



NATIONAL ENDOWMENT FOR THE

Humanities

OFFICE OF DIGITAL HUMANITIES

Narrative Section of a Successful Application

The attached document contains the grant narrative and selected portions of a previously funded grant application. It is not intended to serve as a model, but to give you a sense of how a successful application may be crafted. Every successful application is different, and each applicant is urged to prepare a proposal that reflects its unique project and aspirations. Prospective applicants should consult the Office of Digital Humanities application guidelines at <http://www.neh.gov/grants/odh/institutes-advanced-topics-in-the-digital-humanities> for instructions. Applicants are also strongly encouraged to consult with the NEH Office of Digital Humanities staff well before a grant deadline.

Note: The attachment only contains the grant narrative and selected portions, not the entire funded application. In addition, certain portions may have been redacted to protect the privacy interests of an individual and/or to protect confidential commercial and financial information and/or to protect copyrighted materials.

Project Title: Taking TEI Further: Teaching and Publication

Institution: Brown University

Project Director: Julia Flanders

Grant Program: Institutes for Advanced Topics in the Digital Humanities

In 2007, when the Women Writers Project (WWP) began its first series of NEH-funded seminars in scholarly text encoding, the Text Encoding Initiative (TEI) was in its 20th year and was about to release the still-current version of the TEI Guidelines, known as P5. Text encoding was well understood by the digital humanities community to be a central competence for digital scholarship, but it was largely unknown in the traditional academy, and opportunities to learn it in a scholarly (rather than a technical) context were difficult to find. Since that time, the WWP has completed two series of successful TEI seminars, both introductory and advanced. Events like these have helped to broaden the reach and accessibility of digital humanities in the traditional academy, and have created both a need and a demand for further opportunities for advanced study. In particular, because the TEI is part of a larger digital humanities ecology, scholars who have developed TEI data and projects at earlier institutes now find themselves faced with another set of challenges: how to develop TEI projects, how to incorporate TEI into their teaching, how to manage the long-term growth and evolution of their TEI content.

Responding to this need, the WWP proposes a new three-year series of advanced institutes in digital humanities that will build on the foundation already laid. Our focus in this new series is on the next steps: on tools and competencies that scholars need in order to maximize the value of their TEI data through publication, pedagogy, and research. For this project we will develop and offer three new seminars:

- A seminar on TEI customization, in which participants will learn how to develop and maintain project-specific TEI schemas that can support mature TEI project development and work flow
- A seminar on XSLT for digital humanities, focusing on TEI data and on forms of output that can support scholarly publication and visualizations for digital humanities research.
- A seminar on incorporating text encoding and concepts of descriptive markup and structured data into the humanities classroom at the graduate and undergraduate level.

These seminars will be aimed primarily at scholars, librarians, and archivists who are currently engaged in a digital text project and have a basic working knowledge of the TEI. These institutes will build on the WWP's long track record of NEH-funded seminars and on the other TEI seminars we offer (for a full listing, see <http://www.wwp.brown.edu/outreach/seminars/>). They will also complement other introductory TEI workshops and courses being offered at library schools, conferences, and digital humanities programs.

The WWP, which will provide the primary instructors for these institutes, is a long-standing leader in the field of humanities text encoding and especially in providing outreach, documentation, and support for new text encoding projects. We have received generous and repeated funding from the NEH for documentation and digital humanities seminars, and we are well known as an authoritative and active source of guidance and support for individuals and projects. Our staff have unrivalled expertise in the TEI based on sustained engagement with the technical, theoretical, and organizational aspects of the TEI almost since its inception.

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Taking TEI Further: Teaching and Publication

Significance

In 2007, when the Women Writers Project began its first series of NEH-funded seminars in scholarly text encoding, the Text Encoding Initiative (TEI) was in its 20th year and was about to release the still-current version of the TEI Guidelines, known as P5. Text encoding was well understood by the digital humanities community to be a central competence for digital scholarship, but it was largely unknown in the traditional academy, and opportunities to learn it in a scholarly (rather than a technical) context were difficult to find. Since that time, the WWP has completed a series of introductory TEI seminars and a series of advanced TEI seminars, both funded by NEH and very successful—both in terms of the number of people reached, and in the number of digital humanities projects that have been incubated or materially advanced through these events. At the same time, events like these have helped to broaden the reach and accessibility of digital humanities in the traditional academy, and have created both a need and a demand for further opportunities for advanced study of this kind. In particular, because the TEI is only a part of a larger digital humanities ecology, scholars who have developed TEI data and projects through earlier institutes now find themselves faced with a broader set of challenges: how to develop TEI projects, how to incorporate TEI into their teaching, how to manage the long-term growth and evolution of their TEI content.

