

# Defining collaboration in the (global) DH

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GIMENA DEL RIO RIANDE (IIBICRIT, CONICET ARGENTINA)





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- 35. [Intermediation and its Malcontents: Validating Professional](#)
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- 37. [Preservation](#)

40 occurrences of **collaboration**

[\[Clear Hits\]](#)

## Conclusion: **Collaboration**

In the late twentieth and early twenty-first centuries, the most significant impact of information technology may be increased **collaboration**. **Collaboration**, when successful, offers many intellectual, professional, and social benefits. A group of scholars working together can create research collections more intellectually complex and comprehensive than is possible for an individual working alone. Complementary and even competing disciplinary perspectives and specialties will support broader and richer analysis and understanding. **Collaboration** will enable greater productivity. **Collaboration** between humanists and technologists may lead to more profound understandings and more incisive tools than either would develop by working alone. The explicitness and logical rigor required to represent and use digital information exposes to criticism many of the traditional disciplinary assumptions, and often leads to a deeper understanding of our methods and the subjects to which they are applied.

Despite these benefits, **collaboration**, whether with fellow humanists or technologists, also presents unfamiliar challenges, which require careful attention and time – often more time than is anticipated at the beginning. The most fundamental challenge of **collaboration** is balancing individual interests and shared objectives. Collaborators need to discuss, negotiate, and clearly document the research and publication objectives, a process that will require cooperation and compromise. Collaborators also need to recognize individual differences in aptitude for digital technology, and differences in expertise, methodology, and emphasis. Individual responsibilities, obligations, and production goals need to be negotiated and documented, and should reflect expertise and aptitude. Intellectual and social compatibility, trust, and mutual respect are essential characteristics of successful **collaboration**. Individual professional and intellectual needs and goals must also be recognized. The nature of the academic culture of recognition and rewards requires that individual scholars be productive and that the scholarship be of high quality. Individual contributions need to be clearly documented, in order to provide reliable evidence for reviewers. Depending upon the nature of the **collaboration**, individual contributions may be intermingled, and without careful project design it may be difficult or impossible to reliably indicate who is responsible for what. Such documentation is essential, for example, in the statements of responsibility incorporated into the descriptive data correlated with digital objects, and in bylines of digital objects, where this is possible.

In collaborative projects, standards and guidelines or manuals will need to be augmented with training. Left alone, different people will interpret and apply guidelines differently. With respect to character-based technologies, in particular text encoding

# Global Digital Humanities Symposium

March 22-23, 2018

## DH2015

Global Digital  
Humanities

 **DH2018**  
Mexico City | 26-29 JUNE



CFP: Global Debates in the Digital Humanities  
Domenico Fiormonte, Sukanta Chaudhuri, and Paola Ricaurte, Editors

Fecha límite para envío de resúmenes (500 palabras): 28 de noviembre de 2017

**Part of the *Debates in the Digital Humanities Series***

A book series from the University of Minnesota Press

Matthew K. Gold and Lauren F. Klein, Series Editors



## Open in DH



DH2018 | Mexico City | June 26-29 |

[About the Workshop Organizers](#)

[View the Project on GitHub](#)

Hosted on GitHub Pages — Theme by [orderedlist](#)

## What Would it Take? / ¿Qué se necesita?

When it comes to promoting the importance of open scholarship, Latin America and the Caribbean stand out in the sense that the concept of “openness” is generally accepted in the the region. Several nations, such as Peru, Argentina, Brazil and Mexico, have shown real advances in terms of national laws that seek to make knowledge produced with public funds a common good managed by the academic community. Regional projects such as [Scielo](#) and [redalyc.org](#) have played a unique role in making scholarship published in Ibero American and Latin American journals available free of charge.

**In Latin America and the Caribbean, open access is established as the most impactful academic communication model, giving visibility and value to scientific production at a regional and global level.**

Nevertheless, the question remains: **to what extent has this environment influenced the work of digital humanists in Latin America, the Caribbean, and beyond?** Despite efforts by groups such as [Global Outlook::Digital Humanities \(GO::DH\)](#), DH remains a very English-language-centric interdisciplinary.

