

ENCODE Training workshop Multilingual and Multicultural Digital Infrastructures for Ancient Written Artefacts

November 2nd - 5th, 2021

Objective of the workshop is the training in multilingual and multicultural digital infrastructures for ancient written artefacts and in digital editorial languages tools and practices needed for students and graduates with experience in the use of different kind of ancient documents.

CONTENT OF THE WORKSHOP

- Tools of the Trismegistos Platform
- Papyri.info; Leiden+, Leiden+ Help
- XML Rules and Semantic Markup
- Introduction to TEI and ODD
- Atom XML Editor
- How to encode in EpiDoc and Beta maṣāḥaft (Guidelines, Schema, Resources, Training Materials)
- Online XML Publishing Tools (EFES, TEI-Publisher, Oxygen XML Editor project)
- How to use GitHub
- Tools for teaching and learning ancient languages through textual corpora

Special focus lectures:

- An overview of Multilingual & Multicultural Digital Infrastructures for Ancient Written Artefacts
- The Trismegistos platform: from database of Graeco-Roman Egypt to an interdisciplinary portal of the Ancient World
- The MPIWG Library Digital Infrastructure + RISE and SHINE: an APIbased Infrastructure for Multilingual Textual Resources
- Papyri.info: Accomplishments and Challenges
- CapiTainS: How the Formulae - Litterae - Chartae Project uses the CapiTainS suite to publish its data
- Conclusion on issues and challenges of maintaining digital infrastructures

LEARNING OUTCOMES

At the end of the Training Workshop Multilingual and Multicultural Digital Infrastructures for Ancient Written Artefacts trainees:

- are able to use some major multicultural and multilingual digital infrastructures and corpora of different kind of ancient documents (Trismegistos, Papyri.info) and specifically focused on learning ancient languages (Pedalion and CEIPoM)
- 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 Beta maṣāḥəft and 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 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 to ongoing projects (Papyri.info, Beta maṣāḥəft) also through the use of the GitHub platform for version control and collaboration.

COMPETENCES

The workshop has been organized 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

- 1.1 BROWSING, SEARCHING AND FILTERING: can use independently and critically multilingual 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 (DigComp2.1: 1.1 level 6).
- 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 4/5).
- 1.3 MANAGING DATA, INFORMATION AND DIGITAL CONTENT: will be aware of the problems connected with the management of information related to multicultural contexts, data and content for the most appropriate easy retrieval and storage. Can manage xml files (through editors like Atom) and is aware of digital platforms and tools for managing digital publication (EFES, TEI-Publisher, Oxygen XML Editor project) (DigComp2.1 / 1.3 level 4/5).

Competence area 2: Communication and collaboration

- 2.1 INTERACTING THROUGH DIGITAL TECHNOLOGIES: can interact through a variety of digital technologies and understand appropriate digital communication means for a given multicultural context (DigComp2.1 / 2.1 level 4/5).
- 2.2 SHARING THROUGH DIGITAL TECHNOLOGIES: can share data, information and digital content with others through appropriate digital technologies. Know about referencing and attribution practices (DigComp2.1 / 2.2 level 4/5).
- 2.4 COLLABORATING THROUGH DIGITAL TECHNOLOGIES: can use digital tools and technologies for collaborative processes and for co-construction and co-





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creation of data, resources and knowledge (e.g. online editing through Google drive, cloud, wiki, conceive and apply agreed rules in complex projects) (DigComp2.1 / 2.4 level 5/6).

- 2.5 NETIQUETTE: are aware of behavioural norms and know-how while using digital technologies and interacting in multicultural digital environments. Can adapt communication strategies to the specific audience and to be aware of cultural and generational diversity in digital environments. (DigComp2.1/2.5 level 5).

Competence area 3: Digital content creation

- 3.1 DEVELOPING DIGITAL CONTENT: Understand the structure of digital content in different formats (e.g. ways to create and edit a digital edition through XML language) (DigComp2.1/3.1 level 4/5).
- 3.2 INTEGRATING AND RE-ELABORATING DIGITAL CONTENT: can modify, refine, improve and integrate information and content into an existing body of knowledge can create new, original and relevant content and knowledge. (DigComp2.1/3.2 level 4/5)
- 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 (e.g. give instruction through XML for searching XML database and XPath and XSLT for transforming XML files). (DigComp2.1/3.3 level 4/5).

Competence area 5: Problem solving

- 5.1 SOLVING TECHNICAL PROBLEMS: are aware of specific project guidelines, forum and blogs for problem solution (e.g. Guide to SoSOL, Beta mašāḥft Guidelines, Epidoc Guidelines) as a basis to address problems when operating in digital infrastructures (DigComp2.1/5.1 level 4/5).
- 5.2 IDENTIFYING NEEDS AND TECHNOLOGICAL RESPONSES: can identify, evaluate and select needs to which multicultural digital infrastructures and offer possible technological responses. Can understand where relations among different fields of study (epigraphy, philology, archaeology, linguistics) in different cultures and languages can be improved thanks to methods and tools of the digital domain (DigComp2.1/5.2 level 4/5).
- IDENTIFYING DIGITAL COMPETENCE GAPS: Can understand where one's own digital competence needs to be improved or updated. Are able to support others with their digital competence development and to seek opportunities for self-development (DigComp2.1/5.4 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 1- HUMAN BEINGS - CULTURES AND SOCIETIES**
- 1.5 INTERCULTURAL ENCOUNTERS:
 - Demonstrate specific knowledge about intercultural encounters and their consequences in every field of human activities. Integrate different dimensions (social, cultural, political, religious, linguistic) in cultural encounters.



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- Be able to organize effective collaboration in multicultural context, demonstrating 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 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 ancient documents.
 - 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.
 - 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 papyrus or other kind of document and identify the relevance of it 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 ancient documents and use them towards a research project.
- **DIM. 4 INTERDISCIPLINARITY**
 - Understand relations among different fields of study (epigraphy, papyrology, 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





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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.
- **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.

