made more effective. These and related societal challenges are addressed in programme line Learning & Education.

Aim of this workshop:

- Bring together experts from different perspectives to learn from each other
- Provide a platform for discussion and evaluation
- Community building
- Building future visions

Workshop programme

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13:00   Closing

DH Pedagogy in Practice

Presenter	Topic
Carlos Martinez-Ortiz, *Netherlands eScience center*	Carpentries teaching and training in DH
Victoria Garnett, *Trinity College Dublin*	The PARTHENOS Training Suite approach
Anna-Maria Sichani, *University of Sussex*; Antonio Rojas Castro, *BBAW*; Sofia Papastamkou, *IRHiS*	Three Challenges in Developing Open Multilingual DH Educational Resources: The Case of The Programming Historian
Plenary	General discussion; reflection

Carpentries teaching and training in Digital Humanities

Carlos Martinez-Ortiz, Netherlands eScience Center
Mateusz Kuzak, DTL
Utrecht, 08/07/2019

Need for digital skills

- Digital humanities is great!
- Digital skills are required
  - To build tools
  - To use tools
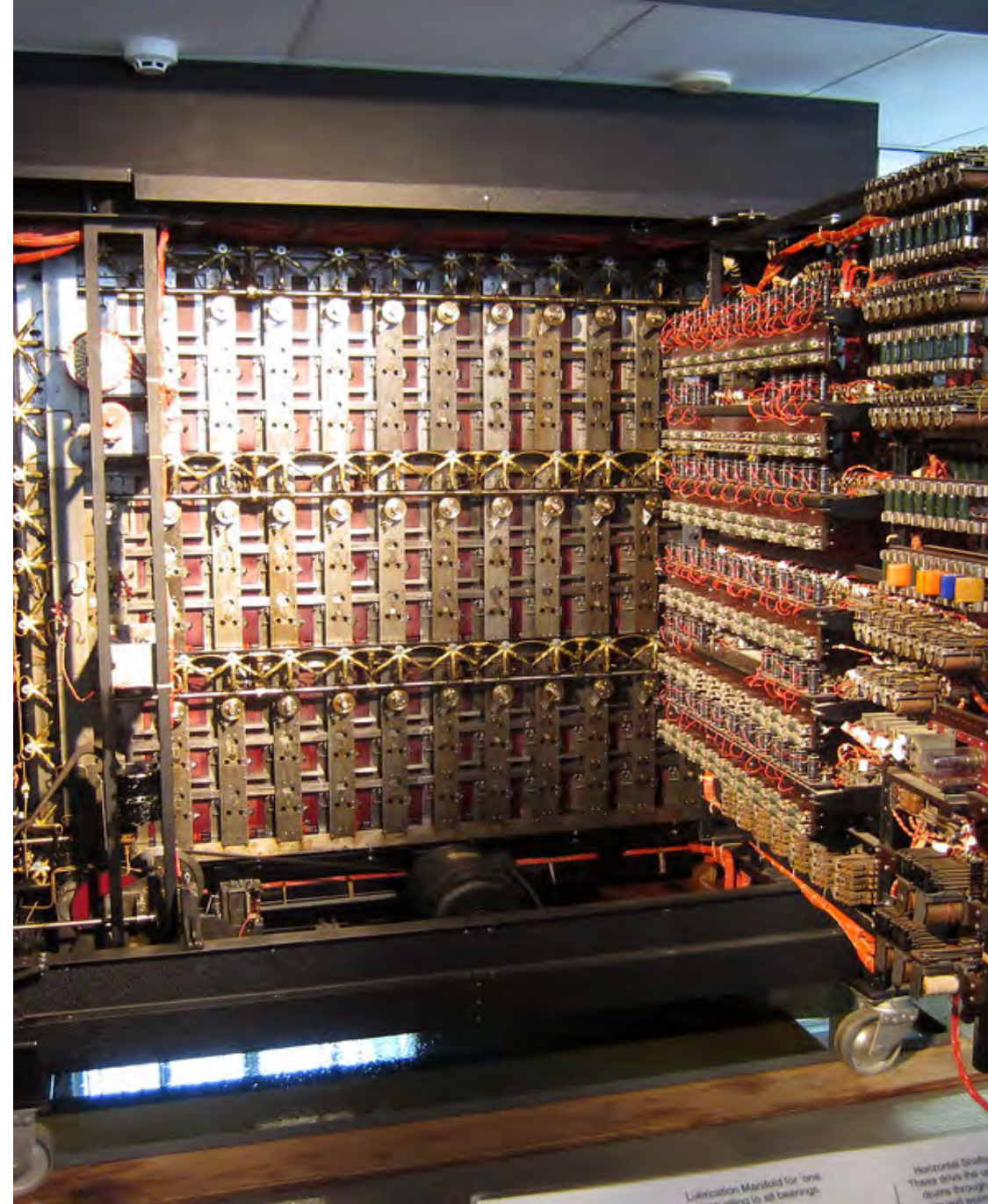
- **Software carpentry, Data carpentry, Library carpentry**

- **Mission:** The Carpentries builds global capacity in essential data and computational skills for conducting efficient, open, and reproducible research. We train and foster an active, inclusive, diverse community of learners and instructors that promotes and models the importance of software and data in research. We collaboratively develop openly-available lessons and deliver these lessons using evidence-based teaching practices. We focus on people conducting and supporting research.

This Photo by Unknown Author is licensed under CC BY

THE CARPENTRIES

- Unix shell
- Git
- Python / R
- OpenRefine
- SQL
- Web scraping

- Many existing initiatives:
  - Programming historian (https://programminghistorian.org/en/lessons/)
  - Digital Humanities Curriculum (https://datacarpentry.org/lessons/#dh-curriculum)
  - Carpentries NL mailing list (https://groups.google.com/forum/#!forum/carpentries-nl)
  - eScience center essential skills workshops (https://www.esciencecenter.nl/ - newsletter)

Conclusion

Digital skills

Engage with the carpentries to improve existing or create new DH lessons

Attend carpentries courses to develop those skills
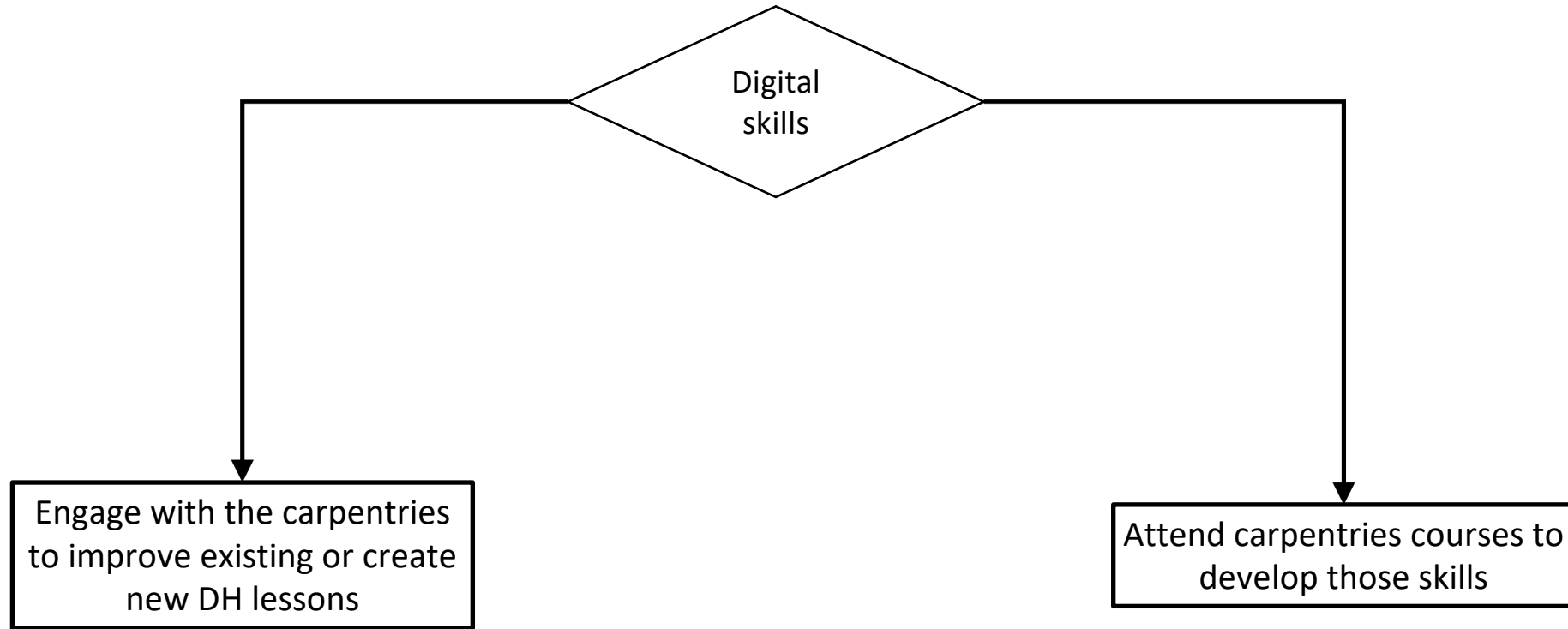
Interested in Research Software ?

The Netherlands eScience Center is the Dutch national center of excellence for the development and application of research software to advance academic research.

Join the team !

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🐦 eScienceCenter / neocarlitos

𝒱 eScienceCenter

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The PARTHENOS Training Suite Approach

Vicky Garnett

Trinity College Dublin

The PARTHENOS Project

4 year 'cluster' project, pooling the resources of leading Research Infrastructures and projects across the Arts, Humanities and Social Sciences

- DARIAH
- CLARIN
- ARIADNE
- E-RIHS
- IPERION
- CENDARI

Research Infrastructure Training

Up to 2016...

- Tends to focus on material **outputs** of an RI (e.g. tools, data collections, services)

- Very subject specific

- Assumed prior knowledge

- Higher level research (little for complete novices)

- Disconnect from formal classroom

The PARTHENOS Training Suite

http://training.parthenos-project.eu

The PARTHENOS Training Suite

http://training.parthenos-project.eu

The PARTHENOS Training Suite

http://training.parthenos-project.eu

Training Suite use and Next Steps...

- PARTHENOS Training Materials in the classroom – KCL Research Data Management module (come see our talk, Friday 9am!)

- Finalising additions to existing modules: input from E-RIHS, Impresso and the Transcribe Bentham project

- PARTHENOS Training Materials hosted by DARIAH for at least the next 5 yrs (Debs Thorpe will elaborate….)

http://training.parthenos-project.eu

Thank you!

www.parthenos-project.eu

Vicky Garnett

Trinity College Dublin

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Three Challenges in Developing Open Multilingual DH Educational Resources
The Case of *The Programming Historian*

Antonio Rojas Castro, Sofia Papastamkou, Anna-Maria Sichani

Workshop "Accelerating DH Education" DH2019 Utrecht - Monday 8th July 2019

Enter *The Programming Historian*

(The initial English version)

[PH]

80 lessons   ISSN: 2397-2068

We publish novice-friendly, peer-reviewed tutorials that help humanists learn a wide range of digital tools, techniques, and workflows to facilitate research and teaching.

Entrar *The Programming Historian en español*

[P̃H]

44 lecciones   ISSN: 2517-5769

Publicamos tutoriales revisados por pares dirigidos a humanistas que quieran aprender una amplia gama de herramientas digitales, técnicas computacionales y flujos de trabajo útiles para investigar y enseñar.

Entrez *The Programming Historian en français*

[P̂H]

2 leçons   ISSN: 2631-9462

Nous publions des tutoriels évalués par des pairs qui permettent

The Programming Historian EN ES FR

"We publish novice-friendly, peer-reviewed tutorials that help humanists learn a wide range of digital tools, techniques, and workflows to facilitate research and teaching."
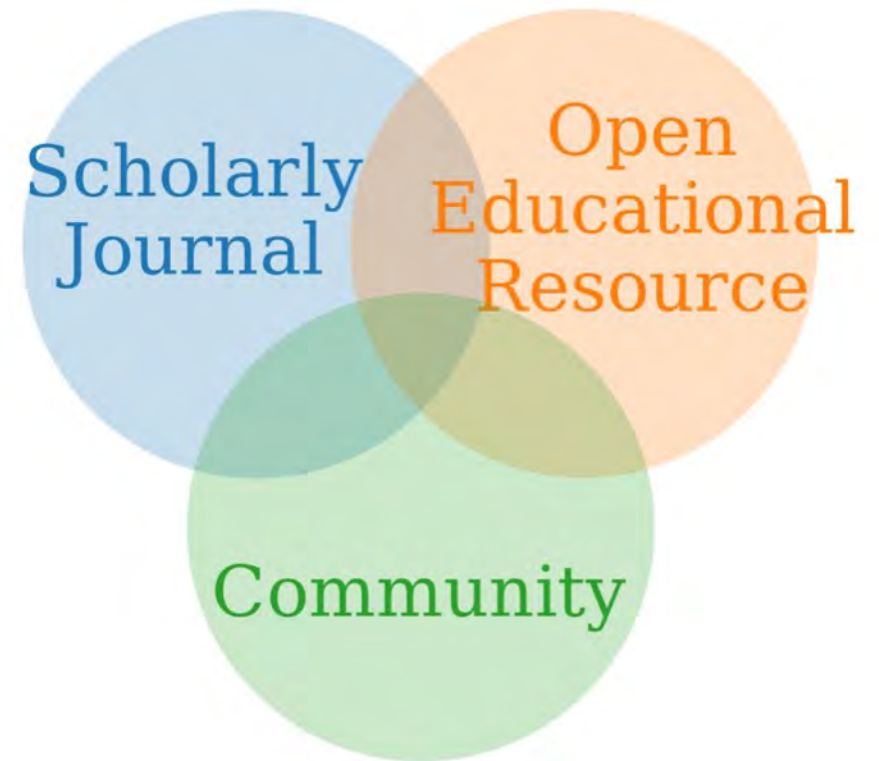
What are the necessary conditions for developing multilingual open DH educational resources?

