

AUTHOR

University San Raffaele Milano

COUNTRY

Italy

FIELD OF HUMANITIES

Philosophy

REQUIREMENTS FOR THIS ACTIVITY

1. Digital technology:

Microsoft Teams and Google Drive.

2. Pre-existing knowledge and skills:

Basic computer knowledge and skills related to Microsoft suite and Google Drive.

WINE AND FOOD PHILOSOPHY

Before the Covid-19 all teaching activities took place in a classroom and with online assignments for students. This year the Master's programme started two weeks before the lockdown, so all the activities were organised online with the programme Microsoft Teams.

GOALS

The goal of the teaching activity is to guide students through the main knowledge and skills related to food and wine communication. The objective is twofold: to provide in-depth skills in the subject and, alongside this, to master the use of tools for compelling Storytelling (a skill increasingly important to companies) which also includes communication strategies.

USE OF DIGITAL TOOLS

The university has a full account on Microsoft Teams and at the beginning of the course, a room was created for the Master's programme and all students were invited to join. All the teachers were invited through a link to connect during the lessons that they had to deliver, as well as when they hosted experts, companies, externals, etc.

KEY OUTCOMES

Online classroom activities work well when teachers and students have the same level of knowledge of the tool. At the beginning, neither the students nor the teachers were familiar with the technology, so we had to assign a tutor who facilitated the teaching activity, helping both the students and the teachers in case of technical problems.

Not all the teachers were ready to teach online. To be more effective, lessons should be well-structured, with presentations, time for discussion, collaboration tools, assignments, etc., otherwise students may easily lose attention.

Interaction works if both, students and teachers, have their camera on for most of the time. This caused some technical troubles because internet access fluctuated, but the tool was quite stable and allowed good performance with both video and audio.

AUTHOR

Vincent Gaffney,
University of Bradford

COUNTRY

United Kingdom

FIELD OF HUMANITIES

Archaeology

REQUIREMENTS FOR THIS ACTIVITY

1. Digital technology:

Remote Sensing, imaging software and GIS.

2. Pre-existing knowledge and skills:

First degree in Archaeology (or another relevant or related discipline) 2:2 or above, other relevant qualifications are considered.

LANDSCAPE ARCHAEOLOGY AND DIGITAL HERITAGE

3D methods of digitally documenting objects, sites, and landscapes offer significant potential to archaeology and heritage management. Digital data can be a way of archiving heritage (the need for this has been graphically illustrated by the loss of world heritage sites to conflict) and it is becoming the gold standard for commercial recording of sites and landscapes.

GOALS

This Masters programme gives direct hands-on experience of current technologies used for acquisition of data and the manipulation, presentation, and analysis of data captured at all scales.

It provides a comprehensive understanding of approaches used in digital documentation - from 3D microscopy through to 3D landscapes. You will appraise the value and potential limitations of these approaches.

KEY OUTCOMES

The curriculum comprises a core of compulsory modules to provide appropriate background in the theory and application of scientific methods in landscape archaeology and digital heritage.

The emphasis is on the learning of fundamental scientific principles across several disciplines and applying these to archaeological and heritage areas. The programme draws heavily on areas of expertise in the School of Archaeology and Forensic Sciences.

The programme comprises core modules throughout. In the first semester Remote Sensing and Archaeological Prospection & Visualisation provide scientific background to the programme and introduce a wide range of techniques that relate to digital capture of landscapes and heritage. Afterwards come modules that provide broad ranging skill-sets to identify learning needs and the resources. The last module focuses on the analysis of spatial data for a variety of purposes.

Fig. 1. Biological Anthropology Research Centre (BARC).



AUTHOR

Lauren Cassell,
Pembroke College Cambridge

COUNTRY

United Kingdom

FIELD OF HUMANITIES

History

REQUIREMENTS FOR THIS ACTIVITY

1. Digital technology:

A dataset representing the contents of the casebooks, a web-based search interface and a viewer for high-resolution images of the manuscripts of the casebooks.

2. Pre-existing knowledge and skills:

Use of a database, casebook methodology for reading in detail the lives of early medics.

CASEBOOKS

The Casebooks Project has been studying the medical records of the astrologers Simon Forman and Richard Napier using 80,000 astrological records written in archaic handwriting for teaching and research.

GOALS

In the decades around 1600, the astrologers Simon Forman and Richard Napier produced one of the largest surviving sets of medical records in history. The Casebooks Project, a team of scholars at the University of Cambridge, has transformed this paper archive into a digital archive.

The Casebooks Project released the first batch of searchable cases in 2012. As the Casebooks Project released more cases and refined the search facilities, Forman's and Napier's records began to feature in new studies of the classic topics of melancholy, reproduction and gendered bodies etc.