Responding to this need, the Women Writers Project proposes a new three-year series of advanced institutes in digital humanities that will build on the foundation already laid. Our focus in this new series is on the next steps: on tools and competencies that scholars need in order to maximize the value of their TEI data through publication, pedagogy, and research. For this project we will develop and offer three new seminars:

- A seminar on TEI customization, in which participants will learn how to develop and maintain project-specific TEI schemas that can support mature TEI project development and work flow
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- A seminar on incorporating text encoding and concepts of descriptive markup and structured data into the humanities classroom at the graduate and undergraduate level.

These seminars will be aimed primarily at scholars, librarians, and archivists who are currently engaged in a digital text project and have a basic working knowledge of the TEI. These institutes will build on the WWP's long track record of NEH-funded seminars and on the other TEI seminars we offer (for a full listing, see <http://www.wwp.brown.edu/outreach/seminars/>). They will also complement other introductory TEI workshops and courses being offered at library schools, conferences, and digital humanities programs. Because of the continuing availability of introductory seminars at Brown and elsewhere, we anticipate a continued need for these advanced topics.

This project dovetails with two others that are aiming at similar goals. The first is the TAPAS project (<http://www.tapasproject.org>), which focuses on providing TEI archiving, publication, and repository services to faculty at small liberal-arts colleges. Although still in its early stages of development, TAPAS promises to become an important part of the TEI landscape, by providing a way for individual scholars to archive and publish their TEI data even if they do not have access to resources such as servers, technical support, or programmers at their own institution. Brown University's Center for Digital Scholarship, and in particular Julia Flanders and Syd Bauman from the WWP, have been intensively involved in the development of TAPAS. If TAPAS is funded, WWP staff will be working to develop tutorials, publication support, and other materials aimed at a humanities audience to support the use and publication of TEI data. Our proposed institutes under the current grant proposal would intersect seamlessly with this project, by offering opportunities for TAPAS participants to gain greater expertise with TEI-related technologies and by providing a broader audience for the supporting materials we develop under this grant.

The other project with which we will cooperate actively is an XSLT textbook aimed at digital humanists, being developed by Professor Laura Mandell at Miami University of Ohio, in collaboration with Syd Bauman and others. Our work for the XSLT institute being proposed here would intersect usefully with this book project, by providing supporting materials such as templates and examples which could be referenced from the book, and also by providing opportunities to discuss the design of XSLT curricula and teaching materials aimed at humanists. This is a challenging question that both groups will be tackling, and we can all benefit from the broader perspective that the two projects will offer one another.

Institutional Profile

The Brown University Women Writers Project, which will provide the primary instructors for these institutes, is a long-standing leader in the field of humanities text encoding and especially in providing outreach, documentation, and support for new text encoding projects. We have received generous and repeated funding from the NEH for documentation (including our *Guide to Scholarly Text Encoding*, <http://www.wwp.brown.edu/encoding/guide/>) and digital humanities seminars, and we are well known as an authoritative and active source of guidance and support for individuals and projects. Our staff have unrivalled expertise in the TEI based on sustained engagement with the technical, theoretical, and organizational aspects of the TEI almost since its inception.

Since 2009 the WWP is now a part of the Center for Digital Scholarship (CDS; <http://library.brown.edu/cds/>) in the Brown University Library, which provides a strong institutional location for digital humanities research and pedagogy. As part of the CDS, WWP staff now have opportunities to teach digital humanities courses in Brown departments (for instance, a graduate seminar on "Digital Scholarship" being offered by Julia Flanders and John Melson this spring in the department of American Civilization). WWP staff are also centrally involved in the development of the TAPAS project described above, which will be hosted at Brown as part of the Brown Digital Repository.

Curriculum and Work Plan

Each institute would focus on one of the three themes (TEI customization, XSLT, teaching with TEI) described below. We have selected these topics based on feedback from evaluation surveys conducted after our various TEI seminars, and also based on informal suggestions by seminar participants and others in the TEI community. They are also topics in which the WWP itself takes a strong interest, both as practical tools and as areas where better pedagogy is needed.