Barriers to open educational content

- Technical, such as lack of broadband access (D'Antoni, 2009: 6)
- Economic, such as inadequate resources to invest in the necessary software and hardware (D'Antoni, 2009: 6)
- Linguistic, such as the lack of language skills to read or author texts in English
- Knowledge-based, such as a lack of the skills needed to use the technology
- Policy-oriented, such as the lack of academic recognition of the development of Open Education Resources by teaching staff (D'Antoni, 2009: 6)
- Gender, such as online abuse and discrimination (Crymble, 2016)
- Legal: copyright matters (D'Antoni, 2009:6)

What are the necessary conditions for developing multilingual open DH educational resources?

The Programming Historian responses

- Community oriented project
- Open sharing of teaching and research practices, methods, tools
- Open access
- Open peer review
- Open technologies (platforms and workflows) that enhance geographically distant collaboration (Gibbs, 2015)
- Policy of diversity and inclusivity

Challenge 1: Internationalization

1) **Editorial Board**

2016: recruitment of a Spanish-language sub-team - 2017

The Programming Historian en español

2018: recruitment of a French-language sub-team - 2019

The Programming Historian en français

1) **Lessons** (see also challenge 3)

"Guidelines for writing for a global audience": authors are encouraged to write tutorials that are as much accessible as possible, having in mind cultural differences.

Challenge 1: Internationalization

- 'Write For a Global Audience'
  - make choices (methods , tools, primary sources, bibliography) with multi-lingual readers in mind
  - use internationally recognised standard formats
  - be aware of cultural differences
- Ad-hoc translation policy
- Neutral Political Policy
- Additional Language Sub Teams Policy

Challenge 2: Translation

The act of translating requires extensive teamwork and coordination across our editorial team, as well as community building efforts from the subteams. Our translations are adapted to the target audience and they usually contain new instructions that cover the necessary steps to process texts and data in Spanish or French.

In addition, these new **full-language initiatives** have challenged our infrastructure as an Open Access scholarly publication. As we are committed to publishing openly reviewed tutorials to a high standard, there is an extensive set of technical, editorial and administrative processes and policies in place.

The translation task
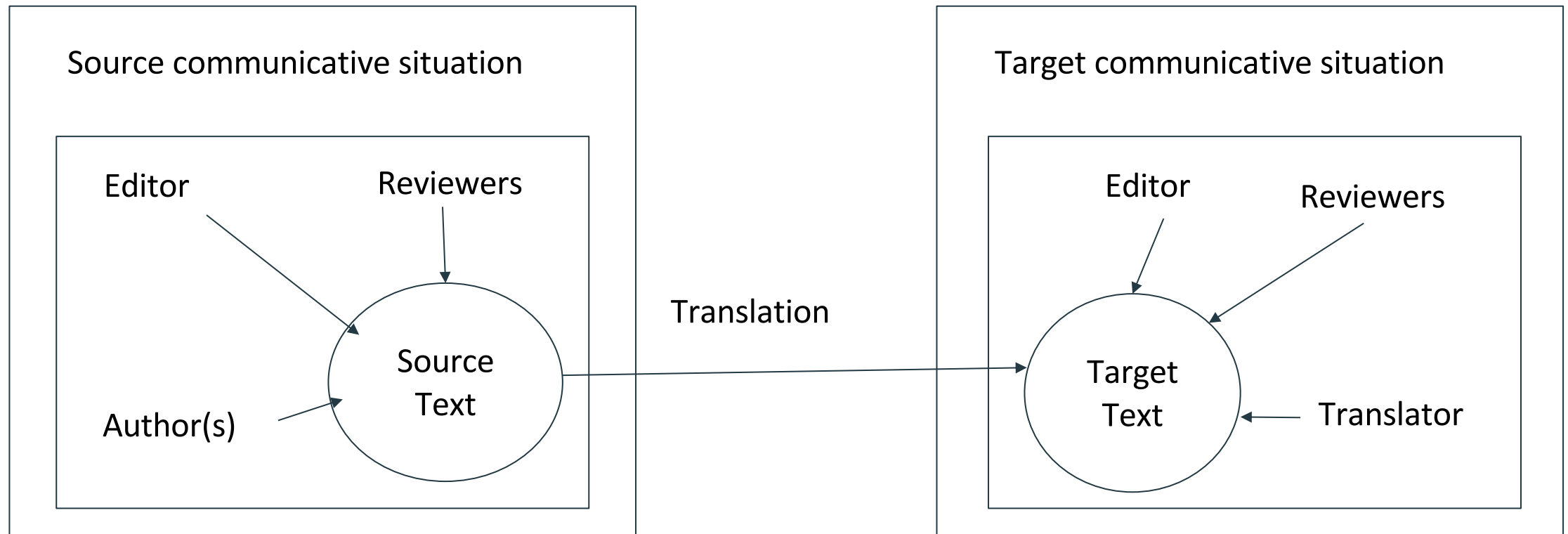
Spanish is diverse / El español es diverso

Source text:
computer

Target text:
Ordenador | computador | computadora

Making gender explicit / Explicitando el género / Rendre le genre explicite

Source text:
the editors

Target text:
los editores | los y las editores | los editores y las editoras

A **functional** approach to translations

- We do not seek a strict equivalence between two language systems based on word and phrase level (Nord, 2013).
- Instructive texts demand a translation of the sense in order to produce a text that is acceptable, useful and easy to read for the target audience.
- Function rules over equivalence: translators can rephrase, amplify and annotate text, and adapt images, code snippets, and datasets.

"The act of modifying an open educational resource to meet language, cultural, or readiness requirements increases useful access and may be a creative learning endeavour."
Marshall S. Smith (2009)

Challenge 3: Original lessons in ES EN

April 2019, *The Programming Historian en español* : 2 two original tutorials in Spanish

- promote lessons that address research questions relevant for the Hispanic and Francophone communities
- focus on lessons that use methods and tools developed in the Spanish- and French-speaking scientific communities could contribute to increase the diversity of DH, especially if translated into English

Thank you ! *¡Gracias! Merci!*
Questions ? *¿Preguntas? Questions?*

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Programminghistorian.org

@proghist

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Strand 2
Open Education

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Ellen Leenarts, *DANS*	Training in the European Open Science Cloud
Plenary	General discussion; reflection

OER in the Netherlands, an overview

Robert Schuwer

Professor OER @Fontys University of Applied Sciences

United Nations
Educational, Scientific and
Cultural Organization

UNESCO Chair on Open Educational Resources
and their Adoption by Teachers, Learners and
Institutions at Fontys University of Applied Sciences,
Netherlands

Definition

Open Educational Resources (OER) are learning, teaching and research material

in any format and medium

that resides in the Public Domain

or are under copyright that have been released under an open license that permits no-cost access,

reuse, repurpose, adaptation and redistribution by others.

UNESCO (2019). Draft Recommendation OER
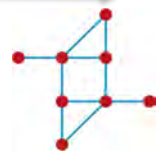
2001 2002   2006   2008   2010   2012   2014   2016   2018

Current state research

- Stimulation grants for experiments
  - 2015-2021, €2M per year
- SOONER research program (2015-2020)
- Two UNESCO Chairs on OER and OE
  - Fundamental and applied research
- Myriad of research projects

Some examples of initiatives

- Bachelor Nursing
  - 17 UAS
  - Community of Practice
  - Sharing and reusing OER

- Medical education
  - University Medical Centers
  - Sharing and reusing OER

Trend: from OER to Open Education

2012

2015

Colophon

Pictures

Logo MOOC. Elliot Lepers CC-BY-SA. https://commons.wikimedia.org/wiki/File:MOOC_-_Massive_Open_Online_Course_logo.svg

![sooner logo](Structuration of Open Education in the Netherlands)

Challenges of open online education in higher education

Martine Schophuizen

Welten Institute: Technology enhanced learning innovations

Open University of the Netherlands

DH2019 Conference Utrecht, July 8th 2019

RESEARCH CHALLENGES

SELF REGULATED LEARNING

DROP-OUT & INTENTIONS

ORGANISATION & INNOVATION

SCALABILITY

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RESEARCH CHALLENGES

SELF REGULATED LEARNING

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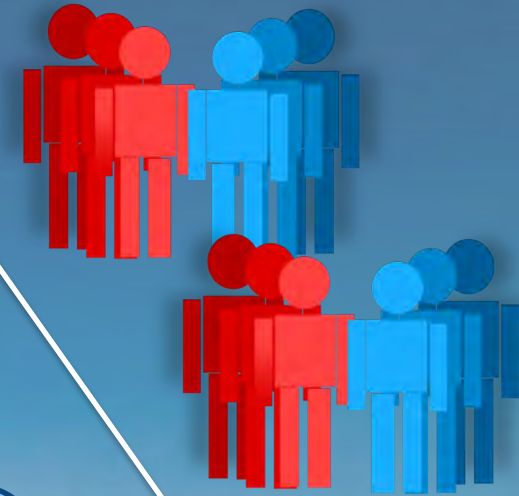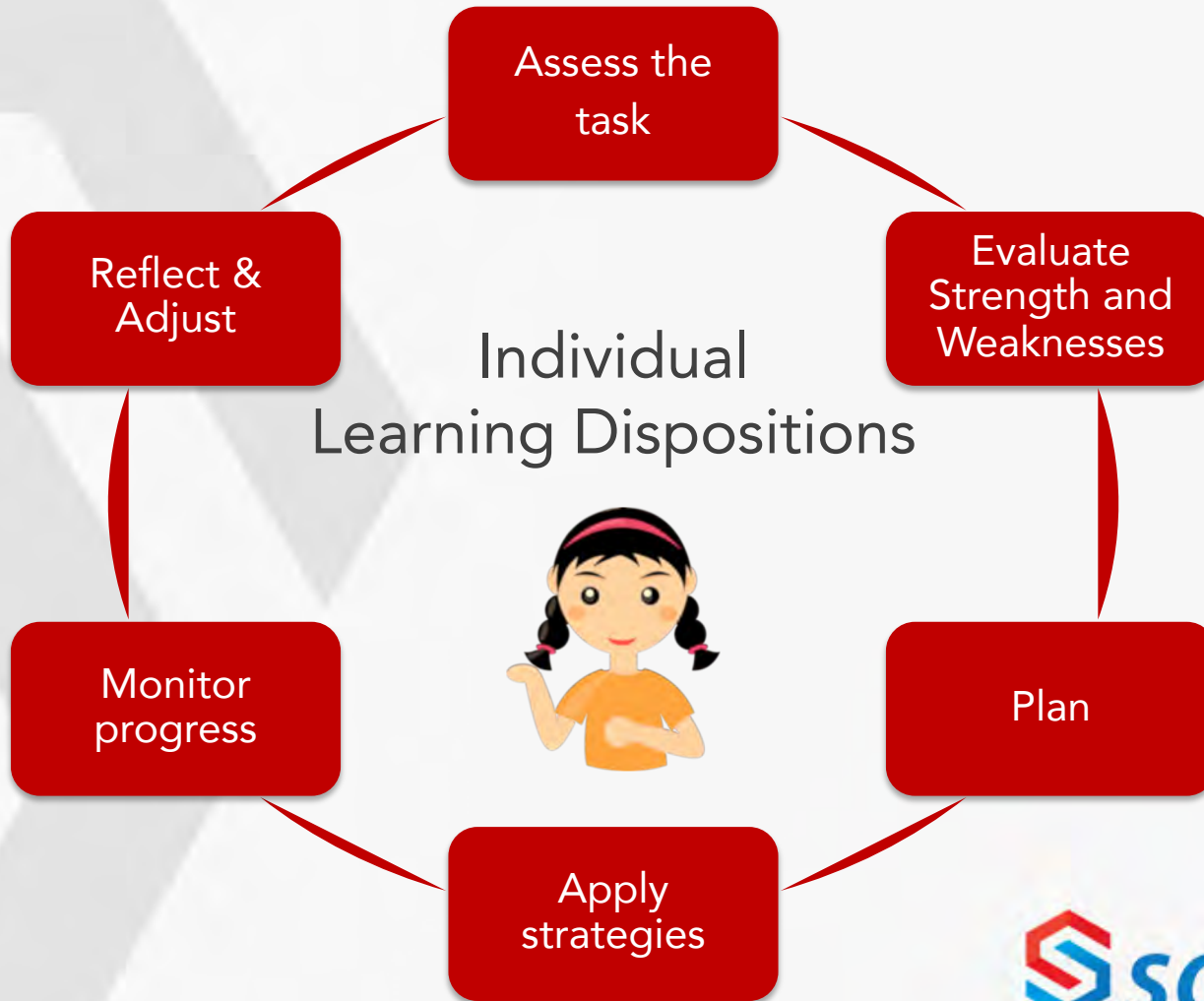
SELF-REGULATED LEARNING

