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D7.5 Summer/Winter School

Filipe Guimarães da Silva, Maria Do Rosário Jorge, Inês Castaño, João Fernandes, Marco Raciti

► **To cite this version:**

Filipe Guimarães da Silva, Maria Do Rosário Jorge, Inês Castaño, João Fernandes, Marco Raciti. D7.5 Summer/Winter School. [0] DARIAH ERIC; NOVA - Universidade Nova de Lisboa. 2019. hal-02453354

HAL Id: hal-02453354

<https://hal.science/hal-02453354>

Submitted on 23 Jan 2020

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D7.5

Summer/Winter School

DESIR

DARIAH ERIC Sustainability Refined

INFRADEV-03-2016-2017 - Individual support to ESFRI and other world-class research infrastructures

Grant Agreement no.: 731081

Date: 31-12-2019

Version: 1.0



DESIR has received funding from the European Union's Horizon 2020 research and innovation programme under grant agreement No 731081.

| | |
|----------------------|---|
| Grant Agreement no.: | 731081 |
| Programme: | Horizon 2020 |
| Project acronym: | DESIR |
| Project full title: | DARIAH-ERIC Sustainability Refined |
| Partners: | <p>DIGITAL RESEARCH INFRASTRUCTURE FOR THE ARTS AND HUMANITIES</p> <p>GEORG-AUGUST-UNIVERSITAET GOETTINGEN STIFTUNG OEFFENTLICHEN RECHTS</p> <p>UNIVERSITEIT GENT</p> <p>UNIWERSYTET WARSZAWSKI</p> <p>FACULDADE DE CIENCIAS SOCIAIS E HUMANAS DA UNIVERSIDADE NOVA DE LISBOA</p> <p>CENTAR ZA DIGITALNE HUMANISTICKE NAUKE</p> <p>GOTTFRIED WILHELM LEIBNIZ UNIVERSITAET HANNOVER</p> <p>INSTITUT NATIONAL DE RECHERCHE ENINFORMATIQUE ET AUTOMATIQUE</p> <p>KING'S COLLEGE LONDON</p> <p>UNIVERSITY OF GLASGOW</p> <p>KNIHOVNA AV CR V. V. I.</p> <p>HELSINGIN YLIOPISTO</p> <p>SIB INSTITUT SUISSE DE BIOINFORMATIQUE</p> <p>UNIVERSIDAD NACIONAL DE EDUCACION A DISTANCIA</p> <p>UNIVERSITY OF HAIFA</p> <p>UNIVERSITY OF NEUCHÂTEL</p> |
| Topic: | INFRADEV-03-2016-2017 |

DESIR

INFRADEV-03-2016-2017 - Individual support to ESFRI and other world-class research infrastructures, Grant Agreement no. 731081.



| | |
|--------------------------|---|
| Project Start Date: | 01-01-2017 |
| Project Duration: | 36 months |
| Title of the document: | Summer/Winter School |
| Work Package title: | Teaching |
| Estimated delivery date: | 31/12/19 |
| Lead Beneficiary: | DARIAH |
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| Keywords: | Data management, Open Science, Arts and Humanities, Training and Education. |

Revision History

| Version | Date | Author | Beneficiary | Description |
|----------------|-------------|---|------------------------|-----------------------------------|
| 0.1 | 13-12-19 | Marco Raciti Erszébet Toth-Czifra Rosário Jorge Filipe G. da Silva Inês Castaño João Fernandes | DARIAH FCSH-UNL | DESIR Winter School took place |
| 0.2 | 16-12-19 | Marco Raciti | DARIAH | First outline of the report |
| 0.3 | 23-12-19 | Marco Raciti | DARIAH | Final version of the report |
| 1.0 | 30-12-19 | Marco Raciti | DARIAH | Deliverable submitted |

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Executive Summary

Research in a fast-changing environment requires a sustained access to new perspectives and methods. While this happens in universities as well, research infrastructures like DARIAH are uniquely positioned to share new kinds of knowledge from broader networks in a wider variety of formats.

To this end, the DESIR Winter School "Shaping new approaches to data management in arts and humanities" was organised in the framework of Work Package 7: Teaching. One of the objectives of this Work Package was to conduct research method training measures.

The Winter School, a format that in the past proved to be particularly successful among trainers and participants, was jointly organised by DARIAH and FCSH-NOVA. It took place in Lisbon on 10-13 December in the premises of NOVA University (Almada Negreiros College). The event gathered 20 participants from all over Europe, selected after a call for applications, and aimed at helping them to maximize the potential of their scholarly resources and to take practical steps in opening up their research in ethically and legally responsible ways.

Teaching topics included:

- Humanities data;
- Copyright and (open) licenses;
- Data and software citation practices, persistent identifiers (PIDs);
- Open Research Notebooks;
- Data Management Plans;
- Innovative Publishing Practices in the Arts and Humanities.

The programme of the Winter School included visits to local institutions such as the Foundation for Science and Technology, National Library, National Archive Furthermore, a round table with Portuguese Social Sciences, Arts and Humanities Research Infrastructures was organised.

Participants particularly appreciated the quality and diversity of topics, the chance of networking with colleagues from across Europe and the atmosphere.

A synthesis of the event will be made available on DARIAH-Campus, a discovery framework and hosting platform for DARIAH learning resources, developed by DARIAH in the framework of Work Package 7: Teaching.

| Nature of the deliverable | | |
|---------------------------|--------|---|
| | R | Document, report |
| | DEM | Demonstrator, pilot, prototype |
| ✓ | DEC | Websites, patent fillings, videos, etc. |
| | OTHER | |
| Dissemination level | | |
| ✓ | P | Public |
| | CO | Confidential only for members of the consortium (including the Commission Services) |
| | EU-RES | Classified Information: RESTREINT UE (Commission Decision 2005/444/EC) |
| | EU-CON | Classified Information: CONFIDENTIEL UE (Commission Decision 2005/444/EC) |
| | EU-SEC | Classified Information: SECRET UE (Commission Decision 2005/444/EC) |

Disclaimer

DESIR has received funding from the European Union's Horizon 2020 research and innovation programme under grant agreement No 731081. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Introduction

The **DESIR Winter School** "Shaping new approaches to data management in arts and humanities" took place in Lisbon on **10-13 December 2019**. The event was hosted by NOVA FCSH University facilities and was organised in the framework of the Horizon 2020 funded project DESIR (DARIAH ERIC Sustainability Refined). It aimed at gathering PhD students, arts and humanities scholars from all career stages and research managers interested in the issues raised by sustainable practices to open up data in the arts and humanities. The event was a joint organisation between **DARIAH** and **NOVA FCSH**. As such, it brought together the collaboration of national and European experts in the data management field.

Sharing knowledge, research outputs and other scholarly resources in ways that are tuned for long-term availability and maximal use and reuse are recognized as essential practices but also key challenges for arts and humanities research. In the last couple of years, this need has also been recognized in a strong political drive in the European Union giving rise to support structures but also policy imperatives for research data management. As a result, Research data management emerged to be a new field of expertise to explore and establish in all range of disciplines.

The fact that the concept of data in the arts and humanities domain is far from being a straightforward one adds further complexities to the implementation of such policies in the arts and humanities domain. To meaningfully address the real data needs of the diverse communities of arts and humanities scholars in terms of skills, infrastructure and best practices, we need to keep a reflexive and open exchange about the function of data in specific research questions and fields of enquiry.

The DESIR Winter School provided a unique opportunity for arts and humanities scholars as well as for librarians and research managers to learn about **how to maximize the potential of their scholarly resources and to take practical steps in opening up their research in ethically and legally responsible ways**. To this end, the DESIR Winter School covered a wide selection of topics ranging from the **optimal implementation of FAIR data in the arts and humanities, issues around ethics, Intellectual Property Rights and licensing, data and software citation practices, open research notebooks and innovative publishing practices in the arts and humanities**.

The main goals of the Winter School were to:

- Introduce scientific and academic communities in the arts and humanities to the principles and practices of responsible research and Open Science;
- Strengthen the skills of the arts and humanities communities in research data management, curation, sharing, preservation and reuse;

- Enable R&D and Higher Education institutions to develop research data strategies and policies;
- Foster national and international collaboration amongst the diverse research communities in the arts and humanities;
- Introduce participants to innovative publishing practices in the arts and humanities, such as data journals, overlay journals etc.;

1. Programme

1.1 Venue

The DESIR Winter School was hosted by FCSH NOVA University facilities in Lisbon. The event took place at the Almada Negreiros College, room 219, inside the Campolide Campus.



