DH pedagogy @LINHD.

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DH Training in Spanish: Digital Humanities as an e-learning platform to teach between Spain and Latin America

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The creation of the first Digital Humanities Innovation Lab (LINHD), hosted by the Spanish National Distance University (UNED) in 2014, opened a new a new opportunity for courses and and certificates in Digital Humanities for the Spanish speaking world. While the digital switch and interdisciplinarity in the Humanities has hardly been applied to the majority of public Spanish Universities, LINHD has proudly invested time and energy in the creation of an innovative training way oriented to digital humanities and offered mostly as an online education. Our presentation will offer a general overview of the three main initiatives: standalone courses and seminars, two long specialized degrees on DH basics and digital editions, and a yearly summer school. All these initiatives have boosted the birth of this discipline in the Spanish-speaking world, generating new DH materials (in Spanish and adapted to diverse profiles of Humanities Spanish Speaking students), new types of students' assessments, and innovations and challenges for Digital Humanities as a discipline for which online training has proven to be a successful way of approaching people from different countries and places.

LINHD launched its first DH summer school: "Introducción a las Humanidades Digitales" in July 2014, getting more than 50 students involved. The summer school was followed by a longer DH program of 30 units, lasting from December to September and amplifying all the contents that had been announced in the summer school. The strategy has been similar in the following years, in 2015, summer school was devoted to digital scholarly editing and a new longer winter training program was launched for 2015-2016. This last year, we decided to focus on DH methodologies applied to a specific field, poetry, which had as a result a high-quality summer school on this topic that is at the heart of LINHD projects and research interests. Taking into account the interests of the community, the needs of the field and the offers of new programs in different places, our new proposal for this year, starting in January 2017 is stylometry, a technique that is still very much unknown for Spanish DH research.

Our strategy for designing curricula for all these programs has been twofold: first, we have always had as a model the reference curricula for DH above mentioned, together with the needs of the scholars in our own environment. The keys for success have been three: having a DH compliant interdisciplinary teaching faculty, variety in contents (our first DH course covered a huge range of topics going from databases, TEI markup, semantic web, visualization to digital libraries), and flexibility to change thanks to the lessons learned every year.

On top of all these regular programs, we offer short monographic seminars and conferences on specialized topics, trying to bring international researchers and interesting subjects which complement our general training system.

How to create a teaching DH curriculum in Spanish

The challenges that we faced and by which we are still concerned can be summarized as follows:

1. **Faculty.** Bring together scholars from inside and outside the UNED, in order to be able to offer the set of knowledges and skills considered as core in a DH training.

2. **Creation of the materials.** Two sided: on one hand, the materials should be written in Spanish; on the other hand, most of the "technical" documentation has not a DH perspective (Ej. PHP, MySQL databases). This is a very important point, as although there are a lot of open access materials on the web on DH training, it has not been enough for us to translate them. It has been necessary to re-create the problems, to adapt existing materials to our own needs and examples (our libraries, our projects), and also to regroup the different cues on a not-yet consolidated DH history in Spanish.

3. Teach an eminently hands-on field through a **distant method and virtual learning** (Forum, exercises). This has been one of our main pillars, in which we are proud to present our most innovative product in the DH world: online teaching has proven to be the present and the future of education, but has not been extended yet to the DH field. This way of teaching implies, however a specialized production of teaching materials and also a special faculty training, as they have to produce slides, videos, written materials and quizzes and tests for which they have to offer interactive help and solutions. Although this might look an extra workload for our teachers, the experience shows that all these efforts remains as digital contents (it is nice to have a look at our libraries of our YouTube channel), in which we add as open access materials all the recorded sessions of our courses.

4. **Make visible** the DH training inside the Spanish speaking world. This is an important point for us, not just as a way of getting more students, but also as a form to open the way to consolidate DH as an academic discipline. As our academic structure is pretty reluctant to interdisciplinary we have to use social networks and other dissemination channels to go beyond barriers and reach our public outside our university. The result is a very mixed group of students coming from different parts of our country, and from other countries too. The challenge: identifying the ways to arrive at all these potentially interested groups. We work together in collaboration with scholars from Argentina, Mexico, Colombia and other universities and try to expand our visibility more and more.

5. Prepare for and **create job market opportunities.** This is a very challenging issue too, as the market clearly shows the needs of expertise in DH, as we continuously see in research projects, cultural institutions and even schools. Identifying their needs and explaining them where they have to look for this specialized scholars is still in a very emerging status, as there is also a need of training in this intermediate level, as users of humanities resources that need to know where to search and how to focus their problems to look for easier, cheaper and specialized solutions in our DH trained scholars. Expanding this general knowledge to the remaining humanities field is still a big challenge that we have to accomplish every day.

LINHD DH teaching programs: http://linhd.uned.es/en/training/
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