Campus students:
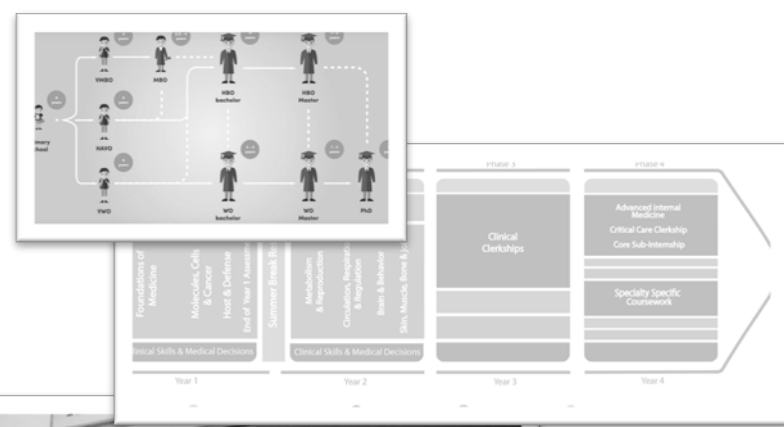
Learners in a MOOC:

- Have **more autonomy**

- Need to **take control** of their own learning process

- Are required to **regulate** their learning to a greater extent

- Need to engage **more and differently in strategies** to regulate their study behavior.

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SELF-REGULATED LEARNING IN OPEN ONLINE EDUCATION

How do students in open online environments learn?

Are they able to take control in their learning process and self-regulate their learning behavior?

If not, how can we support this better in open online education?

Sooner

RESEARCH CHALLENGES

SELF REGULATED LEARNING

DROP-OUT & INTENTIONS

ORGANISATION & INNOVATION

SCALABILITY

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DROP-OUT – THE CATEGORY ERROR
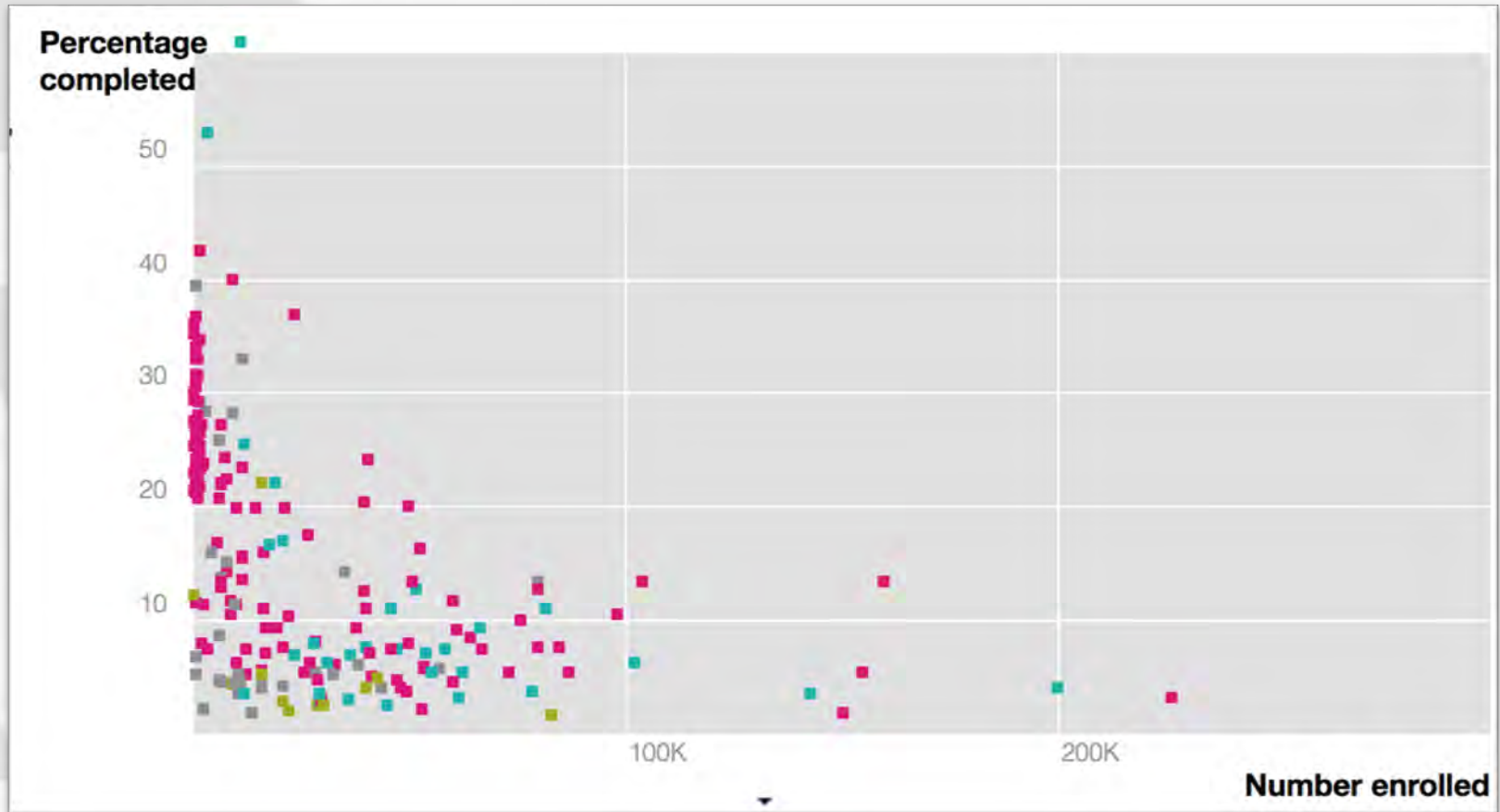
DROP-OUT: TOWARDS A NEW DEFINITION

VS.

DROP-OUT, MOTIVATION AND INTENTION IN OPEN ONLINE EDUCATION

How is success of learning/education defined?

Do we need a different definition of success for open online education?

What would/should this definition entail?

What barriers do learners in an open online environment run into while learning?

Ssooner

RESEARCH CHALLENGES

SELF REGULATED LEARNING	*DROP-OUT & INTENTIONS*
ORGANISATION & INNOVATION	*SCALABILITY*

Ssooner

SCALING OF SUPPORT, FEEDBACK AND INTERACTION

(Lane, 2014)

SCALABILITY OF EDUCATIONAL PRACTICES IN OOE
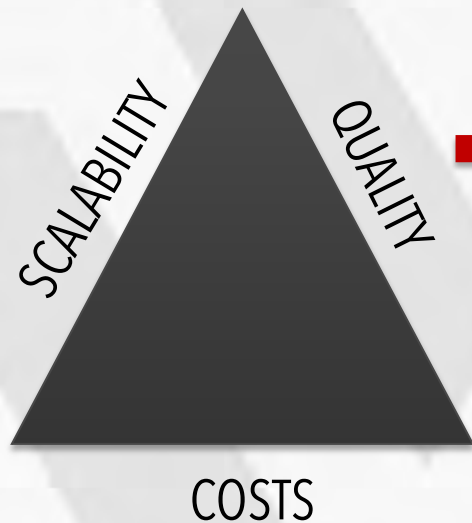
Can MOOCs break the iron triangle?

SCALABILITY

QUALITY

COSTS

SCALABILITY

QUALITY

COSTS

Teacher time

Ssooner

(Lane, 2014)
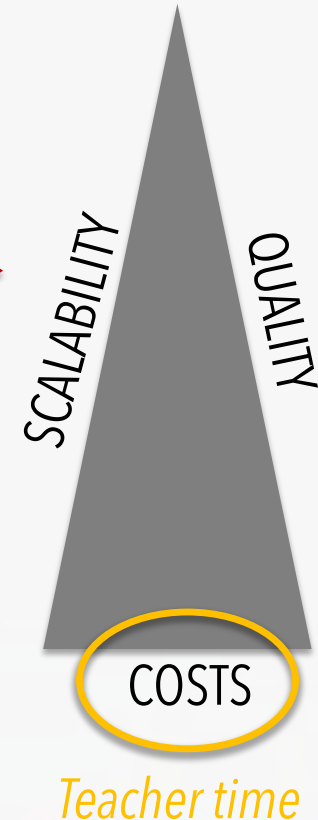
SCALING OF SUPPORT, FEEDBACK AND INTERACTION

How to support new ways teaching and learning in open online education on a bigger scale?

*What are **scalable teaching practices** that are **high quality**, can be done on **massive scale** and don't require a very high amount of **teacher time**?*

Ssooner

RESEARCH CHALLENGES

SELF REGULATED LEARNING

DROP-OUT & INTENTIONS

ORGANISATION & INNOVATION

SCALABILITY

S sooner

EDUCATIONAL INNOVATION AND ORGANIZATIONAL DEVELOPMENT

Open online education as driver for **educational innovation**…

Personalized learning

Lifelong learning

Access to learning

Scaling up learning

Open online education as driver for **organizational development**?

Teaching new target groups

Educational research

New technologies

EDUCATIONAL INNOVATION AND ORGANIZATIONAL DEVELOPMENT

2. **SUPPORTING MECHANISMS**

8. Educational efficiency

1. **ONLINE TEACHING**

7. Institutional reputation

4. External target groups

3. Assessment

6. Quality of education

5. Educational flexibility

(Schophuizen, Kreijns, Stoyanov & Kalz, 2018)
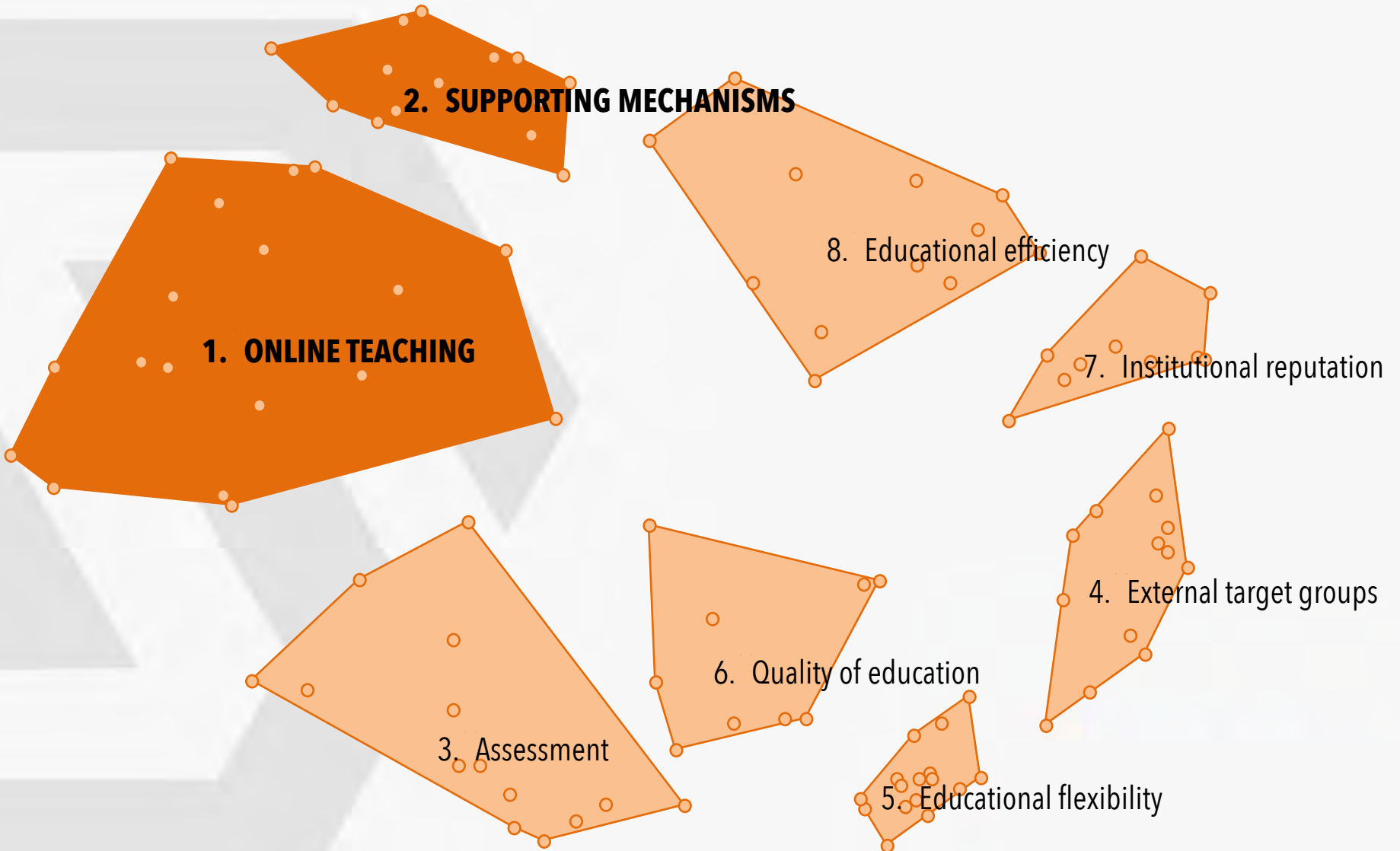
EDUCATIONAL INNOVATION AND ORGANIZATIONAL DEVELOPMENT

Are universities ready for technology enhanced educational innovations to open up education?