Figure 1 - Almada Negreiros College

1.2 Schedule

10 December 2019

10:00-12:30 *Welcome session and keynote, Maria Fernanda Rollo*

12:30-13:30 Lunch break

13:30-16:00 *What is data in the humanities?, Erszébet Toth-Czifra*

16:00-18:00 Visit to the Foundation for Science and Technology (Portuguese Web Archive and PTCRIS - Portuguese Current Research Information System)

11 December 2019

10:00-12:30 *Data and Software citation practices, PIDs, Frances Madden*

12:30-13:30 Lunch break

13:30-16:00 *Open Research Notebooks, Javier de la Rosa*

16:00-18:00 Visit to the National Library and National Archives (digital preservation)

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12 December 2019

10:00-12:30 *IPR and licensing*, Walter Scholger

12:30-13:30 Lunch break

13:30-16:00 *Data Management Plans*, Antónia Correia

16:00-18:00 Round table discussion with Portuguese Social Sciences, Arts and Humanities Research Infrastructures

19:00 Social Dinner "Pano de Boca Restaurant"

13 December 2019

10:00-12:30 *Innovative Publishing Practices in the Arts and Humanities*, Delfim Leão

12:30-13:30 Lunch break

13:30-16:00 *Reflections from attendees*

2. Abstracts

What is data in the humanities?

In this workshop, participants will be encouraged to examine their own scholarly practices and those of others, refining our responses to the fundamental question: “what are Humanities research data?” The ways in which Humanities methods and practices have changed to respond to digital research data will be explored in more detail. The session will combine lecture and discussion with a hands-on exercise in evaluating diverse Humanities sources, testing our ability to identify and to extract Humanities research data, and to respond to such objects in a way that reflects their digital nature.

After a warm-up session dedicated to theoretical reflections on the role of data within humanities research and cultural heritage studies, the session gently introduce the participants to the basics in research data management, data services and the FAIR principles in a humanities context, just to see how all these at first possibly fairly abstract new concepts help do more effective research if they are well-translated into community practices. Participants will travel through the research data lifecycle from planning, organising, documenting, processing, storing and protecting your data to sharing and publishing them. Participants are encouraged to discuss data management issues related to their own projects (or project ideas) ideas and to contact the trainers beforehand.

Learning objectives:

- Participants can define Open Access to Data;
- Participants will be able to explain the advantages of Open Access to Data for their research and research in general;
- Participants can summarize the FAIR principles in a Humanities context;
- Participants can describe challenges involved in the concepts discussed in the session;
- Participants will be able to find key resources and support for publishing data.

Hands-on exercises will include: repository finding exercises and preparing a readme file for data deposits as well as modelling arts and humanities workflows that are well-aligned with research data management best practices.

Data, Software Citation and PIDs

This session will provide an overview of persistent identifiers, outline their importance and also provide an overview of how to cite data and software. During this highly interactive session we will both overview the why and how of data and software citation and discuss issues which can be encountered specifically in a humanities context.

Open Research Notebooks

This session provides an introduction to Jupiter notebooks and their potentials for well-documented, reproducible and reusable Digital Humanities outputs and workflows.

More specifically, it covers the following topics:

- The history of research notebooks
- Environments
- Hosted vs Local
- The Python ecosystem
- Data analysis with Pandas
- Text analysis with SpaCy
- Visualization with Seaborn and Matplotlib
- Examples for the application of Jupiter notebooks in Digital Humanities research projects.

IPR and licensing

As researchers, we are both creators of intellectual works and users of others' works. Copyright addresses the proper balance between the interests of creators and the possibility of reuse by the public. We will therefore look at principles of copyright and statutory license for research and education and investigate the provisions of the recent EU Directive on Copyright in the Digital Single Market.

In addition, we will discuss how Open licenses like Creative Commons work in theory and practice and how we can employ them to ensure both widespread re-use of our intellectual outputs and proper attribution.

Data Management Plans

The outline of the session is presented below:

1. Research data management and data management plans;
2. H2020 funding requirements;
3. Planning for data management;
4. Data management planning tools.

The first part of the workshop will be a theoretical introduction, and the second part a hands-on approach to Data Management Plans.

Innovative Publishing Practices in the Arts and Humanities

The workshop intends to approach challenges and innovative models related to multilingualism within bibliodiversity in Social Sciences and Humanities (SSH). The role of language in research practices tends to be considered secondary in STEM disciplines (Science, Technology, Engineering and Mathematics), since there seems to be a tacit assumption that English is widely accepted as the language of communication. Besides, it tends to be promoted in (inter)national and European research and innovation policies – mainly written in English and with no or scarce reference to language use or multilingualism. In this context, SSH specific needs regarding scholarly communication in native languages has to be addressed: in those disciplines where language and concepts are very often not only means of communication but objects of research themselves, the use of mother tongue is indispensable for in-depth understanding, and knowledge co-creation and sharing. In this setting, the challenge of multilingualism should lay on the concept of ‘bibliodiversity’, coined by the International Alliance of Independent Publishers, which refers to “cultural diversity applied to the world of books” – thereof, underlining the need to encompass a diversity of languages, scientific areas, publication formats, and actors. There are firm grounds to state that bibliodiversity, through multilingual publishing, is an efficient way of protecting national languages and enhancing different academic rhetorical traditions, by reaching specialists and wider audiences in a complementary way. Therefore, it is of the utmost relevance to understand how bibliodiversity, in its manifold formats and multilingual forms, is promoted through innovative practices and high-level programmatic involvement. In order to illustrate this, a presentation will be made of the OPERAS consortium at large, as well as of the more particular scope of the recently EU funded project TRIPLE. Finally, a practical approach will be made taking as reference the UC Digitalis ecosystem, based on the experience of Coimbra University Press.

3. Instructors



Fernanda Rollo (keynote speaker)

Fernanda has a PhD in Contemporary History by the Faculdade de Ciências Sociais e Humanidades, Universidade Nova de Lisboa and is Associate Professor in the same faculty. Researcher and former President of the Institute for Contemporary History, Prof. Fernanda Rollo has coordinated research projects and has several texts published in the areas of Economic and Social History, History of Portugal, and history of innovation and organization of science. She is former Secretary of State for Science, Technology and Higher Education.

Erzsébet Tóth-Czifra

Erzsébet started her job as Open Science Officer at DARIAH-EU in March 2018. She studied comparative literature studies, cultural studies and linguistics at the University of Szeged (Hungary) as well as at the Eötvös Loránd University in Budapest. She received her PhD in Cultural Linguistics *summa cum laude* in 2018 at Eötvös Loránd University for her corpus study of the evolution of certain Hungarian word-formation schemata. After graduating, she had been teaching linguistics and Hungarian as foreign language at the Eötvös Loránd University as well as at the Fachhochschule Burgenland in Eisenstadt, Austria. In 2016, her commitment to democracy in science led her to join ScienceOpen, a research evaluation and discovery platform, as Content Integration Manager and open science advocate. Her role at DARIAH enables her to merge the 2 main pillars of her professional life: humanities and open science. She is responsible for fostering and implementing open science practices across DARIAH and its cooperating partners and contributes to the design and implementation of open science policy statements, guidelines and service related to the open dissemination of research results in the humanities.



Frances Madden

Frances Madden is Research Identifiers Lead at The British Library, overseeing the British Library's contribution to the FREYA project. Her role includes looking at integrating persistent identifiers into the Library's systems and representing the humanities and social sciences sectors within FREYA. Prior to joining the British Library, Frances worked as a research data manager and an archivist at King's College London and Royal Holloway, University of London.



Javier de la Rosa



Javier de la Rosa is a Postdoctoral Researcher at UNED working on Natural Language Processing, where he is part of the POSTDATA Project. He holds a PhD in Hispanic Studies with a specialization in Digital Humanities by the University of Western Ontario, and a Masters in Artificial Intelligence by the University of Seville. Javier has previously worked as a Research

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Engineer at Stanford University, and as the Technical Lead at the University of Western Ontario CulturePlex Lab. His interests range from NLP applied to historical texts to the analysis of networks of Fine Arts artifacts and the visual culture of the past.

Walter Scholger

Walter studied History and Applied Cultural Sciences in Graz (Austria) and Maynooth (Ireland). He served as the Deputy Director of the Center for Information Modeling – Austrian Centre for Digital Humanities at the University of Graz (Austria) from 2008 to 2019, and continues to deal with administrative issues, project management and the coordination of the Centre’s teaching activities. He is involved in several international projects and member (and co-lead) of several working groups of DH umbrella organizations focusing on legal aspects of academia and digitisation (e.g. CLARIN Legal Issues Committee) and DH curricula development (e.g. ADHO Digital Pedagogy SIG), and has been giving numerous international workshops on IPR, licensing and data protection in recent years. A veteran contributor to DARIAH-EU, he was one of the driving forces behind the “DH Course Registry” and has been active in several Working Groups, serving as Co-Lead of the “Training and Education” Working Group from 2013 to 2017 and the Working Group on “Ethics and Legality in Digital Arts and Humanities” (ELDAH) since 2017. In January 2019, he was appointed Deputy National Coordinator for CLARIAH Austria.



Antónia Correia



Antónia works for FIT4RRI and ON-MERRIT projects in the Open Access Projects’ Office of Minho University. She has a BA in Anglo-Portuguese Studies by the Universidade Nova de Lisboa and a specialization in Library and Information Sciences and Archives from the Universidade de Lisboa. She has extensive experience working in academic libraries and supporting researchers in scientific publishing, visibility and evaluation. She collaborates with

Universidade Nova de Lisboa’s Doctoral School in the Information Literacy and Research Data Management courses. Working for FOSTER Plus project, she coordinated the Portuguese translation of the Open Science Training Handbook and collaborated in the Open Science Training Toolkit. She integrates the OpenAIRE Community of Practice for training coordinators and Research Data Alliance’s Portuguese Node. Research interests are

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all subjects related to Open Science, Research Data Management, Scholarly Publication and Research Assessment.

