

## ENCODE Winter School “Papyrology for non-specialists”

Würzburg, February 14th-17<sup>th</sup>, 2022

The ENCODE Winter School had a twofold goal: it was aimed both at non-specialists seeking a first introduction to papyrology and at papyrologists teaching papyrology to students of other subjects. A range of methods were presented and put into practice to make Greek and Latin papyri accessible to non-specialists, with an emphasis on digital tools and resources. In this way, newcomers obtained an introduction and an opportunity to meet papyrologists, and fellow papyrologists were provided with new ideas and digital teaching methods.

### CONTENT OF THE WORKSHOP

- A digital start with papyrology
- Digital editions of papyri
- Introduction to Herculaneum papyri
- Digital approaches to Juristic Papyrology
- Approaching papyri from different angles: content, materiality and history
- Digital editions of Herculaneum papyri
- A papyrological Wiki
- Unveiling submerged culture in papyri
- Create your own textbook from TEI EpiDoc I
- Designing digital resources for papyrus collections
- Create your own textbook from TEI EpiDoc II
- Finalising and presenting results

#### *Special focus lectures:*

- Between digital and non-digital critical editions. (Massimo Magnani, Parma)
- Transcribing papyri: Ancient lives and the future. (Isabelle Marthot, Basel)
- The crowd of digital sources. Thoughts on sustainability and access. (Federico Aurora & Andrea Gasparini, Oslo)
- Community (rather than crowd) sourcing and collaboration for ancient sources. Challenges and solutions. (Pietro Liuzzo, Hamburg)

### LEARNING OUTCOMES

At the end of the winter school “Papyrology for non-specialists” trainees:

- were introduced to the material, history and content of papyri;
- have learned different digital approaches to papyrology, including Juristic and Herculaneum Papyrology;



- are able to use digital teaching and learning methods as well as digital tools and resources on papyrology;
- have direct experience of the text-editing, management and editorial workflow tool of the Papyri.info platform, allowing community contribution to and emendation of the corpus of documentary papyrology, notably via the tags-free Leiden+ editing interface and have directly contributed with the digital publication of some traditional editions;
- can create and manage XML files; can use the EpiDoc Guidelines and Tools for encoding (conversion of human-readable information into machine-readable information, e.g. in the form of XML) scholarly and educational editions of Ancient Written Artefacts with special emphasis on multilingual and multicultural contexts; have knowledge of the main XML Publishing tools;
- can participate effectively in an interdisciplinary group, interacting and collaborating in a digital environment, taking part in ongoing projects (Papyri.info) also through the use of the GitHub platform for version control and collaboration.

## COMPETENCES

The workshop has been organised taking into account the Digital Competence Framework for Citizens (DigComp.2.1: <http://europa.eu/!Yg77Dh>) and, more specifically, aimed at providing training in the following areas and levels:

### Competence area 1: Information and data literacy

- 1.2 EVALUATING DATA AND INFORMATION: can critically assess sources of metadata and digital editions of ancient text, related information and digital content. (DigComp2.1: 1.2 level 2/3).
- 1.3 MANAGING DATA, INFORMATION AND DIGITAL CONTENT: can manage file formats, folders structure, decompress zipped files, adapt the management of information, data and content for the most appropriate easy retrieval and storage (e.g. can easily locate and organize downloaded files, decompressed zipped files, attachments), can manage xml files and is aware of digital platforms and tools for managing digital publication (Oxygen), use of digital platforms for managing digital publication (Papyri.info) and adapt information about ancient documents to be organised and processed in the most appropriate structured environment. (DigComp2.1: 1.3 level 2/3).

### Competence area 2: Communication and collaboration

- 2.4 COLLABORATING THROUGH DIGITAL TECHNOLOGIES: can use digital tools and technologies for collaborative processes and for co-construction and co-creation of data, resources and knowledge (e.g. online editing through wiki, cloud, conceive and apply agreed rules in complex projects). (DigComp2.1: 2.4 level 2/3).

### Competence area 3: Digital content creation

- 3.1 DEVELOPING DIGITAL CONTENT: can create and edit digital content in different formats, to express oneself through digital means (e.g. apply ways to create and edit a digital papyrological edition through Leiden+ and TEI-xml). (DigComp2.1: 3.1 level 2/3).





