

COURSE OUTLINE

DIGITAL PALAEOGRAPHY

1. GENERAL

SCHOOL	CLASSICS AND HUMANITIES		
DEPARTMENT/UPS	HUMANITIES / PHILOLOGY, HISTORY AND ANTHROPOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE – LEVEL 6		
COURSE CODE	XXXXX	SEMESTER	8 TH
COURSE TITLE	DIGITAL PALAEOGRAPHY		
TEACHING ACTIVITIES <i>If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.</i>		TEACHING HOURS PER WEEK	ECTS CREDITS
		3	5
<i>Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.</i>			
COURSE TYPE <i>Background, General Knowledge, Scientific Area, Skill Development</i>	SKILL DEVELOPMENT		
PREREQUISITES:	NO		
TEACHING & EXAMINATION LANGUAGE:	GREEK		
COURSE OFFERED TO ERASMUS STUDENTS:	YES		
COURSE URL:	https://eclass.duth.gr/courses/XXXXXX/		

2. LEARNING OUTCOMES

Learning Outcomes <i>Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.</i>	
<p>Upon completing the course, students will:</p> <ul style="list-style-type: none"> • Understand the evolution of the book as an object, along with the scripts and writing conventions of the medieval period. • Be able to read book scripts from this period and identify and date the most significant ones. • Have knowledge of basic elements of codicology. • Acquire foundational skills in digital research of manuscripts, beyond simple text processing and general internet access and communication applications. • Be familiar with essential tools, applications, databases, and websites related to manuscript studies. • Gain basic knowledge in imaging historical textual sources and in basic image processing. • Understand the usefulness, organization, and function of metadata. • Know what machine learning is and its applications in paleographic research, and understand the role of data in the use of such applications. • Have an overview of essential tools (electronic and non-electronic) used in paleographic research, as well as more specialized applications (HTR–Handwritten Text Recognition). 	
General Skills <i>Name the desirable general skills upon successful completion of the module</i>	
<i>Search, analysis and synthesis of data and information, ICT Use Adaptation to new situations Decision making Autonomous work Teamwork Working in an international environment Working in an interdisciplinary environment Production of new research ideas</i>	<i>Project design and management Equity and Inclusion Respect for the natural environment Sustainability Demonstration of social, professional and moral responsibility and sensitivity to gender issues Critical thinking Promoting free, creative and inductive reasoning</i>
<ul style="list-style-type: none"> • Search, analysis and synthesis of data and information, ICT Use • Working in a interdisciplinary environment 	

- Adaptation to new situations
- Practice criticism and self-criticism
- Promoting free, creative and inductive reasoning
- Demonstration of social, professional and moral responsibility and sensitivity to gender issues

3. COURSE CONTENT

1. Introduction: Exploring the origins and geographic context of the Greek book. Overview of paleography and codicology as fields of study.
2. Studite Minuscule, Perlschrift, and Archaizing Scripts I: Manuscript reading and characteristic analysis.
3. Studite Minuscule, Perlschrift, and Archaizing Scripts II: Continued manuscript reading and deeper analysis of key features.
4. Fettaugenmode Script and Beta-Gamma Style: Examining and interpreting characteristics in manuscript readings.
5. Functional Scripts, Autographs, and Abbreviations I: Analysis and interpretation of common manuscript features.
6. Functional Scripts, Autographs, and Abbreviations II: Further exploration of manuscript reading and key characteristics.
7. Monastic Scripts (such as Typika ton Odegon) and Western Scribes (e.g., Andreas Darmarios): Manuscript reading and stylistic analysis.
8. From Papyrus to Manuscript: Examining the physical form, text, digital recording, and dissemination. Introduction to digital libraries.
9. Visual Digitization: Techniques for image optimization and their applications in research.
10. Metadata: Descriptive metadata for digital records and database use.
11. Digital Paleography and Machine Learning: Introduction to HTR (Handwritten Text Recognition) and tools for script analysis, including the Transkribus platform.
12. Digital Paleography and Machine Learning Applications: Writing analysis, dating techniques, and identifying scribes.
13. Working with Datasets: Availability, standards, creation, and data curation essentials.