Delfim Leão



Delfim Leão is Full Professor at the Institute of Classical Studies and currently Vice-Rector for Culture and Open Science at the University of Coimbra. He is Director of Coimbra University Press (since 2011) and has formerly been President of the Portuguese Association of Higher Education Presses (2011-2014). He is the Portuguese representative (since 2017) at the OPERAS consortium core group and participates at the recently funded EU projects TRIPLE (Targeting Researchers through Innovative Practices and multiLingual Exploration, 2019-2022) and OPERAS-P (Preparing Open Access in the European Research Area through Scholarly Communication, 2019-2021). He is particularly active in the area of Multilingualism. His scientific and professional activities include

the development of two specialized digital platforms: the Classica Digitalia and the UC Digitalis.

4. Visits

The programme included visits of local institutions and a round table on Wednesday with Portuguese Social Sciences, Arts and Humanities Research Infrastructures.

Tuesday 10 December – Foundation for Science and Technology (Fundação para a Ciência e a Tecnologia)

The program of the first day included a visit at the FCT¹ (Fundação para a Ciência e a Tecnologia) premises in Lisbon to discuss knowledge management and web archiving.

Catia Laranjera, Science and Technology Manager at FCT, presented PTCRIS², a system which facilitates the processes of management, production and access to information on national scientific activity. PTCRIS allows to:

- optimize the funding process;
- facilitate access, management and reporting of research activities;
- facilitate measurement, analysis and comparison of scientific activity;
- facilitate the discovery of innovative technologies and ideas and the identification of competitors and collaborators;
- facilitate access to reliable, complete and up-to-date information on scientific activity.

CIÊNCIAVITAE³, a platform to manage research curricula information was also presented. It can be used by students, researchers and institutions as a tool to support any interactions with stakeholders that requires CV information (survey, funding proposals, jury etc.).

The second part of the visit was dedicated to web archiving. Daniel Gomes introduced ARCHIVO.PT⁴, a free open-access service to research the past web. It preserves publicly accessible information related to Portugal and Research and Education. The platform is used worldwide (78% of users are international) and the user interfaces are also in English. Combined with Google Translate, it enables **cross-lingual access** to preserved content. The visit was concluded by a group visit to FCT's data center.

¹ <https://www.fct.pt/>

² <https://ptcris.pt/>

³ <https://cienciavitae.pt/>

⁴ <https://arquivo.pt/>

Wednesday 11 December – National Library and National Archive

The program of the second day of the Winter School included a visit to the National Library and National Archives.

Helena Patrício, Director of the Special Collections Services, introduced the activities of the National Library of Portugal⁵. The strategic goals of the institution are to foster digital collection growth, strengthen digitization capabilities, improve the service for public access and develop new data services. The digital collection is mostly composed of books, which represents 86% of the collection, while the rest mostly consists of newspapers. The digital library counts more than 20000 visits per day for a total of 8 million visitors per year. Two components of the National Library are RNOD⁶, the National Registry for Digital Objects, an aggregator of digitized content made available online by Portuguese entities, which aims at the coordination and dissemination of these resources, nationally and internationally, namely through the Europeana Portal and other counterparts, and RNOFA⁷, a platform that facilitates access to resources in alternative formats such as Braille, audio and digital texts for people with disabilities.

The visit continued at the Torre do Tombo National Archive. Francisco Barbedo, introduced the challenges of digital preservation, which should be compliant to OAIS (Open Archival Information System), able to preserve and appraise data. To this end, the National Archive developed RODA⁸ (Repositorio de Objetos Digitais Autenticos), a digital repository solution that delivers functionality for all the main units of the OAIS reference model. RODA is capable of ingesting, managing and providing access to the various types of digital objects produced by large corporations or public bodies.

Thursday 12 December – Round table discussion with Portuguese Social Sciences, Arts and Humanities Research Infrastructures

The last scheduled session on Thursday was dedicated to a round table discussion with Portuguese Social Sciences, Arts and Humanities Research Infrastructures. The session took place at the Almada Negreiros College and saw the participation of:

- Joana Paulino, ROSSIO⁹;
- António Branco, CLARIN-PT¹⁰;

⁵ <http://www.bnportugal.gov.pt/>

⁶ <http://mod.bnportugal.pt/mod/winlib.aspx?skey=E9DBA7D2484043FB9A78D7609A9D3D4B>

⁷ <http://rnofa.bnportugal.gov.pt/opac/default.aspx?ContentAreaControl=palavra.ascx>

⁸ <https://roda.arquivos.pt/>

⁹ <https://rossio.fcsh.unl.pt/>

- Marta Lourenço, PRISC (Portuguese Research Infrastructure of Scientific Collections)¹¹;
- Luis Teixeira, CCD (Digital Creativity Center)¹²;
- João Manuel Mimoso, E-RIHS.pt¹³;
- Daniel Alves, Digital Humanities Lab¹⁴.

¹⁰ <https://portulanclarin.net/>

¹¹ <https://www.prisc.pt/>

¹² <http://artes.ucp.pt/ccd/>

¹³ <http://www.e-rihs.pt/>

¹⁴ <https://dhlab.fcsh.unl.pt/>

5. Call for applications

A call for applications was launched on 9 September 2019 on the DESIR Winter School website with the objective of creating an exchange with perspectives from PhD students, arts and humanities scholars from all career stages and research managers. The deadline was set on 30 September 2019. At the end of the process, the organizational committee received 71 applications.

Applications were evaluated by a Scientific Committee according to the following criteria:

- Alignment of current activity to Winter School goals – 40%
- CV – 30%
- Statement of interest – 30%

A notification of acceptance was sent in mid-October.

The majority of applications were received from Portugal as shown in the table below:

| Country* | Number applications received | of | Percentage | Successful applications | Success rate |
|----------------|------------------------------|----|------------|-------------------------|--------------|
| Portugal | 18 | | 25,33% | 4 | 22% |
| Greece | 8 | | 11,27% | 2 | 25% |
| Croatia | 7 | | 9,86% | 2 (3) | 29% (43%) |
| Germany | 4 | | 5,63% | 3 | 75% |
| Italy | 4 | | 5,63% | 0 | 0% |
| Poland | 3 | | 4,23% | 3 | 100% |
| France | 3 | | 4,23% | 1 (0) | 33% (0%) |
| Ireland | 2 | | 2,82% | 1 | 50% |
| Romania | 2 | | 2,82% | 1 | 50% |
| Brazil | 2 | | 2,82% | 0 | 0% |
| Netherlands | 2 | | 2,82% | 1 (0) | 50% (0%) |
| USA | 2 | | 2,82% | 0 | 0% |
| Norway | 2 | | 2,82% | 0 | 0% |
| Spain | 1 | | 1,41% | 0 | 0% |
| United Kingdom | 1 | | 1,41% | 1 | 100% |
| Czech Republic | 1 | | 1,41% | 1 | 100% |
| Austria | 1 | | 1,41% | 0 | 0% |
| Estonia | 1 | | 1,41% | 0 | 0% |
| Turkey | 1 | | 1,41% | 0 | 0% |

| | | | | |
|---------|---|------|---|-----------|
| Serbia | 1 | 1,41 | 0 | 0% |
| Nigeria | 1 | 1,41 | 0 | 0% |
| Belarus | 1 | 1,41 | 0 | 0% |
| China | 1 | 1,41 | 0 | 0% |
| Sweden | 1 | 1,41 | 1 | 100% (0%) |
| Russia | 1 | 1,41 | 0 | 0% |

* The country of residence was taken as a reference.

5.1 Selected participants

| # | Name | Institution | Role |
|----|---------------------------|--|---------------------------------|
| 1 | Hardy Schwamm | NUI Galway | Open Scholarship Librarian |
| 2 | Tomasz Panecki | Warsaw University | Research scientist (lecturer) |
| 3 | Alessandra Esposito | King's College London | Research Associate |
| 4 | Nina Dworschak | Goethe University Frankfurt | Research Data Officer |
| 5 | Raisa Barthauer | University of Vechta/University of Göttingen | PhD student, Research assistant |
| 6 | Polina Soronets | University of Minho/Roma Tre University | Student |
| 7 | Wieslawa Duzy | Polish Academy of Sciences | Assistant professor |
| 8 | Iva Melinscak Zlodi | University of Zagreb | Librarian |
| 9 | Marta Blaszczynska | IBL PAN | Open Science Officer |
| 10 | Patrick Helling | University of Cologne | Data Manager |
| 11 | Cecília Magalhães | University of Coimbra | PhD student |
| 12 | André Pacheco | University of Coimbra | PhD student |
| 13 | Sara Ries | Croatian Academy of Sciences and Arts | PhD student |
| 14 | Ines José | NOVA University Lisbon | PhD student |
| 15 | Georgia Grammatikou | Panteion University | Librarian |
| 16 | Margarida Ramos | NOVA University Lisbon | PhD student |
| 17 | Pavla Martinkova | Masaryk University | Metadata specialist |
| 18 | Alexandra Cotoc | Babe -Bolyai University | Senior Lecturer |
| 19 | Barbara Lovrinic | Institute for Development and International Relations (IRMO) | Research Assistant |
| 20 | Christos Chrysanthopoulos | University of Patras | PhD student |

Three participants withdrew before the start of the DESIR Winter School for professional or personal reasons. Due to time constraints, only one could be replaced.