What are organizational challenges and opportunities encountered when implementing open online education in universities?

Is open online education a driver for development of higher education institutions? What does this process look like inside universities and for the educational system as a whole?

sooner

SOONER RESEARCH PROJECT

MICRO:
Learners
level

MESO:
Course level

MACRO:
Organizational
Level

PhD A

Self-regulated learning skill acquisition

PhD B

Motivation and intentions as key to drop-out

PhD C

Scaling of support, feedback and interaction

PhD D

Organizational development and educational innovation

www.sooner.nu

Ssooner
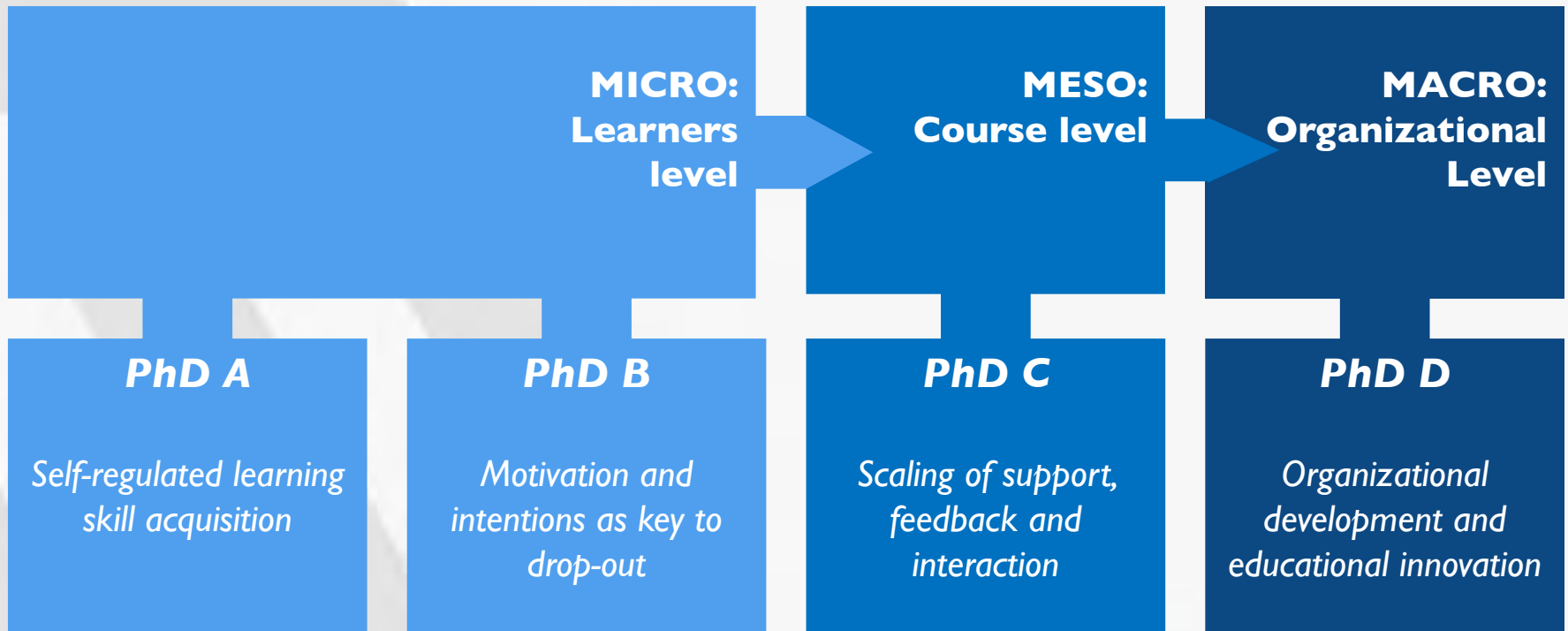
This work is financed via a grant by the Dutch National
Initiative for Education Research (NRO)/The Netherlands Organisation for
Scientific Research (NWO) and the Dutch Ministry Education, Culture and Science
under the grant nr. 405-15-705

www.sooner.nu

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Ambrose, S. A., Bridges, M. W., DiPietro, M., Lovett, M. C., & Norman, M. K. (2010). How learning works: Seven research-based principles for smart teaching. John Wiley & Sons.

Lane, A. (2014). Placing students at the heart of the iron triangle and the interaction equivalence theorem models. Journal of Interactive Media in Education, 2014(2).

Schophuizen, M., Kreijns, K., Stoyanov, S., & Kalz, M. (2018). Eliciting the challenges and opportunities organizations face when delivering open online education: A group-concept mapping study. *The Internet and Higher Education, 36*, 1-12. doi: 10.1016/j.iheduc.2017.08.002

Training in the European Open Science Cloud (EOSC)

DH workshop Accelerating DH Education

9 july 2019

Ellen Leenarts

Training and Consultancy, DANS

Ellen.Leenarts@dans.knaw.nl

DANS is about keeping data FAIR

Mission: promote and provide permanent access to digital research resources

First predecessor dates back to 1964 (Steinmetz Foundation), Historical Data Archive 1989

Institute of Dutch Academy and Research Funding Organisation (KNAW & NWO) since 2005

https://dans.knaw.nl
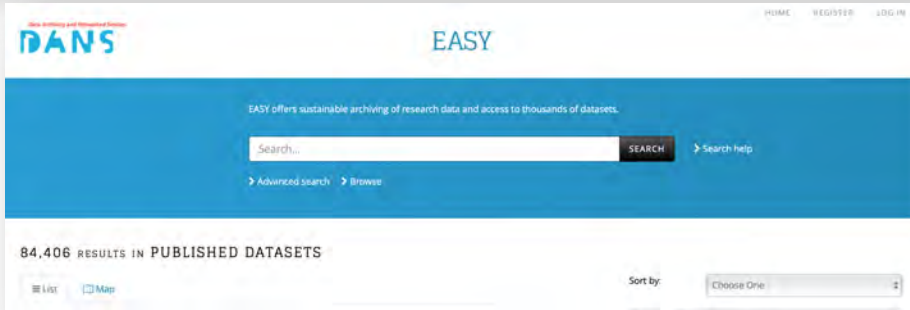
DANS Core Services

EASY: certified long-term repository
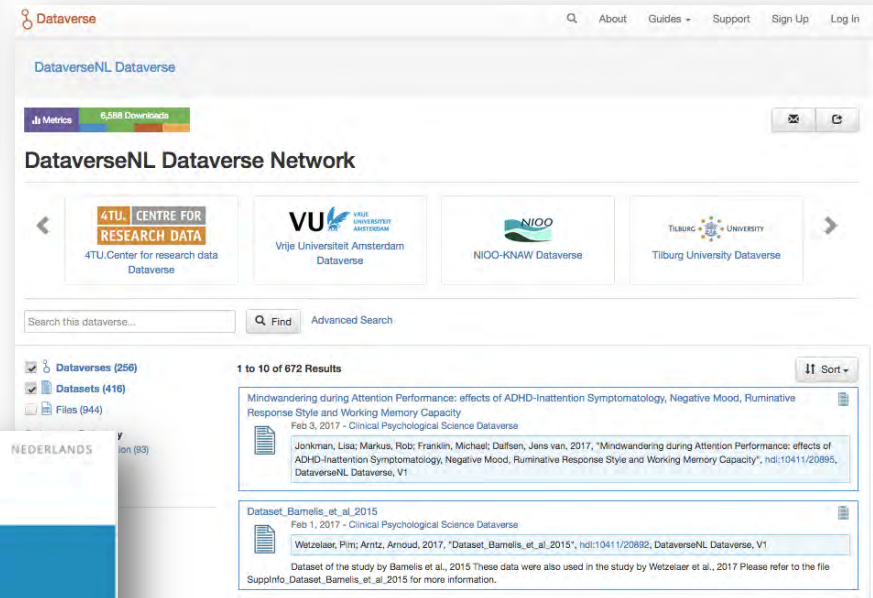
Dataverse: data repository at universities and other institutions
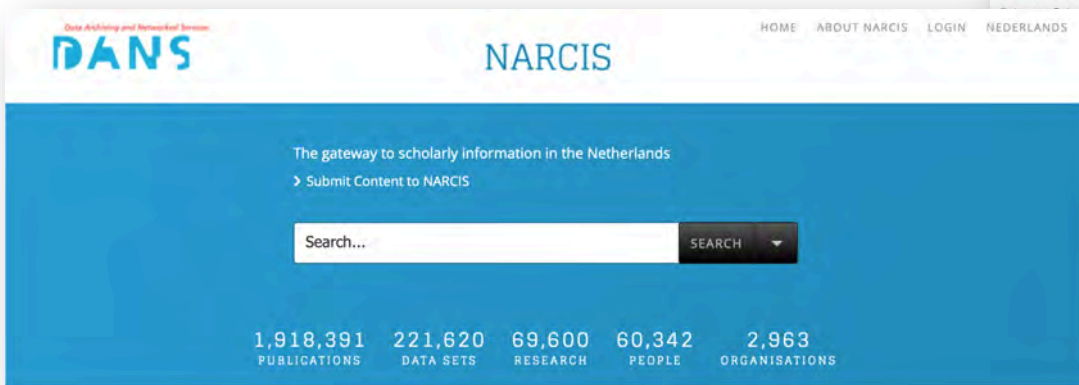
NARCIS: Gateway to scholarly information In the Netherlands

DANS Core Services

European projects and infrastructures

Domain specific (SSH):

cessda

PARTHENOS

Pooling Activities, Resou
for Heritage E-research
Optimization and S

SSHOC
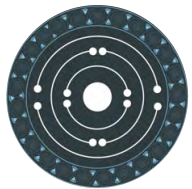social sciences & humanities open cloud

EHRI
EUROPEAN HOLOCAUST
RESEARCH INFRASTRUCTURE

DARIAH-EU

SSH generic training activities for EOSC

- Training network
- Train-the-trainer toolkit and bootcamps
- Workshops/webinars

https://www.sshopencloud.eu/

PARTHENOS

Pooling Activities, Resources and Tools for Heritage E-research Networking, Optimization and Synergies

- FAIR policies and guidelines
- Online training

https://training.parthenos -project.eu/

- Online Data management expert guide www.cessda.eu/DMEG

  introduction video
- Online train the trainer package for the DMEG www.cessde.eu/TTT
- Train the trainer bootcamps
- Webinars

- Workshops on digital preservation and data management

www.ehri-project.eu

European projects and infrastructures

Generic (RDM, repository certification, training, data curation, long term preservation):

Training activities in EOSC

- [Taskforce RDM](#)
  - New guides by/for NOADs on data formats, sensitive data, non-digital data, identifiers
  - [Blogs on electronic lab notebooks](#), [institutional RDM Support](#)
  - [Overview of train the trainer materials on RDM](#)
- Policy and legal taskforce
  - Guides on copyright, open science for repositories, recommendations for services to comply with GDPR, checklist for policies, reusing data

- Skills and competences framework for EOSC and FAIR (FAIR4S): [Strategy EOSC skills and capabilities](#)
- recommendation EOSC-wide training registry

- FAIR Competence centres
- Data stewards summerschool
- FAIR programmes on universities

Collaboration in training activities for EOSC

- **Community of Practice of training coordinators**
    - Improve FAIR in EOSC
    - Share best training practices
    - Improve discoverability of training in EOSC
- Education & Training group RDA
- Workshops on FAIR terms (together with Go-Train)
- **Workshops 'Services supporting FAIR data'**
- Combined **webinars** on data privacy and sensitive data, persistent identifiers
- Training following **service development for EOSC**

And just a few more examples…

- Training courses on open science – **FOSTER**
    (on data protection and ethics, reuse of data, preprints, etc)
- Top 10 FAIR data and software Things – **Library Carpentry**
    (results of global sprints – February 2019 / June 2019)
- **LCRDM/RDA** project: localizing '23 Things on RDM' in NL

- **DANS** DMP support by training and consultancy:
    - participates in Science Europe – domain specific DMPs http://scieur.org/rdm-guide
    - Recommendations to the EC on DMP requirements (survey report and results)
    - "Why is this a good DMP?"