We propose to offer each thematic institute three times during the course of three years, for a total of nine events. The main body of each institute will be three days long; this length has proven workable in past seminar series, being sufficient to permit substantive progress and project development, without risking burnout or posing logistical difficulties for participants with other commitments.

Institute Topic 1: Developing Custom Schemas with TEI

Since the release in 2007 of the most recent version of TEI (P5), TEI users have had a very different relationship to the TEI Guidelines. Unlike previous versions, TEI P5 does not exist in a “default” or “vanilla” state: any TEI schema used in a text encoding project must be generated from the TEI source and involves some degree of choice and selection. When properly planned, the TEI customization process can make a huge difference to the efficiency of a TEI project and the quality and longevity of its data. Good customizations capture the project’s specific modeling decisions, and ensure consistency in the data, while retaining as much interoperability and mutual intelligibility with other TEI projects and tools as possible. Customization also contributes importantly to the process of data curation, both at the time of data creation and later in the project’s life cycle. This seminar will introduce participants to the central concepts of TEI customization and to the language (a variant of the TEI itself) in which TEI customizations are written. Topics covered include:

- Background on how the TEI schema is organized
- Essentials of the TEI’s customization language
- Using Roma to generate schemas and documentation
- Designing a schema for your project: data constraint, work flow, and long-term maintenance
- Conformance and interoperability

Institute Topic 2: XSLT for Digital Humanists

XSLT is a crucial tool for those working with the TEI, both as a key part of any XML publication system and also as a technology for manipulating and managing XML data. As a programming language that can be used to transform XML data into other formats, it is immensely powerful and also comparatively approachable for those already familiar with XML. For individual scholars and librarians (who may not have access to technical support or programmer time), XSLT can be a remarkably

enabling skill, making it possible for them to create usable output in a variety of formats, including HTML, formats used by visualization software, and even PDF. The challenge for digital humanists is not in finding XSLT resources; because it is such an important technology, there are numerous tutorials online and workshops available. However, these materials and events are almost universally aimed at an industry audience, rather than at humanities scholars. What we seek to do in these seminars is provide an introduction to XSLT that is aimed at a scholarly audience, using examples from real humanities data and approaching the topic from the perspective of those who may be familiar with the TEI and XML, but not with other programming languages. This seminar will provide participants with an understanding of the essential concepts of XSLT, focusing on examples and use cases from TEI data in the humanities. We will also help participants learn how to use simple templates to create more complex XSLT stylesheets, and how to reuse and reverse engineer stylesheets from other projects.

Institute Topic 3: Text Encoding in the Humanities Classroom

As digital humanities increasingly gains profile in traditional humanities departments, the subject is becoming of greater interest in graduate and even undergraduate teaching. For faculty with TEI projects of their own, or with a strong research interest in the TEI, the challenge is to design a digital humanities syllabus that is rigorously and usefully digital, and yet still focused on humanities content. To what extent can text encoding be a useful pedagogical instrument, and what kinds of concepts does it help to teach? What kinds of practical infrastructure and prior preparation are needed to support a course of this type? What broader critical ideas in digital humanities and in traditional humanities domains would form a strong context? In this seminar, participants will each work on a course of their own, with opportunities for the group to workshop each syllabus and discuss the course narrative and design.

The curriculum for all of the institutes will be a combination of presentations, discussion, and hands-on practice, focused on examples and materials from the participants' own projects. In our introductory workshops and seminars, there is typically an even balance between presentation and hands-on work, because there is considerable information to be imparted and participants need an opportunity to experiment on their own. For these proposed institutes (particularly the Teaching with TEI topic), group discussion will play a greater role. This is partly because the participants can learn a great deal from other participants' projects, but also because this discussion constitutes, in a sense, a "hands-on" process which models the real decision-making and project-building work that takes place in digital humanities project development. During these discussions, participants will be able to compare strategies, consider various approaches to the same problem, and gain further familiarity not only with the mechanics of text encoding but also with its intellectual processes. Through examination of case studies, the group will review and discuss the variety of encoding methods being adopted by existing projects, and consider their merits, disadvantages, and overall suitability for participants' own projects. The instructors will present examples and methods, and guide the discussion so that each participant's project

receives attention from the group. A detailed sample curriculum is included in the appendix.