- websites
- scholarly digital editions
- research tools
- online journals
- blogs
- ...

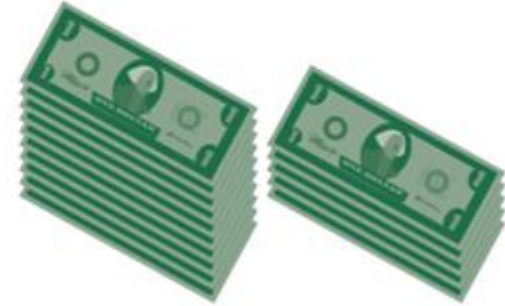


## INVESTMENT IN DIGITAL HUMANITIES



NATIONAL  
ENDOWMENT  
FOR THE  
HUMANITIES

The USA's National Endowment for the Humanities has funded 250 projects through its Office of Digital Humanities



\$15,268,130 of Digital Humanities funding 2007 - 2011



The National Endowment for the Humanities and the UK's Joint Information Systems Committee have funded 8 joint projects 2008 - 2011



\$966,691 invested in those projects





The Digital Archaeological Atlas of the Holy Land

Welcome to the Digital Archaeological Atlas of the Holy Land!

**What is the Digital Archaeological Atlas of the Holy Land?**

The Digital Archaeological Atlas of the Holy Land (DAHAL) is an interdisciplinary website that brings together archaeological, historical, geographical, and biblical information to provide a comprehensive view of the Holy Land from the Bronze Age to the present day. The website is designed to be user-friendly and accessible to a wide range of users, including students, researchers, and the general public. It features a variety of interactive tools, including maps, timelines, and multimedia content, to help users explore the rich history and heritage of the region.

**How can I use the DAHAL Website?**

The site now contains a wealth of digital resources that let you explore the region and the archaeological resources it contains. The site has a search function that allows you to find specific topics, and a navigation menu that lets you explore the site's content in a structured way. You can also use the site's interactive tools to explore the region's history and heritage in a more detailed way. The site is designed to be user-friendly and accessible to a wide range of users, including students, researchers, and the general public.

DIAMM

DIGITAL INITIATIVE FOR MEDIEVAL STUDIES

Welcome to DIAMM

DIAMM is a digital initiative for medieval studies that provides a comprehensive view of the history and heritage of the medieval period. The website features a variety of interactive tools, including maps, timelines, and multimedia content, to help users explore the rich history and heritage of the medieval period. The site is designed to be user-friendly and accessible to a wide range of users, including students, researchers, and the general public.

THATCAMP

The Humanities and Technology Camp

Home

THATCamp is an open, interactive meeting where humanities and technologists of all skill levels learn and build together in sessions designed for the digital humanities.

Upcoming THATCamps

- THATCamp 2014
- THATCamp 2015
- THATCamp 2016
- THATCamp 2017
- THATCamp 2018
- THATCamp 2019
- THATCamp 2020
- THATCamp 2021
- THATCamp 2022
- THATCamp 2023
- THATCamp 2024
- THATCamp 2025
- THATCamp 2026
- THATCamp 2027
- THATCamp 2028
- THATCamp 2029
- THATCamp 2030

Digital Harlem: the site

Digital Harlem: the site is a digital initiative for the study of the history and heritage of Harlem, New York. The website features a variety of interactive tools, including maps, timelines, and multimedia content, to help users explore the rich history and heritage of Harlem. The site is designed to be user-friendly and accessible to a wide range of users, including students, researchers, and the general public.

URBAN HISTORY

URBAN HISTORY is a digital initiative for the study of the history and heritage of urban areas. The website features a variety of interactive tools, including maps, timelines, and multimedia content, to help users explore the rich history and heritage of urban areas. The site is designed to be user-friendly and accessible to a wide range of users, including students, researchers, and the general public.