Figure 2 - Participants of the DESIR Winter School

6. Communication

A dedicated website of the DESIR Winter School has been opened through the platform Sciencesconf.org¹⁵, which is freely available to all organizers of scientific conferences. The website is hosted at the following address: <https://desirschool.sciencesconf.org/>. It contains a detailed description of the event, practical information, a submission page for the call for applications, the programme, information about the instructors, information about the venue, a link to the main DESIR project page and a code of conduct.

DESIR
a DARIAH-EU project

DESIR Winter School: Shaping new approaches to data management in arts and humanities
10-13 Dec 2019 Lisbon (Portugal)

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HELP

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PRESENTATION

The **DESIR Winter School** "Shaping new approaches to data management in arts and humanities" will take place in Lisbon on **10-13 December 2019**. The event will be hosted by NOVA FCSH University facilities and is organised in the framework of the Horizon 2020 funded project DESIR (DARIAH ERIC Sustainability Refined). It aims at gathering PhD students, arts and humanities scholars from all career stages and research managers interested in the issues raised by sustainable practices to open up data in the arts and humanities. The event is a joint organisation between **DARIAH** and **NOVA FCSH**. As such, it will bring together the collaboration of national and European experts in the data management field.

DETAILED DESCRIPTION

Sharing knowledge, research outputs and other scholarly resources in ways that are tuned for long-term availability and maximal use and reuse are recognized as essential practices but also key challenges for arts and humanities research. In the last couple of years, this need has also been recognized in a strong political drive in the European Union giving rise to support structures but also policy imperatives for research data management. As a result, Research data management emerged to be a new field of expertise to explore and establish in all range of disciplines.

The fact that the concept of data in the arts and humanities domain is far from being a straightforward one adds further complexities to the implementation of such policies in the arts and humanities domain. To meaningfully address the real data needs of the diverse communities of arts and humanities scholars in terms of skills, infrastructure and best practices, we need to keep a reflexive and open exchange about the function of data in specific research questions and fields of enquiry.

The DESIR Winter School will provide a unique opportunity for arts and humanities scholars as well as for librarians and research managers to learn about **how to maximize the potential of their scholarly resources and to take practical steps in opening up their research in ethically and legally responsible ways**. We aim at opening spaces for co-creation and giving the possibility for attendees to test and experiment with ideas, skills, tools and emerging community practices. To this end, we are planning to cover a wide selection of topics ranging from the **optimal implementation of FAIR data in the arts and humanities, issues around ethics, Intellectual Property Rights and licensing, data and software citation practices, open research notebooks and innovative publishing practises in the arts and humanities**.

The main goals of the Winter School are to:

- Introduce scientific and academic communities in the arts and humanities to the principles and practices of responsible research and Open Science
- Strengthen the skills of the arts and humanities communities in research data management, curation, sharing, preservation and reuse
- Enable R&D and Higher Education institutions to develop research data strategies and policies
- Foster national and international collaboration amongst the diverse research communities in the arts and humanities
- Introduce participants to innovative publishing practices and venues in the arts and humanities, such as data journals, overlay journals etc.

DESIR has received funding from the European Union's Horizon 2020 Research and Innovation Programme under Grant Agreement no. 731081

Online user: 1

CCSD

Figure 3 - Homepage of the DESIR Winter School website.

¹⁵ <https://www.sciencesconf.org/?forward-action=index&forward-controller=index&lang=en>

The website has received much attention from the Digital Humanities community. From 9 September to 30 September (respectively the opening day of the call for applications and the deadline), 548 single users visited the website and a total of 943 sessions took place. Moreover, 5466 pages have been viewed overall, for an average of 5,80 viewed pages per session. The average time of sessions was 5 minutes and 48 seconds. The bounce rate¹⁶ was 41,25%.

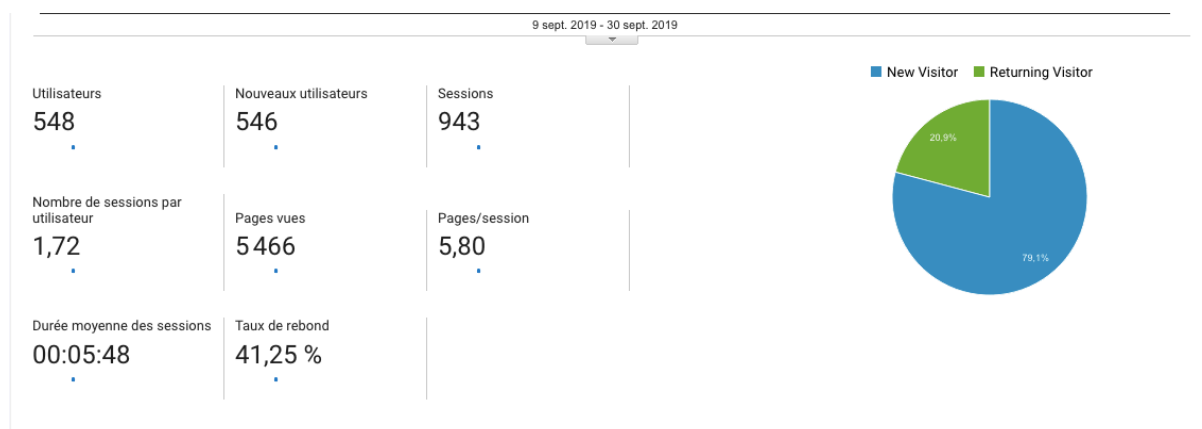


Figure 4 - Website statistics from 9 to 30 September 2019.

For the same period, users' statistics shows two peaks. One on 11 September, right after the first announcement on DARIAH communication channels, and another one on 30 September, the closing day for submitting applications.

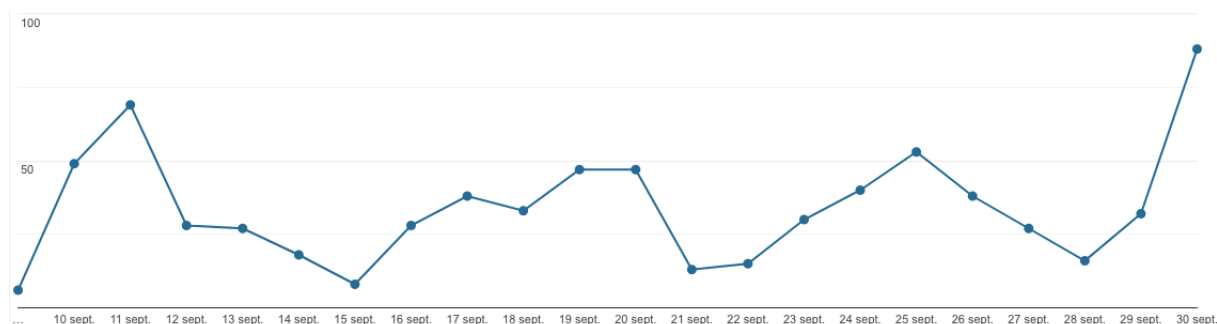


Figure 5 - Users' statistics from 9 to 30 September 2019.

The majority of users visited the website from Portugal, followed by Germany, Italy and Greece. The announcement was shared within Portuguese Digital Humanities mailing lists and other international Digital Humanities lists, which explains the high number of users from Brazil and the United States.

¹⁶ Percentage of users who enter a website and then leave rather than continuing to view other pages within the same site.











| Pays | Utilisateurs | % Utilisateurs |
|--|--------------|----------------|
| 1.  Portugal | 99 | 17,90 % |
| 2.  Germany | 72 | 13,02 % |
| 3.  Italy | 48 | 8,68 % |
| 4.  Greece | 43 | 7,78 % |
| 5.  Brazil | 33 | 5,97 % |
| 6.  Croatia | 29 | 5,24 % |
| 7.  United States | 26 | 4,70 % |
| 8.  Austria | 21 | 3,80 % |
| 9.  Netherlands | 19 | 3,44 % |
| 10.  Norway | 19 | 3,44 % |

Figure 6 - Users per country.

After the end of the call for applications, the website has been continuously updated to apply changes of the programme and inform participants and instructors.

6.1 Dissemination

The DESIR Winter School was initially advertised through main DARIAH communication channels. On 9 September 2019, the announcement was firstly published on the DARIAH website: <https://www.dariah.eu/2019/09/09/desir-winter-school-shaping-new-approaches-to-data-management-in-arts-and-humanities/>. The day after, the announcement was also published on Twitter through the official DARIAH account, which counts more than 6,500 followers: <https://twitter.com/DARIAHeu/status/1171353871215546370>. The news has been retweeted several times by other Research Infrastructures, institutions and researchers. Furthermore, the announcement has been widely shared by many websites such as clarin.eu¹⁷, Open Science MOOC¹⁸, University of Basel¹⁹. Furthermore, many mailing lists have been used to communicate about the event, such as the Humanist Discussion Group²⁰ and H-Net²¹.

