

EPIGRAFÍA DIXITAL:

CONSERVAR, INVESTIGAR E DIFUNDIR

17-18 de junio de 2025

Facultade de
Xeografía e Historia

Universidade de Santiago de Compostela

Esta actividade está organizada por:

Instituto de Humanidades da Universidade de Santiago de Compostela (IHU)
Grupo de investigación SínCRISIS, Investigación en Formas Culturais (ED431F 2023/27)



INSTITUTO DE INVESTIGACIÓN
EN HUMANIDADES



Retos y oportunidades de la epigrafía digital: de la investigación a la divulgación

Manuel Ramírez Sánchez
ULPGC-IATEXT



Rassegna degli Strumenti Informatici per lo Studio dell'Antichità Classica



Coppa attica a figure rosse
Kunsthistorisches Museum,
Vienna

fondata da Alessandro Cristofori, Giovanni Geraci e Carla Salvaterra

a cura di Alessandro Cristofori, con la collaborazione di Alice Bencivenni, Enrica Fontani, Davide Faoro, Roberta Mazza, Marina Milella, Paolo Monella e Carla Salvaterra

sotto l'Alto Patrocinio dell'Istituto Italiano per la Storia Antica

Ultimo aggiornamento: 19 gennaio 2007



Dall'aprile 2005 la *Rassegna* è aggiornata grazie al sostegno finanziario del progetto Ex-MURST 60% su "Strumenti digitali per la ricerca e la didattica in Storia Antica, tra applicazioni pratiche e riflessioni metodologiche", stanziato dalla nuova sede del curatore, [l'Università degli Studi della Calabria](#), con il supporto delle attrezzature del Laboratorio Multimediale per le Fonti Storiche attivo presso il Dipartimento di Storia di UniCal.



A partire dal mese di novembre 2004 la *Rassegna* è parte integrante della World Wide Web Virtual Library History Network (vedi [WWW-VL History Central Catalogue](#), a cura di Serge Noiret e Inaki Lopez Martin presso [l'Istituto Universitario Europeo di Firenze](#)).



La *Rassegna* è anche un sito associato di [La Storia - Consorzio italiano per le discipline storiche online](#).

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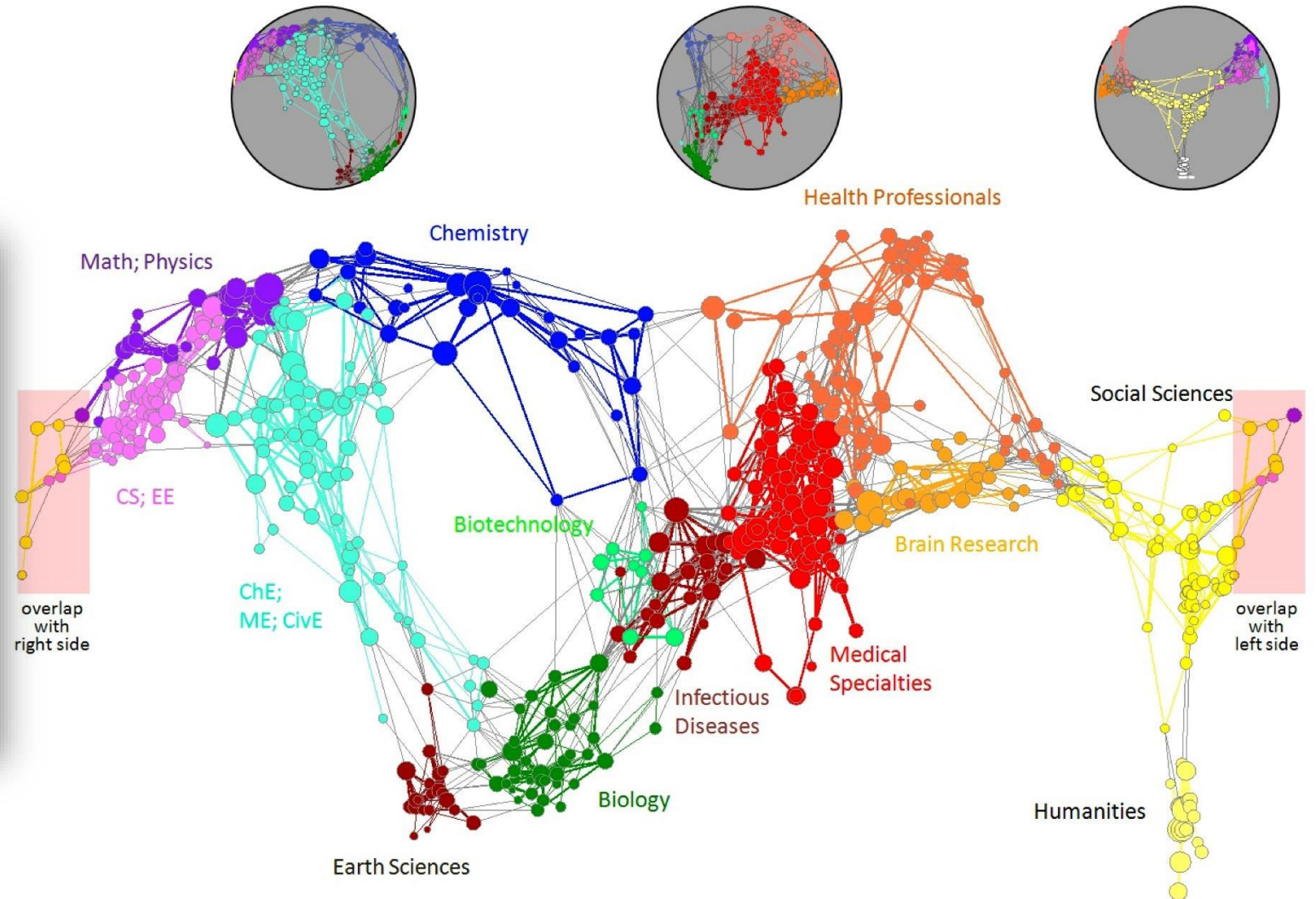
[FONTI NUMISMATICHE](#)

<https://www.rassegna.unibo.it>

Studiare questi documenti è compito dell'epigrafia latina, una scienza che, come ha scritto René Cagnat (1914, pp. XIII-XIV), non implica solo le conoscenze necessarie per decifrare i testi, ma anche tutte le competenze, ben più difficili da conseguire, necessarie per interpretare quanto vi è scritto e saperne estrarre tutte le informazioni possibili. Compito dell'epigrafista, quindi, non è solo quello di eseguire il rilievo e di curare l'edizione scientifica delle iscrizioni che via via tornano alla luce, o quello di curare la revisione di testi già editi per migliorarne la lettura (cfr. CAP. 5), ma anche quello di inserire il testo e il monumento che funge da suo supporto nel contesto cronologico e sociale che l'ha prodotto, raccogliendo tutti i dati topografici, archeologici e tipologici disponibili.

