

## **ENCODE DIGITAL GREEK AND LATIN EPIGRAPHY WORKSHOP BOLOGNA JANUARY 25-29 2021**

The Digital Greek and Latin Epigraphy Workshop selected a qualified group of 25 participants over 77 applications from 49 different institutions in 17 countries, and was held in 9 training sessions (3 contact hours each, including the conference) with the contribution of 9 trainers.

Objective of the workshop was the training in digital editorial languages tools and practices for students and graduates with experience in the use of ancient Greek and Roman Inscriptions and Papyri.

### **CONTENT OF THE WORKSHOP**

- Epigraphic Database Roma / EAGLE
- Introduction to EpiDoc, TEI and XML
- XML Rules and Semantic Markup
- Introduction to Oxygen XML Editor
- The EpiDoc Guidelines (Text transcription; abbreviations and symbols; text lacunae; Verse; indexing; word, name, place markup; certainty and precision)
- Structure Cheatsheet: Descriptive and Historical Data
- Eagle Vocabularies
- Transforming XML files with Oxygen
- Online XML Publishing Tools
- EpiDoc Front-End Services (EFES)
- EpiDoc and Markup of Papyrological Documents. Leiden + and Papyri.info = Papyri.info; Leiden+, Leiden+ Help
- Markup list and Training materials

#### *Special focus lectures:*

- EpiDoc and epigraphic training in the era of remote and asynchronous teaching
- Digital Epigraphy and its Educational Potential
- Exploring the American Epigraphic Collection: The U.S. Epigraphy Project and Digital Training in EpiDoc
- Towards a Shared Definition of Needed Digital Competences of Graduate Students in the Programmes Focusing on Written Cultural Heritage
- The International Standards for Digitization of Epigraphic Squeezes. The Experience of Venice Squeeze Project
- Encoding Inscriptions in languages of Ancient Italy. The Experience of the Project Lingue e Culture dell'Italia Antica

### **LEARNING OUTCOMES**

At the end of the Digital Greek and Latin Epigraphy Workshop trainees:





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- understand the relevance of training in digital encoding of ancient documents and can identify the basic principles of some major digital infrastructures and corpora of ancient documents (EDR, Papyri.info);
- can set up and update a traditional edition of an epigraphic text into the digital infrastructure of the Epigraphic Database Roma;
- know the main features of the XML language and understand the relevance of a semantic markup and of the Text Encoding Initiative standards/conventions;
- 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 documents;
- can create and manage XML files and are aware of digital platforms for managing digital publication (EFES), can adapt information about ancient documents to be organised and processed in the most appropriate structured environment;
- 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;
- know some major projects using EpiDoc for digitization of ancient documents;
- can participate effectively in an interdisciplinary group, interacting and collaborating in a digital environment helping to coordinate and deploy knowledge and insights from different fields.

## COMPETENCES

The workshop has been organized taking into account the Digital Competence Framework for Citizens (DigiComp.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

- can use independently and critically digital corpora and can evaluate and adapt and vary searching strategies to find the most appropriate data, information and content in digital corpora and databases, can guide others in browsing, searching and filtering data, information and digital content (DigiComp2.1: 1.1 level 6).
- can critically assess sources of metadata and digital editions of ancient text, related information and digital content and relating them to the main problems and themes of epigraphy and /or papyrology (or other specific disciplines) (DigiComp2.1 / 1.2 level 6).
- can adapt the management of information, data and content for the most appropriate easy retrieval and storage. Can manage xml files (through editors like Oxygen; Atom). Use of digital platforms for managing digital publication (EFES) adapt information about ancient documents to be organised and processed in the most appropriate structured environment (DigiComp2.1 / 1.3 level 5/6).





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## Competence area 2: Communication and collaboration

- can interact through a variety of digital technologies and understand appropriate digital communication means for a given context (DigiComp2.1 / 2.1 level 4/5).
- can share data, information and digital content with others through appropriate digital technologies. Know about referencing and attribution practices (DigiComp2.1 / 2.2 level 4/5).
- 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 Google drive, cloud, wiki, conceive and apply agreed rules in complex projects) (DigiComp2.1 / 2.4 level 5/6).
- are aware of behavioural norms and know-how while using digital technologies and interacting in digital environments. To adapt communication strategies to the specific audience and to be aware of cultural and generational diversity in digital environments. (DigiComp2.1/2.5 level 5).

## Competence area 3: Digital content creation

- 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 edition through XML language) (DigiComp2.1/3.1 level 5/6).
- Can modify, refine, improve and integrate information and content into an existing body of knowledge to create new, original and relevant content and knowledge (DigiComp2.1/3.2 level 5/6).
- Are aware of copyright about ancient documents (photographs, museum rights, printed and digital editions), different kinds of online copyright and data protection (Creative Commons, OpenAccess, Linked Open Data) (DigiComp2.1/3.4 level 5/6).
- can plan and develop a sequence of understandable instructions for a computer to solve a given problem or perform a specific task (e.g. give instruction through XML for searching XML database dnd and XPath and XSLT for transforming XML files) (DigiComp2.1/3.4 level 4/5).

## Competence area 5: Problem solving

- Can identify technical problems when operating devices and using digital environments, and to solve them (from trouble-shooting to solving more complex problems). e.g. be able to use Epidoc Guidelines, Forum, Blogs for problem solutions. ) (DigiComp2.1/5.1 level 4/5).
- Can assess needs and identify, evaluate, select and use digital tools and possible technological responses and to solve them. Can compare and connect different solutions to the same problem To adjust and customise digital environments to personal needs (e.g. accessibility). Are able to design a project based on EpiDoc and EFES, adjust EFES to project needs. Can improve relations among different fields of study (epigraphy, philology, archaeology, linguistics), methods and tools of the digital domain (DigiComp2.1/5.2 level 4/5).
- Can use digital tools and technologies to create knowledge and to innovate processes and products. To engage individually and collectively in cognitive processing to understand and resolve conceptual problems and problem situations in digital environments (DigiComp2.1/5.3 level 4/5).
- Can understand where one's own digital competence needs to be improved or updated. To be able to support others with their digital competence development. To seek opportunities for self-development (DigiComp2.1/5.4 level 4/5).



## 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 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 epigraphy and /or papyrology (or other specific disciplines).
- 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 Roman epigraphy and 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, paleographical and editorial skills to date, decipher transcribe and edit a document.
  - Can apply source critique to a 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 inscription or 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 Roman inscriptions and papyri (and /or other kinds of ancient documents) and use them towards a research project.
- **DIM. 4: INTERDISCIPLINARITY**





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- Understand relations among different fields of study (epigraphy, philology, archaeology, linguistics), methods and tools of the digital domain.
  - Approach problems from different points of view.
  - Are aware of methods of different areas of research with ancient documents and of critical and methodological skills involved (philology, linguistics, 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**
    - Understand the dialogic nature of the humanities within scientific and public debate: approach issues with critical awareness; think in scientific terms; pose problems.
    - Linguistic abilities: demonstrate a reading knowledge of Greek and Latin or other ancient languages and specificities of use of the language in documents of different nature.
    - Are 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; pose problems.