14. LEARNING & TEACHING METHODS - EVALUATION

<p style="text-align: center;">TEACHING METHOD</p> <p style="text-align: center;"><i>Face to face, Distance learning, etc.</i></p>	<ul style="list-style-type: none"> • Face to face 															
<p style="text-align: center;">USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT)</p> <p style="text-align: center;"><i>Use of ICT in Teaching, in Laboratory Education, in Communication with students</i></p>	<p>Use of ICT in teaching and communication with students</p> <ul style="list-style-type: none"> - PPT presentations - Teaching materials, announcements and communication through the eClass platform - Study by students of supporting material relevant to the course content - Communication with students via email 															
<p style="text-align: center;">TEACHING ORGANIZATION</p> <p><i>The ways and methods of teaching are described in detail.</i></p> <p><i>Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research & analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.</i></p> <p><i>The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.</i></p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;"><i>Activity</i></th> <th style="text-align: center;"><i>Workload/semester</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td style="text-align: center;">30</td> </tr> <tr> <td>Interactive teaching</td> <td style="text-align: center;">9</td> </tr> <tr> <td>Home preparation</td> <td style="text-align: center;">30</td> </tr> <tr> <td>Independent study</td> <td style="text-align: center;">40</td> </tr> <tr> <td>Project/assignment</td> <td style="text-align: center;">41</td> </tr> <tr> <td>Total</td> <td style="text-align: center;">150</td> </tr> </tbody> </table>		<i>Activity</i>	<i>Workload/semester</i>	Lectures	30	Interactive teaching	9	Home preparation	30	Independent study	40	Project/assignment	41	Total	150
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Total	150															
<p style="text-align: center;">STUDENT EVALUATION</p> <p><i>Description of the evaluation process</i></p> <p><i>Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test,</i></p>	<p>50%: Evaluation of student progress through assignments and participation in class activities.</p> <p>50%: Completion of short assignments/projects.</p>															

Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report, Clinical examination of a patient, Artistic interpretation, Other/Others

Please indicate all relevant information about the course assessment and how students are informed

Assessment focuses on students' familiarity with the methods taught in the course and their ability to work with hardware and software. Additionally, it evaluates their understanding of how digital technologies are applied in the study and research of manuscripts.