ADDITIONAL INFORMATION

<http://www.magicandmedicine.hps.cam.ac.uk/>

<https://cudl.lib.cam.ac.uk/collections/casebooks/1>

<https://github.com/CasebooksProject?tab=repositories>

KEY OUTCOMES

The project has five main outputs: a dataset representing the contents of the casebooks; a web-based search interface; a viewer for high-resolution images of the manuscripts of the casebooks; explanatory material about the casebooks, the history of astrology and medicine, the project and its editorial conventions and other supporting information; a programme of academic and public engagement to improve the project's research.

Casebooks engages with questions central to the histories of science and medicine and the social, cultural and intellectual histories of early modern England.

For example Kassell's 'Fruitful Bodies and Astrological Medicine' (2018) uses Forman's and Napier's casebooks to consider how queries about generation were expressed within and shaped by encounters between patients and doctors in early modern Europe.

AUTHOR

Angelique Richardson,
University of Exeter

COUNTRY

United Kingdom

FIELD OF HUMANITIES

Languages and literature

REQUIREMENTS FOR THIS ACTIVITY

1. Digital technology:

The lab offers 2D digitisation, 3D scanning, 3D printing, data visualisation support, filming of research and teaching events, podcasting support, server hosting and data storage and themed digital events.

2. Pre-existing knowledge and skills:

None.

HARDY'S CORRESPONDENTS

The University of Exeter has a lab and research space for the Digital Humanities. In there they curate digital exhibitions, carry out high-resolution photography of manuscripts and other visual materials, and produce professional quality video and audio recordings. They are able to create digital facsimiles of the objects, allowing them to be handled and understood in a virtual space, protecting the original artefacts for future generations. Hardy's Correspondents is one of the projects carried out.

GOALS

Hardy's Correspondents is a collaborative project between the University of Exeter and [Dorset Museum](#), which aims to make available for the first time over 5000 letters housed at Dorset Museum. These letters form part of Dorset Museum's Thomas Hardy Memorial Collection, the largest Hardy collection in the world, recently selected for the [UNESCO Memory of the World Programme](#).

Fig. 1. Map of the places concerned.



KEY OUTCOMES

This collaborative project has created a database which is the foundation of a Web site with the aim to make available to the public over 5000 letters housed at Dorset Museum.

The website, [Phase One of the Hardy's Correspondents project](#), brings to the public images and fully annotated transcriptions of 100 letters to Hardy. These 100 letters, from friends, family, fans, readers and publishers, on subjects ranging from writing, wife sales, Wessex, and the welfare of animals, were transcribed and encoded in conjunction with the Hardy and Heritage collaborative PhD project between the University of Exeter and Dorset Museum.

ADDITIONAL INFORMATION

<http://hardyrespondents.exeter.ac.uk/index.html>

<https://libguides.exeter.ac.uk/digitalhumanities/home>

AUTHOR

Irma Potočnik Slavič and Nejc Bobovnik,
University of Ljubljana

COUNTRY

Slovenia

FIELD OF HUMANITIES

Geography

REQUIREMENTS FOR THIS ACTIVITY

1. Digital technology:

Computer, ArcGIS Collector, and smart phones.

2. Pre-existing knowledge and skills:

Familiarity with ArcGIS Collector, knowledge in priorities of rural development, and Local Development Strategy.

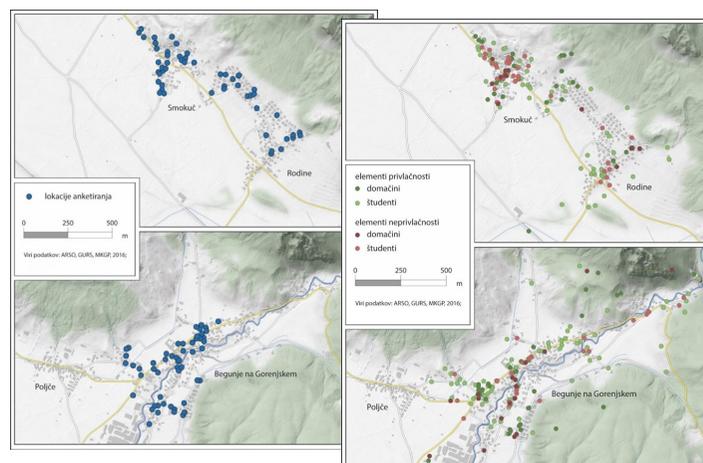
COLLABORATIVE MAPPING OF AMENITIES IN RURAL AREAS

Collaborative mapping of amenities in rural areas – testing the usability of the mentioned hardware and software (ArcGIS Collector, GNSS) as part of the fieldwork in several phases.