¹⁷ <https://www.clarin.eu/CLARIN-Newsflash-September-2019>

¹⁸ <https://cal.flavoursofopen.science/event/desir-winter-school-shaping-new-approaches-to-data-management-in-arts-and-humanities/>

¹⁹ <https://dhlab.philhist.unibas.ch/en/news-169/detail/news/conf-the-desir-winter-school-shaping-new-approaches-to-data-management-in-arts-and-humanities-wil/>

²⁰ <https://dhumanist.org/volume/33/242/>

²¹ <https://networks.h-net.org/node/11273/discussions/4853558/desir-winter-school-lisbon-10-13-december-call-applications>

The organization of the DESIR Winter School has been promptly communicated to the DARIAH National Coordinators Committee (NCC) to maximize the dissemination at national level through local Digital Humanities mailing lists. Regular tweets and reminders have been published throughout the call for applications time window. In terms of community outreach, the numbers are satisfying overall. The dedicated website news has been seen 935 times between 8 September and 5 December 2019, while the announcement published on 11 September 2019 on Twitter has been shown 5026 times with 99 engagements²², 50 users clicked on the link, 17 retweeted it and 17 left a like. Through the DARIAH newsletter, the announcement on the DESIR Winter School reached 492 recipients on 25 September 2019, 32 subscribers were directly redirected to the main DESIR Winter School website by clicking the provided link.

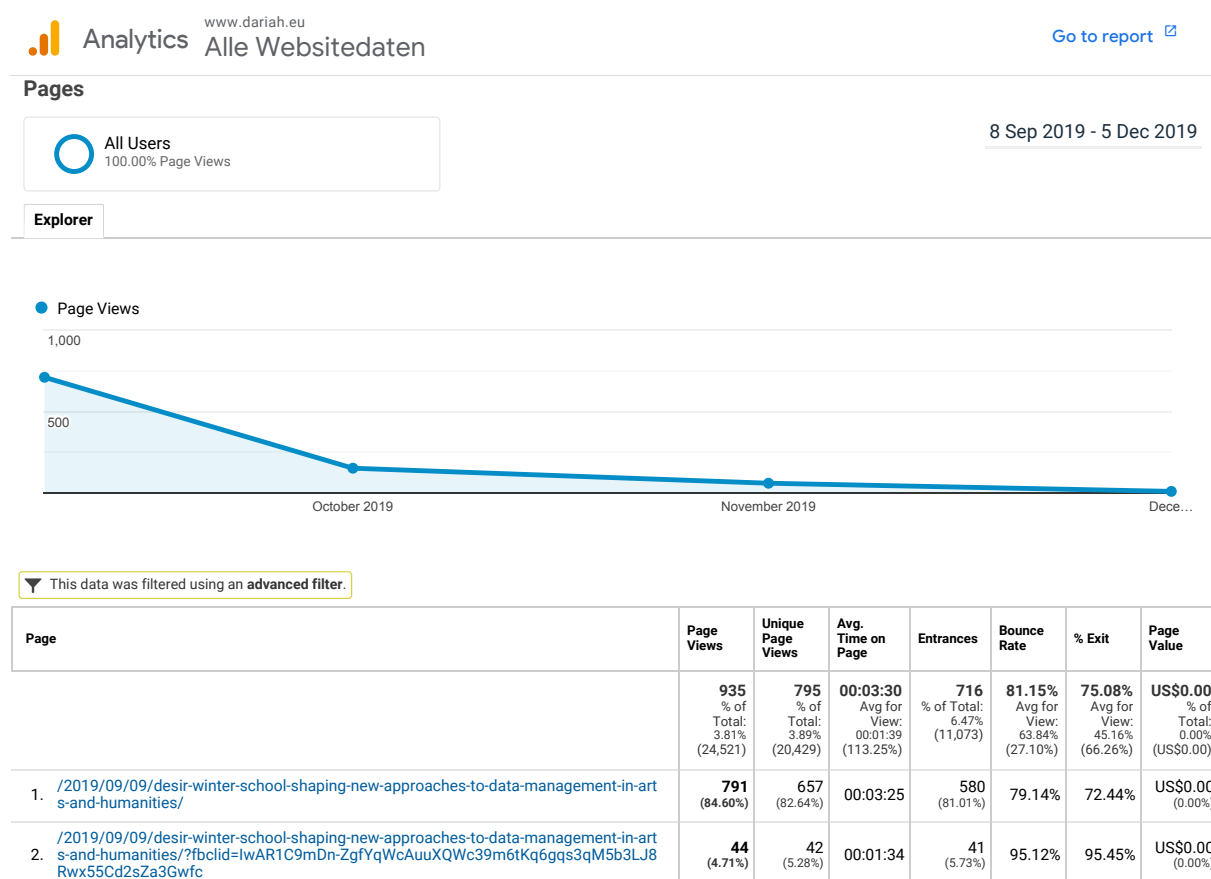


Figure 7 - Page views of the DESIR Winter School news on the DARIAH website.

²² It indicates how many times people interacted with the tweet.

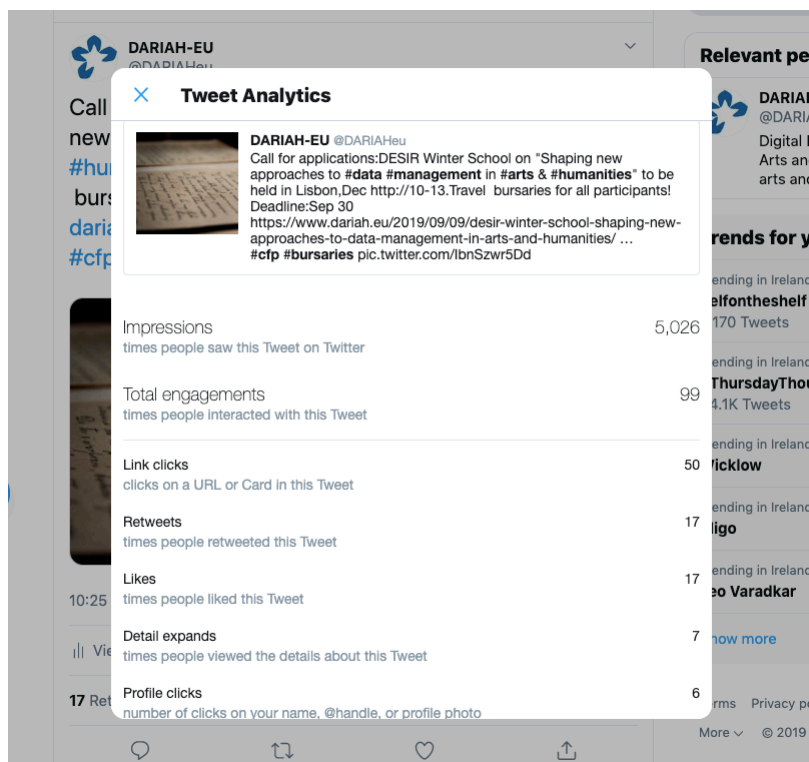


Figure 8 - Twitter analytics.

Besides dissemination, other forms of communication were implemented to keep informed participants and instructors before, during and after the event. A mailing list on Framalist, an Open Source platform of the Framasoft²³ network, was made available to participants to streamline communication. Furthermore, a channel on the platform Slack²⁴ has been created to put easily in contact organisers with instructors.

6.2 DARIAH-Campus

A full synthesis of the DESIR Winter School will be made available through DARIAH-Campus²⁵ after the event. This platform has been released in November 2019 as part of the Work Package 7: Teaching of the DESIR Project. DARIAH-Campus is a pilot project exploring different ways of capturing and consolidating DARIAH learning resources.

Slides, abstracts, photos and community notes will be shared through a template originally used for the Winter School “Open Data Citation for the Social Sciences and Humanities”

²³ <https://framasoftware.org/en/>

²⁴ <https://slack.com/intl/en-fr/>

²⁵ <https://campus.dariah.eu/>

organised in Prague on 24-28 October 2016²⁶. The template has been slightly reworked in the context of the project DESIR to be used on a regular basis to capture DARIAH training events. Furthermore, all sessions have been recorded and videos will be also released through the platform once ready.

7. Evaluation

A satisfaction survey was submitted to participants after the event. At the time of writing, only 12 responses have been submitted. Questions were related to the academic background of participants, their use of digital research tools. Participants were also asked to evaluate the organisation of the event and each session in terms of objectives and contents, quality of the training methods and tools, speaker's performances and usefulness. Finally, participants were asked to indicate which aspects of the DESIR Winter School they liked the most and which aspects could be improved. Findings of the survey were also used to deliver policy recommendations to DARIAH in the framework of deliverable D6.3 *Policy recommendations and strategy report*.