The institute events themselves are deliberately comparatively brief. However, the activities of the institutes are not limited to the physical meetings, but extend beyond these events to offer participants the opportunity to deepen their understanding of what they have initially learned, and solidify it through extended practical implementation. In addition to the costs of travel and teaching, this proposal also funds an important set of follow-up activities to support participants' ongoing work and to provide consultation both with WWP staff and among the participants themselves. We will offer a combination of structured and unstructured activities and supporting materials, both before and after each event:

- In preparation for each institute, we will circulate a set of case study materials and readings to participants, to enable them to do advance preparation if time permits. Participants will also be asked to share materials about their own projects in advance (especially important for the Teaching with TEI events).
- In the month following each institute, we will expect and strongly encourage all participants to complete any draft materials they began during the event, and circulate them to the group. The WWP staff will comment on these materials and the other participants will be encouraged to comment as well. These and other group discussions will be conducted on the WWP's encoding discussion list, which was established for participants in our first seminar series and has become a place for follow-up discussion for all seminar and workshop participants. Completion of this work will be optional and without deadline, but we expect that participants will find it useful enough to be worth attempting.
- The WWP staff will be available for consultation on the discussion list and more privately via email, to provide advice and technical support for projects during the three years of the grant.
- All curricular materials for WWP seminars are made publicly available at the WWP web site. For these events, we will be preparing a more comprehensive set of supporting materials which are intended not only for seminar participants but also for a more general digital humanities public. These will include sample curricula for teaching with TEI; commented sample XSLT stylesheets, templates, and TEI customization files; and "crib-sheet" style guides to the most commonly used terms and components for TEI customization and XSLT.

Selection of Participants

The selection process will follow the same protocol as our current NEH Institutes grant, which has worked well and has enabled us to accommodate a very broad range of participants. A call for participation will be issued at the start of this grant and at intervals throughout the grant period, and will be posted both to the major digital humanities lists (TEI-L, Humanist, CenterNet). Applicants will be asked for a brief description of their project (one they are currently engaged in or one they plan to start during the institute) and of their expertise level in text encoding. Applicants will be selected as follows:

- Preference will be given to those whose projects have the highest relevance to the institute topic (and hence will be most fruitful inclusions from the viewpoint of group discussion and comparison). If space permits, however, participants with more marginally relevant projects will be admitted.
- Preference will be given to applicants who have prior familiarity with text encoding. If space permits, novices will also be admitted, with the understanding that they may need to do some advance reading and preparation.
- Preference will be given to collaborative groups (e.g. between faculty and graduate students, faculty and digital practitioners, librarians and IT staff, and so forth), so as to enable them to attend the institute together. We have had excellent results from bringing project teams to our current series of advanced seminars, since different members of the team bring different perspectives and expertise to bear on the topic and can help reinforce each other's knowledge as they work together.
- Among applicants with equal weights on the points above, selection will be on a first-come, first-served basis. Applicants who are not admitted to a given event can be deferred to a subsequent event if they choose.

Impact and Evaluation

We anticipate several important results from this program, which will have immediate impact on the individual participants and a longer-range impact on those with whom they interact: students, colleagues, and the digital humanities community.

- These seminars will provide an opportunity for scholars and small projects to get focused, advanced consultation on specific areas where their existing knowledge of TEI can be extended and made more effective. The knowledge and skills gained in this way will have an immediate practical benefit in advancing participants' projects, and will also extend outwards to colleagues and students who may themselves receive training from the seminar participants. In the case of the Teaching with TEI seminars, the events will increase the quality of teaching in digital humanities courses, by enabling participants to learn from each other and take advantage of the TEI expertise of the instructors; the availability of these seminars may also increase the number of available courses that include text encoding as a topic, by encouraging scholars to explore text encoding in their humanities teaching and by giving them support in doing so.
- By treating text encoding and related technologies not as purely technical skills but as problems of strategic design with close interconnections to humanities questions and methodology, these institutes will help to raise the level of discourse and the scholarly awareness of text encoding and related technologies within digital humanities scholarship. We are already seeing evidence of this change in the way that text encoding and other digital humanities technologies are discussed in contexts where their scholarly significance (rather than their

technical specifics) are at issue.¹ What is crucial as digital humanities gains wide visibility in the academy is to ensure that these technologies are not treated *merely* as metaphors and abstractions, but are also understood at a competent level of detail. These seminars strongly emphasize both a technical and a conceptual understanding, and (most importantly) the connections between the two.

