MODULE OUTLINE PSAE60

1. GENERAL INFORMATION

SCHOOL	SCHOOL OF HUMANITIES		
PROGRAM COURSE	DIGITAL HUMANITIES: METHODS, TOOLS, PRACTICES (PSAE)		
LEVEL OF STUDY	POSTGRADUATE		
MODULE CODE	PSAE60	**SEMESTER OF STUDY**	3rd
MODULE TITLE	**Digital management of cultural heritage**		
INDEPENDENT TEACHING ACTIVITIES *in case credits are awarded for separate components/parts of the course, e.g. in lectures, laboratory exercises, etc. If credits are awarded for the entire course, give the weekly teaching hours and the total credits*		**HOURS**	**CREDITS**
Weekly teaching hours 21-23 hours x 13 weeks		**283**	**10 ECTS**
COURSE TYPE Compulsory, Optional, Optional mandatory	Compulsory		
PREREQUISITE MODULES:	None		
LANGUAGE OF INSTRUCTION AND EXAMS	Greek		
THE MODULE IS OFFERED TO ERASMUS STUDENTS	No		
MODULE WEBSITE (URL)	https://www.eap.gr/en/psifiakes-anthropistikes-epistimes/topics/#psae60 Each module has its own space in the Learning Management System of EAP (https://courses.eap.gr/login/index.php), with controlled access (use of code) for students and teaching staff.		

2. LEARNING OUTCOMES

Learning Outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate (certain) level, which students will acquire upon successful completion of the course, are described in detail. It is necessary to consult:

Upon successful completion of this module, students will be able to:

- digitise cultural content based on its specificity (e.g. scanning, 3D scanning, audio recording, video recording etc.),
- curate and document cultural content resources,
- organise collections on the basis of accessibility, interconnection of resources, interoperability of applications and the potential for further development of collections,
- use applications that allow interactive and/or personalised access to cultural content,
- be aware of good practices for the preservation of digital cultural heritage.

General Competences

Taking into consideration the general competences that students/graduates must acquire (as those are described in the Diploma Supplement and are mentioned below), at which of the following does the course attendance aim?

Search for, analysis and synthesis of data and information by the use of appropriate technologies,

Project planning and management

Respect for diversity and multiculturalism

Environmental awareness

Adapting to new situations *Decision-making* *Individual/Independent work* *Group/Team work* *Working in an international environment* *Working in an interdisciplinary environment*	*Social, professional and ethical responsibility and sensitivity to gender issues* *Critical thinking* *Development of free, creative and inductive thinking* *……* *(Other…….citizenship, spiritual freedom, social awareness, altruism etc.) …….* *Introduction of innovative research*
• Search for, analysis and synthesis of data and information by the use of appropriate technologies, • Decision-making , • Individual/Independent work, • Group/Team work, • Working in an interdisciplinary environment, • Project planning and management, • Respect for diversity and multiculturalism, • Development of free, creative and inductive thinking.	

3. MODULE CONTENT

The module addresses the stakes of digital preservation of tangible and intangible cultural heritage and its accessibility. After an introduction to the concept of culture and cultural heritage, students are introduced to the cycle of integrated management of cultural content, including digitisation and documentation, storage and management, interconnection and sharing, and promotion and reuse. Using examples from archives, libraries, galleries, museums and archaeological sites, as well as oral tradition, social practices and performing arts and with reference to digitisation and documentation practices (DH50), students are introduced to the management and programming of data capture, collection and interconnection, virtual environments and virtual and augmented reality, with emphasis on user interaction and personalised access. Students are familiarised with the creation of repositories and the use of existing ones, with tools and methods for project implementation and management, as well as good practices for their wide dissemination, promotion and preservation.

4. TEACHING METHODS--ASSESSMENT

MODES OF DELIVERY *Face-to-face, in-class lecturing, distance teaching and distance learning etc.*	Distance education with three Group Counseling Meetings (OSS) during the academic semester, held on weekends.
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY *Use of ICT in teaching, Laboratory Education, Communication with students*	We use : Remote meetings tools (cisco webex), Presentation software (e.g. power point), Additionally, the students use office automation tools, web browsers and e-reader for digital books.
MODULE DESIGN *Description of teaching techniques, practices and methods: Lectures, seminars, laboratory practice, fieldwork, study and analysis of*	

Activity	***Semester Workload***
3 OSS (x 4 hours)	12

bibliography, tutorials, Internship, Art Workshop, Interactive teaching, Educational visits, projects, Essay writing, Artistic creativity, etc *The study hours for each learning activity as well as the hours of selfdirected study are given following the principles of the ECTS.*	2 tutorial exercises (2 x 20 hours)	40
	1 semester assignment	60
	Examination	2
	Individual study (13 hours x 13 weeks)	169
	Total module workload (hours)	**283**
STUDENT PERFORMANCE EVALUATION/ASSESSMENT METHODS *Detailed description of the evaluation procedures.* *Language of evaluation, assessment methods, formative or summative (conclusive), multiple choice tests, short- answer questions, open-ended questions, problem solving, written work, essay/report, oral exam, presentation, laboratory work, other……etc.* *Specifically defined evaluation criteria are stated, as well as if and where they are accessible by the students*	Completion of written assignments during the academic semester which constitute a 40 percent of each student's grade, if a pass is obtained in the final or repetitive examination. Final exam grades constitute a 60 percent of the students' final course grade. For further information go to the **EAP Study Guide**.	

