Matariki Digital Humanities Colloquium: Research and the Curriculum
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The digital realm has greatly advanced international connections. It has also opened up new opportunities and new questions for scholarship. This is apparent in all fields, but perhaps nowhere more so than in the humanities. When the scholarship of the human condition embraces digital technologies, how is that human activity itself altered? Or, moving from the philosophical to the practical, what research possibilities are arising for humanities scholars in our digital world?

These themes of internationalization and digital humanities converged this fall at the *Matariki Digital Humanities Colloquium: Research and the Curriculum,* hosted by Queen's University on behalf of the Matariki Network of Universities (MNU).

Representatives from six of the seven Matariki partners came together to explore digital scholarship in the humanities at the colloquium held at Queen's on October 24 and 25, 2016. As well as representing their institutions, the participants also reflected a cross-section of roles, including senior research administrators, faculty, librarians, educational technologists, post-doctoral fellows and graduate students.

The colloquium topics were wide-ranging (see matariki-digital.library.queensu.ca/agenda/). The digital humanities curriculum was a major focus, from undergraduate courses to a broadly scoped certificate spanning object-based as well as text-based disciplines. Research topics included: development of a tool for tracking, quantifying, and visualizing individual contributions to the research narratives of large, collaborative projects; digital recording, analysis and presentation techniques in archaeology; an online documentary project enabling international audiences access to a space that is physically or psychologically inaccessible; the archaeometric analysis of a set of Greek and Roman coins and a related database that is making the collection available to the world. The intersection of research and learning was evident in multiple presentations, from the classroom use of digital corpora for engaged learning activities, to the ethical and methodological differences between digital learning and embodied learning.

Thinking at an institutional level, we discussed the development of a coordinated digital humanities presence at a university and the importance of considering the particular strengths of that organization and the kinds of resources available. We looked at the library's collaborative role in digital humanities and research dissemination. We also discussed how emerging data and digital infrastructures must be sustainably managed for use not only in the context within which they were developed but also for other researchers and users outside the academy.

In summing up, participants observed that "digital humanities" is being expressed differently in different academic environments and institutions. Some of the speakers noted that they don't identify as digital humanities scholars. Others speculated about the dangers of definitions that set boundaries and the importance of encouraging experimentation. We considered the benefits of discussing these matters across our international boundaries and the principle of openness. For a full summary of this final session of the colloquium, see http://matariki-digital.library.queensu.ca/posters/final-session-roundtable-discussion/.

Participants agreed to explore the possibility of developing a joint course in digital humanities research methodologies, an initiative that would draw upon the distinct expertise of each institution and provide an international perspective.