- The visibility of the curricular materials, and of participants' samples and documentation via the WWP web site, will also make the results of this program accessible to a wider audience beyond those able to participate directly, and beyond the immediate temporal scope of this grant.

As described above, a number of follow-up activities will provide opportunities for participants to continue working on the projects they begin at the institute and receive ongoing guidance and advice from both the instructors and the other participants:

- A discussion list will be maintained by the WWP for discussion and questions (for all participants).
- The institute pages at the WWP web site will provide a space dedicated to posting samples and linking to documentation, in addition to the curricular materials developed for these institutes.
- Participants will be strongly encouraged to post sample encoded texts and completed documentation to share with other participants (and will be reminded of the community value of such examples).

We plan several methods of evaluation for these institutes, both during the term of the grant and at its conclusion:

- Participants will be asked to complete an online survey immediately following each event. This survey (a modified version of the evaluation survey we use for all of our workshops and seminars) asks participants about their level of technical expertise prior to the event and about their institutional location (faculty, IT, library, etc.) and area of specialization; it also asks a number of detailed questions about the pace, level, and scope of the seminar so that we can gauge whether the event is pitched at the right level for the audience. Finally, we ask a set of open-ended questions about the strengths and weaknesses of the seminar and seek comments and suggestions for improvement.
- We will conduct an additional survey at the end of the entire series, to get feedback on the usefulness of the follow-up consultation and discussion. This survey will emphasize questions about how much participants have used what they learned, how well they retained it, and how well the seminars prepared them to continue learning on their own. We will also ask questions about the usefulness of the follow-up services offered (ongoing advice from WWP staff, the

¹ See for instance Ed Folsom, "Database as Genre: The Epic Transformation of Archives", PMLA 122.5 (October 2007), 1571-9, and the cluster of responses that follow it.

WWP's encoding discussion lists, contacts with other participants, ongoing access to seminar materials such as slides and examples) so that we can learn which of these provide the greatest value.

- The final report and white paper for this institute series will describe the projects that participated, the methods of instruction, and the materials created for the seminars. It will also discuss any significant issues that arise in the seminar discussion, including analysis of any points in the curricula that seem particularly useful, challenging, transformative, or otherwise notable.

Staff and Consultants

Julia Flanders is the Director of the WWP and will be the principal instructor for the institutes. She will lead the design of the curriculum and the creation of supporting materials, oversee the conduct of the seminar events, and participate significantly in the follow-up discussion and consultation. She has a PhD in English Literature and has served in positions of leadership in the TEI and digital humanities communities for nearly ten years, and has also taught successful TEI workshops and seminars for ten years. In addition to extensive expertise in TEI encoding, she also has deep knowledge of digital project design and management, documentation strategies, and fundraising.

Syd Bauman is the WWP's Senior Programmer/Analyst and will be the second main instructor for the institutes. He will participate in the design of the curriculum and the creation of supporting materials, and be the lead instructor for the XSLT seminar. He will contribute significantly to the follow-up discussion and consultation, particularly on technical topics such as schema design and automated processing techniques. He has a BA in Political Science and served as North American Editor of the TEI Guidelines from 2001-2007. He has extensive expertise in TEI schema design and customization as well as TEI encoding, and has been teaching TEI workshops and seminars since 2004.

Jacqueline Wernimont is an Assistant Professor of English at Scripps College, and formerly served as WWP Project Manager and Textbase Editor. She holds a PhD in English Literature from Brown University. She combines strong knowledge of TEI with experience in the humanities classroom, with a special focus on teaching at the intersection of digital humanities and traditional humanities scholarship. She currently holds a grant from the Mellon Foundation in support of a project titled "Archives that Count", which supports a series of intensive workshops for humanities faculty on strategies for enhancing, managing, and using personal digital archives in research and teaching. She will serve as guest instructor for the Teaching with TEI seminars in this series, and will contribute significantly to the design of the curriculum and materials for these seminars.

David Birnbaum is Professor of Slavic Languages and Literatures at the University of Pittsburgh and is internationally recognized for his expertise in the use of XSLT for humanities data and in the TEI Guidelines. He has served on the TEI Council and is a frequent presenter at conferences on topics in scholarly uses of text markup and XML technologies. He holds a PhD from Harvard University. He will serve as guest instructor for the XSLT seminars in this series, and will contribute significantly to the design of the curriculum and materials for these seminars. With Syd Bauman, he will be teaching

the WWP's first XSLT seminar in March 2011, which will serve as the basis for the seminars now being proposed.