PhilaPlace

PhilaPlace is a digital initiative for the study of the history and heritage of Philadelphia. The website features a variety of interactive tools, including maps, timelines, and multimedia content, to help users explore the rich history and heritage of Philadelphia. The site is designed to be user-friendly and accessible to a wide range of users, including students, researchers, and the general public.

omica

omica is a digital initiative for the study of the history and heritage of the omica field. The website features a variety of interactive tools, including maps, timelines, and multimedia content, to help users explore the rich history and heritage of the omica field. The site is designed to be user-friendly and accessible to a wide range of users, including students, researchers, and the general public.

What's on the menu?

Help the New York Public Library improve a unique collection!

Help transcribe

So far, 1,006,609 dishes transcribed from 12,600 menus

Room Service!

A selection of room service menus from our collection

LUNCH HOUR

The menu items featured here have been digitized by students, faculty, and staff at the New York Public Library. They are available to the public in a digital format that allows them to be explored in a new way.

hyperstudio

hyperstudio is a digital initiative for the study of the history and heritage of the hyperstudio field. The website features a variety of interactive tools, including maps, timelines, and multimedia content, to help users explore the rich history and heritage of the hyperstudio field. The site is designed to be user-friendly and accessible to a wide range of users, including students, researchers, and the general public.

STANFORD ENCYCLOPEDIA OF PHILOSOPHY

STANFORD ENCYCLOPEDIA OF PHILOSOPHY is a digital initiative for the study of the history and heritage of philosophy. The website features a variety of interactive tools, including maps, timelines, and multimedia content, to help users explore the rich history and heritage of philosophy. The site is designed to be user-friendly and accessible to a wide range of users, including students, researchers, and the general public.

CCEd

CCEd is a digital initiative for the study of the history and heritage of the CCEd field. The website features a variety of interactive tools, including maps, timelines, and multimedia content, to help users explore the rich history and heritage of the CCEd field. The site is designed to be user-friendly and accessible to a wide range of users, including students, researchers, and the general public.

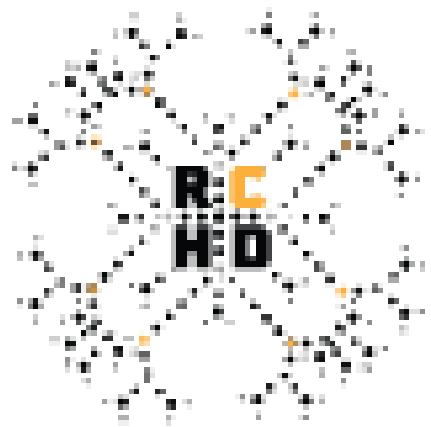
SmartHistory

SmartHistory is a digital initiative for the study of the history and heritage of the SmartHistory field. The website features a variety of interactive tools, including maps, timelines, and multimedia content, to help users explore the rich history and heritage of the SmartHistory field. The site is designed to be user-friendly and accessible to a wide range of users, including students, researchers, and the general public.