Academic Background

Academic degree

12 réponses

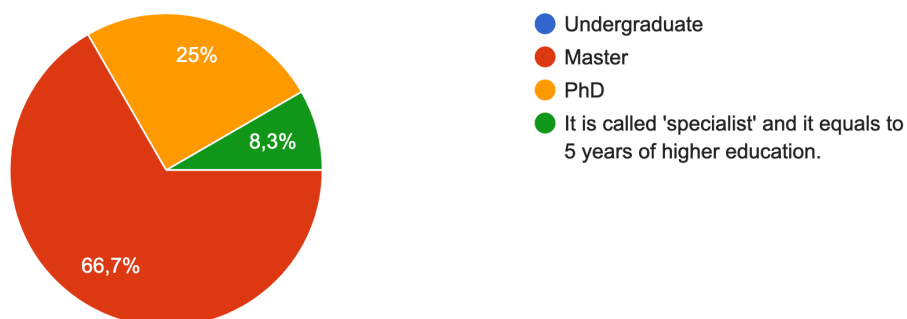


Figure 9 - Academic degree

The majority of respondents indicated that they have been engaged in academia between 5 and 15 years. 41,7 % claimed that they have been engaged for less than 5 years.

²⁶ <https://datacite.hypotheses.org/>

Which of the following disciplinary areas are covered by your study/research/work



12 réponses

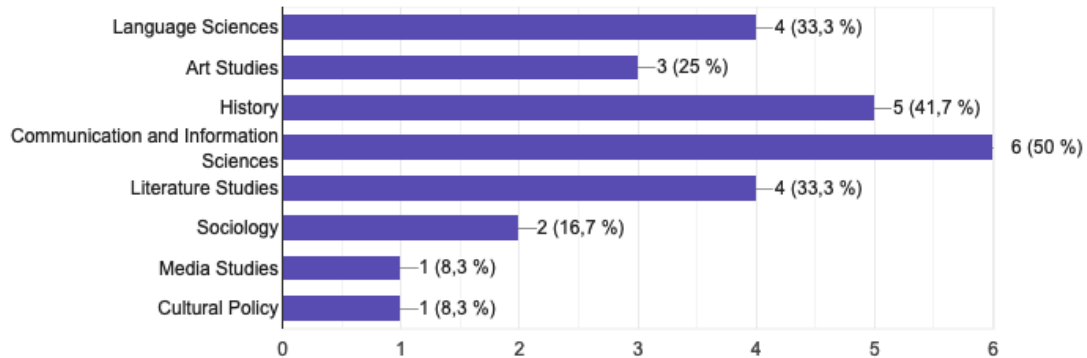


Figure 10 – Which of the following disciplinary areas are covered by your study/research/work

The following question concerned the disciplinary areas covered by their study, research or work. Multiple responses were allowed. The majority of respondents answered Communication and Information Sciences, followed by History, Language Sciences and Literature Studies.

Is your professional activity/area of study directly related to digital research infrastructures?

12 réponses

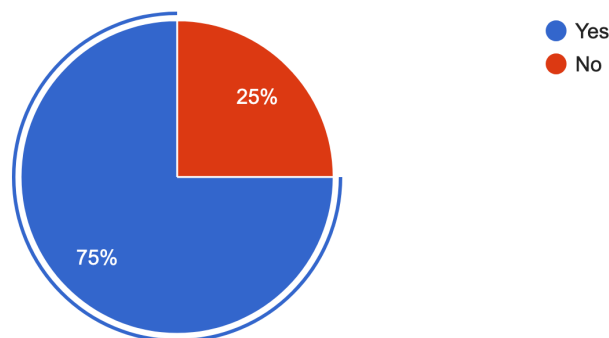


Figure 11 - Is your professional activity/area of study directly related to digital research infrastructures?

When asked if their professional activity or area of study is directly related to digital research infrastructures, 75% of participants answered yes.

Is your professional activity/area of study directly related to data management in arts and humanities?

12 réponses

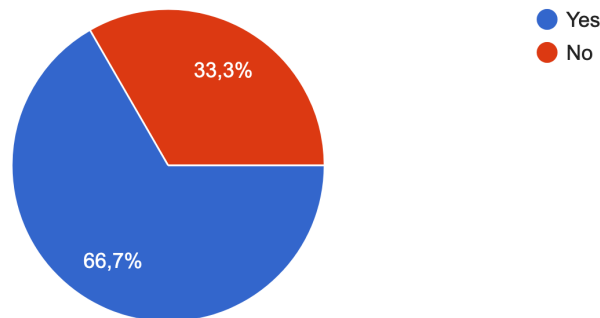


Figure 12 - Is your professional activity/area of study directly related to data management in arts and humanities?

Furthermore, 66,7% of participants answered that their professional activity or area of study is directly related to data management in arts and humanities.

Which of the following options would best describe your current academic activity?

12 réponses

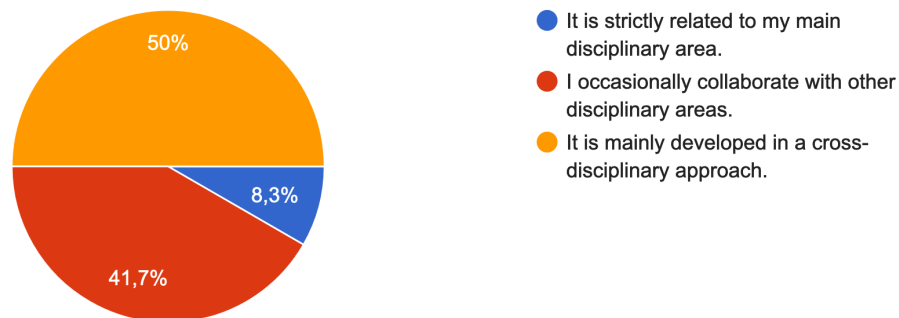


Figure 13 - Which of the following options would best describe your current academic activity?

Participants consider that their academic activity is mainly developed in a cross-disciplinary approach, while a consistent number also indicated that they collaborate with other disciplinary areas occasionally.

Do you have a formal affiliation with that institution?

12 réponses

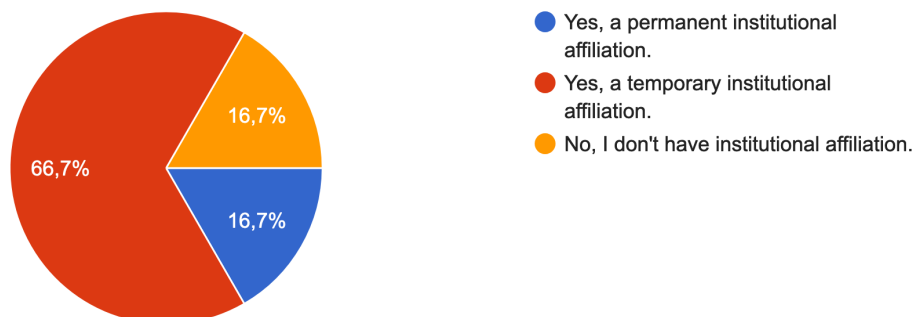


Figure 14 - Do you have a formal affiliation with that institution?

Finally, the majority of respondents indicated that they have a temporary institutional affiliation.

Use of digital research tools

Not enough answers were given to this non-mandatory question to gather statistical evidence. Nevertheless, respondents indicated the following:

Initial phase (state-of-the-art, data collection): Zotero, Transkribus, Microsoft Suite, Oxigen, Access, QGIS, Filmora.

Research development (data treatment): online databases and repositories, Zenodo, institutional repositories, QGIS, ArcGIS.

Dissemination phase (publications, communication of the results): online databases and online article publications, Zenodo, institutional repositories, social media, online journals.

Users of digital infrastructures: Zenodo, UK Data Archive, Europeana, Elexis, DARIAH-EU.

DESIR Winter School - Organisation

Overall, the organisation has been appreciated by participants. On a scale from 1 (lowest score) to 6 (maximum score), 66,7 % of respondents gave a 6, while 33,3 % indicated a 5.

Approximately, the same goes with the evaluation of the application process (in terms of the application platform and information provided in the website (usefulness, clarity, details).

Venue and logistic support

12 réponses

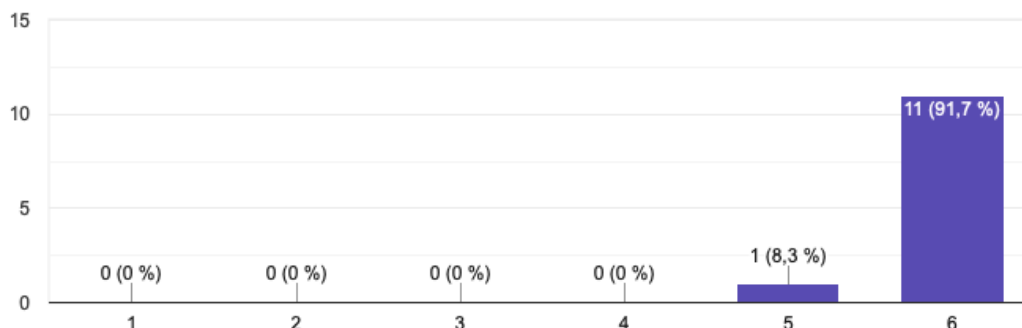


Figure 15 - Venue and logistic support

As the figure above shows, attendants particularly appreciated the venue and logistic support. Exactly the same scores were given to equipment and facilities, catering and coffee breaks and the social dinner.