Trevor Muñoz is completing an MS in Library and Information Science at the University of Illinois, Urbana-Champaign, with a concentration in data curation, and holds an MA in Digital Humanities from King's College London. He also serves as Managing Editor for the forthcoming Best Practices Guide for Data Curation in the Humanities being published under the IMLS-funded Data Curation Education Program for the Humanities at UIUC. He has substantial project experience with TEI customization and has worked with the WWP in the past on our TEI workshops. He will serve as guest instructor for the TEI Customization seminars in this series, and will contribute significantly to the design of the curriculum and materials for these seminars. With Syd Bauman and Julia Flanders, he participated in the teaching of the WWP's first TEI customization seminar in August 2010, and contributed significantly to the design and development of the materials for that event, which serves as the basis for the seminars now being proposed.

Budget Notes

The budget for this proposal covers a portion of salary and benefits for the two WWP staff who will be serving as instructors for the institutes. We also include funding for three guest instructors (one for each institute) with an honorarium of ^{Ex. B6} per event, covering the three days of the institute. Travel funding is provided for the three guest instructors to travel to Providence. Funding is also provided to cover travel funding for participants: up to 12 participants per event, at \$500 per participant. Because the seminar events are comparatively short, no stipend is necessary. \$700 per event is also provided to cover the basic hosting costs of room and equipment rental, and also to provide lunch and coffee breaks for participants.

Sample Curricula For Taking TEI Further Advanced Institutes

TEI Customization

The curriculum for this seminar is based on a seminar offered at the WWP in August 2010. It will be updated for the new institute series but the essential shape was effective and is described below.

Day 1

Session 1: Overview of Customization and Namespaces

In this session, we give a broad conceptual overview of how TEI customization works, and of how elements from different languages (TEI and non-TEI) are managed when they occur in the same schema.

Session 2: Basic Demonstration of Customization with Roma

Here we introduce participants to the simplest approach to customization, using the TEI's web-based Roma tool. We discuss how to create a simple TEI customization file and how to use Roma to generate a TEI schema and accompanying documentation. Participants have an opportunity to experiment with creating a simple customization of their own, and test the resulting schema against a sample XML document they create.

Lunch

Session 3: Writing ODDs: Basic Vocabulary for Customization

Once participants are comfortable with the basic concepts of customization, we take a more detailed look at how the ODD file itself is expressed, covering the basic elements for including, excluding, and modifying TEI elements and attributes in a custom schema.

Session 4: Group ODD-writing followed by individual hands-on

In this session we begin with a group exercise to create a custom TEI schema and discuss any questions that come up. Once participants are oriented, we spend the remainder of the day in individual hands-on practice. Participants develop their custom schemas further and test them against their encoded sample files.

Day 2

Session 5: Review of basics; advanced customization topics and problems

In this session we review the concepts and materials covered the previous day and then continue with more advanced material, covering data types, attribute value constraint, and methods of creating new TEI elements.

Session 6: Hands-on practice and discussion

Lunch

Session 7: Conformance issues; documenting your customization

In this session we consider a set of broader strategic and management issues, including the concept of TEI conformance and the use of namespaces in the context of customization. We also cover methods of documenting the TEI customization.

Session 8: Hands-on practice and discussion

Day 3

Session 8: Creating Content Models: Basics of RELAX NG
In this session we introduce methods of creating new content models for TEI elements, using the RelaxNG schema language.

Session 9: Hands-on practice

Lunch

Session 10: Additional Constraint: Schematron
In this session we discuss how to express further schema constraints using Schematron.

Session 11: Final questions and discussion

Supporting materials for these seminars include:

- Commented sample ODD file demonstrating all of the major features of TEI customization, with explanations aimed at the novice
- Specialized schema for TEI ODD files, created by the WWP, containing extra constraints to check for and catch common customization errors
- Local WWP interface to the TEI roma tool (which generates a TEI schema from an ODD file), which permits faster and more efficient schema generation (with fewer options and fields to fill out); useful for repeated schema generation during hands-on practice.

XSLT for Digital Humanists

The curriculum for this seminar will be developed based on initial experiences teaching XSLT at the WWP and as part of the Digital Humanities Summer Institute at the University of Victoria in June 2011. The sample given below illustrates the essential points to be covered.