Red·HD  
RED DE HUMANIDADES DIGITALES



AHD<sub>ig</sub>







Jornadas Nacionales de Humanidades Digitales  
Culturas, Tecnologías, Saberes

17, 18, 19 noviembre 2014  
Centro Cultural General San Martín  
Sarmiento 1551



Auspicia



más información:  
<http://aahd.com.ar>

NOVIEMBRE  
ELECTRÓNICO  
2016

CONFERENCIAS Y ENCUENTROS

**HUMANIDADES DIGITALES**  
CONSTRUCCIONES LOCALES EN  
CONTEXTOS GLOBALES

DEL 7/11 AL 9/11, DE 9 A 13H  
AULAS 1 Y 2, LABORATORIOS 1 Y 2, SALAS C Y D

culturalsanmartin BA

III CONGRESO DE LA ASOCIACIÓN  
ARGENTINA DE HUMANIDADES DIGITALES  
LA CULTURA DE LOS DATOS

7 al 9 de noviembre de 2018

Facultad de Humanidades  
UNIVERSIDAD NACIONAL  
DE ROSARIO SANTA FE

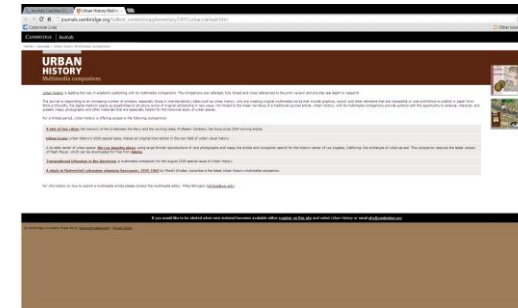
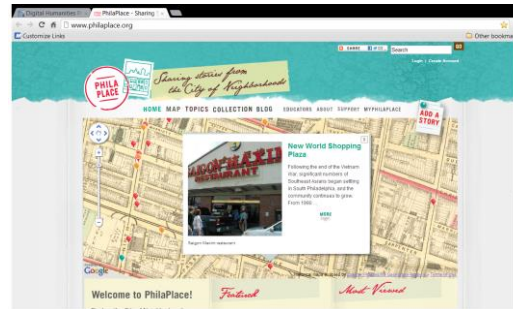
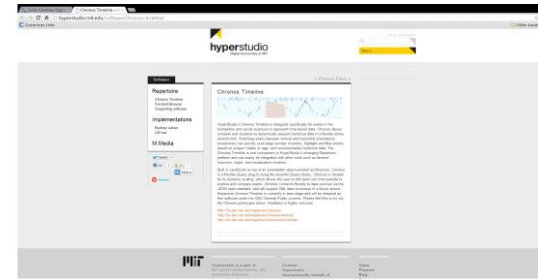
Más información en:  
<http://aahd.org.ar/>  
@aahd-arg

Información e inscripciones: <https://www.oacademica.org/congreso/aahd2018>



# Revista de Humanidades Digitales





# PHYSICAL CENTRES IN DIGITAL HUMANITIES ACROSS THE GLOBE



Around DH in 80 Days

[About](#) [Credits](#)



The Full Journey.







- 
- Crowdsourcing
  - Team collaboration
  - Open collaboration

## Transcribe Bentham

- A 1-year project (from April 2010) harnessing the power of crowdsourcing to facilitate the transcription of 12,500 Jeremy Bentham manuscripts.
- Crowdsourcing:

*Taking tasks traditionally performed by an employee or contractor, and outsourcing them to a group of people or community, through an "open call" to a large group of people (a crowd) asking for contributions.*  
[Wikipedia]

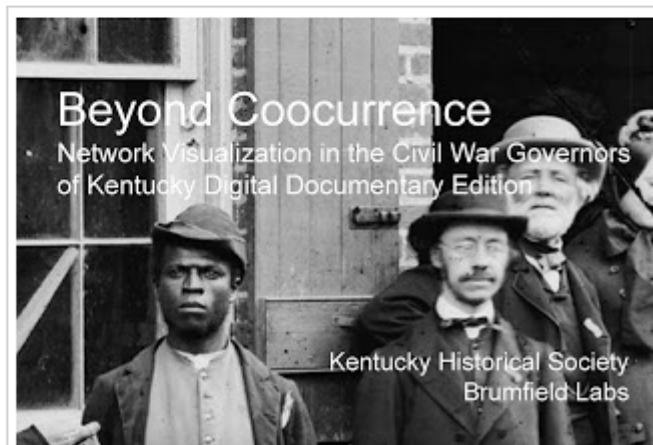
# COLLABORATIVE MANUSCRIPT TRANSCRIPTION

TUESDAY, AUGUST 15, 2017

## Beyond Coocurrence: Network Visualization in the Civil War Governors of Kentucky Digital Documentary Edition

*On August 10, 2017, my partner Sara Carlstead Brumfield and I delivered this presentation at Digital Humanities 2017 in Montreal. The presentation was coauthored by Patrick Lewis, Whitney Smith, Tony Curtis, and Jeff Dycus, our collaborators at Kentucky Historical Society.*

*This is a transcript of our talk, which has been very lightly edited. See also the Google Slides presentation and m4a and ogg audio files from the talk.*



NEW BLOG POSTS ARE AT  
FROMTHEPAGE

**New posts are now published over at the FromThePage blog. Please join us there for more posts on manuscript transcription.**