A. Buonopane (2009). *Manuale di epigrafia latina*. Roma: Carocci editore, pp. 15-16.



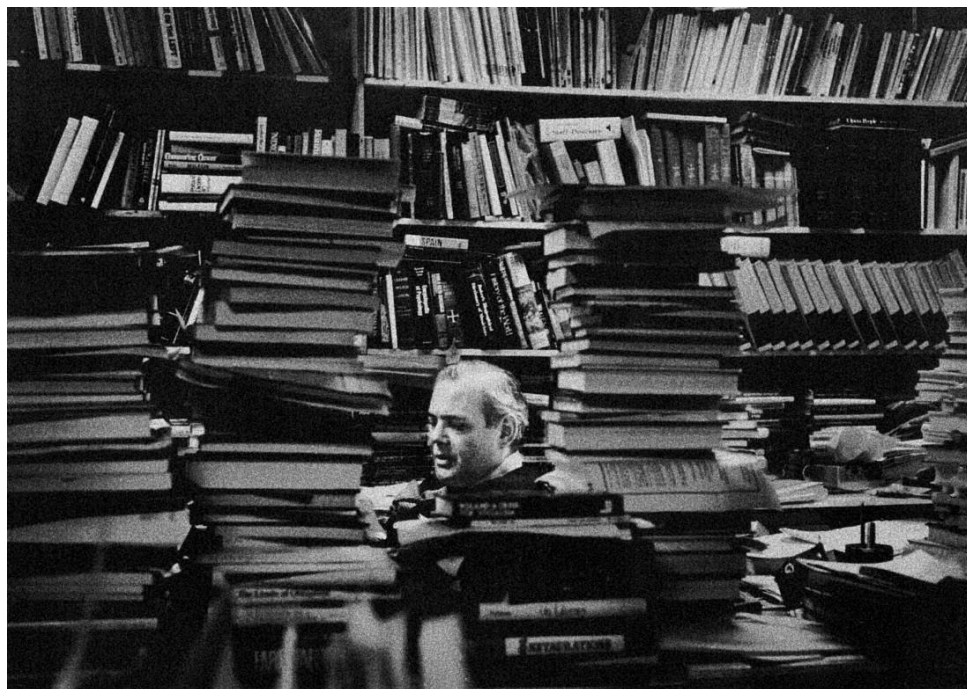


Borner et al. (2012)
doi:10.1371/journal.pone.0039464





Investigación



Robert Sillvers, New York City, 1980s



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Changing the Center of Gravity: Transforming Classical Studies Through Cyberinfrastructure
2009
Volume 3 Number 1

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Epigraphy in 2017

[Hugh Cayless](#) <[hcayless_at_email_dot_unc_dot_edu](#)>, University of North Carolina
[Charlotte Roueché](#) <[charlotte_dot_roueche_at_kcl_dot_ac_dot_uk](#)>, King's College London
[Tom Elliott](#) <[tom_dot_elliott_at_nyu_dot_edu](#)>, New York University
[Gabriel Bodard](#) <[gabriel_dot_bodard_at_kcl_dot_ac_dot_uk](#)>, King's College London

Abstract

Epigraphy as a discipline has evolved greatly over the centuries. Many epigraphists in the last 20 years have been investigating how to use digital technology to advance their research, but until the present decade, these undertakings were restrained by aspects of the technology. The late 1990s will be seen as a watershed moment in the transition from print-based to born-digital epigraphic publication. At present, the majority of new editions are still published solely in print, but by 2017 we believe this circumstance will change drastically. The history of epigraphy makes it quite clear that such transitions are natural to the discipline.

1. Background

Epigraphy is an area of study of the Graeco-Roman past which has been through centuries of change. Scholars in 8th century Constantinople tried to use inscriptions to make sense of their history:

We have written this after reading it from inscriptions on marble tablets or after making enquiries of those who have read it. [[Cameron and Herrin 1984](#), 24]

To such viewers, in common with Pausanias in the second century, the main function of inscriptions was as labels, to explain monuments and statues, although the medieval viewers came to believe that there were also occult messages, to be deciphered by the learned. [[Dagron 1984](#)]

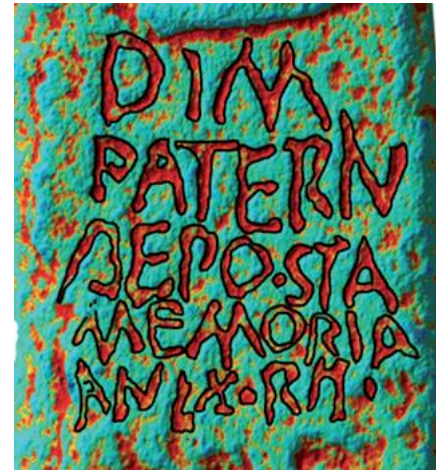
This basic tradition of reading an inscription as a label has never really been eliminated. But the awakening of scholarship in the Renaissance led western scholars — most strikingly, Cyriacus of Ancona — to start recording inscribed texts more fully. In western Europe, the relevance of Latin inscribed texts to local history was evident, and the style of such texts came increasingly to influence the funerary epigraphy of the period. The development of a standard education for gentlemen in both Latin and Greek meant that, as travel in the eastern Mediterranean increased in the 18th and 19th century, inscriptions started to be transcribed by visitors who were not necessarily classical scholars: William Sherard, who transcribed many important texts while he was British Consul at Smyrna in the early 1700s was a botanist who later endowed a Chair of Botany at Oxford ([http://www.oxforddnb.com/view/article/25355?docPos=2&_fromAuth=1](#)).

