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

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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
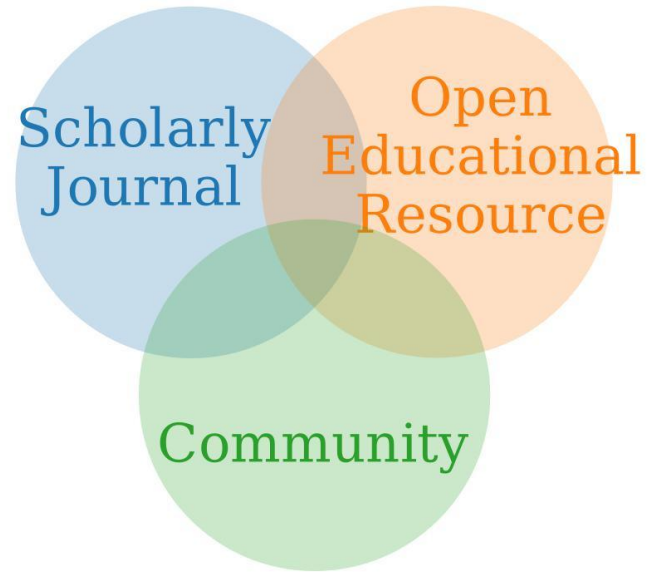
[P̂H]

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

2) 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
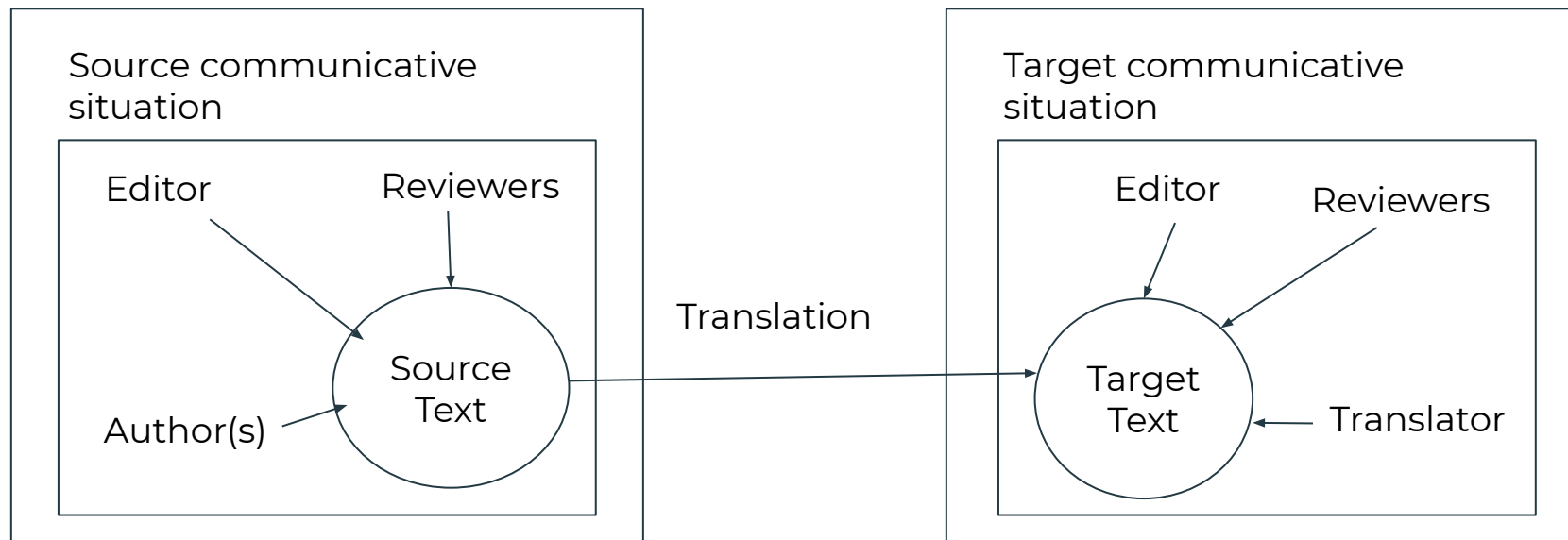
Spanish is diverse / El español es diverso

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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