POSTS FROM THE FROMTHEPAGE  
BLOG

[Project Profile: LA County's Letters of the Office of Indian Affairs - 5/10/2018](#)

[Project Profile: Indiana Archives and Records Administration's World War I Service Record Cards - 21/9/2018](#)

[Crowdsourcing the Alabama World War I Service Records - 4/8/2018](#)

[10 Ways to Host a Great Transcribathon - 22/6/2018](#)

[Project Profile: University of Virginia School of Law Special Collections - 15/6/2018](#)

PAGES





# OPENMETHODS

HIGHLIGHTING DIGITAL HUMANITIES METHODS AND TOOLS

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## Join us

Want to join us as a Volunteer Editor and propose content to be selected on OpenMethods?

You do not have to be a DH expert, but prove your activity in DH relevant fields. We also accept Master and PhD students.

Becoming a Volunteer Editor is a great way to discover the wide range of material and resources being produced in the field of Digital Humanities Methods and

CATEGORIES



## DHCommons

@DHCommons Follows you

DHCommons is be a hub for connecting people with projects, and projects with collaborators.

[dhcommons.org](http://dhcommons.org)

Joined August 2011

Tweet to

Message

274 Followers you know



Tweets  
267

Following  
996

Followers  
2,517

Likes  
19

Tweets

Tweets & replies

Media

DHCommons Retweeted



**Anna Kijas** @anna\_kijas · 22 Mar 2017

Thanks @Cosmopolitan for citing my data viz/work on @US\_IMLS grant funding in your awesome article! [cosmopolitan.com/politics/a9157...](http://cosmopolitan.com/politics/a9157...) #SaveIMLS

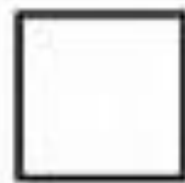
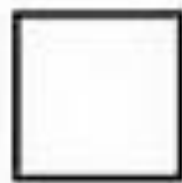
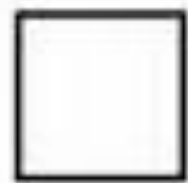
Take a look at [this map](#) — built by [a librarian](#), naturally — and you will see how the Institute of Museums and Library Services' grants have benefitted communities all over the country, red state and blue alike. And these projects — they're *extra*. This is what libraries provide do on top of their everyday offerings of advanced research support, basic computer classes, community outreach, school curriculum support, daily early literacy activities, free cultural and educational programs for all ages, equipment to help close the digital divide, and, of course, free books — just about as many as you can carry. The



Retweets 3

Likes 11





## Guidelines for Evaluating Work in Digital Humanities and Digital Media

### Introduction



The following guidelines are designed to help departments and faculty members implement effective evaluation procedures for hiring, reappointment, tenure, and promotion. They apply to scholars working with digital media as their subject matter and to those who use digital methods or whose work takes digital form.

Digital media are transforming literacy, scholarship, teaching, and service, as well as providing new venues for research, communication, and the creation of networked academic communities. Information technology is an integral part of the intellectual environment for all humanities faculty members, but for those working closely in new media it creates special challenges and opportunities. Digital media have expanded the objects and forms of inquiry of modern language departments to include images, sounds, data, kinetic attributes like animation, and new kinds of engagement with textual representation and analysis. These innovations have considerably broadened notions of language, language teaching, text, textual studies, and literary and media objects, the traditional purview of modern language departments.

While the use of computers in the modern languages is not a new phenomenon, the transformative adoption of digital information networks, coupled with the proliferation of advanced multimedia tools, has resulted in new literacies, new literary categories, new approaches to language instruction, and new fields of inquiry. Humanists are adopting new technologies and creating new critical and literary forms and interventions in scholarly communication. They also collaborate with technology experts in fields such as image processing, document encoding, and computer and information science. User-generated content produces a wealth of new critical publications, applied scholarship, pedagogical models, curricular innovations, and redefinitions of author, text, and reader. Academic work in digital media must be evaluated in the light of these rapidly changing technological, institutional, and professional contexts, and departments should recognize that many traditional notions of scholarship, teaching, and service are being redefined.