How did you first hear about DESIR Winter School?

12 réponses

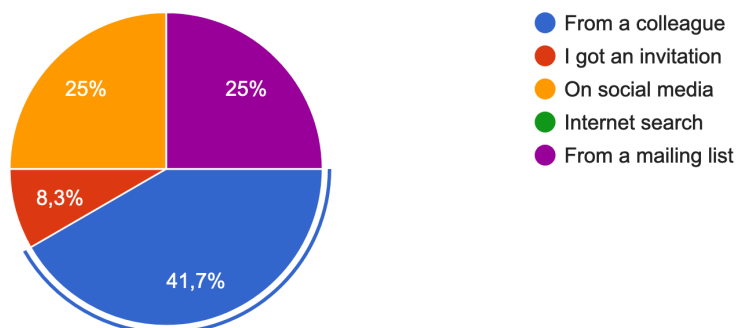
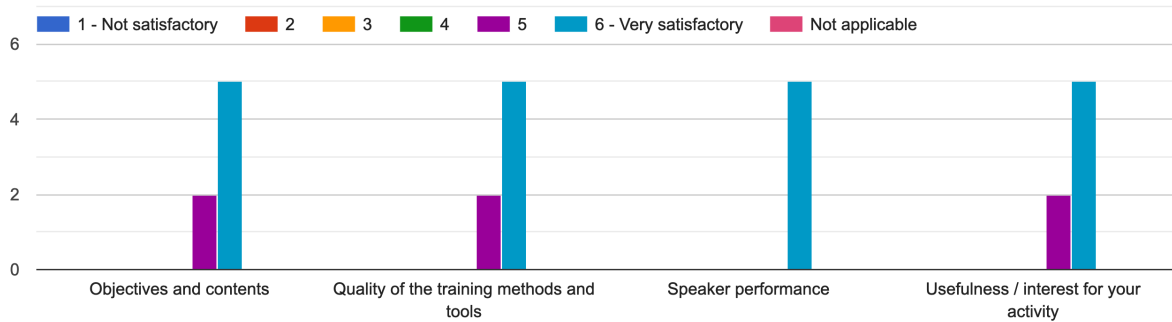


Figure 16 - How did you first hear about DESIR Winter School?

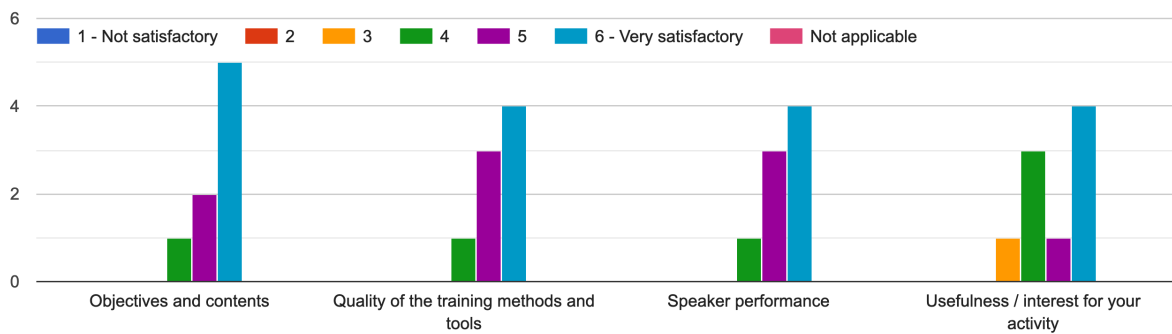
When asked about how they have heard of the DESIR Winter School, 41,7% of respondents got the information from a colleague, 25% from a mailing list, 25% on social media and 8,3 got an invitation. Furthermore, 75% of attendees first heard about the DESIR Winter School via DARIAH communication channels (Twitter, website, newsletter etc.) and/or the DARIAH community.

DESIR Winter School - Sessions

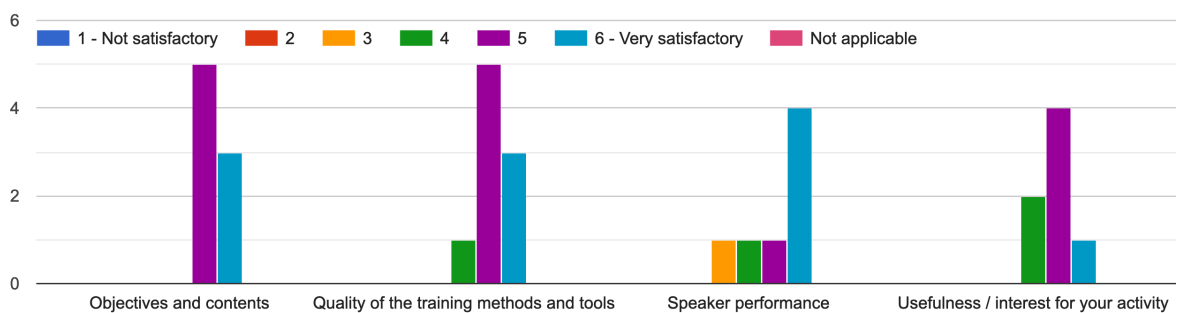
"What is data in the humanities?" by Erzsébet Tóth-Czifra



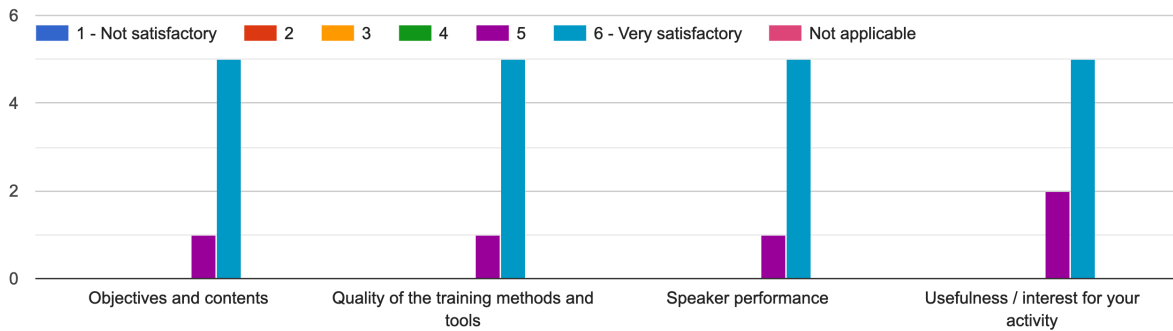
"Data and Software citation and practices, PIDs" by Frances Madden



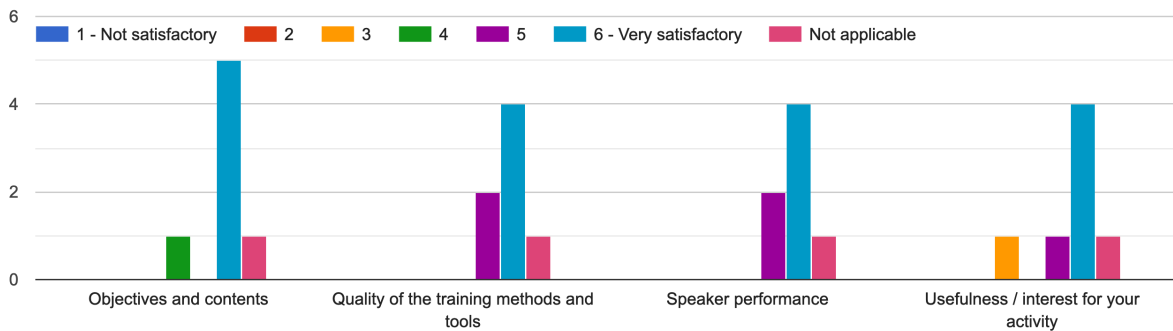
"Open Research Notebooks" by Javier de la Rosa