These travelers were working in difficult circumstances: Charles Fellows reports that there was an outbreak of plague in the area when he visited Aphrodisias; they even had to be sparing of paper (Wood copied some texts into the margins of the volume of Homer that he was carrying). It is astonishing that their copies were so often excellent. They tended to copy complete texts — rather than fragments — and did not spend much time recording details beyond the text itself. For examples, see the notebooks of John Gandy-Deering, from a visit to Aphrodisias in 1812: [http://insaph.kcl.ac.uk/](#)

2009

<https://goo.gl/Oxpd9J>

Morphological Residual Model



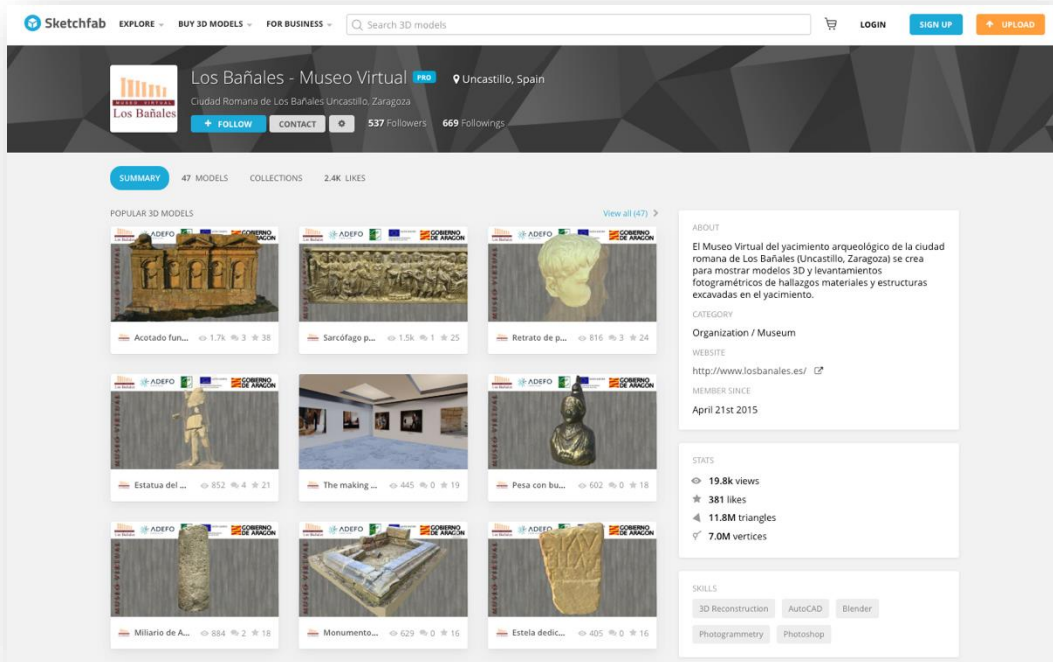
M. J. Correia Santos, H. Pires (2014). A estela funerária de Capela, Penafiel (Conventus Bracaraugustanus). *Ficheiro Epigrafico*, 119, 510.

(*) LiDAR = Light Detection and Ranging

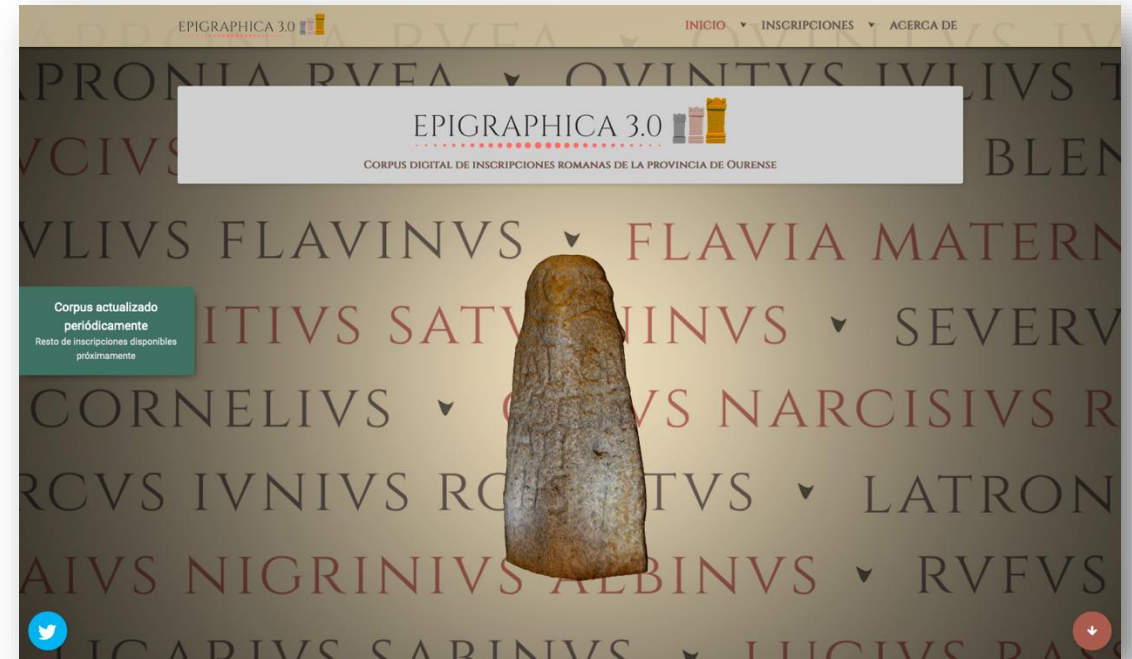
Modelado 3D mediante SfM



<http://www.epigraphia3d.es>



<https://sketchfab.com/banalesmuseovirtual>



<https://epigraphica30.com>

vesunna ou *vesunnae*. L'épicièse initiale dea attache cette tuteile au pantheon indigène, comme, toujours en Aquitaine, chez les Convenes (*CIL*, XIII, 159 ; 246 : *Deo Iuteiae*), les Ausques (*CIL*, XIII, 439), et encore les Pétrucorcs (*CIL*, XIII, 939 = *ILA_Pétrucorcs*, 16).

