

**EDITORIAL: DIGITAL HUMANITIES AND MEDIEVAL STUDIES****SVMMA Editorial Board**e-mail: [revistasvmma.ircvm@ub.edu](mailto:revistasvmma.ircvm@ub.edu)doi: [10.1344/Svmma2018.12.9](https://doi.org/10.1344/Svmma2018.12.9)

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Talking about Digital Humanities is opening a door to an exciting, vast, and even unsettling world. For those of us who wrote our first articles with a typewriter and ventured to use the computer to write our doctoral thesis, the digital world has always been both a challenge and a source of reflection on the changes that have gradually crept up on our way of doing things.

Perhaps because of the marked intellectual nature of our work, we have been able to ponder the new possibilities arising, often at a dizzying pace, and have been incorporating digital technology into teaching, research, and dissemination by sheer force of will and courage. Along the way we have seen colleagues who have not found it easy to enter the digital world and who, with great effort, have overcome fears and difficulties. Others have never fully adapted and have looked at technological innovations with dismay, mistrust, and even resistance.

Right now there is no area of our professional environment that is not strongly digitalized and we have all adapted to applications, apps, websites, tweets, and other virtual spaces through which we communicate and learn. Contrary to what it might seem, this whole digitalization process has not reduced our workload, which, on the contrary, has multiplied and above all become frantic.

The youngest, who are progressively entering the world of research and teaching in the humanities, have always lived in a digital environment, are born digital and have reflected little or not at all on this reality. Their digital skills are conditioned by the use they have made of these resources in their daily lives. The possibility of establishing immediate contact has allowed them to live their lives without planning and they find it natural not to know how to go from one place to another if they do not have the support of mapping tools accessible from mobile devices.

Some have claimed the existence of a digital divide between generations, but there are many of us who are in the middle, bridging this gap. And here lies our whole point, since there is nothing more stimulating than the generational exchange of experiences. Today, unlike twenty years ago, young people have a lot to contribute in terms of digital resources applied to teaching, research, and dissemination.

In this sense, the Institute for Research on Medieval Cultures is a good example of generational integration and of actions that can be framed within what we call Digital Humanities. We have generalized the use of digital tools for research, digitizing texts, using photogrammetry, 3D reconstructions, and GIS applications; for teaching, with the creation of MOOCs, the implementation of digital portfolios, and chats; and also for dissemination, with the publication of our journal in an exclusively digital format, the generalization of specialized websites, the participation in dissemination blogs, and in initiatives based on digital media and aimed at tourism.

This has been made possible by the open communication between the older and younger members of the IRCVM, in particular the student association ARDIT. We seniors can offer and pass on our expertise, knowledge, and reflections to junior scholars who can provide us with new tools, new formats, and new actions. The combination of these two realities can result in research approaches that were absolutely unthinkable a few years ago, interactive learning environments capable of transferring high-quality knowledge, and far-reaching formats for disseminating our work. In fact, many of us are already doing this and the results are spectacular, as long as we understand that digitalization should not be synonymous with low quality standards. Digital tools are just that, tools, and the use we make of them and the benefits we get from them depend on us.

Synthesis, integration, a profound articulation of analogue and digital, of book and image, of reflection and immediacy, this is the direction we propose to advance in the humanities, researching, training, and offering the results to the community. The potential is immense and we are determined to pursue the digitalization of Medieval Studies without compromising on the highest standard of quality.