Day 1: Basic XSLT Principles and Concepts

Session 1: Overview of Basic Concepts and Background
In this session we review the basic concepts of XML and introduce participants to the concept of the XML tree structure, and discuss how we access its parts using XPath.

Session 2: Hands-on practice
In this session we introduce participants to the logistics of how to apply an XSLT stylesheet to an XML file, and working as a group we write a very simple XSLT stylesheet to generate output. Participants experiment with modifying this stylesheet and adding features, focusing on identifying specific XML nodes of interest and extracting them from the source file.

Session 3: Generate Simple HTML Output
Building on the previous session, we take the identified nodes and make readable HTML output, so that participants can see a concrete output from their XML.

Session 4: More hands-on practice
We conclude the day with further hands-on practice.

Day 2: TEI-to-TEI transformations

On the second day we focus on transforming TEI-encoded XML documents into other forms of TEI, to support several different project scenarios including migrating legacy data from one TEI version to another, doing automated conversion from one TEI customization to another, and extracting pieces of TEI-encoded data for further processing (such as generating visualizations or performing text analysis).

Day 3: TEI to HTML transformations

On the third day we focus on transforming TEI-encoded XML documents into HTML, to support web publication of TEI content. This set of sessions will also address some of the challenges of working between XML languages that segment and structure documents very differently, as TEI and HTML do.

Supporting materials for this seminar include:

- Sample, commented XSLT stylesheets accompanied by TEI files that use them, to be used as a reference point; participants can use these to test the results of specific transformations
- Quick reference guides to the most commonly used XSLT functions, HTML elements, and Xpath expressions, aimed at a novice humanities audience
- Access to a small library of JavaScript utilities for inclusion in XSLT stylesheets, to accomplish common user interface tasks in the web browser

Teaching with TEI in the Digital Humanities Classroom

The full curriculum for this seminar will be developed in consultation with Jacqueline Wernimont, the guest instructor; the essential outline is given here.

Day 1

Session 1: Teaching with TEI

In this opening session participants will discuss the pedagogical goals of including text encoding in the humanities classroom, and how text encoding may intersect with other humanities topics and issues. We'll also consider how much detail is needed, and to what extent concepts of structured data can function as critical digital humanities concepts on their own without actual practical or technical exposure.

Session 2: Review of TEI Concepts

In this session, we will provide a review of some key areas of TEI that lend themselves particularly well to teaching at the graduate and undergraduate level, including manuscript transcription, annotation and editing of primary sources, development of contextual materials (such as historical background, biographical information, critical commentary), oral history.

Lunch

Session 3: Participant Presentations I

In this session, we will have the first set of participant presentations. Participants will give presentations of approximately 15-20 minutes on the course they are

designing, followed by group discussion of pedagogical goals, possible uses of TEI and TEI-related assignments, and ways to use TEI to enhance the course content.

Session 4: Hands-on practice and discussion

Participants will have time to work on their own syllabi and consult individually with the instructors

Day 2

Session 5: Teaching Structured Data

We begin the second day with a more detailed discussion of how concepts of structured data and text markup can most effectively be taught. The group will brainstorm a variety of strategies for explaining and using these concepts in specific curricular contexts, and will generate some initial ideas for assignments, to be developed in more detail by small groups later in the day.

Session 6: Participant Presentations II

In this session we will have a second set of participant presentations as described above, with group discussion of each participant's course.

Lunch

Session 7: Small Group Assignment Development

In this session, we will break into small groups to develop detailed versions of the assignment ideas from the morning's discussion.

Session 8: Discussion

The group will meet as a whole to present and discuss the assignments developed in the previous session.

Day 3

Session 9: Technology Platforms and Support

In this session, we'll consider what kinds of technology platforms and support (TEI schemas, XML editing software, support for XSLT, access to servers, etc.) are needed to teach text encoding in the humanities classroom, and discuss what kinds of tools are best suited to use by humanities faculty.

Session 10: Participant Presentations III

In this session we will have a third set of participant presentations as described above, with group discussion of each participant's course.

Lunch

Session 11: Involving Students in Digital Projects

In this session, we'll discuss the intersection between classroom teaching and digital project development, and consider ways of integrating the two in a way that is pedagogically effective and also beneficial to the project in question.

Session 12: Concluding Discussion: Next Steps

We anticipate that the seminar will generate ideas for further collaborative work and possibly for further grant-funded development. We will conclude the event with a discussion of next steps.