GOALS

The ArcGIS Collector application was used to perform field exercises, enabling field capture of points, lines and polygons via a mobile device. The application allows users to easily prepare a survey questionnaire, which contains the attributes (in our case these are (dis)amenities by categories and elements), while the location of the entry is obtained using GNSS (global navigation satellite systems) receiver in mobile phones.

Fig. 1. Survey locations in Dežela region (left) and Spatial distribution of (dis)amenity elements (right).



KEY OUTCOMES

The introduction of the modern fieldwork techniques has many advantages that enable faster, more precise and more efficient data collection. Enabling students to use mobile technologies increases interest in fieldwork and requires less map reading skills, which on the other hand can also be considered as a negative. The problems we have encountered to date are mostly of a technical nature, since in narrow valleys and in sparsely populated areas there can be mobile connectivity issues, and consequently disruptions in entering data points. In other age groups, there may still be issues with smartphone uptake and use. The user interface and performance of the mobile applications could be improved, although updates are generally frequent with applications becoming more easy-to-use, whilst at the same time users are becoming more adept.

AUTHOR

John Rink,
University of Cambridge

COUNTRY

United Kingdom

FIELD OF HUMANITIES

Arts: Music

REQUIREMENTS FOR THIS ACTIVITY

1. Digital technology:

None.

2. Pre-existing knowledge and skills:

None.

ONLINE CHOPIN VARIORUM EDITION (OVCE)

Online Chopin Variorum Edition (OCVE) has exploited emerging technical capacities for text/image comparison as well as recent musicological advances. It is one of three projects featured in the Chopin Online resource. It is a database and high-resolution imagery, a toolkit allows annotation.

GOALS

An important body of primary source material has been comprehensively assembled for the first time, facilitating philological and style-historical investigation and encouraging new understanding of Chopin's compositional and publication histories.

The OCVE provides direct access to musicians and musicologists to Chopin's manuscripts and a range of impressions of the first editions of his music. The online catalogue excerpts and bar-level commentaries foreground the major differences between the manuscripts and multiple first editions, in addition to highlighting their chronological and filial relationships.

The annotation tools provide users with unprecedented scope to construct their own 'critical commentaries' within what amounts to a uniquely 'dynamic edition'.

The technical outcomes are generalisable to similar projects of a musical and/or non-musical nature and to other initiatives.

KEY OUTCOMES

The main outcomes of the OCVE project have been as follows:

An online musical edition demonstrating the ways in which scholarship and technology can interact to mutual advantage.

An interlinked archive of digitised manuscript and printed sources of a large body of music, all of which can be displayed in various formats.

Detailed philological descriptions written by the scholarly team.

Personal annotation tools allowing individual users to create their own virtual OCVE with personal comments at several levels of granularity, and pick-lists of scores or works which persist between access sessions.

ADDITIONAL INFORMATION

<http://www.chopinonline.ac.uk/ocve>

AUTHOR

Eero Hyvönen, Helsinki Centre for Digital Humanities HELDIG

COUNTRY

Finland

FIELD OF HUMANITIES

All humanities

REQUIREMENTS FOR THIS ACTIVITY

1. Digital technology:

Moodle, series of tools for cleaning data (TAGS, Annif, etc.) and tools for visualising data (RAW, Voyager, Tableau, etc.).

2. Pre-existing knowledge and skills:

None.

HELSINKI CENTRE FOR DIGITAL HUMANITIES

A Digital Humanities minor subject study block at the Faculty of Arts which currently involves a Digital Humanities Research Seminar. Multiple online learning materials are in active development.

GOALS

A key mission of HELDIG is to establish a collaboration network between the Digital Humanities related fields in seven different faculties at the University of Helsinki. Beyond this, close collaboration with Aalto University and other organizations active in Digital Humanities in the Helsinki area is an essential part of the work at HELDIG, as well as collaboration with the international Digital Humanities community.

In its vision, the University of Helsinki and the Helsinki capital area constitute a leading international hub of Digital Humanities research, education, and application development. HELDIG is the facilitator of large-scale collaboration and infrastructures needed at the University of Helsinki (UH) and between other universities, research centres, memory organizations, public organizations, and companies.

KEY OUTCOMES

HELDIG focuses its work on four strategic areas:

Research. Using and developing computational methods, tools, and services for research in humanities and social sciences. Studying aspects of digitalization as phenomena.

Education. Providing DH education and data infrastructure for students, researchers, and application developers.

Infrastructures. Support for digitizing, enriching, and publishing data and knowledge that is needed in DH research and is produced by it.