Institutions and departments should develop written guidelines so that faculty members who create, study, and teach with digital objects; engage in collaborative work; or use technology for pedagogy can be adequately and fairly evaluated and rewarded. The written guidelines should provide clear directions for appointment, reappointment, merit increases, tenure, and promotion and should take into consideration the growing number of resources for evaluating digital scholarship and the creation of born-digital objects. Institutions should also take care to grant appropriate credit to faculty members for technology projects in teaching, research, and service. Because many projects cross the boundaries between these traditional areas, faculty members should receive proportional credit in more than one relevant area for their intellectual work. New guidelines for reappointment, tenure, and promotion appear regularly. The Committee on Information Technology recommends that persons interested in such guidelines search for documents on evaluating work in digital media or digital humanities at institutions comparable to their own.

### Guidelines for Appointment, Reappointment, Promotion, and Tenure Committees





## Promotion & Tenure Criteria for Assessing Digital Research in the Humanities

**Introduction and Goals:** Digital Humanities crosses the boundaries between computer science and humanities disciplines such as cultural anthropology, archaeology, classics, English, history, modern languages and literatures, library science, and the arts. The emphasis is on humanities as a whole rather than specific disciplines; however some scholarship is more pertinent to specific disciplines than others. Where it comes closest to computer science is in the development of scholarly tools. Largely, however, the emphasis is on the humanities, and faculty may be engaged in creating new approaches to understanding the humanities through technological means.[1] Faculty engaged in digital humanities scholarship need to be evaluated rigorously and fairly. This document strives to provide a resource which outlines criteria for evaluating dossiers in this scholarly area.

**Rationale:** Increased use of digital technologies has led in some quarters to rapid changes in the form and conduct of scholarly activity. Yet, digital scholarship in the humanities remains unfamiliar to many colleagues pursuing more traditional forms of work. Digital scholarship possesses a technical component, is interdisciplinary in form and substance, and is often (and necessarily) pursued through collaborative efforts. Digital scholars often rely upon research teams comprised of other scholars, librarians, archivists, and technical experts. Consequently, there is a need to alert review committees, which may be more familiar with the solitary scholar model in the humanities, about the scope, method, and contributions of digitally-based inquiry in the humanities. Understanding the nature of digital humanities scholarship is all the more important at a time of uncertainty for the monograph. As university presses face the future with fewer resources, digital humanities offer an alternative means of publication. How then can this digital publication be evaluated?






An excellent resource can be found in the "Candidates and Faculty Members" section of the [Guidelines for Evaluating Work with Digital Media in the Modern Languages](#), and gradually other groups are beginning to discuss and develop guidelines. It is our hope that the criteria developed by the Center for Digital Research in the Humanities at the University of Nebraska-Lincoln will aid in such conversations, while serving the immediate needs of our institution.

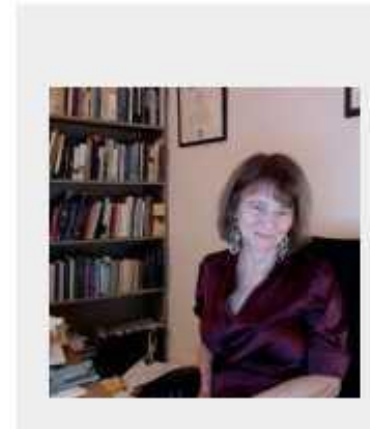
**Standards:** The traditional criteria of excellence, impact, originality, and reputable publication apply to both print and digital work in the humanities. The candidate's folders should define the uniqueness of his or her research with respect to content, process, and outcomes. Specifically, how does the digital component of the humanities research contribute to its originality? What are the implications in terms of audience, pedagogy, and the creation of research tools? Promotion and tenure committees should review folders with these questions in mind and will want to consider applicable criteria for evaluation.