"IPR and licensing" by Walter Scholger



"Data management plans" by Antónia Correia



"Innovative Publishing Practices in the Arts and Humanities" by Delfim Leão

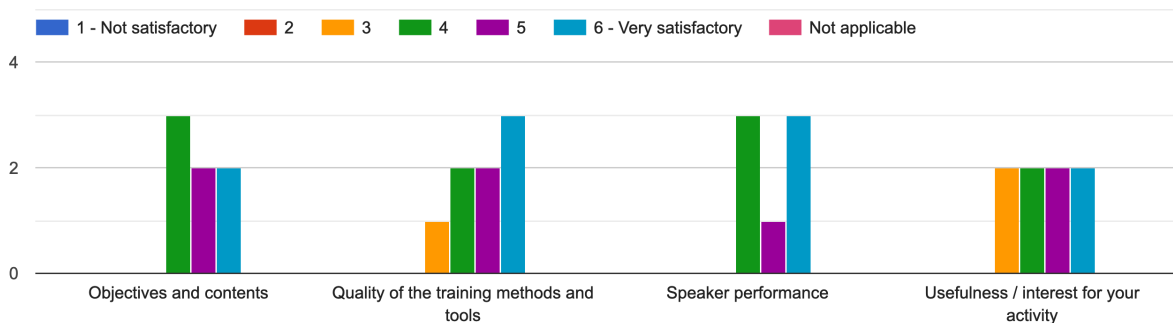
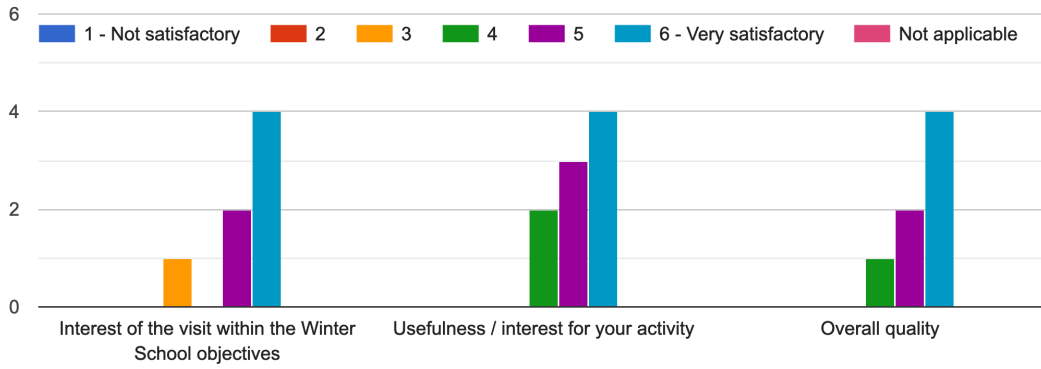


Figure 17 - DESIR Winter Schools, sessions

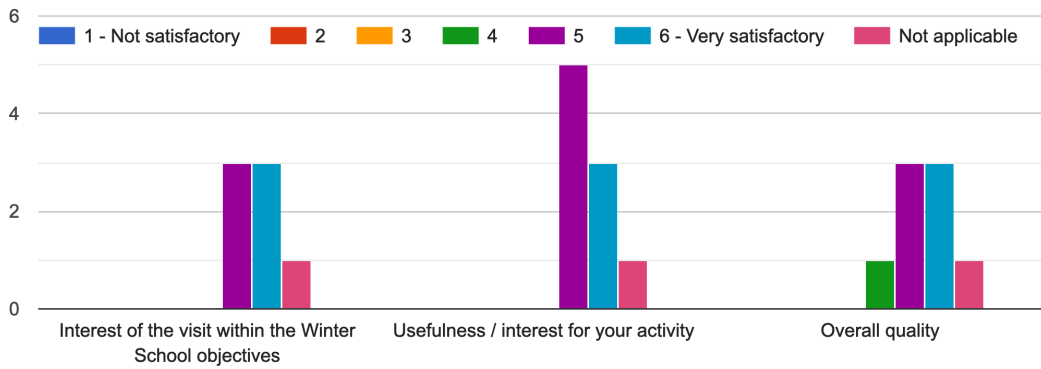
Overall, participants judged positively the usefulness and quality of proposed training sessions.

DESIR Winter School - Visits

Visit to the Foundation for Science and Technology



Visit to the National Library



Visit to the National Archives

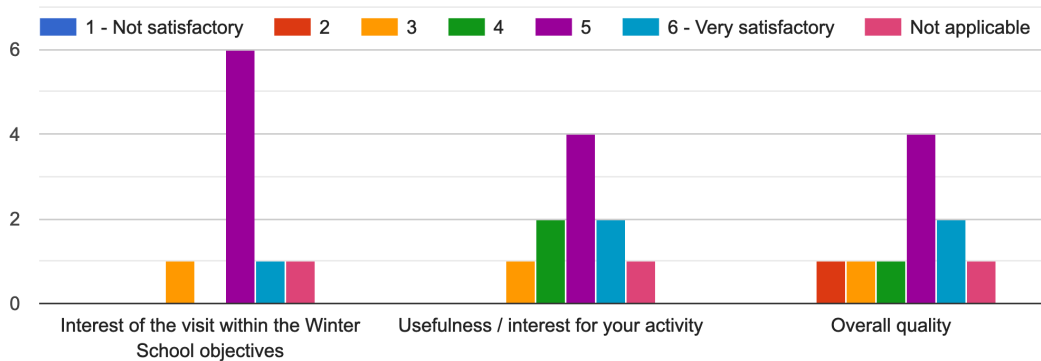


Figure 18 - DESIR Winter School - Visits

Participants were also asked to judge the quality of visits (in terms of interest of the visit within the DESIR Winter School objectives, usefulness/interest and overall quality) to the Foundation for Science and Technology, the National Library and the National Archives. Overall, with some exceptions, participants gave positive scores.

DESIR Winter School - Event overall

How do you classify the program and the structure of the DESIR Winter School?

12 réponses

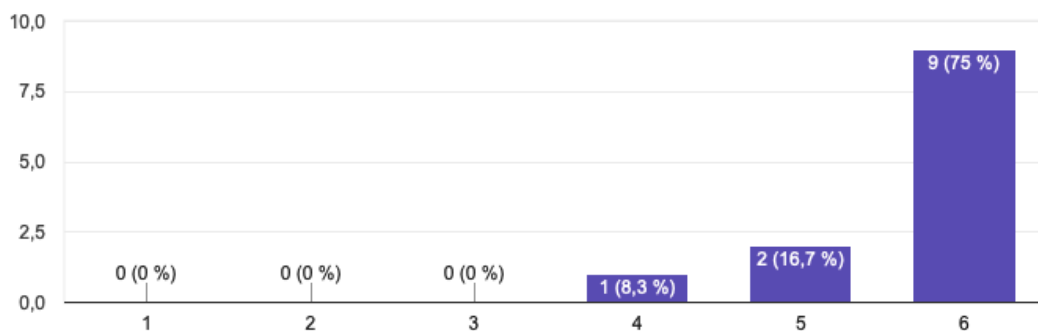


Figure 19 - How do you classify the program and the structure of the DESIR Winter School?

Finally, attendants were asked to classify the event, according to the program and the structure of the event, if the Winter School met their initial expectations and how interesting and useful was this Winter School for their activity. To a large extent, respondents found the event useful for their careers and appreciated the program and structure of the training event.

Which aspects of the Winter School did you like the most? Which aspects of the Winter School do you think could be improved?

At the end of the survey, respondents had the possibility of commenting which aspects of the event they liked the most and which could be improved. Answers are listed below:

| | Which aspects of the Winter School did you like the most? |
|---|---|
| 1 | Friendly, open, helpful atmosphere was amazing |
| 2 | Learning about long term data preservation and tools that can be used. Also, meeting interesting young researches with whom I will surely collaborate in the future |

| | |
|----|---|
| 3 | Networking |
| 4 | Some high-quality speakers, good and friendly organisation, good venue and location, networking with colleagues from across Europe, some additional visits were useful and interesting |
| 5 | Networking |
| 6 | Quality and diversity of the topics |
| 7 | I liked the enthusiasm of the lecturers and their readiness to answer the questions of the participants. They tried their best to adapt their materials to our knowledge and background. I felt that the school had a very positive impact on all of us. I am definitely motivated to work further on my research and Phd studies. The organizers were very helpful and insightful too. I felt very comfortable during the entire school. |
| 8 | The overall quality and scope of topics, and the diversity of attendees. I also appreciated the community notes document, that's a good idea :-). The event was perfectly organized and I would like to once again thank you for that! <3 |
| 9 | Lectures |
| 10 | I liked the fact that there was an element of the team work during the lectures and that we had 'tasks', which we could discuss as a group. I also like all the speakers: they are not only experts in their field, but great presenters, too. |
| 11 | The networking |

| | Which aspects of the Winter School do you think could be improved? |
|---|--|
| 1 | At the end of the day it was hard to concentrate. So maybe shorter evening activities or a longer break between the last session and the evening activity? |
| 2 | In my opinion, sessions should have more short breaks - 2,5 hours are a bit too long. |
| 3 | Too lecture based, not enough workshops with peer to peer learning, we didn't use knowledge and experience of attendants enough, post school sessions too long (National Archives), each speaker should have first slide "My talk is useful to you because..." |
| 4 | It will be fantastic if you create more "hands-on" opportunities to apply/discuss the presented knowledge regarding the participants' corpora. |
| 5 | Shorter sessions and more interactive parts |
| 6 | I know it is difficult to design the programme of interdisciplinary workshops. It was very intense (which is good); maybe the afternoon visits to the library and data center could be shorter. The format of the workshops was good but one can feel that he / she needs a sequel. Maybe a summer school :-). This is due to our previous |

| | |
|----|--|
| | knowledge which is normal. With some topics I was familiar from before and with some I needed more explanations or I did not have enough background knowledge. Also, I would like to see more lecturers and participants coming from the cultural policy field or having an advisory / consultancy role... |
| 7 | I really do not know... |
| 8 | NA |
| 9 | None. Everything was organised and implemented at the very high level. |
| 10 | Follow up webinars |