

CHDS APRIL 2024 TESTIMONIALS

Participating in the Cultural Heritage Data School has deepened my understanding of digitizing cultural heritage.

The tour at Cambridge University Library introduced me to advanced imaging tools and techniques essential for capturing collections. This experience has inspired and motivated me to invest in sophisticated equipment to undertake similar digitization initiatives in the Philippines, thus enhancing our digital heritage preservation efforts.

The program also offered opportunities to engage in enriching discussions with peers and mentors. We shared insights on our respective projects and discussed the challenges and prospects for development within this field. I found the discussions on *Digital Archives and Communities in Crisis* and the workshop on *Human-Centred Scenario Design* to be particularly relevant as these sessions aligned closely with my work, which involves extensive collaboration with communities, reconstruction of lost heritage sites, and the use of immersive technologies to foster awareness of cultural heritage preservation.

I am immensely grateful for the full bursary and exceptional guidance provided by Cultural Heritage Data School. This experience has not only enhanced my professional skills but also enriched my personal commitment to contributing meaningfully to the field of digital humanities.

Gamy Domingo

CHDS participant, 3D artist and lecturer from Manila, Philippines

Participating in the Data School has been an incredibly enriching and enlightening experience. I have found it to be a thoroughly enjoyable experience and the learning environment of the Data School has been both supportive and encouraging, with guidance from leading experts in their fields. In addition, the new skills I've gained whilst on the course – such as programming with Python and R – have empowered me with both the confidence and the capability to apply new skills to my future projects independently.

It's been a joy to witness how emerging technology works first hand in both the Cultural Heritage Imaging Laboratory (CHIL) and the University Archives. Furthermore, one of my favourite parts of the Data School was the opportunity to meet and learn alongside other people from a wide variety of roles across the

Digital Humanities sector. It was interesting to see how the incredible skills we learnt at the Data School could be applied differently across a diverse range of projects and roles. I am personally extremely excited and eager to implement my new understanding of linked data into my research so that both my research experience and findings will be enhanced and more accessible.

Annie McCoid, CHDS participant

Being part of the Cultural Heritage Data School was a great opportunity to learn new technical tools and methodologies to apply in my work as a digital librarian. In the digital library of Bogotá, we've been trying to bridge the gap between technologies and communities through co-creative projects about citizen memories. Digital Humanities is a new area in Latin America that could be applied in the particular contexts of our countries.

In this program, I understood the importance of creating spaces to work with academia, the private sector, and the public sector to keep people's needs at the center of the projects. The importance of ethics, human-centered scenarios, and basic programming knowledge were this school's most important takeaways. People worldwide learned together and started a network of GLAM (Galleries, Libraries, Archives, and Museums) professionals with technical and critical perspectives about technologies and their use.

Alexánder Zambrano Salazar **CHDS participant and Digital Curator, Bogota's public libraries network**

Attending the Cambridge Digital Humanities' Cultural Heritage Data School was a remarkable experience. Coming from a background of pursuing a PhD in digital museum studies, I recognised the utmost significance of staying informed about the latest advancements in the GLAM (Galleries, Libraries, Archives, and Museums) sector in the digital age. The comprehensive software training schedule over the week proved highly beneficial, encompassing introductions to Python, R Studio, photogrammetry, and interactive discussions on data visualisation case studies. I have gained a wealth of knowledge not just from the course itself, but also from my diverse classmates hailing from many parts of the globe. They share similar interests and contribute their innovative initiatives, fostering engaging discussions and providing inspiration. During the tour of the library in Cambridge, we got the opportunity to witness the fascinating process of digitising old artefacts. Being able to gain insight into the behind-the-scenes operations was quite inspiring. I express my gratitude to the team at Cambridge

Digital Humanities for their exceptional housekeeping and guidance. I would greatly appreciate the opportunity to connect with CHDS again in the future!

Evelyn Zhennuo Song, CHDS participant

I run three different types of digital projects: digitising and analysing Victorian critical weeklies, creating VR for teaching English language and culture to speakers of English as a foreign language, and creating writing agents by fine-tuning LLM. However, this research versatility has been overshadowed by a feeling of being at a loss when teaching my students who are sceptical about studying ancient literature and other languages and societies.

The whole of the Data School's programme gave me ideas on how to relate my projects to teaching. Sessions on text mining with Python and sentiment analysis with R gave me practical guidance on how to further explore the textual data I have and share it with the class. Other hands-on sessions, such as data visualisation and photogrammetry and materiality, gave me great examples of how to make the course interesting to my students. The collaborative atmosphere between learners and with lecturers certainly showed where the future of education should lie in this challenging age of the LLM.

Above all, the opportunity to experience different approaches side by side has helped me to develop a perspective on 'cultural heritage data' as a common field where we, as humanists, should share concerns in terms of methodologies and theories. The idea of data as a cultural form and the call for critical use of digital tools and machine learning technologies were felt as principles throughout the School. I think this is what makes the school hosted by CDH special, and the whole idea would help me a lot in creating digital humanities courses and camps, as well as in carrying out my projects.

Misun Yun, CHDS participant