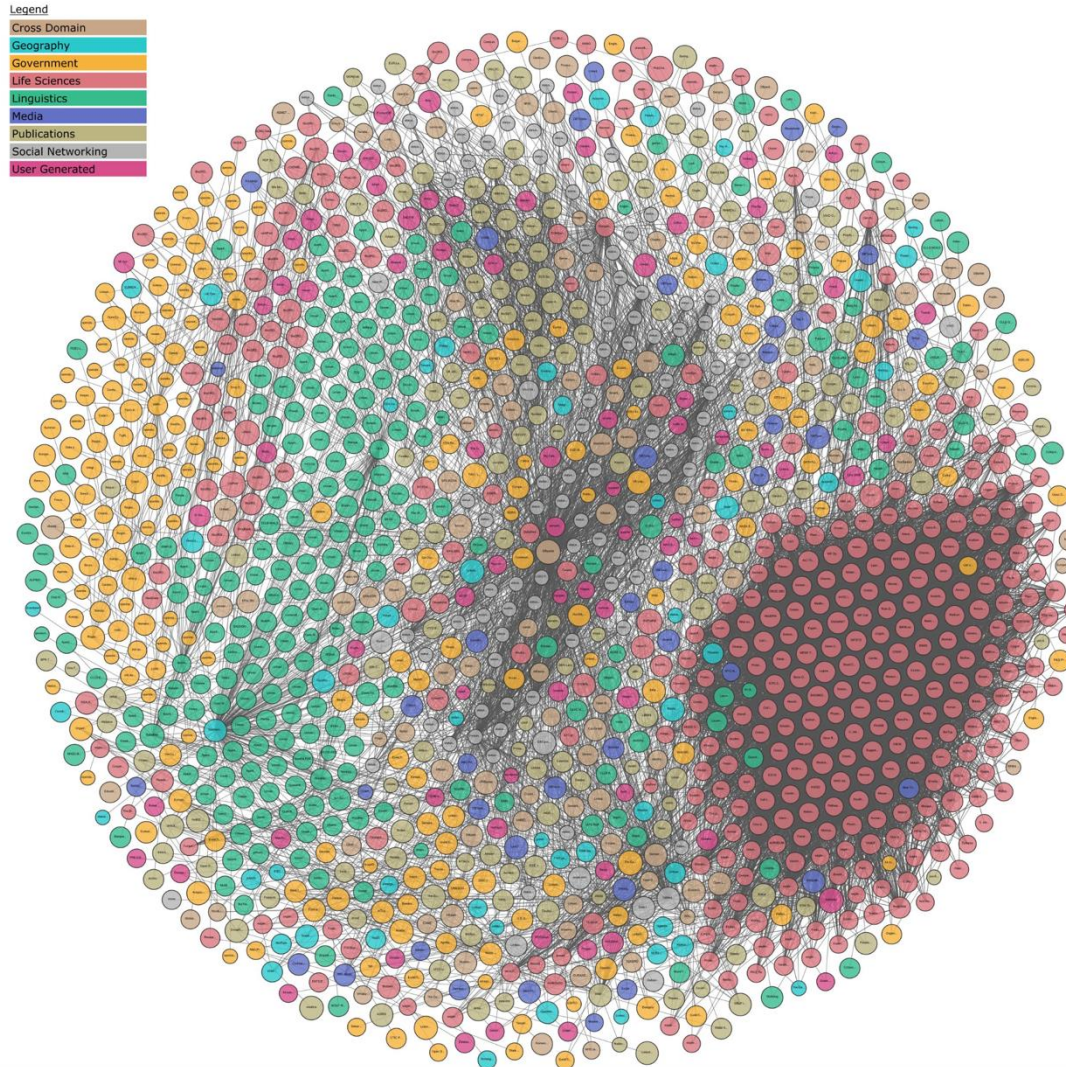
L'autel est (semble-t-il) taillé dans les carrières de grès d'York : le texte suggère bien qu'il ne devait être orné, gravé et consacré qu'à la fin du voyage : c'était contraindre la déesse à lui donner une heureuse issue.

L'iconographie des faces latérales du monument commente encore le texte par les identifications vraisemblables des reliefs, les allégories d'York *Eburacum/Eboracum* (face 2, Courteault, d'ap. Jullian), au point de départ de la navigation (l. 6) et de Bordeaux, représentée par le dieu-fleuve de la face 4 (*supra*).

La fonction de sévir augustal dénonçant un affranchi, le prénom et le gentile du dédicant, M. Aurelius, laissent présumer que son patron devait la citoyenneté romaine à la constitution antoninienne. L'inscription ne dit rien de ses activités, mais cet ex-voto offert à la suite d'une navigation heureuse laisse imaginer que la cargaison embarquée représentait un fort enjeu ; l'autel de Bordeaux semble en effet s'insérer dans le courant commercial entre la Bretagne et l'Aquitaine, comme le suggère avec prudence A. Chastagnol 1981, p. 63-66. Bost 2002, p. 23 n. 50, suppose qu'à York et à Lincoln, ses affaires étaient liées au ravitaillement des garnisons d'York et du mur d'Hadrien ; elles devaient alors appeler à s'approvisionner sur le continent. D'York et de Lincoln, les deux colonies où il était dignitaire municipal, Lunaris s'est donc lancé dans l'aventure du commerce avec Bordeaux. L'ex-voto à la Tutelle suggère en effet que c'était pour lui une première



<http://petrae.huma-num.fr/fr/inscriptions/liste/notice?p00=1046#1046>



<https://lod-cloud.net>



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On this day, June 9, ...

... 1942 years ago (AD 83 Jun 9), a Latin text on bronze now kept in Alexandria was written in Egypt (?): TM 88374

[Click here to discover more texts written on this day in antiquity!](#)

TM Gallery

TM Gallery is our 'hall of fame' of antiquity, collecting noteworthy texts with a brief description of their history and whereabouts. Some are downright famous (like the Rosetta stone), but we hope you will discover a couple of unknown gems here as well. Each week, a new text will be given a chance to shine.

This week's highlight is [Pyrgi Tablet C](#). [Head over to the gallery to check it out!](#)

TM Data Services

Trismegistos Data Services is a set of open services (API's and table dumps) developed in the Linked Open Data framework of DARIAH-BE. If you wish to work with our data, you can find more information here.

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TM Online Publications

Trismegistos Online Publications (TOP) provides freely downloadable pdf-documents with scholarly tools based upon or providing links to the Trismegistos database. TOP Special Series is intended for manuscripts that are more synthetic in nature than the 'standard' series, but still strongly data-oriented by the nature of their subjects. [Read more](#)

TM Corpus Data

TM Corpusdata publishes data sets that were assembled for journal papers. Since it's not always easy to reconstruct them from the vast and ever-expanding halls that make up the TM database, we have designed this site to provide you with the data assembled to conduct the study.

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Roman Open Data

A Data Visualization & Exploratory interface built in the framework of the ERC Advanced Grant Project EPNet, to foster the exploration of one of the richest database for amphorae and epigraphy, promoting the Open Science principles and practices in the context of Digital Humanities.

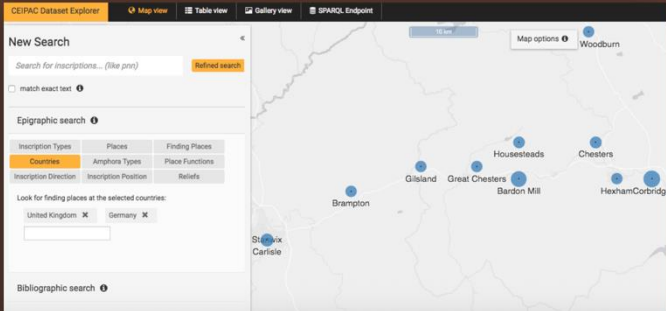
[START EXPLORING](#) [WATCH USE CASE #1](#) [WATCH USE CASE #2](#) [WATCH USE CASE #3](#)

Explore the data

Explore both epigraphies and amphorae from the database of CEIPAC, one of the most precise archaeological and historical semantic markers available from the Roman Empire trading system.

Look for inscriptions that match your text search or use advanced search capabilities to perform complex searches, using multiples filters regarding epigraphic properties and bibliographic authoring.

Compare your searches by having your results displayed together through different linked views.