- **RDNL/DCC** follow up of the RDNL Essentials4DataSupport:
    MOOC "Delivering Research Data Management Services"
    - launch 2/9/2019 – video
- **ELIXIR** data stewardship tool, function matrix and training (life sciences…)
- And of course **DARIAH** and **CLARIN** training materials and resources
    SSHOC will look for synergies and training overlap in the SSH

SSHOC
social sciences & humanities open cloud

Strand 3

Shared educational initiatives and strategies

| Presenter	Topic
Johanna de Groot, *SURF*	Acceleration plan: Educational innovation with ICT
Deborah Thorpe, *DARIAH-EU*	Creating synergies, opportunities, and inclusiveness in DARIAH-EU training and education
Stefania Scagliola, *Centre for Contemporary and Digital History Luxembourg*	Manifesto for integrating Digital Humanities in the curriculum
Plenary	General discussion; reflection
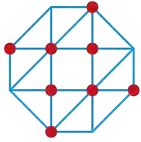
Acceleration plan
Educational innovation
with ICT

- Cooperation of
  - Association of universities in the Netherlands (VSNU)
  - Netherlands association of universities of applied sciences (VH)
  - SURF

- Running for four years from Jan 1st 2019

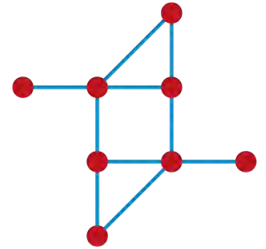- Funded by higher education institutions, the Ministry of Education, Culture & Science, VSNU, VH and SURF
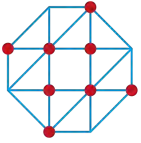
Overall goals:

● Better connection to the job market

● Making education more flexible

● Learn smarter and better using technology
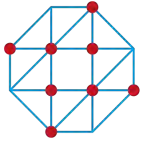
Acceleration plan
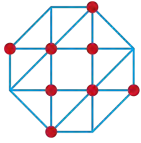Educational innovation
with ICT

Eight acceleration zones

19 participating universities of applied sciences

14 participating universities

Total of 79 team members

Acceleration plan
Educational innovation with ICT

Support team

- Budget of 1,7 million Euro per year
- Connectors apply for funding for the plans of their zone
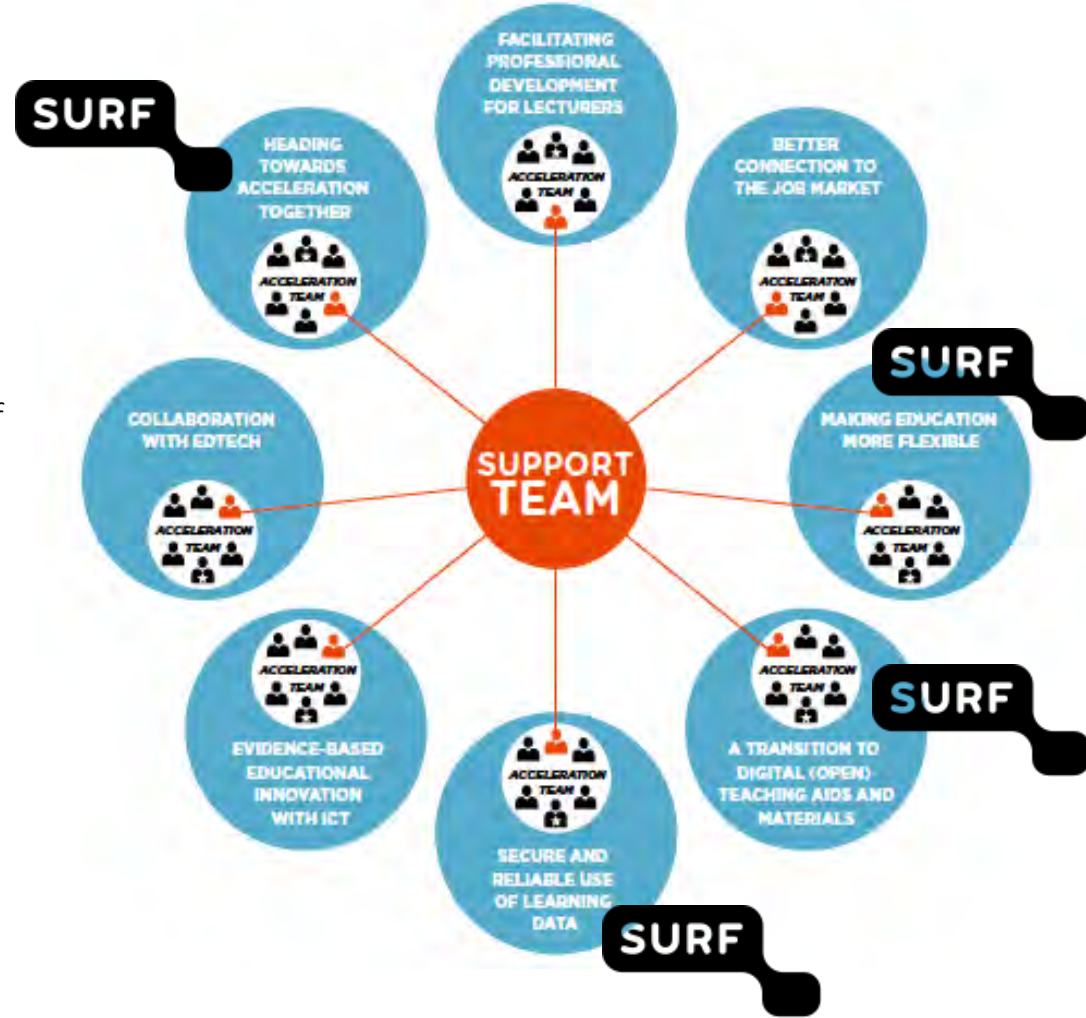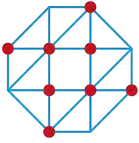
The acceleration teams have one or two teamleaders from a higher education institution.

The teams work on
- Accelerating innovation within their own institution
- Providing solutions for the benefit of the entire higher education in the Netherlands
- Focus is on
  - Practical and concrete solutions
  - Policy, law and regulations
  - Sharing of knowledge and best practices
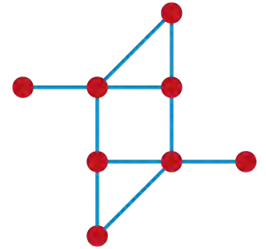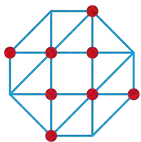
Team leaders

Ulrike Wild (Wageningen University)

Ronald Spruit (Avans)

Fleur Prinsen (HR)

Paul den Hertog (HvA)

Kim Schildkamp (Universiteit Twente)

Theo Bakker (VU)

Robert Schuwer (Fontys)

Ellen van den Berg (Saxion)

Timo Kos (TU Delft)
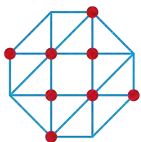
Acceleration plan
Educational innovation with ICT

Steering group

- VH: Hans Nederlof (Fontys)
  Anka Mulder (Saxion)
- VSNU: Arthur Mol (WUR)
  Hester Bijl (UL)
- SURF: Erwin Bleumink
- ISO: Eline van Hove
- LSvB: Roos van Leeuwen
- Ministry of Education: Jantina Walraven

Programme team

- VH: Jort Diekerhof
- VSNU: Josephine Verstappen
- SURF: Johanna de Groot (programmemanager)
  Arian Ooijevaar
  Yvonne Florissen
  Charlotte Heystek

ONDERSTEUNINGS TEAM

FACILITEREN EN PROFESSIONALISEREN VAN DOCENTEN
VERSNELLINGS TEAM

AANSLUITING OP DE ARBEIDSMARKT VERBETEREN
VERSNELLINGS TEAM

GEZAMENLIJK KOERSEN OP VERSNELLING
VERSNELLINGS TEAM

FLEXIBILISERING VAN HET ONDERWIJS
VERSNELLINGS TEAM

SAMENWERKEN MET EDTECH
VERSNELLINGS TEAM

NAAR DIGITALE (OPEN) LEERMIDDELEN
VERSNELLINGS TEAM

EVIDENCE INFORMED ONDERWIJSINNOVATIE MET ICT
VERSNELLINGS TEAM

VEILIG EN BETROUWBAAR BENUTTEN VAN STUDIEDATA
VERSNELLINGS TEAM

Programme team

Steering group

Examples of plans for this year:

- Experimenting with prototypes of flexible student journeys

- A joint vision for the future of the use of digital educational resources

- The Dutch EdTech incubator: (start-up) EdTech companies test new products and services for the Dutch education market
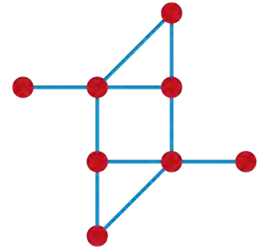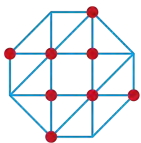
Acceleration plan
Educational innovation with ICT

Technology push versus pull
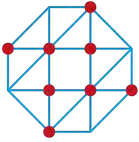
What's new?

- <u>Broad cooperation</u>: Connecting institutions/VSNU/VH/SURF/Student Unions/Ministry of Education
- <u>Combining</u> Policy, Politics, ICT-innovation, institutional expertise and implementation
- Higher Education Institutions are <u>in the lead</u>
- <u>Experimental</u> set-up: failures are ok, focus is on making concrete progress & improving higher education
- Disseminating products and results <u>for HE-sector</u> as a whole

Acceleration plan
Educational innovation
with ICT
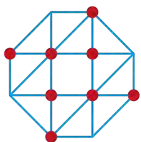
https://www.surf.nl/en/acceleration-plan-for-educational-innovation-with-ict

www.surf.nl/versnellingsplan

@versnellingspl

Vereniging
Hogescholen

SURF

vsnu
vereniging van universiteiten
association of universities
THE NETHERLANDS

Creating synergies, opportunities, and inclusiveness in the DARIAH-EU learning ecosystem

Dr Deborah Thorpe, Training and Education Officer, DARIAH-EU

Accelerating DH Education, Utrecht, Monday, July 8th 2019
https://bleekere.github.io/accelerate-dh/

More about training and education in DARIAH-EU

- Infrastructures are creating knowledge, and **differently from universities**

- They provide training and skills development, **but again, differently** (**online training**, **internships etc**)

- They are a place **where careers grow** (as in the concept of the '**altac**' or '**postac**')

Inclusiveness…

On many different levels, and with many layers

Balancing the need to remain at the cutting edge of discussions around digitally enabled or enhanced research whilst prioritising the need to incorporate and encourage new learners (i.e. those whose primary networks are in other areas)?

How can we 'preach beyond the choir'?

Oxford, Bodleian Library, MS 264

Effort

How can the different providers/venues of training and education coordinate their efforts most efficiently and effectively?

…avoid unproductive duplication

…form collaborations, harvestability, long-term availability?

…bear in mind the pressures on researchers, especially the precariat

Synergies…

Addressing and spanning the different ways that people want/need to learn

Creating synergies between face-to-face training and online training

Between education and training

Between the training and education resources created by different individuals/groups, for different occasions and/or contexts

Contact me
Dr Deborah Thorpe
Training and Education Officer

Deborah.thorpe@dariah.eu

@DebsEThorpe

@DARIAHeu

DARIAH-EU
Digital Research Infrastructure
for the Arts and Humanities

Innovating history

The *Luxembourg Centre for Contemporary and Digital History* (C²DH) is the *University of Luxembourg*'s third interdisciplinary research centre, focusing on high-quality research, analysis and *public dissemination* in the field of contemporary *Luxembourgish and European history*. It promotes an interdisciplinary approach with a particular focus on new *digital methods and tools for historical research and teaching*.