Research Faculty Fellowships  
Postdoctoral Fellowships  
Student Opportunities  
Nebraska Digital Workshop

## Promotion and Tenure for Digital Scholarship

- ¶ 1 An Open Letter to the Promotion and Tenure Committee at Texas A&M University, Department of English, upon their request for information about how to evaluate digital work for promotion and tenure: 
- ¶ 2 **Evaluating Digital Scholarship:** 
- ¶ 3 The first thing to do in evaluating digital scholarship is to ask the scholar who has produced it to submit it, if at all possible, for peer review. There are several avenues for doing so. First, any electronic scholarly edition can be submitted to the MLA Scholarly Editions Committee for peer review, and junior faculty should be encouraged to do so. The kinds of editions that will pass peer review by the SCE could be very print-like, so the fact that a digital edition did not receive the SCE seal is not completely indicative of its value as research, about which I'll say more below. Another venue for peer-reviewing is NINES for nineteenth-century electronic scholarship. That NINES model is being expanded: my own [18thConnect peer-reviews eighteenth-century digital projects](#), and three other peer-reviewing organizations are coming into existence: MESA for medieval, REKn for Renaissance / Early Modern, and ModNets for Modernists. 
- ¶ 4 There are also digital journals. In its "[Statement on Publication in Scholarly Journals](#)," the MLA writes:   
*The electronic journal is a viable and credible mode of scholarly publication. When departments evaluate scholarly publications for purposes of hiring, reappointment, tenure, and promotion, the standing of an electronic journal should be judged according to the same criteria used for a print journal.*
- ¶ 5 If a digital journal has a peer-reviewing system and an illustrious editorial board of premier scholars, articles published in that digital journal should be valued as highly as those published in print journals, and language to that effect should be incorporated into departmental promotion and tenure guidelines. 



**Laura Mandell**

*Director, Initiative for Digital Humanities, Media, and Culture  
Professor, Department of English  
email: mandell-at-tamu-dot-edu*







## Real Academia Española - Corpus Diacrónico del Español (CORDE)

Consulta:			
Criterios de selección:			
Autor:		Obra:	
Cronológicos:	Medios:	Geográficos:	
	(Todos) Libros Periódicos Revistas Miscelánea Orales	(Todos) Argentina Bolivia Chile Colombia Costa Rica	
Temas:			
(Todos) 11.- Lírica 12.- Narrativa 121.- Breve 1211.- Relato breve tradicional 1212.- Relato breve culto			

Buscar Limpiar

[Consulta CREA](#) [Nómina de autores y obras](#) [Cómo citar el CORPUS](#) [Ayuda.](#)

### Concordancias (RAE)

Consulta:	<i>deflagración</i> , en todos los medios, en CREA
Resultado:	8 Casos en 7 Documentos.

### OBTENCIÓN DE EJEMPLOS

Recuperar	Concordancias.	Normal.	Clasificación:	<input type="text"/>
				<input type="text"/>
Agrupación:	<input type="text"/>	Marcas:	<input type="text"/>	<input type="text"/>

### Concordancias.

Pantalla: 1 de 1. [Ver párrafos](#)

#### Nº CONCORDANCIA

1 sigue latente en Perú. Sofía Miseslem. Una poderosa [deflagración](#) seguida de ráfagas de metrallera en la r  
 2 ntenario, el FBI confirmó oficialmente hoy que la [deflagración](#) fue provocada por un artefacto explosivo  
 3 gar. Johnson explicó que desde poco después de la [deflagración](#), y hasta las 10:00 hora local de hoy, se  
 4 rio se acumulan los explosivos requeridos para la [deflagración](#). La muerte de Gaitán es el detonante que  
 5 xtos autóctonos. Tentativas escénicas buscando la [deflagración](#) mágica de las fábulas indígenas también  
 6 rcano, hay lesiones de quemadura provocada por la [deflagración](#) de la pólvora y además puede haber ropa  
 7 s dos adjuntos fueron las primeras víctimas de la [deflagración](#) subterránea. Así acabaron, cucarachas qu  
 8 ín y se prendía la otra medida en el cargador: la [deflagración](#) provocaba el disparo; repetías esta acci

[Ir arriba](#) Pantalla: 1 de 1. [Ver párrafos](#)

Nueva consulta: [CREA](#) [CORDE](#) [Ayuda.](#)