EPNet: Production and Distribution of Food during the Roman Empire: Economics and Political Dynamics



European Research Council
Established by the European Commission

Project Information

EPNET

Grant agreement ID: 340828

[Project website](#)

Project closed

Start date
1 March 2014

End date
28 February 2019

Funded under

Specific programme: "Ideas" implementing the Seventh Framework Programme of the European Community for research, technological development and demonstration activities (2007 to 2013)

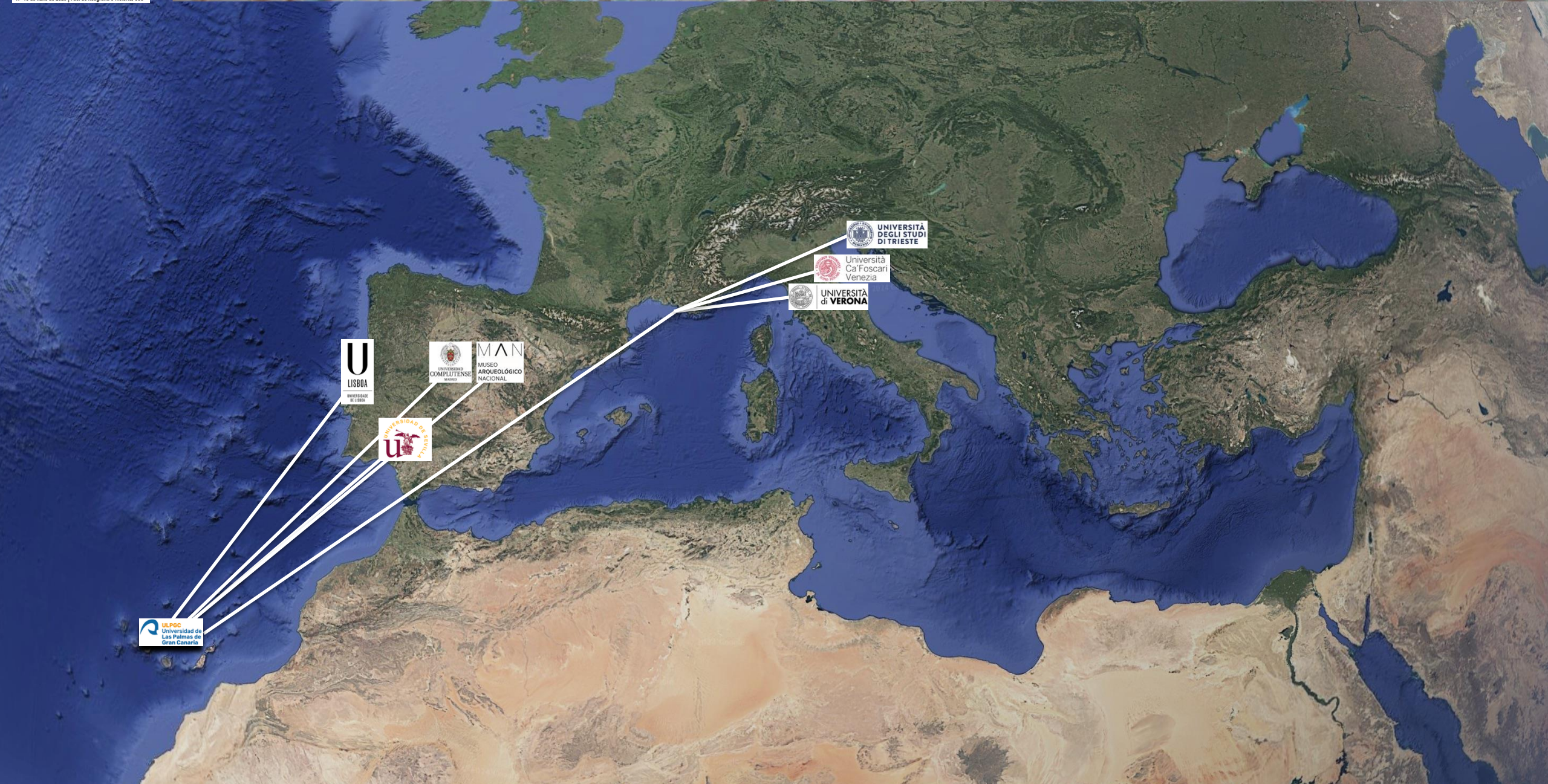
Total cost
€ 2 432 056,00

EU contribution
€ 2 432 056,00

Coordinated by
UNIVERSITAT DE BARCELONA
Spain



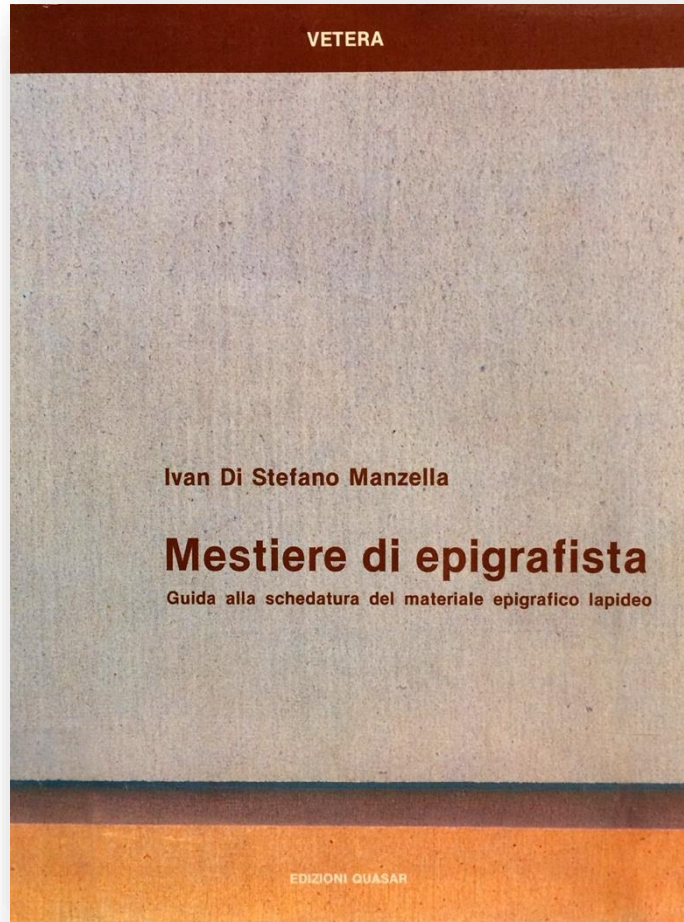
<https://romanopendata.eu>



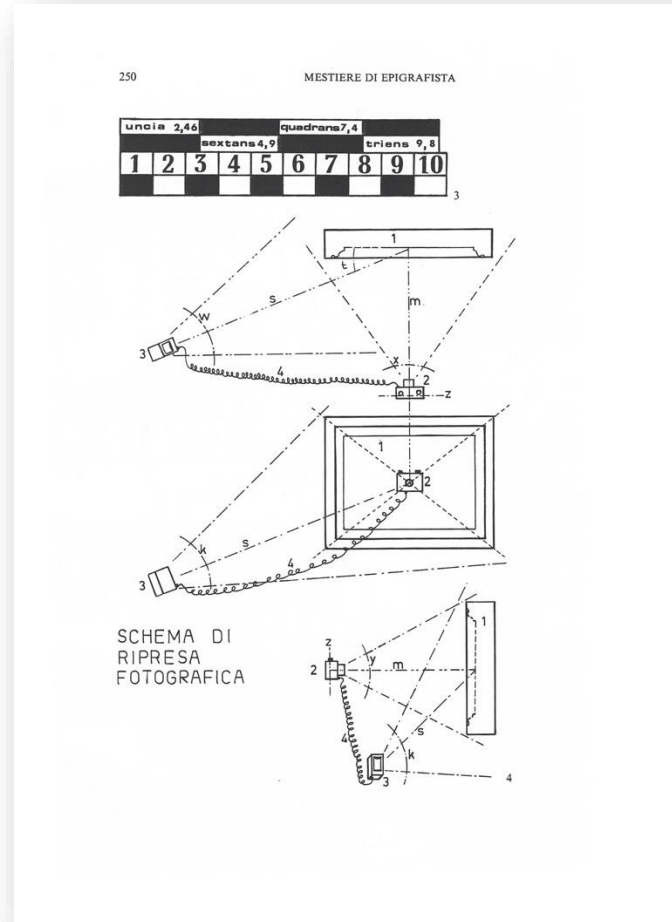


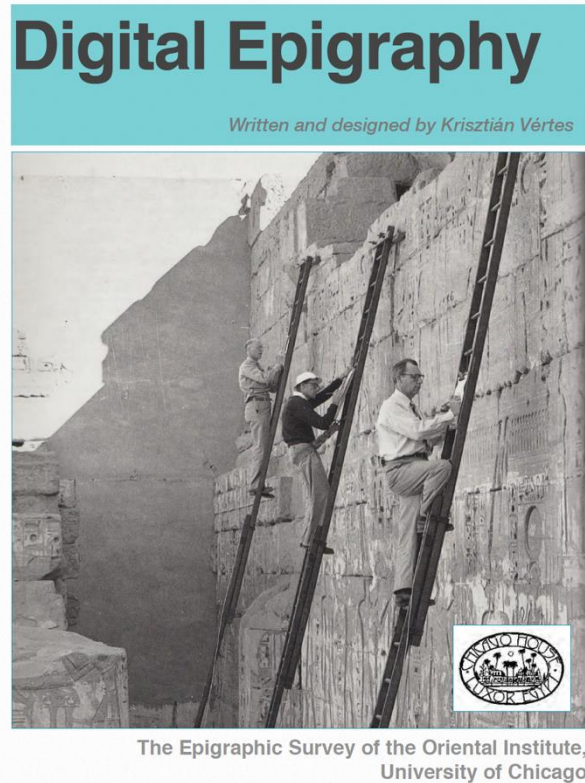
Formación



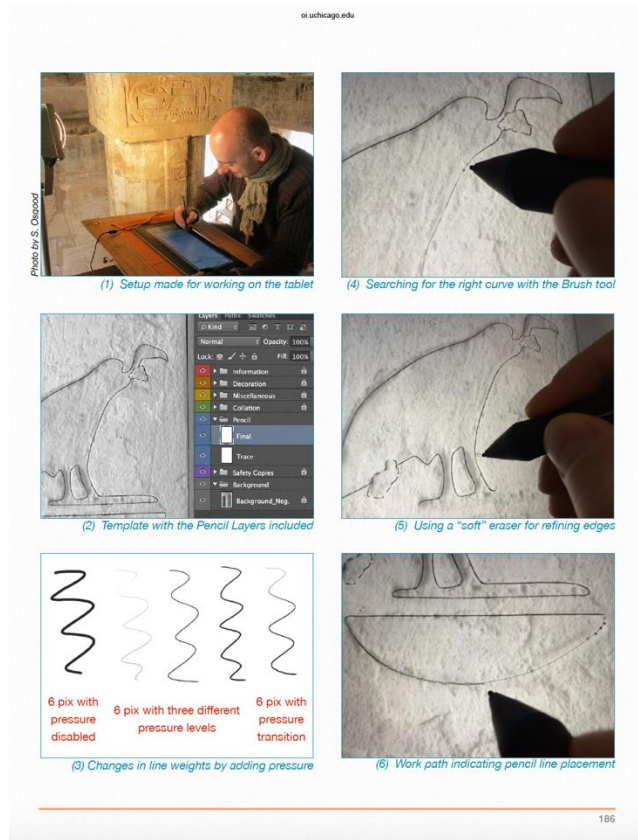


1987



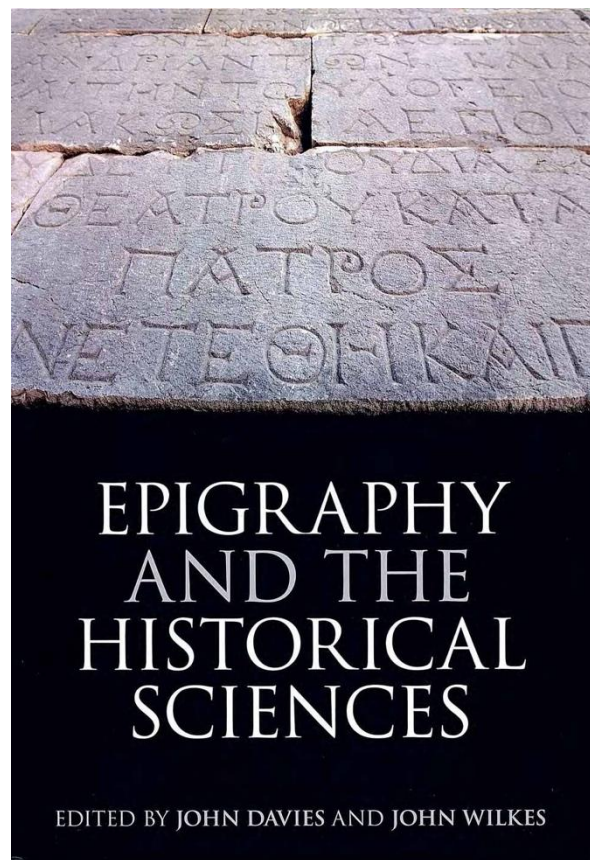


2014

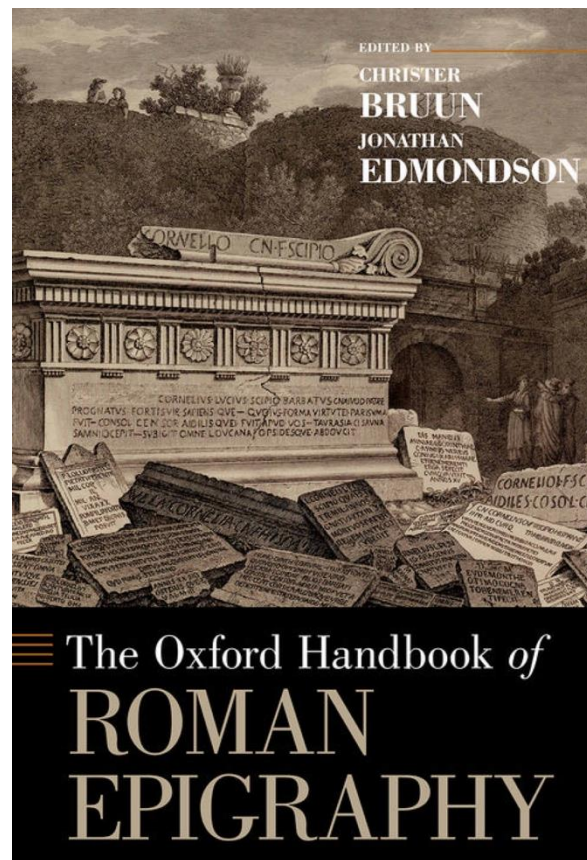


Desde 2018

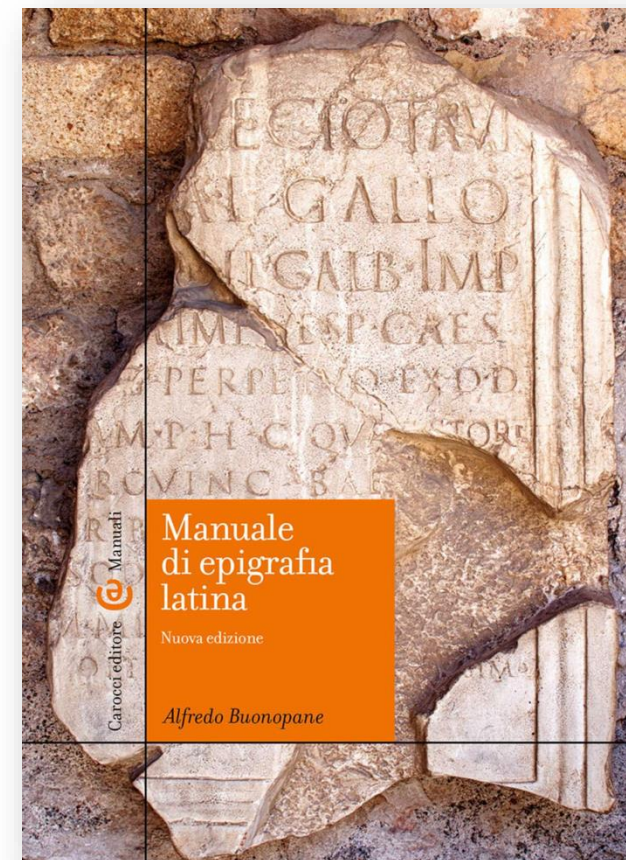
<https://www.digital-epigraphy.com>