5. SUGGESTED BIBLIOGRAPHY

- *Suggested bibliography:*

Apostolidou, A. (2022). *Reproducing Fictional Ethnographies. Surrogacy and Digitally Performed Anthropological Knowledge*. Cham: Palgrave.

Bailey, C.-W. Jr (2011). *Digital Curation and Preservation Bibliography*, https://digital-scholarship.org/dcpb/general.htm

Benardou, A., Champion, E., Dallas, C., Hughes, L. (2019). *Cultural Heritage Infrastructures in Digital Humanities.* London/New York: Routledge.

Choy et al. (2016). *The UNESCO/PERSIST guidelines for the selection of digital heritage for long-term preservation*, https://unesdoc.unesco.org/ark:/48223/pf0000244280.

Constantopoulos, P. et al. (2009). DCC&U: An Extended Digital Curation Lifecycle Model. *International Journal of Digital Curation* 4, https://doi.org/10.2218/ijdc.v4i1.76.

Foster, A. & Rafferty, P. (2016). *Managing Digital Cultural Objects: Analysis, discovery and retrieval.* London: Facet.

Kameron, F. & Kenderdine S. (2010). *Theorizing Digital Cultural Heritage. A Critical Discourse*. Cambridge, MA: MIT Press.

Kremers, H. (Ed.) (2020). *Digital Cultural Heritage*. New York: Springe..

Lercari et al. (2022). *Preserving Cultural Heritage in the Digital Age. Sending Out an S.O.S.* Sheffield: Equinox.

Oliver, G. & Harvey, R. (2016). *Digital Curation* (2nd Ed.). Chicago: ALA Neal-Schuman.

Zhou, M., Geng, G., Wu, Z. (2012). *Digital Preservation Technology for Cultural Heritage*. New York: Springer.

Ζαχαριάς, Ν. (επιμ.) (2022). *Πολιτιστική κληρονομιά και νέες τεχνολογίες.* Αθήνα: Παπαζήσης.

Μπούνια, Α. & Καταπότη Δ. (επιμ.) (2021). *Αναδυόμενες τεχνολογίες και πολιτισμική κληρονομιά.* Αθήνα: Αλεξάνδρεια.

-Related scientific Journals:

Digital Applications in Archaeology and Cultural Heritage, https://www.sciencedirect.com/journal/digital-applications-in-archaeology-and-cultural-heritage.

Digital humanities quarterly DHQ. Association for Computers and the Humanities (ACH) and the Alliance of Digital Humanities Organizations (ADHO), https://www.digitalhumanities.org/dhq.

Digital Scholarship in the Humanities. Oxford University Press, https://academic.oup.com/dsh.

Digital Studies / Le champ numérique. Alliance of Digital Humanities Organisations under the direction of the Canadian Society for Digital Humanities/Société canadienne des humanités numériques (CSDH/SCHN) by the Open Library of the Humanities, https://www.digitalstudies.org.

Heritage Science, https://heritagesciencejournal.springeropen.com/?gclid=Cj0KCQiA35urBhDCARIsAOU7QwkWFcPWjv6UpHG28UMUHB7vPX0zkaLO5iOSNNmLkDOht8oga-wKUlwaAryyEALw_wcB.

Interdisciplinary Digital Engagement in Arts & Humanities (IDEAH), Canadian Social Knowledge Institute, https://ideah.pubpub.org.

International Journal of Digital Curation, http://www.ijdc.net.

International Journal of Digital Humanities. Springer, https://www.springer.com/journal/42803.

Journal of Cultural Heritage Management and Sustainable Development, https://www.emeraldgrouppublishing.com/journal/jchmsd.

Journal of Cultural Heritage, https://www.sciencedirect.com/journal/journal-of-cultural-heritage.

Journal of Modern Technologies for Cultural Heritage Preservation, https://jmtchpjournal.com/index.php/journal.

Journal on Computing and Cultural Heritage, Association for Computing Machinery, https://dl.acm.org/journal/jocch.

Studies in Digital Heritage, Indiana University, https://scholarworks.iu.edu/journals/index.php/sdh.