El gru

Laura Fernán

Mie

A contin  
vigente.  
Grupo di  
en otros  
colabora

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Investigador principal de **Prolope**



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Investigador principal de **Prolope**



## 🐦 Luis Alberto Blecua Perdices

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alberto.blecua@uab.cat



Investigación

proyectos

el Grupo de  
n PROLOPE

e de Vega

ubicación



## 4. Recomendaciones

### 4.1. Recomendaciones generales

a. El reconocimiento del carácter intrínsecamente colaborativo de estos proyectos supone un replanteamiento natural del tradicional concepto de autoría que ha prevalecido hasta ahora. Sin menoscabo de la necesidad de una discusión teórica de más amplio alcance que excede el marco de estas recomendaciones, el reconocimiento de esta circunstancia debería implicar, de momento, dos cosas:

- que la evaluación de trabajos de autoría compartida no consista en dividir los puntos otorgados a dichos trabajos entre el número de autores, pues esto solo conduce a una clara desmotivación para asumir trabajos conjuntos. Hay que tener en cuenta que, en muchos casos, estos trabajos representan el resultado de un proceso intelectual y crítico compartido, sustancialmente interdisciplinar, que ha de asumirse como un todo unitario, cohesionado y coherente, y no como una suma de partes autónomas;
- que en la evaluación de los proyectos se tenga en cuenta y se reconozcan las diversas aportaciones que cada participante haya realizado según las distintas fases del proyecto (conceptualización, diseño, implementación tecnológica, desarrollo de contenidos, documentación digital, ejecución, etc.) Esto supone, complementariamente, que se ha de documentar adecuadamente la contribución de los participantes en cada una de las fases del proyecto.



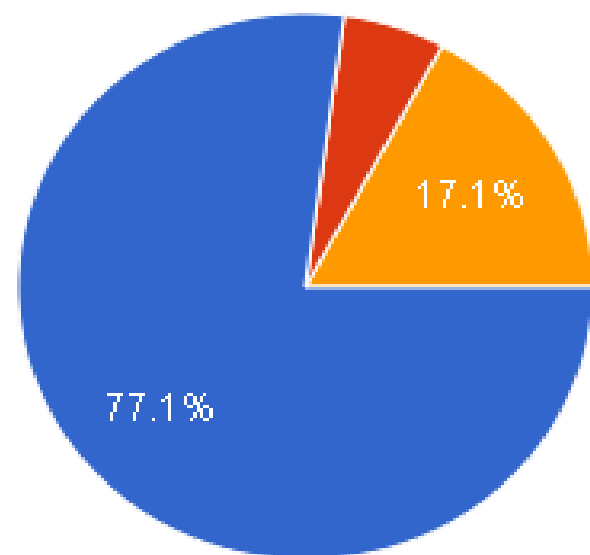
## FORMULARIO DE EVALUACIÓN PARA PROYECTOS DE HUMANIDADES DIGITALES

La RedHD pone a su disposición la herramienta de evaluación para proyectos digitales en Humanidades la cual consiste en 6 secciones y un total de 35 preguntas. Simplemente coloca el título del proyecto y su dirección URL y contesta las diferentes secciones. Cada sección ofrece información adicional y se puede ver pasando el cursor encima. También puedes consultar la [Guía de buenas prácticas y las preguntas en PDF](#). Una vez que hayas contestado todas las preguntas, oprime enviar y se generará una evaluación del proyecto basado en tus respuestas.

*This is the Spanish version. The English version of this tool is available at :  
<http://humanidadesdigitales.net/evaluacion/eng>*

## Ha participado en

35 responses



- Proyectos europeos
- Proyectos norteamericanos (EUU y Canadá)
- Proyectos latinoamericanos

# Collaboration

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- Attribution
- Recognition
- Credit
- Evaluation





# Open Medieval French

This initiative aims to create community around publishing and analyzing open, corrected, plain text versions of medieval French works.

📍 Abu Dhabi    ✉ openmedfr@gmail.com

- Maps
- Open documentation
- PIs and collaborators
- Metadata
- ORCID, CRediT
- Scoreboard