2012



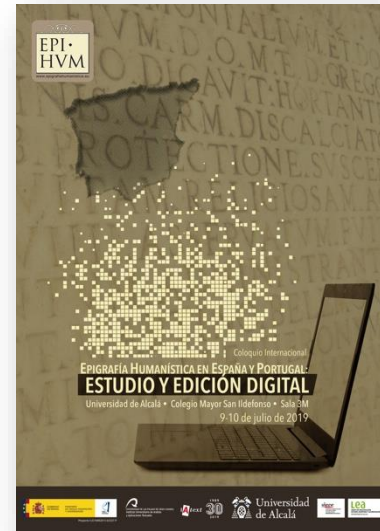
2015



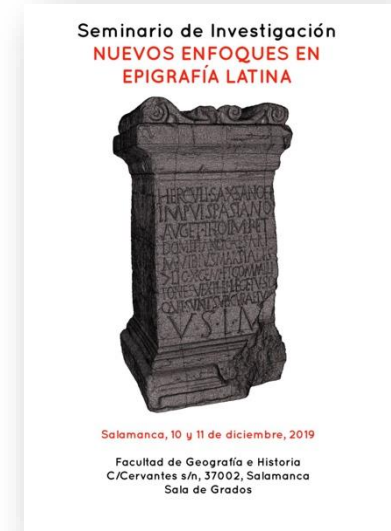
2021



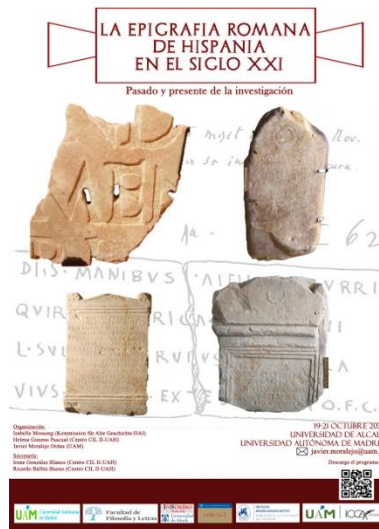
2019



2019



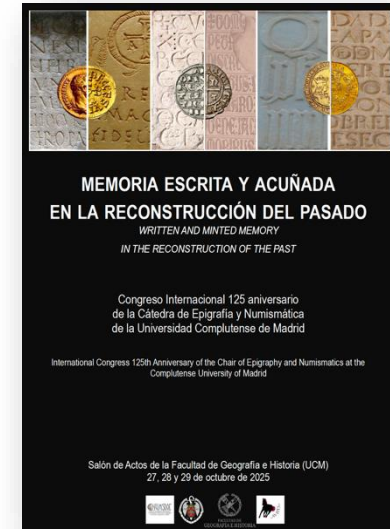
2019



2022



2025



2025

Universidad de Cantabria

2009

El Patrimonio Histórico

Reinosa
XX Cursos Monográficos

Del 28 de junio al 3 de julio
**LA EPIGRAFÍA HISPÁNICA HOY: RECURSOS
ELECTRÓNICOS E INTERNET**
Dirección: **MANUEL RAMÍREZ SÁNCHEZ**
Profesor Contratado Doctor, Universidad de Las Palmas de Gran Canaria

