



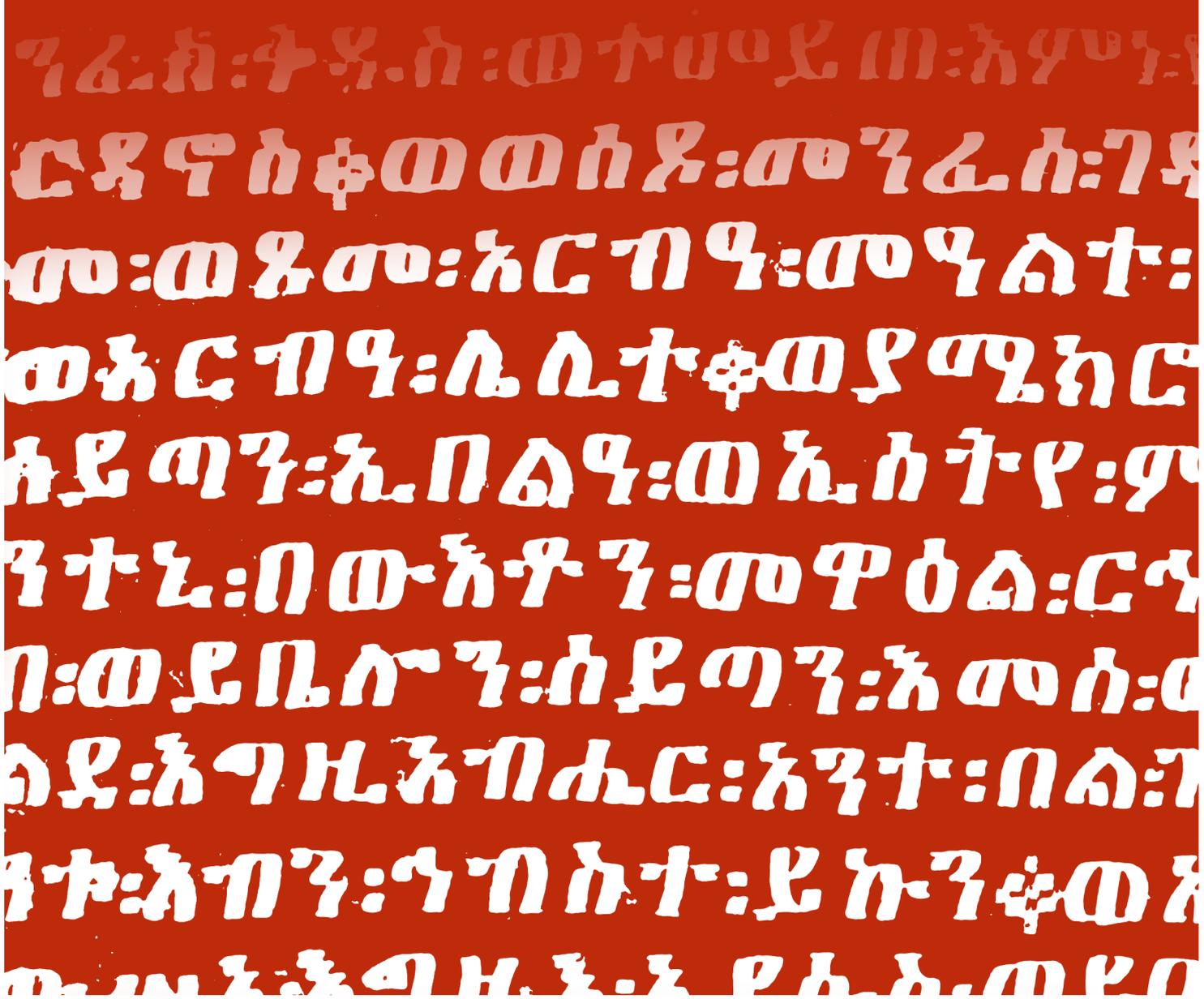
ENCODE

BRIDGING THE <GAP> IN ANCIENT WRITING CULTURES
ENHANCE COMPETENCES IN THE DIGITAL ERA

Hands-on Workshops.

ENCODE report on digital competences,
learning outcomes and best practices in
teaching and learning.

