



Open Scholarship Perspectives on Digital Pedagogy and Training— Introducing the ‘Training’ Research Scan, available open access via the Open Scholarship Press

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At a Glance / En un coup d’œil

Topic / Titre	Open Scholarship Press, Training Research Scan
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Summary

This post introduces the *Training research scan*, available open access [the Open Scholarship Press](#). The *Training* research scan focuses on identifying innovative training strategies and approaches that can improve digital literacy, information-seeking, and knowledge production for students, researchers, industry, and engaged members of the public

Introducing the ‘Training’ Research Scan, available open access via the Open Scholarship Press

This post introduces and overviews the *Training research scan* (El Khatib et al. 2023), available open access via [the Open Scholarship Press](#).

Embracing new media and digital technologies in higher education has caused a profound shift in training and pedagogy. The unprecedented access to education facilitated by the Internet has extended skills training and knowledge exchange beyond the confines of the university and lowered barriers for accessing education.

At the same time, today's digital economy requires additional training and skills to improve digital literacy, including the use of digital technologies for information-seeking and research purposes, as well as knowledge production and dissemination. These shifts pose several challenges for higher education, ranging from how digital training and pedagogy can be adopted in the classroom, curricula, and universities, to thinking about best practices for engaging and training active publics.

The *Training research scan* focuses on identifying the sorts of innovative training strategies and approaches that can improve digital literacy, information-seeking, and knowledge production for students, researchers, industry, and engaged members of the public. It does this a focus on resources within open scholarship, the digital humanities, and open educational resources.

The research scan consists of 100s of individual annotations grouped into two main sections: *Digital Humanities Pedagogy and Training* and *Open Resources*. An *analytical introduction*, written by Randa El Khatib, opens the scan and introduces the sections in more depth and detail.

Both sections, *Digital Humanities Pedagogy and Training* and *Open Resources*, share an essential principle: they are concerned with digital pedagogy and training in the context of open scholarship.

The remainder of this post offers a brief overview of each section and its subsections in the *Training* research scan.

Digital Humanities Pedagogy and Training

The first section—*Digital Humanities Pedagogy and Training*—addresses the theory, best practices, and challenges involved in digital pedagogy and training in the humanities. It also looks at the place of digital humanities pedagogy and training in university curricula and programs, as well as how they affect student labour.

This section is divided into the five following sub-sections:

- *Digital Pedagogy and Training Discourse, Theory, and Best Practices*
- *Practical Approaches to Digital Humanities Pedagogy and Training*
- *Digital Humanities Assignments, Curricula, and Programs*
- *Student Training and Labour in Digital Humanities*
- *Digital Humanities Training in Libraries*

Beyond the confines of a classroom, this section highlights the active involvement of libraries in digital humanities pedagogy and training, and addresses current practices for community engagement and training in digital skills and digital literacy.

Altogether, the first section brings together resources that explore issues related to teaching and learning within, about, and through the field of digital humanities.

Open Resources

The second section, *Open Resources*, looks at discourse and educational materials that align with the philosophy of open education. Open education “combines the traditions of knowledge sharing and creation with 21st century technology to create a vast pool of openly shared educational resources, while harnessing today’s collaborative spirit to develop educational approaches that are more responsive to learner’s needs” (Open Education Consortium n.d.)

This section is divided into three sub-sections:

- *Open Educational Principles and Practices*
- *Open Educational Resources (OERs)*
- *Massive Open Online Courses (MOOCs)*

Last Words

It is worth noting that the *Training research scan* came together at a time when most pedagogy and training became digital by necessity, as a result of a switch to e-learning and away from more traditional in-person environments during lockdowns, as well as consequent shifts to hybrid modes with the gradual reopening of institutions during the COVID-19 pandemic. During this time, teaching and learning have been occurring in virtual environments, accompanied by increasing scholarship studying the effects of digital technologies on teaching and the benefits and challenges they bring, with more scholarship surely to follow this sudden and drastic shift toward digital modes of pedagogy and training.

The *Training research scan*, along with its annotated bibliography, focused on English language resources and look primarily at discourse and practices in North America and Europe. Each entry follows a standard format to communicate the

overall thesis and purpose of the resource that can be read as a coherent document or by sections and categories.

While not an exhaustive review, the *Training* research scan provides a snapshot of the various conversations related to digital pedagogy and training under the umbrella of open scholarship, with a particular focus on the discourse happening in digital humanities and in relation to open resources in the context of open education.

Other Publications Available via the Open Scholarship Press

The Open Scholarship Press has published several research scans and collections that are openly available via [Wikibooks](#) including:

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- [Engaging Knowledge Diversity](#)
- [Engaging Platforms in Open Scholarship](#)
- [Foundational Observations: Open Scholarship Policy Observatory, 2017-2020](#)
- [Observations préliminaires : Observatoire des politiques d'Érudition ouverte, 2017-2020](#)
- [Extensions: Open Scholarship Policy Observatory, 2021-2024](#)
- [Extension : Observatoire des politiques d'Érudition ouverte, 2021-2024](#)
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