Society. Fostering the utilization of the research results in the society.

ADDITIONAL INFORMATION

<https://www.helsinki.fi/en/helsinki-centre-for-digital-humanities>

AUTHOR

Matej Zupan, University of Ljubljana

COUNTRY

Slovenia

FIELD OF HUMANITIES

Arts: Music

REQUIREMENTS FOR THIS ACTIVITY

1. Digital technology:

Any audio/video gadget connected to computer (digital camera, smart phone, computer) and Skype, WhatsApp, Viber, Zoom, FaceTime or a similar programme.

2. Pre-existing knowledge and skills:

None.

TEACHING/LEARNING A MUSICAL INSTRUMENT DURING THE PANDEMICS

Teaching/Learning a musical instrument during a pandemic with the help of Skype, WhatsApp, Viber, Zoom, FaceTime etc.

GOALS

Our general goal, set for these particular circumstances, was to mainly invest our time during the Covid-19 lockdown period to learn new compositions.

KEY OUTCOMES

The main problem is the quality of the sound. All the regular equipment on the computers, phones, tablets is good for speaking/ narrating, but musical instruments have a much wider frequency scale. When the music instruments use higher frequencies, distortion occurs, which is quite annoying. This is why the students send me the recordings of every composition and since they have a chance to record them as many times as they want, their result is much better. During the process they must carefully listen to their recording and they repeat the recording until they are happy with it.

The final result of such teaching is sometimes much deeper knowledge because the responsibility for the final recording of a single composition brings awareness of the student and much higher quality.

AUTHOR

Darja Mertelj,
University of Ljubljana

COUNTRY

Slovenia

FIELD OF HUMANITIES

Languages and literature

REQUIREMENTS FOR THIS ACTIVITY

1. Digital technology:

Computer (with a good screen, camera, microphone), smart phone, internet access.

2. Pre-existing knowledge and skills:

None.

ICT TOOLS FOR PRACTISING PRODUCTIVE SKILLS IN FOREIGN LANGUAGE TEACHING

Students record audio of themselves speaking in a foreign language and receive (oral, recorded) feedback, in order to improve, if needed.

GOALS

Students receive YouTube links for audio-video comprehension and do comprehension tasks online. Students must read aloud several texts (assigned by the teacher once or twice a month) and send back links with their audio-recording. They receive feedback from the teacher.

The main goal is to improve reading and listening comprehension of students. In the education of future teachers, the main goal is to improve their performance when giving classes.

AUTHOR

Blaž Repe,
University of Ljubljana

COUNTRY

Slovenia

FIELD OF HUMANITIES

Geography

REQUIREMENTS FOR THIS ACTIVITY

1. Digital technology:

Smart mobile device or a computer, internet access and the ability to capture locations (GNSS or GPS), access to the ArcGIS Online portal and to spatial databases.

2. Pre-existing knowledge and skills:

Knowledge of the basics of geoinformatics, desktop and web (ArcGIS Desktop and ArcGIS Online) GIS tools, databases, basic web page editing.

SUPPORT FOR FIELD WORK FOR GEOGRAPHY STUDENTS

Support for field work for geography students where students create their own story with online maps (ArcGIS Online).

GOALS

Students create their own story with maps online using digital spatial data, documents, hyperlinks, maps, photographs, videos, etc. On the one hand, they learn techniques and technologies, on the other hand, they have to creatively come up with the appropriate content and materials to make a story.

OTHER EXAMPLES OF STUDENT WORK

<http://bit.ly/2R0kcCn>

<https://arcg.is/LnzLa>

<https://arcg.is/uS5va>

<https://arcg.is/nmqG9>

<https://arcg.is/ODOuWX>

Fig. 1. Student project: Mountain biking in Primorska region.

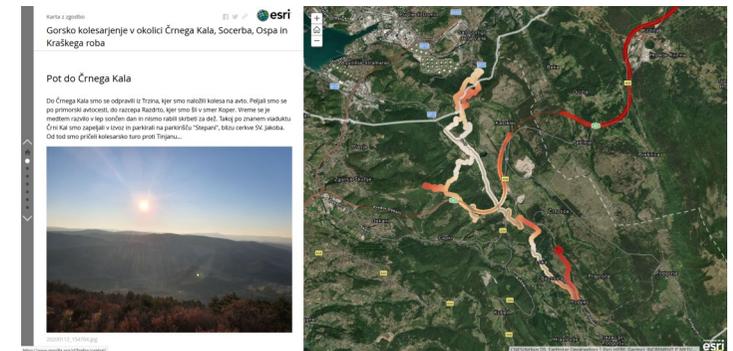


Fig. 2. Student project: Alamut—map of the novel.

