

COURSE OUTLINE

(1) GENERAL

SCHOOL	SCHOOL OF HUMANITIES		
ACADEMIC UNIT	DEPARTMENT OF MEDITERRANEAN STUDIES		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	KYE-45	SEMESTER	4th
COURSE TITLE	DIGITAL HUMANITIES		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>		3	5
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Specialised general knowledge		
PREREQUISITE COURSES:	No		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS			
COURSE WEBSITE (URL)	https://eclass.aegean.gr/courses/TMS403/		

(2) LEARNING OUTCOMES

<p>Learning outcomes</p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i> 														
<p>With the successful completion of the course students will:</p> <ul style="list-style-type: none"> • be able to organise and manage digital content • be aware of the workflows at digital repositories and libraries and be able to use their content effectively. • have knowledge of specific digital technologies and their applications on various Digital Humanities fields. 														
<p>General Competences</p> <p><i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td style="width: 50%; border: none;"><i>Project planning and management</i></td> </tr> <tr> <td style="border: none;"><i>Adapting to new situations</i></td> <td style="border: none;"><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td style="border: none;"><i>Decision-making</i></td> <td style="border: none;"><i>Respect for the natural environment</i></td> </tr> <tr> <td style="border: none;"><i>Working independently</i></td> <td style="border: none;"><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td style="border: none;"><i>Team work</i></td> <td style="border: none;"><i>Criticism and self-criticism</i></td> </tr> <tr> <td style="border: none;"><i>Working in an international environment</i></td> <td style="border: none;"><i>Production of free, creative and inductive thinking</i></td> </tr> <tr> <td style="border: none;"><i>Working in an interdisciplinary environment</i></td> <td style="border: none;"><i>.....</i></td> </tr> </table>	<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>	<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>	<i>Decision-making</i>	<i>Respect for the natural environment</i>	<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>	<i>Team work</i>	<i>Criticism and self-criticism</i>	<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>	<i>Working in an interdisciplinary environment</i>	<i>.....</i>
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<i>Working in an interdisciplinary environment</i>	<i>.....</i>													

<i>Production of new research ideas</i>	<i>Others...</i>
<p>Working in an interdisciplinary environment Search for, analysis and synthesis of data and information, with the use of the necessary technology Adapting to new situations Decision-making Working independently Production of free, creative and inductive thinking</p>	

(3) SYLLABUS

This is an introduction to Digital Humanities which refers to the consolidation of two fields, Humanities and Technological and Computer Science. With lectures and practical activities students become aware of concepts and methods of collection, digitization and visualization of material at digital libraries and repositories. Then, they learn about specific Digital Technologies such as Natural Language Processing, text analysis and visualisation of data with Corpora, Computational Stylistics and Geographical Information Systems, and their applications to various Digital Humanities fields.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching and communication with students	
TEACHING METHODS <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc. The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Lectures	39h (1.56 ECTS)
	Study	83h (3.32 ECTS)
	Final exams	3h (0.12 ECTS)
	Total	125h (5 ECTS)
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Language of evaluation: Greek End of semester written exam with short-answer questions	

(5) ATTACHED BIBLIOGRAPHY

Bibliography

[Note: Teaching material is digital and open access. It is also provided in the course website. There is no printed book through the Eudoxos platform]

Γεωργούλη, Α. (2015). Επεξεργασία και Κατανόηση Φυσικής Γλώσσας. [Κεφάλαιο Συγγράμματος]. Στο Γεωργούλη, Α. 2015. *Τεχνητή νοημοσύνη*. [ηλεκτρ. βιβλ.] Αθήνα:Σύνδεσμος Ελληνικών Ακαδημαϊκών Βιβλιοθηκών. κεφ 7. Διαθέσιμο στο: <http://hdl.handle.net/11419/3385>

Γούτσος, Δ., Φραγκάκη, Γ. (2015). *Εισαγωγή στη γλωσσολογία σωμάτων κειμένων*. [ηλεκτρ. βιβλ.] Αθήνα: Σύνδεσμος Ελληνικών Ακαδημαϊκών Βιβλιοθηκών. Διαθέσιμο στο: <https://repository.kallipos.gr/handle/11419/1932>

Κυριάκη-Μάνεση, Δ. και Κουλούρης, Α. (2016). *Διαχείριση ψηφιακού περιεχομένου*. [ηλεκτρ. βιβλ.] Αθήνα:Σύνδεσμος Ελληνικών Ακαδημαϊκών Βιβλιοθηκών. Διαθέσιμο στο: <http://hdl.handle.net/11419/2496>

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Πανταζάρα, Α., Μάντζαρη, Ε. (2015). Μετάφραση. [Κεφάλαιο Συγγράμματος]. Διαθέσιμο στο: <http://hdl.handle.net/11419/5970>

Additional bibliography

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Αλεξανδρή, Χ. (2010). *Υπολογιστική Γλωσσολογία*. Αθήνα: Παπασωτηρίου. ISBN: 978-960-7182-86-9.

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Τάντος, Α., Μαρκαντωνάτου, Σ., Αναστασιάδη-Συμεωνίδη, Ά., Κυριακοπούλου, Π., (2015). *Υπολογιστική γλωσσολογία*. [ηλεκτρ. βιβλ.] Αθήνα:Σύνδεσμος Ελληνικών Ακαδημαϊκών Βιβλιοθηκών. Διαθέσιμο στο: <http://hdl.handle.net/11419/2205>

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Crompton, C., In Lane, R. J., & In Siemens, R. G. (2016). *Doing digital humanities: Practice, training, research*.

Crosthwaite, P. (2019). *Data-Driven Learning for the Next Generation. Corpora and DDL for Pre-tertiary Learners*. London: Routledge.

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investigate historical travel writing and topographical literature about the English Lake District. *Journal of Historical Geography*, 56, pp. 43-60.

McCarthy, M. and O’Keeffe, A. (2010). What are corpora and how have they evolved? In A. O’Keeffe & M. McCarthy (Eds.), *The Routledge Handbook of Corpus Linguistics* (pp. 3- 13). London: Routledge.

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Smail R., Gregory I. and Taylor J.E. (2019). Qualitative Geographies in Digital Texts: Representing historical spatial identities in the Lake District. *International Journal of Humanities and Arts Computing*, 13, pp. 28-38.