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- 3.2 INTEGRATING AND RE-ELABORATING DIGITAL CONTENT: can modify, refine, improve and integrate information and content into an existing body of knowledge to create new, original and relevant content and knowledge. (DigComp2.1: 3.2 level 2/3).
- 3.4 PROGRAMMING: can plan and develop a sequence of understandable instructions for a computer to solve a given problem or perform a specific task. (DigComp2.1: 3.4 level 2/3).

## ENTRY REQUIREMENTS

According to the Calohee competence framework (<https://www.calohee.eu/>) trainees were required to show at entrance a level 7 of the Humanistic competences with special reference to the following sub-dimensions:

- **Dim 1 - Human beings - cultures and societies**
- 1.5 INTERCULTURAL ENCOUNTERS:
  - Know how to analyse and integrate different dimensions (e.g. social, economic, religious, political) in cultural encounters via comparison and connections of case studies
  - Being able to organize effective collaboration in a multicultural context.
  - Utilise knowledge and experience in order to promote understanding and respect for individuals and groups in their personal, cultural, economic, political and social dimensions, demonstrating both critical appraisal and skills of cultural mediation.
- **Dim 2 - Text and context**
- 2.1 SOURCE IDENTIFICATION: IDENTIFY RELEVANT HISTORICAL DATA/PROBLEMS, PEOPLE, PLACES.
  - Know the use of ancient documents as historical sources.
  - Define and describe the different types of texts in relation with the support and identify relevant research areas/problems they may contribute.
  - Know how to find relevant information for interpreting ancient documents and relating them to the main problems and themes of papyrology.
- 2.2 SOURCE RETRIEVAL - METADATA CATALOGUING PRACTICES.
  - Can read a lemma and understand catalogue information about origin, provenance, editions, analysis of material support, present location, of documents; can retrieve editions, origin, provenance, conservation history through the main paper-based and digital corpora, reference tools and digital infrastructures related to Greek and Latin papyrology and /or other ancient documents related sciences.
  - Can use independently and critically inventories, catalogues, electronic resources to locate and evaluate needed data and source material and organize them to address research problems.
- 2.3 SOURCE ANALYSIS - TRANSCRIPTION, CRITICAL EDITION, AND INTERPRETATION.
  - Know and are able to apply linguistic, palaeographical and editorial skills to date, decipher transcribe and edit a document.





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- Can apply source critique to group of sources according to the concept of ancient archive, dossier and can locate meaningful parallels for interpreting different problems.
- Can analyse different aspects of an original papyrus and identify the relevance of the document for specific research questions.
- 2.4 CONTEXTUALIZATION OF SOURCE PRODUCTION AND TRANSMISSION – PRESERVATION HISTORY / HISTORICAL CONTEXT.
  - Understand and can identify the different contexts (institutional, archaeological, museological etc.) that may have determined the formation and preservation of the ancient documents.
  - Handle metadata with relevant information about the history of the document including context of production and history of finding and preservation.
  - Can organize data about the different contexts (institutional, archaeological, museological etc.) which have determined the formation and preservation of the Greek and Latin papyri (and /or other kind of ancient documents) and use them towards a research project.
- **Dim. 4 Interdisciplinarity**
  - Understand the relations among different fields of study (papyrology, epigraphy, philology, archaeology, linguistics), methods and tools of the digital domain and approach problems from different points of view.
  - Being aware of methods of different areas of research with ancient documents and of critical and methodological skills involved (philology, history, archaeology).
  - Can utilise the information obtained using different method(s) from related sciences and present a coherent and relevant analysis to specialist and non-specialist audiences.
  - Participate effectively in an interdisciplinary group helping to coordinate and deploy knowledge and insights from different fields.
- **Dim. 5 Communication**
  - Demonstrate a reading knowledge of Greek and Latin or other ancient languages and specificities of use of the language in documents of different nature.
  - Being able to read editions and commentaries in a second or more modern language(s).
  - Can identify problems or interpretations debated in source edition and interpretation for which one's research can offer useful evidence and insight.
  - Can compare and connect different solutions to the same problem.
- **Dim. 6 Initiative and creativity**
  - Understand the dialogic nature of the humanities within scientific and public debate, approach issues with critical awareness, think in scientific terms and pose problems.
- **Dim. 7 Professional development**
  - Understand how historical research or debates have affected societies in different times and keep up to date about current developments in historical research and debates.