15. SUGGESTED BIBLIOGRAPHY

1. H. Hunger, *Schreiben und Lesen in Byzanz. Die byzantinische Buchkultur*, München 1989 (ελλ. μετ. Γ. Βασιλάρος, *Ο κόσμος του βυζαντινού βιβλίου. Γραφή και ανάγνωση στο Βυζάντιο*, Αθήνα 1995).
2. E. Mioni, *Introduzione alla paleografia greca*, Padova 1973 (ελλ. μετάφρ. Ν. Μ. Παναγιωτάκης, *Είσαγωγή στην ελληνική παλαιογραφία*, Αθήνα 1977).
3. L. Perria, *Οι γραφές των ελληνικών χειρογράφων*. Ελλ. Μετάφρ. Θεσσαλονίκη 2019.
4. Α. Σιγάλας, *Ιστορία τῆς ἑλληνικῆς γραφῆς* [Βυζαντινὰ Κείμενα καὶ Μελέται 12], Θεσσαλονίκη (1934), ²1974.
5. Δενδρινός, Μ., Κουής, Δ., 2016. *Βασικές Αρχές και Τεχνολογίες στην Επιστήμη της Πληροφόρησης*. [ηλεκτρ. βιβλ.] Αθήνα: Σύνδεσμος Ελληνικών Ακαδημαϊκών Βιβλιοθηκών, στο: <http://hdl.handle.net/11419/6447>
6. Καπιδάκης, Σ., Λαζαρίνης, Φ., Τοράκη, Κ., 2015. *Θέματα βιβλιοθηκονομίας και επιστήμης των πληροφοριών*. [ηλεκτρ. βιβλ.] Αθήνα: Σύνδεσμος Ελληνικών Ακαδημαϊκών Βιβλιοθηκών, στο: <http://hdl.handle.net/11419/1674>
7. Κυριάκη – Μάνεση, Δ., Κουλούρης, Α. 2015. *Διαχείριση Ψηφιακού Περιεχομένου*. [ηλεκτρ. βιβλ.] Αθήνα: Σύνδεσμος Ελληνικών Ακαδημαϊκών Βιβλιοθηκών, στο: <http://hdl.handle.net/11419/2496>
8. Κωνσταντινίδου, Μ. – Μπουσές, Σ., 2023, *Η φιλολογία και οι πρωτογενείς πηγές της: πάπυροι και χειρόγραφα. Ένα εγχειρίδιο στις ψηφιακές ανθρωπιστικές επιστήμες*. [ηλεκτρ. βιβλ.] Αθήνα: Σύνδεσμος Ελληνικών Ακαδημαϊκών Βιβλιοθηκών, στο: <https://repository.kallipos.gr/handle/11419/8600>
9. Σταθοπούλου, Ι.-Ο., Πελεκάνου, Δ. 2016, *Προδιαγραφές Ψηφιοποίησης και Ψηφιακών Αρχείων*, Αθήνα: Εθνικό Κέντρο Τεκμηρίωσης (ΕΚΤ), στο <http://hdl.handle.net/10442/15313>
10. Driscoll, M.J., Pierazzo E. 2016. *Digital Scholarly Editing: Theories and Practices*, Cambridge, UK: Open Book Publishers, 2016, <https://doi.org/10.11647/OBP.0095>
11. Drucker, J., Kim, D., Salehian, I., Bushong, A. 2014. *Introduction to Digital Humanities: Concepts, Methods, and Tutorial for Students and Instructors*. UCLA, on http://dh101.humanities.ucla.edu/wp-content/uploads/2014/09/IntroductionToDigitalHumanities_Textbook.pdf
12. Gardiner, R.G.M., Gardiner, E. 2015. *The Digital Humanities: A Primer for Students and Scholars*. Cambridge University Press.
13. Vandendorpe, C. 2009. *From Papyrus to Hypertext: Toward the Universal Digital Library*. University of Illinois Press.

ANNEX OF THE COURSE OUTLINE

Alternative ways of examining a course in emergency situations

Teacher (full name):	R. TOCCI
Contact details:	rtocci@helit.duth.gr
Supervisors: (1)	YES
Evaluation methods: (2)	50% Evaluation of students' progress through assignments and participation in class activities. 50% Completion of small assignments/projects.
Implementation Instructions: (3)	The progress assessments and assignments will be conducted via eClass on a specified date and time, which will be announced along with the duration and content within a reasonable period before their administration.

(1) Please write YES or NO

(2) Note down the evaluation methods used by the teacher, e.g.

➤ *written assignment* or/and exercises

➤ written or oral examination with distance learning methods, provided that the integrity and reliability of the examination are ensured.

(3) In the **Implementation Instructions** section, the teacher notes down clear instructions to the students:

a) in case of **written assignment and / or exercises**: the deadline (e.g. the last week of the semester), the means of submission, the grading system, the grade percentage of the assignment in the final grade and any other necessary information.

b) in case of **oral examination with distance learning methods**: the instructions for conducting the examination (e.g. in groups of X people), the way of administration of the questions to be answered, the distance learning platforms to be used, the technical means for the implementation of the examination (microphone, camera, word processor, internet connection, communication platform), the hyperlinks for the examination, the duration of the exam, the grading system, the percentage of the oral exam in the final grade, the ways in which the inviolability and reliability of the exam are ensured and any other necessary information.

c) in case of **written examination with distance learning methods**: the way of administration of the questions to be answered, the way of submitting the answers, the duration of the exam, the grading system, the percentage of the written exam of the exam in the final grade, the ways in which the integrity and reliability of the exam are ensured and any other necessary information.

There should be an attached list with the Student Registration Numbers only of students eligible to participate in the examination.