Executive Summary



Participants Feedback on Digital Competences, Learning Outcomes and Teaching and Learning Strategies

The report presents the results of the feedback and competence questionnaires distributed during workshops/training activities organized by ENCODE or associated partners. These results are useful to identify eventual learning needs, measure the improvement in digital competences and design teaching materials and programmes of next training events. The present analysis is based on data collected by the following events (in chronological order):

- the “Epigrafia digitale e EpiDoc Epigrafia greca” Workshop, held by A. Bencivenni and I. Vagionakis within the Greek Epigraphy Class of the MA in Classics/Ancient History/Archaeology of the University of Bologna (October, 12th-14th, 2020)
- the “ENCODE Greek and Latin Epigraphy Workshop”, organized by the Department of History and Cultures of the University of Bologna, part of the first Multiplier Event of the ENCODE Project (January, 26th-29th, 2021)¹
- the “EpiDoc Workshop London/Bologna”, organized by G. Bodard (Institute of Classical Studies, University of London) and I. Vagionakis (Department of History and Cultures, University of Bologna), held on April, 12th-16th, 2021²
- the “Edizioni digitali di testi sanscriti: introduzione a xml e tei” Workshop, organized by G. Buriola, M. Franceschini, I. Vagionakis (Department of History and Cultures, University of Bologna), held on April, 26th-29th, 2021³
- the “Linked Open Data for Written Artefacts Intensive Training”, organized by the Hiob Ludolf Centre for Ethiopian Studies of the University of Hamburg, part of the second Multiplier Event of the ENCODE project (May, 26th-28th, 2021)⁴
- the “Training Workshop Multilingual and Multicultural Digital Infrastructures for Ancient Written Artefacts”, organized by the Department of Ancient History of the Katholieke Universiteit Leuven, part of the third Multiplier Event (November, 3rd-5th, 2021)⁵
- the “ENCODE Winter School Papyrology for non-specialists” organized by the Institut für klassische Philologie of the Julius-Maximilians-Universität of Würzburg, part of the fourth Multiplier Event (February, 14th-17th, 2022)⁶

Due to the outbreak of the pandemics, most of these events have been taken place online. The organizers identified several advantages compared to a face-to-face format: the

¹ <https://site.unibo.it/encode/en/agenda/epidoc-workshop>

² <https://ics.sas.ac.uk/events/event/23877>

³ <https://corsi.unibo.it/magistrale/ScienzeStoricheOrientalistiche/bacheca/workshop-edizioni-digitali-di-testi-sanscriti-introduzione-a-xml-e-tei>

⁴ <https://site.unibo.it/encode/en/agenda/lod-may-2021>

⁵ <https://site.unibo.it/encode/en/agenda/leuven-workshop>

⁶ <https://site.unibo.it/encode/en/agenda/papyrology-for-non-specialists-encode-winter-school-wurzburg-14-17-february-2022>

participation of students from all over Europe and other continents has significantly increased, fostering intercultural dialogue. Furthermore, the organization of online events has greatly simplified the bureaucracy. However, it has been observed, that the online format minimizes the social and convivial moments characteristic of face-to-face events. Another negative aspect highlighted by feedback questionnaires filled out by trainees concerns too many consecutive screen hours: a possible solution to this problem has been experimented in the EpiDoc Workshop London/Bologna, which alternated asynchronous and individual moments of learning and training with synchronous sessions for discussion of problems and solution of exercises in dialogue with trainers. A constant need expressed by many participants, only partly due to the online format, is more practical training with exercises carried out under the supervision of trainers. Despite this claim, the results of the feedback questionnaires show the great success of these events: the majority of participants are highly satisfied and are willing to attend other similar intensive programmes in order to continue acquiring digital competences. Moreover, they seem to be aware of the expendability of these competences in the job market and are able to detect further learning needs in the digital field.

Interesting data can also be inferred by competence questionnaires: if the acquisition of digital competences is included in the learning outcomes of the workshops and is certified by the results of the self-assessment, is more surprising to register remarkable progress in the humanistic competences. Among the humanistic competences for which an significant increase in level has been observed are dimensions 2.2 (Source Retrieval) and 2.3 (Source Analysis) of CALOHEE, among the digital competences sub-areas 1.1 (Browsing, Searching and Filtering), 1.2 (Evaluating Data and Information), 1.3 (Managing Data, Information and Digital Content), 2.3 (Collaborating through Digital Technologies), 3.2 (Integrating and Re-elaboration Digital Content), 5.3 (Creatively using Digital Technologies). It is precisely from these results that Universities started to design courses that integrate the traditional teaching in Epigraphy, Papyrology, Palaeography, Archaeology, Cultural Heritage and digital teaching, traditionally deferred to a later stage. An example of this combined teaching is the Epigrafia Digitale Workshop, an intensive programme in XML-TEI and EpiDoc held during a MA class in Greek Epigraphy at the University of Bologna, which met the enthusiastic reactions of participants⁷.

⁷ <https://www.unibo.it/en/teaching/course-unit-catalogue/course-unit/2020/392537>.