

2026 Community Interest Groups Call for Proposals

Working Group Name:

Digital Humanities Pedagogies

Coordinators:

Elena Trowsdale, PhD Researcher and Course Assistant (Open University/Oxford University GLAM Division), [redacted]

Dr Joseph Nockels, Lecturer in Digital Humanities (University of Glasgow, Information Studies), [redacted]

Dr Delphine Demelas, Lecturer in Humanities Data Science (University of Southampton, Digital Humanities), [redacted]

Dr Mel Evans, Associate Professor in English with Digital (University of Leeds, School of English)**,** [redacted]

Dr Orla Murphy, Head of the Department of Digital Humanities (University College Cork), [redacted]

Potential participants:

Early-career* academics and practitioners who are engaged in teaching Digital Scholarship (DiSc), Digital Humanities (DH), as well as other programmes, courses or modules influenced by these fields. Although our primary focus is on enabling those beginning new teaching commitments; we also value the input of more senior colleagues as supportive professional development. The coordinating team's representation also reflects these commitments, with a range of academic seniority, internal mentoring opportunities and peer-to-peer support present. Participation may also come from academics and practitioners who are not yet engaged in DH teaching but are developing or designing programmes or modules which would fall under this category. We also aim to further engage DH/DiSC programme students after the first round of CIG funding, and explore the possibilities of recognising student leadership,

presentations and peer support. This broadening to the student community will also provide a unique forum for experience sharing between courses and integrated feedback for programme leads.

*'The AHRC's formal definition of an ECR: ' • an individual who is within eight years of the award of their PhD or equivalent professional training, or • an individual who is within six years of their first academic appointment'

Abstract (<250 words max):

The Digital Humanities Pedagogy (DHP) group is a collaborative forum primarily for early career professionals undergoing newfound teaching commitments, as well as more senior academics entering new roles. Through this group, we aim to further interest and innovation in pedagogical standards for DH, DiSc, and other related courses. We welcome academics, GLAM professionals, RSEs, and any other professionals who are engaged in the course development, design, implementation, teaching, marking, and other pedagogical areas of DH/DiSc. The group will compare teaching methodologies, assist peers, promote the uniqueness of courses, and discuss systems and practicalities such as accreditations, faculty membership, student networking and sector-wide difficulties.

Short term, the DHP CIG will operate monthly calls with invited speakers, exploring these themes, as well as organise a pedagogical literature reading group: opening collaborative insights by further relating DH topics and their teaching. We will also establish a clear web-presence (alongside the Digital Humanities Association) and create a regular newsletter covering pedagogical news related to DH/DiSC.

Longer term, we aim to organise an in-person gathering, with invited speakers and reflexive activities, to build a collaborative framework for DH curriculums: published openly as a position paper. The group will advocate for DHA membership among our own institutions, with this in-person gathering planning to be hosted by the Bodleian. We also aim to deliver a community award for best pedagogical practice, nominated by peers, and adjudicated by our committee of coordinators. After this initial funding cycle, we hope to broaden activities to students, providing a forum to share course-related experiences.

Relevance (250-500 words):

Each DH/DiSc course, summer school, masters, undergraduate degree, and module has unique value. But, as a field, we suffer from collective problems such as misapprehension, faculty-based silos, resourcing, and inconsistency in skillsets. In pooling expertise, this group aims to enhance DH, or related, student satisfaction and external course marketing. We also aim to enable internal advocacy, with universities needing to know why DH/DiSc programmes are worthwhile, and why they should afford further recognition to the discipline. As such, the DHP will prove grounds for a collective, coherent, voice to further advocate, train, support,

diversify and promote those tasked with enabling the next generation of DH/DiSc professionals.

Resulting from the 2026 UK - IE DH Association 'Sustainability' Annual Event, Trowsdale and several professionals (listed as coordinators) engaged in meaningful dialogue around the opaque expectations and guidelines surrounding delivering DH programming. While many DH MA programmes have been in place for over five years; others are just starting under new leadership or with newfound focuses and alignments. In our own roles, we range from providing increasing course support (Trowsdale), co-conveying entirely new programmes (Nockels), undertaking new course duties within the same department (Evans), entering the second year of programming, with greater responsibility (Demelas) and looking over entire departmental responsibilities (Murphy). It became clear that we can learn from each other as a collective, assisting our peers in developing DH courses, while providing constructive feedback on existing teaching methods. This internal advocacy is increasingly pertinent as university departments come under strain from academic reviews, falling student numbers and limited resourcing. Whether (un)substantiated or not; the anxiety born from 'first one in, first one out' narratives is increasingly felt within DH. Teachers require advocation for their methods, needs, and *even* their existence. We can only do this as a collective.

In keeping with the theme of DH 'sustainability', we need a forum to construct and preserve pedagogical standards and methods for the specific field. In our home universities, we are siloed under various divisions and faculties which cannot always understand or prioritise our DH pedagogical needs. Colleagues fall under a range of administrative hierarchies: a Humanities Division with no Faculty (Trowsdale), School of Information Studies (Nockels), School of English (Evans), Research Institute within a much wider Humanities school (Demelas) and an independent DH Department (Murphy). This variety means DH programmes can easily become outliers, or pulled by broader department, faculty and school aims. Though not always misplaced from a student, or marketing, perspective; negotiating levels of institutionality is complex for those in new roles and requires embedded expertise. Through CIG advocacy, peer-to-peer support, development of pedagogical standards specific to DH/DiSc, programme promotion, discussion around accreditation options, and simple networking, we can ensure the next generation of DH scholars are trained competently, aware of DH networks, and inform the field's scholarship lifecycle in a forward-thinking manner.