Ranke.2 - Source Criticism in the Digital Age

Stefania Scagliola   Andreas Fickers, Daniele Guido, Cristina Garcia Martin, Sarah Cooper, Maria Cristina Piticco, Sidney Wiltgen, Alexandre Germain,

UNIVERSITÉ DU LUXEMBOURG

C²DH

uni.lu

Home   Digital source criticism   About the platform   About the lessons   Go to lessons   en ▾

Ranke.2 is a teaching platform on how analogue sources are turned into digital representati|

Sequential animation, the first palaeolithic animated pictures © Marc Azéma, grotte des Trois-Frères(Ariège), grotte Chauvet(Ardèche) DVD 1990
Publication online 1-5-2012, source archive.org

The term "**digital source criticism**" is a compound.

It refers to what historians <u>have always done:</u>

critically assess the origin and value of a

historical source

and the need to apply the same principle to the

digitised and **born-digital sources**

that are currently available on the web.

Questions to ask about a **digitised manuscript** published on the web

Creation

- Who wrote this?
- When was it written?
- For what purpose?
- How was it created?
- What materials is it made of?
- Was it copied and altered by someone else later in time?
- What does it say about a person, about his/her community or about society in general at the time?

Preservation

- How did it get into the archive?
- How was it initially catalogued?
- How and where is it stored?
- What does the effort of preservation say about the value of the document?
- Have you observed any changes?

Digital representation
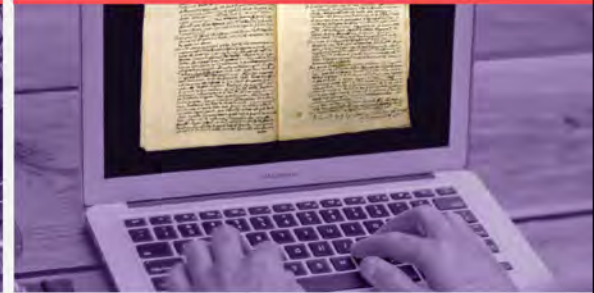
- Why was this manuscript selected to be digitised?
- Will it stay online?
- Who published it online?
- How was it digitized?
- When and where was it published?
- Was information lost or added?
- Who is the owner of the digital copy?

Objective: Teach to apply source criticism to digitised and born digital sources

Target audience: Bachelor students of humanities disciplines and their lecturers

Means: Online lessons consisting of an animation, a quiz, assignments and a workshop (Small, Medium, Large)

Dilemma 1 - Defining Digital Source Criticism

Holistic interpretation

- What is **digitisation**?
- **Search engines** and strategies
- Questioning the concept of **authenticity**

- **Life cycle of data**: creation, enrichment, retrieval, editing, retrieval, analysis (visualisation, maps, timelines, text mining)

- New ways of presenting narrative: **multimodal storytelling**

Strictly historical interpretation

- Criticizing the **digitised historical source** as such
- Why has it been **selected**?
- What is the impact of the **digitisation** process?
- How has it been **identified** and **retrieved**?
- Assessing its **informational** and **artifactual** value
- Do *twitter, youtube, flickr* offer historical data?

Dilemma 2 - Focus on overall digital skills or on historical inquiry?

Generic Digital skills development

- Media literacy
- Information literacy:

  CRAP detection: **C**urrency, **R**elevance, **A**uthority, **P**urpose

- Digital literacy

- Relevant for any discipline
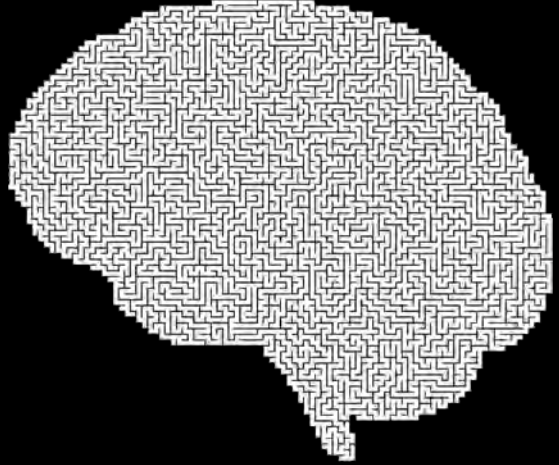
Specific skills for future historians

- History is traditionally topic-oriented and not method oriented

- How to place a digital source in its specific historical context ?

- A hybrid mix of analogue and digital practices is needed

- A time investment at the cost of what existing practice?

Findings **-** based on focus groups, skill training, expert meeting, guest lectures with special DSC assignments, test sessions with students

- If you wa[nt] [to teach a b]**road range** of digital scholarly practices, it will be [har]d to create tea[ching material] that can **easily be integrated** into the regular

- By choos[ing] [specific c]**ases** that are [focused on] a historical topic you **limit your pote**[ntial]

- 'Digital Source Criticism' is **onl**[y] [one of the skills] within **a much** [larger set of] **competencies** that students should acqu[ire]. [To only in]form about th[is] topic, will lead to a situation in which only a sma[ll part is cover]ed

- Lecturers see **selecting** the content of **course material** and cho[osing a] **pedagogical approach** as part of their **professional responsibility/identity**. They will rather **integrate a small element**, then take up an entire lesson

- In academia everyone suffers from **a chronic lack of time** to invest in alternative ways of teaching

Solution 1: differentiation in complexity and time effort

Solution 2: variation, not only digital source criticism

Sensitize: capture attention of students by offering visually attractive material

Problematize; reading and reflecting on concepts and theories

Hands on; putting theory into practice, learning by doing - collaborative digital history project

Teaching modules on Digital Source Criticism

Available in:

S

15 min = clip + quiz (direct access on website and Youtube) (feedback automatic)   ANY AUDIENCE

M

1 to 3 hours = clip + quiz + assignments BA

L

16 to 24 hours = clip + quiz + assignments + hands on. Requirement of lab environment with access to tools) MA + PhD

Covering various data types

TEXT

IMAGE

OBJECT

AUDIOVISUEL

Concerns with regard to potential integration:

- **History is traditionally focused on stories, not methods**
  If you choose stories to teach methods, you single out lecturers with other interests, there is a need for generic formats that are tweakable

- **Lecturers who have not yet felt a 'need' are overwhelmed by the content,** personal contact and printed assignments are crucial to make people understand how they can benefit from Ranke.2

- **Professional identity: I am expected to create teaching content by myself**, not to use someone else's material. I will use a minor feature, but not the entire lesson

We need to talk, print and sit around a table

The assumption of the creators of Ranke.2 was that the appearance of the website would immediately catch the attention of our target group. So I was a little disappointed by some feedback I received about how a colleague who teaches on research methods felt so overwhelmed by its appearance that he decided not to use it. Although I had put a good deal of effort into creating easily digestible small units of information, his impression was that he could only engage with a lesson in its entirety. When I expressed my surprise about this reaction, the colleague who had worked with Ranke.2 pointed to my blind spot:
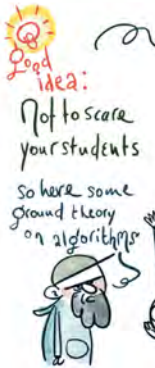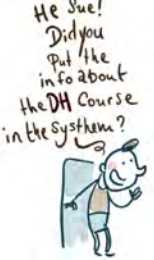
Manifesto for Integrating Digital Humanities into the Curriculum

Google doc

Course Registry world map

 Clarin/Dariah

#dariahTeach
Project Goals

- Funding from Erasmus+ to develop open-source, high quality, multilingual teaching materials for the digital arts and humanities

- Develop a platform to house the materials

- Strengthen alliances and foster innovative teaching and learning practices

#dariahTeach in the e-learning ecosystem

- #dariahTeach supports the values of c-MOOCs: connectivism, creativity, experimentation, autonomy, and social networked learning
- But within a multimodal, more sensory and tactile learning environment
- Geared at two audiences: (lone) learners or instructors who want to embed part or all of a course into their teaching practice

Project Partners

- Maynooth University (Coordinator)

- Aarhus University (Denmark)

- Athena Research and Innovation Center in Information and Communication & Knowledge Technologies (Greece)

- Belgrade Center for Digital Humanities (Serbia)

- Erasmus Rotterdam University (Netherlands; left consortium June 2016)

- Oesterreichische Akademie der Wissenschaften (Austria)

- Université de Lausanne and Swiss Institute of Bioinformatics (Switzerland)

- University of Luxembourg (Luxembourg; entered June 2016)

What the Project Delivered

- A redesign of Moodle to support asynchronous delivery of course content

- Six multimodal courses/workshops

- The *Introduction to Digital Humanities* composed of videos created by project team and added by others in the field

- Reports on sustainability, Quality Assurance etc.
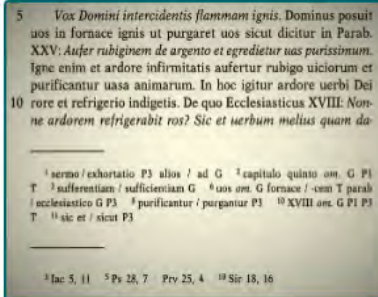
#dariahTeach Courses

Introduction to Digital Humanities
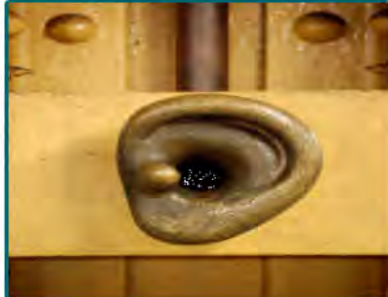
Text Encoding and the TEI
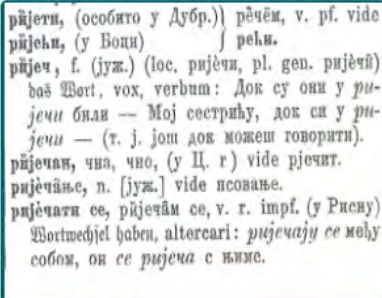
Digital Scholarly Editions: Manuscripts, Texts and TEI

Multimodal Literacies

Sound Studies

Digitizing Dictionaries

Spatial Image Analytics

An introduction to Conceptual Modelling

Introduction to Digital Humanities

➢ **My Digital Humanities**

What does DH mean to professionals in the field

➢ **Digital Humanities in Practice**

Theory and method, disciplinary practice, standards, approaches

Humanities at Scale

- Multilingualism: funded translations of select modules into French, Russian, Hungarian

- Masterclass held in Berlin Dec 2017 to instruct others in how to create a #dariahTeach course

- Online Course on how to create a #dariahTeach course

L'encodage textuel et la Text Encoding Initiative

Ce cours présente la théorie et la pratique de l'encodage textuel en utilisant les Guidelines de la Text Encoding Initiative (TEI), en offrant une vue d'ensemble de l'encodage textuel en général ainsi que des concepts de base de la TEI. Le cours couvre des concepts tels que la modélisation des textes, les langages de balisage, et l'importance des standards pour rendre les métadonnées utilisables et exploitables. Le cours explore aussi l'histoire de l'encodage des textes et ses différentes approches. Il est divisé en trois unités qui sont affichées dans le menu de gauche et peuvent être utilisées pour naviguer dans le contenu..

📄 Introduction

📂 Annonces

> I. rész: A jelölőnyelvek története és használata

> II. rész: Modellezés XML-lel és DTD-vel

> III. rész: Hogyan kódoljunk TEI-vel

Szövegkódolás és a Text Encoding Initiative

Ez a kurzus bemutatja a szövegkódolás elméletét és gyakorlatát a Text Encoding Initiative (TEI) Útmutató segítségével, valamint áttekinti a TEI alapvető fogalmait. A kurzus olyan témaköröket foglal magába, mint a szövegmodellezés és a jelölőnyelvek, valamint szemlélteti a különböző szabványok fontosságát annak érdekében, hogy a metaadatok felhasználhatók és kereshetők legyenek. Továbbá feltárja a szövegkódolás történetét és tudományos megközelítéseit is. A kurzus három fő részből áll, amelyek a bal oldali menüben láthatók és segíthetik a tartalomban való navigálást.

