



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

Executive summary

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## **Report on Digital Competences, Learning Outcomes and Best Practices in Teaching and Learning**

The report presents the results of the international online survey on *Digital competences, learning outcomes and best practices in teaching and learning* conducted as part of the ENCODE project (IO1) in July 2021 under the responsibility of the University of Würzburg. This version of the report (1.0) takes into account online survey respondents up to September 2021. The survey has been conducted by distributing a questionnaire among teachers and students of digital workshops in the field of Ancient Written Cultures and aims at discussing examples of good learning and training practices in order to provide ideas for future training modules and activities, which will be produced within the project<sup>1</sup>.

The structure of the questionnaire consists of 22 questions with a distinction between teachers and students: respondents can evaluate one training activity at a time. In order to collect statistical data, questions are most of the time closed-ended, but respondents can choose more than one option. Teachers and participants are asked to provide information about the organisation of the course (e.g. duration, course format), the course content (e.g. academic areas, subjects, teaching materials), their own motivation and affiliation (e.g. country of origin, place of work, own scientific field), the participants initial level regarding the digital contents and the courses outcomes (e.g. level of digital competences achieved by the participants, further course interests, possible improvements). Furthermore, teachers should provide information about the frequency of course delivery, 'non-digital' course requirements, areas and levels of future courses for which there is a particular need, reusable teaching materials and the knowledge of the European frameworks CALOHEE and DigComp 2.1. On the other hand, course participants are asked to provide information about how they found out about the course, what skills they have acquired and already used in their academic practice and whether they would recommend the course to peers. Incoming and outgoing level of digital and non-digital competences have been designed according to two international Frameworks, CALOHEE for humanistic competences and DigComp 2.1 for digital competences. In particular, digital contents offered by the courses have been grouped and associated to four areas (and corresponding sub-areas) of DigComp 2.1, in order to create a certain correspondence to the international framework and at the same

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<sup>1</sup> <https://docs.google.com/forms/d/e/1FAIpQLSf4k0du6YUm54uln4sQySfrReSMg8e0dvl-1Sp4e9TQBwqobw/viewform>

time to simplify its complex matrix (the proficiency levels have also been simplified from eight to four).

By September 2021, 39 respondents had completed the questionnaire (36 teachers, 3 students) and have evaluated several courses<sup>2</sup>. Due to the limited number of respondents, it is difficult to draw firm conclusions: distributing the questionnaire again will hopefully allow to collect more data and broaden the survey. However, some interesting results can be deduced from the available data that can guide us to outline good practices in teaching and learning of digital competences in the field of Ancient Written Cultures. All participants would recommend the courses without hesitation and no one considers the courses to be too long. On the other hand, teachers would appreciate more time and express the need for more digital training, which is reflected in the significant number of regular courses embedded in academic training. Suggestions about possible improvements relate mainly to the format of courses: due to the outbreak of the pandemics in the two last years, training activities have mostly been conducted through videoconferencing. According to teachers, it would be important to put more emphasis on integrating face-to-face components (blended learning) or, alternatively, to use asynchronous elements: a good teaching and learning practice has especially been identified in the use of synchronous and asynchronous moments during the EpiDoc Workshop London/Bologna (April 2021). On the other hand, a need expressed both by teachers and course participants is to provide more practical exercises and a greater interaction between trainers and trainees. A high percentage of teachers and course participants appreciated the fact that teaching materials have been made available before the course and have been effectively used during the training: particularly appreciated are the slides and guidelines provided by the EpiDoc Community, as well as the video tutorials of the EpiDoc Workshop London/Bologna. Precisely on this trail, more materials will be developed and made available for training activities as part of the collaborative work of the ENCODE Project (IO2-3). Most courses require so far little or no knowledge of digital content: however, both teachers and participants seem to have a special interest in attending courses with a higher starting level leading to a more advanced final level: in particular, participants show equal interest in all digital contents, whereas teachers are more

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<sup>2</sup> SynoikisisDC, EpiDoc Workshops, ENCODE, Epigraphy.info, Hiob Ludolf Centre Summer School in Ethiopian and Eritrean Manuscript Studies, Parma Digital Papyrology, Encoding Inscriptions, Papyri, Coins & Seals (Cologne 2017), SummerCamp 2020 of the VeDPH.

interested in acquiring competences in Programming languages (for which they expressed a particular teaching need), Markup languages and Data formats.