📄 Bevezetés

📂 Közlemények

1 year ago   News

MASTERCLASS ON CREATING OPEN EDUCATIONAL RESOURCES FOR #DARIAHTEACH

If you want to learn more about #dariahTeach, join this network and publish your own course or workshop on the #dariahTeach platform then consider applying to this Masterclass! Entitled "Creating Open Educational Resources for #dariahTeach", this Masterclass is organised by An Foras Feasa, The Research Institute in the Humanities at Maynooth University and funded by

Digital Scholarly Editions: Manuscripts, Texts and TEI Encoding

- New course added after funding ended
- Created by Marjorie Burghart and Elena Pierazzo, France
- Funded by Erasmus SP+ , DARIAH Humanities at Scale (integration of the training material into the #dariahTeach platform), ITN Dixit (translation of subtitles in other languages), and the TEI Consortium
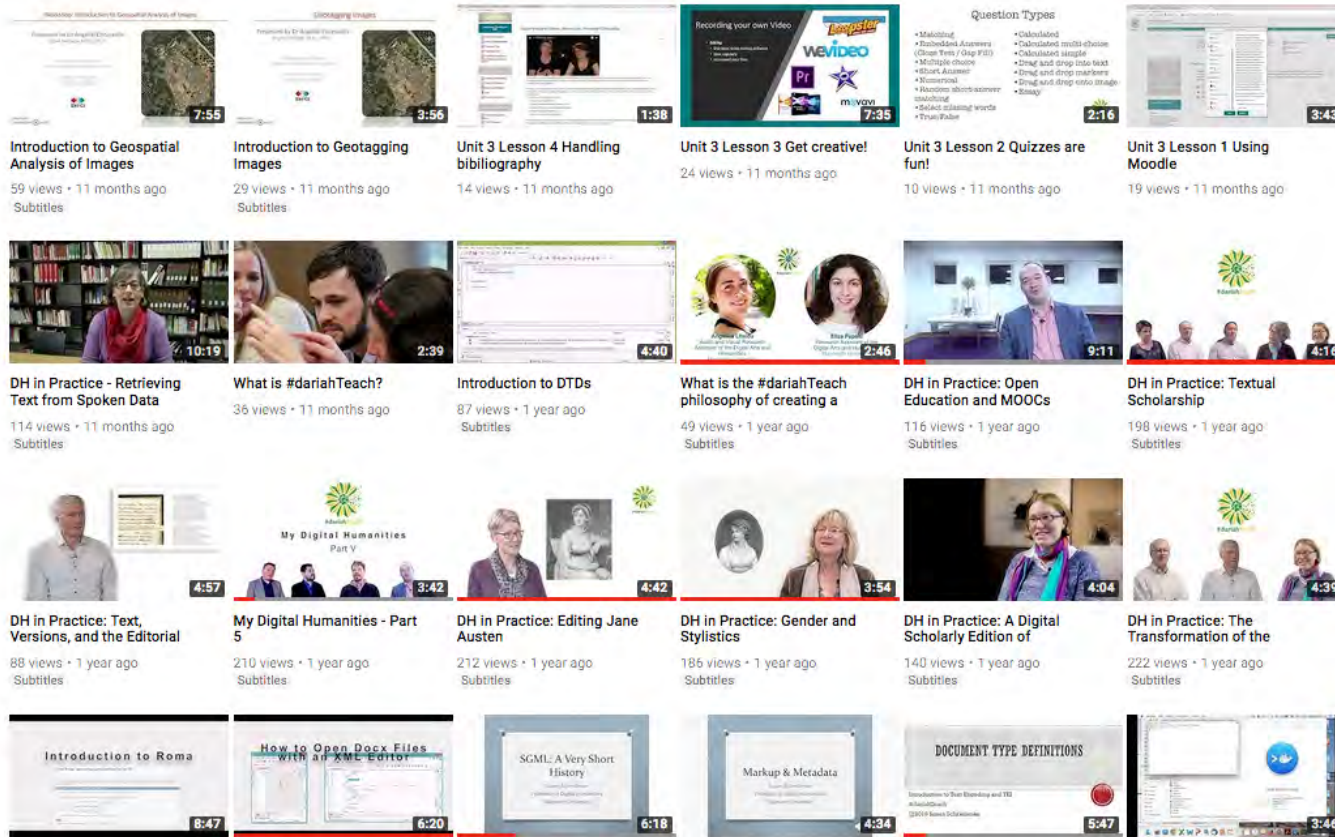
- 285 subscribers
- 64 videos
- 41,000 views

#dariahTeach YouTube Channel

Visitor Map

14,253 visits

Visits Over Time
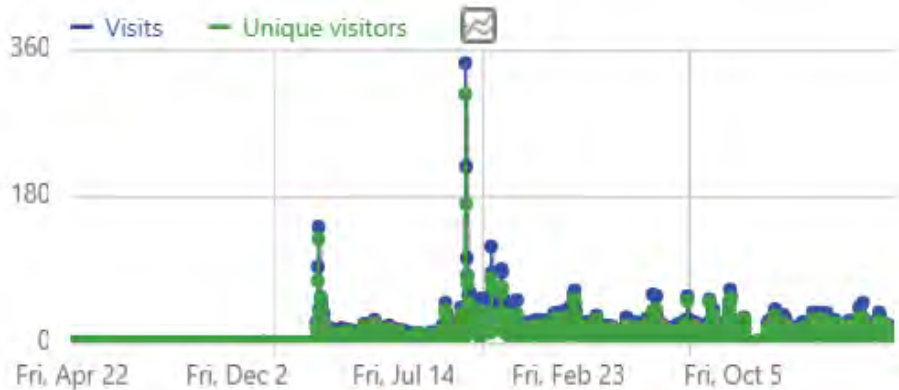
#dariahTeach Platform Stats
Sept 2016 – May 2019

Site Visits: 14,253 visits

- Europe 11,342
- North America 1661
- Asia 781
- Oceania 156
- South America 134
- Africa 90
- Central America 77
- Unknown 12
- **86,949** pageviews, **56,519** unique pageviews
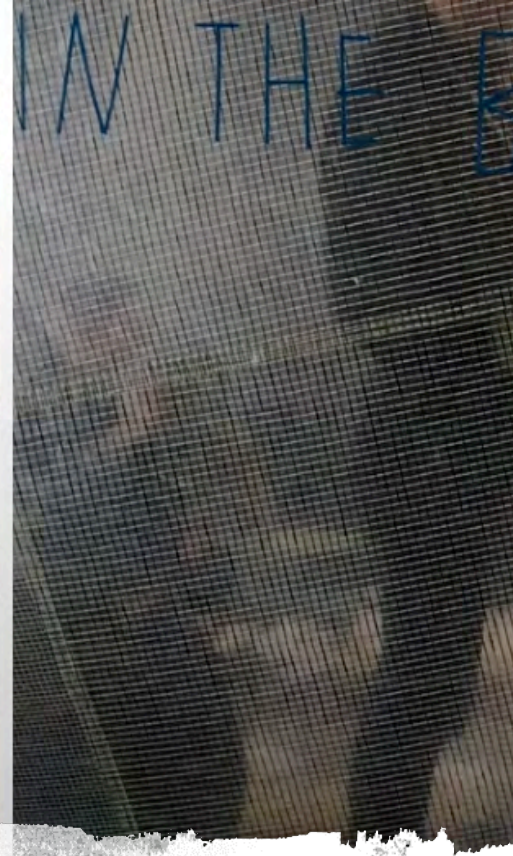
IGNITE: Design Thinking & Making in the Arts & Sciences

IGNITE: Design Thinking & Making in the Arts and Sciences

- Awarded April 2018

- 28 month grant to develop a 20 ECTS module to be designed for and delivered to the Masters level

- Partners
  - Aarhus University
  - Austrian Academy of Sciences
  - Film By Aarhus
  - Maynooth University/ Maastricht University

- Strong creative and cultural sector interaction & input
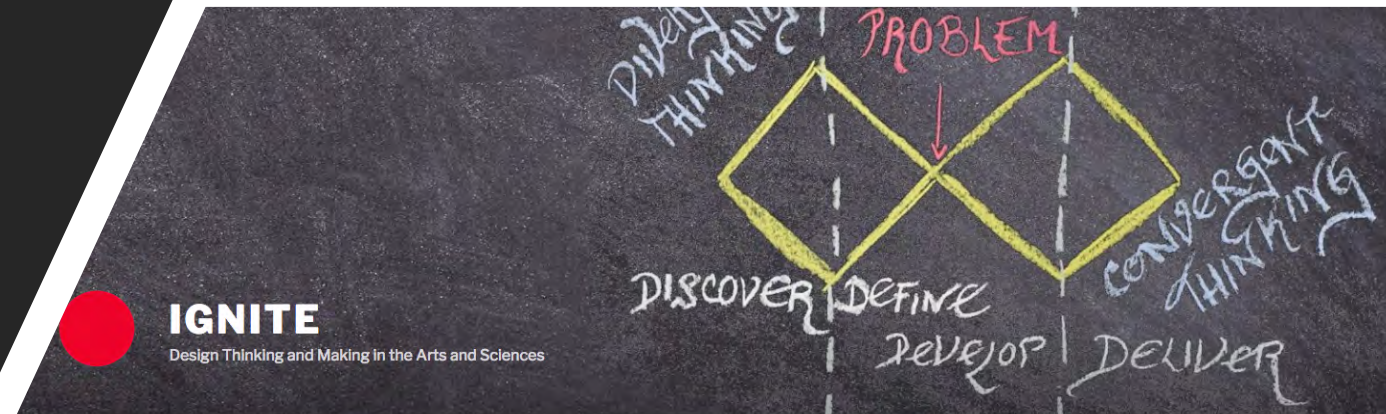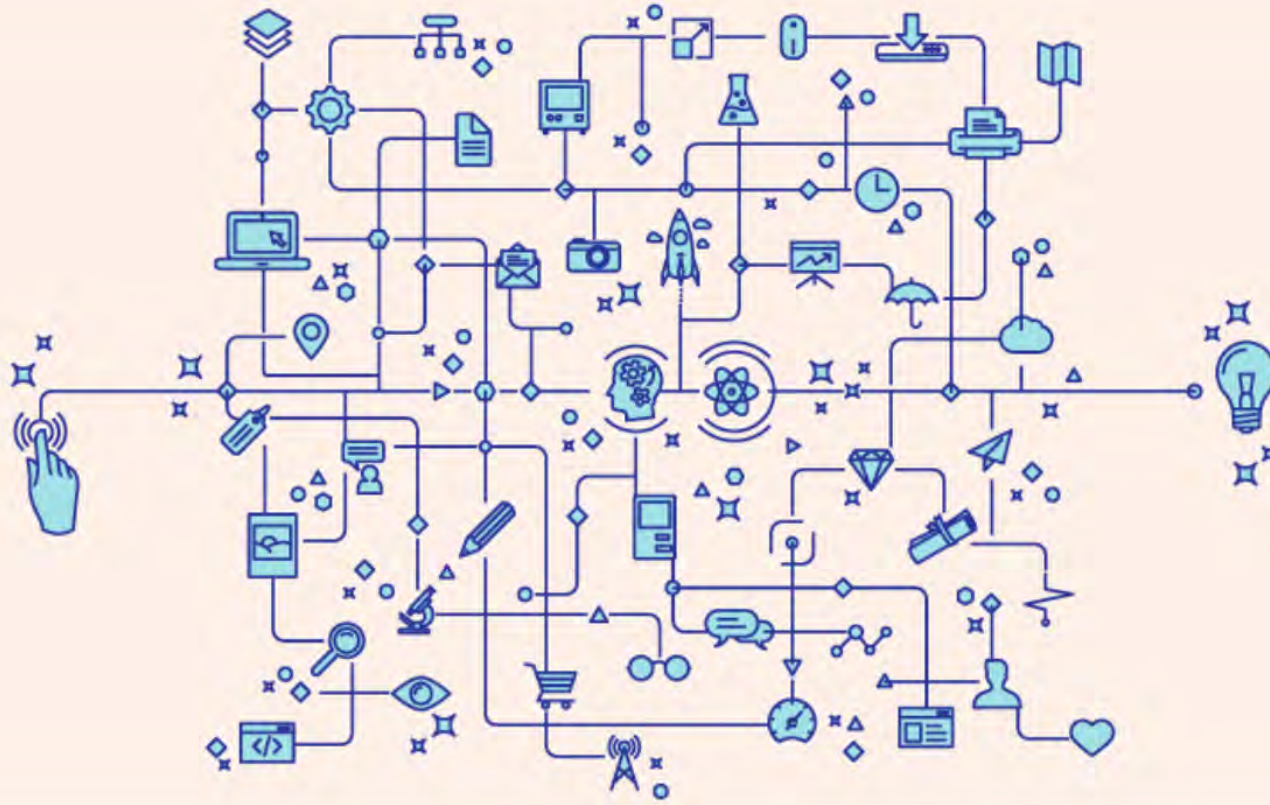
What We Will Teach / Our approach

- Our approach focuses on
  - reflective learning
  - active construction of knowledge
  - with interdisciplinarity, technology, entrepreneurial practices, and innovation at its core.

- The combination of the communal practices of maker cultures with the processual learning of Design Thinking, based in experimentation and iteration as well as in user-orientation, is a pathway for co-creational problem-based learning

Design Thinking

———

- a tool and mindset that enables projects, organisations and companies to think creatively beyond traditional logical and analytical approaches

- Fostering an agile approach that is critically responsive to change

- It is about problem solving, creativity, logic and reasoning, critical thinking, self-directed and collaborative learning, and communication.

empathise

define

ideate

prototype

test

Maker Culture

- Maker Culture within a digital paradigm takes several guises -- Hacktivism, DIY Culture, Critical Making

- Roots in traditional arts and crafts, in tinkering, in building, in using one's hands as a way to think, to express, and to design.

- What Burdick et al in *Digital Humanities* calls 'thinking through practice (Burdick, 2012,p.13); what Ratto calls 'critical making': a practice that highlights 'the interwoven material and conceptual work that making involves'

We will create six 5 ECTS courses

Two are mandatory

- **Course 1:** Introduction to Design Thinking & Maker Culture
- **Course 2:** From Conception to Realisation: Workflows for Digital Projects and Products

Two are optional

- **Course 3:** Remaking Material Culture in Three-Dimensions: From Capturing to Printing
- **Course 4**: 3D Computer Graphics for Arts and Humanities: Building Virtual Reality Experiences
- **Course 5**: Storytelling for Digital Narratives and Blended Spaces
- **Course 6**: Game.Play.Design in the Arts and Humanities

20 ECTS module

Courses Consist of

Lessons: the theory, background, implementations, and state-of-the-art of each method are explained utilising text, videos, images, and interactive content;

Tutorials and Exercises: how to use software and technologies appropriate to each method (e.g. 3D digitisation etc.), designed with increasing levels of difficulty;

Scenarios and Case Studies (at least two in each unit), one of which will be hands-on and the other white-paper based.

#dariahTeach
The Journal
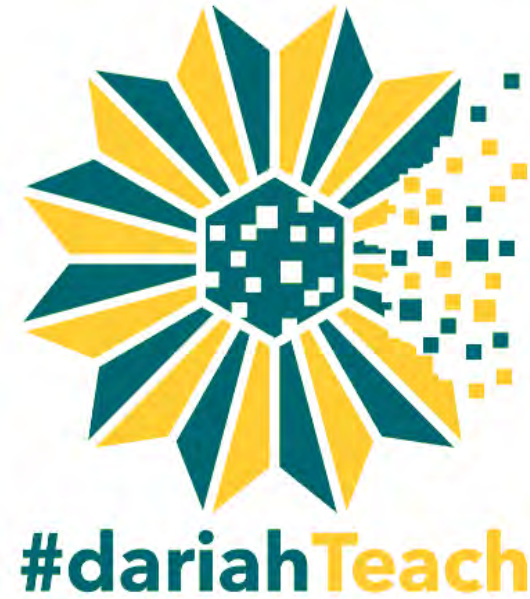
- ❖ Peer-reviewed quality assessed publication of training and teaching material
- ❖ Novel organisational model for sustaining peer-reviewed open access teaching materials
- ❖ recognised as a publication, functioning like other peer-reviewed, community-driven publications
- ❖ peer-review envisioned to be at forefront of innovative models of peer-reviewed, collaborative creation

Mission Statement

The goal of #dariahTeach is to provide learners and teachers with high-quality, peer-reviewed teaching and learning materials, enhancing creativity, skills, technology and knowledge in the digital arts and humanities. It is a community-based publication format that recognises pedagogic scholarship, providing a framework for peer-reviewed open educational resources.
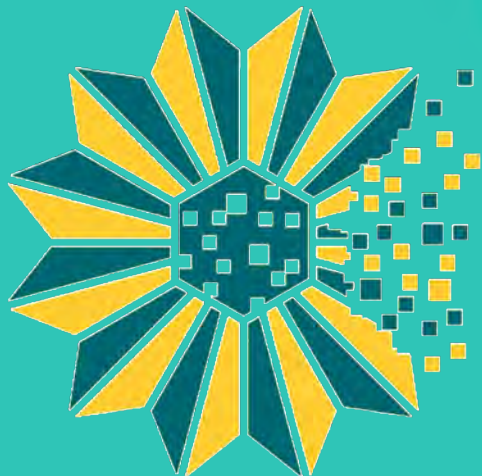
#dariahTeach

The #dariahTeach Editorial Board

We are Open For Business
> *Submitting Videos for the Intro course*
> *Translating/ Adding Course Content*

Universidad Complutense Madrid
Dr Amelia del Rosario Sanz Cabrerizo
Máster en Letras Digitales

Professors will build several volunteer study groups; participants will be awarded in the final exam with 1 extra point

Subtitling in Spanish the videos from the Introduction to Digital Humanities course
Translating Course Content: Text Encoding and the TEI & Multimodal Literacies

Next Steps

Call for proposals in c October

Workshop in April 2020 for accepted authors
Publication within 12 months

Accelerating DH Education

Introduction

This workshop will allow DH practitioners to exchange experiences in DH education, and to voice and explore ideas and hopes for the near future. The topic of education is explored, firstly, from the perspective of the pedagogies for DH practices and, secondly, regarding the ways in which DH resources facilitate learning via digital means across broader society. The workshop seeks to create a forum that brings together DH practitioners with specialists in educational sciences and digital innovation. The workshop is open to anyone who is involved or interested in the creation of educational resources in DH. The organisers have made a special effort to include specialists from outside the DH community with expertise in educational sciences and digital innovation. The outcome of this workshop is primarily one of community building, whereby DH practitioners interested in pedagogy can discuss ways to move forward in the near future and to potentially consider the idea of composing a shared strategic agenda on this topic.

Background

Well over half a century since the beginning of computational approaches to the humanities, digital methods have become more and more embedded in the academic establishment. The primary outputs of much DH work are of course the digital editions, archives, libraries, databases and various tools that, among other purposes, can act as educational resources for the humanities. Additionally, Digital Humanities provides pedagogical resources for its practitioners in an abundant multitude of forms. A clear example of this extreme diversity is the *Digital Humanities Course Registry* maintained by DARIAH and CLARIN (2014). This list is one example of attempts currently underway to bring this complex web of educational resources into some sort of manageable form, further examples include the online learning platform *dariahTeach* (DARIAH, 2017) and the MLA's *Digital Pedagogy in the Humanities* (Davis et al, 2015).

It comes as no surprise that such a vast array of educational resources have been developed in DH. The community is characterised by its high level of interdisciplinarity, its commitment to digital innovation and experimentation, and a strong DIY mentality. However, it might also be fair to say that the approach to pedagogy in the creation of such digital tools has been largely ad-hoc. The valuable efforts after-the-fact to map the complex web of educational materials mentioned above opens up the question of what DH would look like with more shared and planned pedagogical strategies.

Over the last two years a conglomeration of all research universities and universities of applied sciences in the Netherlands drew up and agreed upon what was called the *Acceleration Plan for Educational Innovation with ICT* (VSNU et al, 2018). This four-year plan identifies eight areas in which Dutch universities could benefit from a shared approach to educational innovation on a national level. These include transitioning to digital open

teaching aids and materials; and evidence-based educational innovation with ICT. Sessions in this workshop will focus on both the question of 'openness' in DH educational resources and the extent to which pedagogical approaches can be seen as evidence-based. Using this strategic plan as a focal point and inspiration for DH, the workshop asks the question: If we innovate together strategically, using open and evidence-based approaches, can we achieve more as a community in DH education?

Topics

Topics of the workshop include (but are not limited to) the following:

DH pedagogy in practice

We intend to take stock of existing types of DH educational resources, course materials and pedagogical approaches, focusing largely on the question of how DH practitioners develop their skill sets and on the resources that are available to them. On what grounds can a selection of necessary skills be made, working towards establishing foundational DH skills? At the same time, can we successfully deal with the persistent view that one needs to know 'everything', from traditional humanities to computer science skills? Furthermore, we consider the pedagogical strategies that are being implemented to teach DH skills to students. This includes identifying the strengths and weaknesses of the current status quo, and looking at the possibility to evaluate the effectiveness of teaching through an evidence-based discussion. Topics may include (but are not limited to):
- DH methodologies
- Coding and text encoding
- Programming languages
- Tools and tool evaluation/criticism
- Data modeling
- Interdisciplinary collaborations; collaborative grant writing

Open Education

This topic explores the question of openness in DH educational resources both from an educational sciences perspective and from the experience of developing and running open DH education in practice.

What does 'open' mean in the context of Digital Humanities education?

The term 'open' has been applied to a wide variety of contexts, including government, science, data and education. The increased use of the term 'open' has made its meaning become increasingly ambiguous, which could also lead to misinterpretation and unrealistic expectations in terms of outcomes (Kalz, 2014). In other words, 'open' often means different things to different social actors, confirming an early statement of Hyland (1979) who described the field as 'eclectic'. In this part of the session we will address the term in its multiple formulations, zoom in on the aspects that could be of relevance to Digital Humanities education and discuss some of the implications.

There are increasing numbers of MOOCs being developed by the DH community. Recent examples include those available by the *dariahTeach* platform, which provides courses on introducing DH, TEI encoding, digital scholarly editions, digitisation and multimodal literacies. Many of the MOOCs from the DH community are developed with a certain consideration and awareness of good pedagogical practices, to the extent that there even exists a meta-MOOC or a MOOC on MOOCs (Stommel, 2012). This part of the session will include guest speaker(s) that have been recently involved in the development and implementation of a MOOC in DH to discuss their experience about this format and engage in debate around the theories of open educational resources.

Agenda for innovation

The focus of this topic is to identify potential shared strategies for the future of DH Education. The aforementioned Dutch *Acceleration Plan for Innovation in Education with ICT* will form one of the focal points and will be discussed in more detail both on a conceptual and content level as an exercise in strategic thinking. By doing this, the aim is to explore if this kind of method could be applied to DH and what that might look like, in other words, how to practically formulate a shared strategy for DH education.

It will raise a number of questions for debate, such as:
- Can we assemble a shared set of key desiderata for innovation in DH education?
- How can we move towards evidence-based innovation in education?
- Can we promote a structured rather than ad-hoc approach to developing learning resources, do we need to keep it disruptive, or can some sort of balance be found, and how?

Format

This workshop will take place over a half-day on the morning of Monday 8 July and will include three sessions. Each session will begin with presentations followed by discussions. The final session will be a summative discussion with a focus on future strategies. Participants are welcome to submit in advance a 5 to 10 minute lightning talk relating to one of the three sessions in an area in which they have experience or expertise (deadline 6th May).

Outcome(s)

The outcome of this workshop is primarily one of community building, whereby DH practitioners interested in pedagogy can discuss ways to move forward in the near future and to potentially consider the idea of composing a shared strategic agenda on this topic.

References

DARIAH. (2017). DH teaching material open-source, high quality, multilingual teaching materials for the digital arts and humanities. https://teach.dariah.eu/ (accessed 10 January 2019).

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Contributors (alphabetical)

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Elli Bleeker is a postdoctoral researcher in the Research and Development Team at the Humanities Cluster, part of the Royal Netherlands Academy of Arts and Sciences. She specializes in digital scholarly editing and computational philology, with a focus on modern manuscripts and genetic criticism. Elli completed her PhD at the Centre for Manuscript Genetics (2017) on the role of the scholarly editor in the digital environment. As a Research Fellow in the Marie Sklodowska-Curie funded network DiXiT (2013–2017), she received advanced training in manuscript studies, text modeling, and XML technologies.

Johanna de Groot
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Johanna de Groot is programme manager of the Acceleration Plan for Educational Innovation with ICT that was initiated by the Association of Universities in the Netherlands, the Association of Universities of Applied Sciences and SURF. Johanna's main expertise is in project management and educational policy. After working for eight years as a project manager at VU University, she moved to the Hague to work as a policy adviser on education

at the Association of Universities. Currently Johanna works at SURF: the collaborative ICT organisation for Dutch education and research.

Aodhán Kelly

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Aodhán Kelly is a postdoctoral researcher at the Welten Institute in the Open University of The Netherlands and visiting researcher at the Centre for Education and Learning at Leiden-Delft-Erasmus. Aodhán completed a PhD in 2017 at the Centre for Manuscript Genetics at the University of Antwerp on 'Disseminating digital scholarly editions of textual cultural heritage'. His doctoral funding and training was provided by DiXiT (2013-2017), an EU funded Marie Sklodowska-Curie network. Aodhán is currently engaged as a researcher investigating the digitalization of learning and education within the 'Digital Society' national initiative of the Association of Universities in the Netherlands (VSNU).

Martine Schophuizen

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Martine's background lies in Psychology and Learning Sciences, she obtained her bachelor and masters degree at Maastricht University. She is now working as a PhD candidate at the Welten Institute of the Dutch Open University in Heerlen. Her research is centered around the question to what extent Open Online Education is embedded in higher learning institutions. She will mainly focus on the organisational (pre)conditions that lead to success, the effect of Open Online Education on the organisation, and the contribution it has towards the quality of education and educational innovation.

Sally Wyatt

https://sallywyatt.nl

Sally Wyatt is Professor of Digital Cultures at Maastricht University. She originally studied economics (at McGill University in Canada and the University of Sussex in England). Her main intellectual affinity is with Science and Technology Studies (STS). For many years, her research has focused on digital technologies, both how they are used by people wishing to inform themselves about health-related issues, and how scholars themselves use digital technologies in the creation of knowledge. She is one of the three coordinators of the 'Digital Society' initiative of the VSNU.