Del 6 al 10 de julio
**ARQUEOLOGÍA Y CONSERVACIÓN PREVENTIVA:
DEL YACIMIENTO AL MUSEO**
Dirección: **MARIA JOSÉ ALONSO LÓPEZ**
Catedrática de la Escuela Superior de Conservación y Restauración de Bienes
Culturales de Madrid
JOSÉ MANUEL IGLESIAS GIL
Catedrático de Historia Antigua, Universidad de Cantabria

Del 14 al 17 de julio
**REFLEXIONES SOBRE LA NUEVA MUSEOLOGÍA
30 AÑOS DESPUÉS. CORRIENTES ACTUALES
DE LA MUSEOLOGÍA EN ESPAÑA**
Dirección: **SANTIAGO PALOMERO PLAZA**
Subdirector General de Bienes Culturales, Ministerio de Cultura

GOBIERNO de CANTABRIA
Patrimonio e Cultura
SÍNCRISIS
Telefónica

2009

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Instituto Universitario de Estudios y Aplicaciones Textuales
30 años 1989-2019

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7-11 settembre 2020

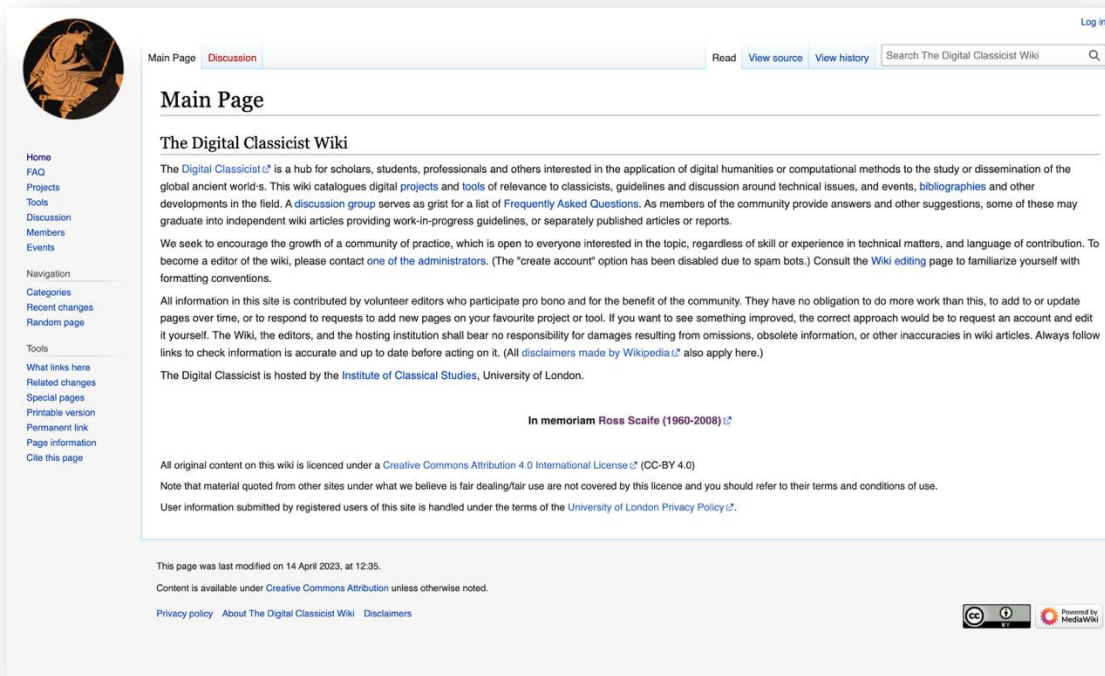
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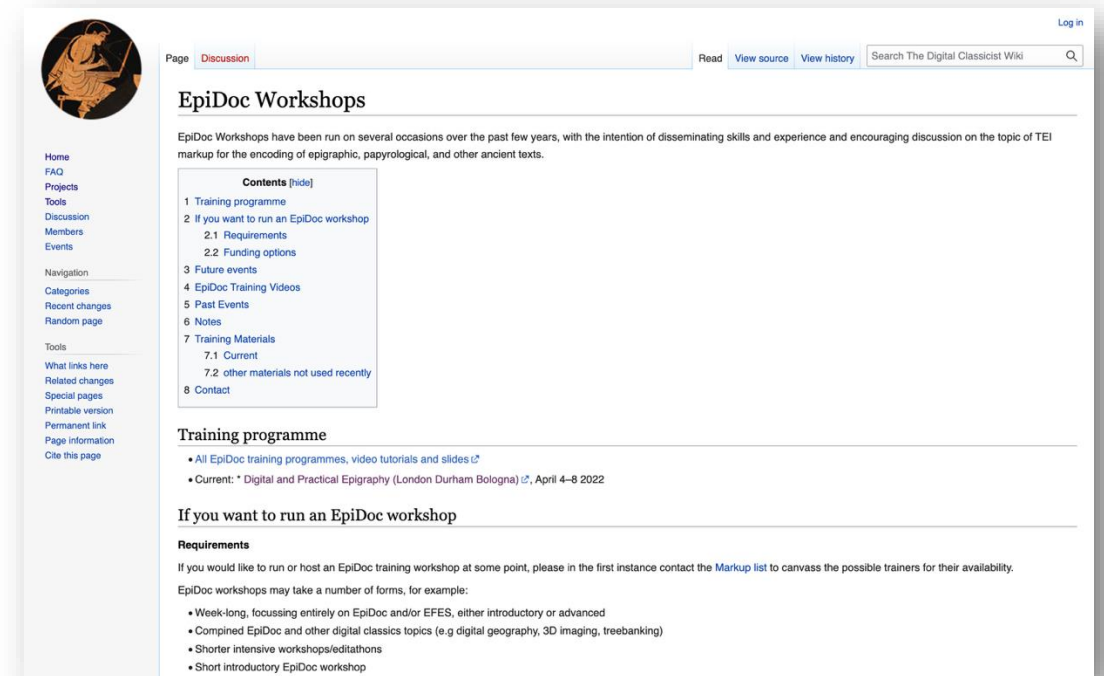


Training School Verona (Sept. 2019)



The screenshot shows the main page of The Digital Classicist Wiki. The header includes a logo of a person writing on a tablet, navigation tabs (Main Page, Discussion), and a search bar. The main content area is titled "Main Page" and contains an introduction to the wiki, its purpose, and a list of links to various resources. A sidebar on the left provides additional navigation options like Home, FAQ, Projects, Tools, Discussion, Members, Events, Navigation, Categories, Recent changes, Random page, Tools, What links here, Related changes, Special pages, Printable version, Permanent link, Page information, and Cite this page. The footer includes a Creative Commons license notice and a list of links (Privacy policy, About The Digital Classicist Wiki, Disclaimers).

<https://wiki.digitalclassicist.org>



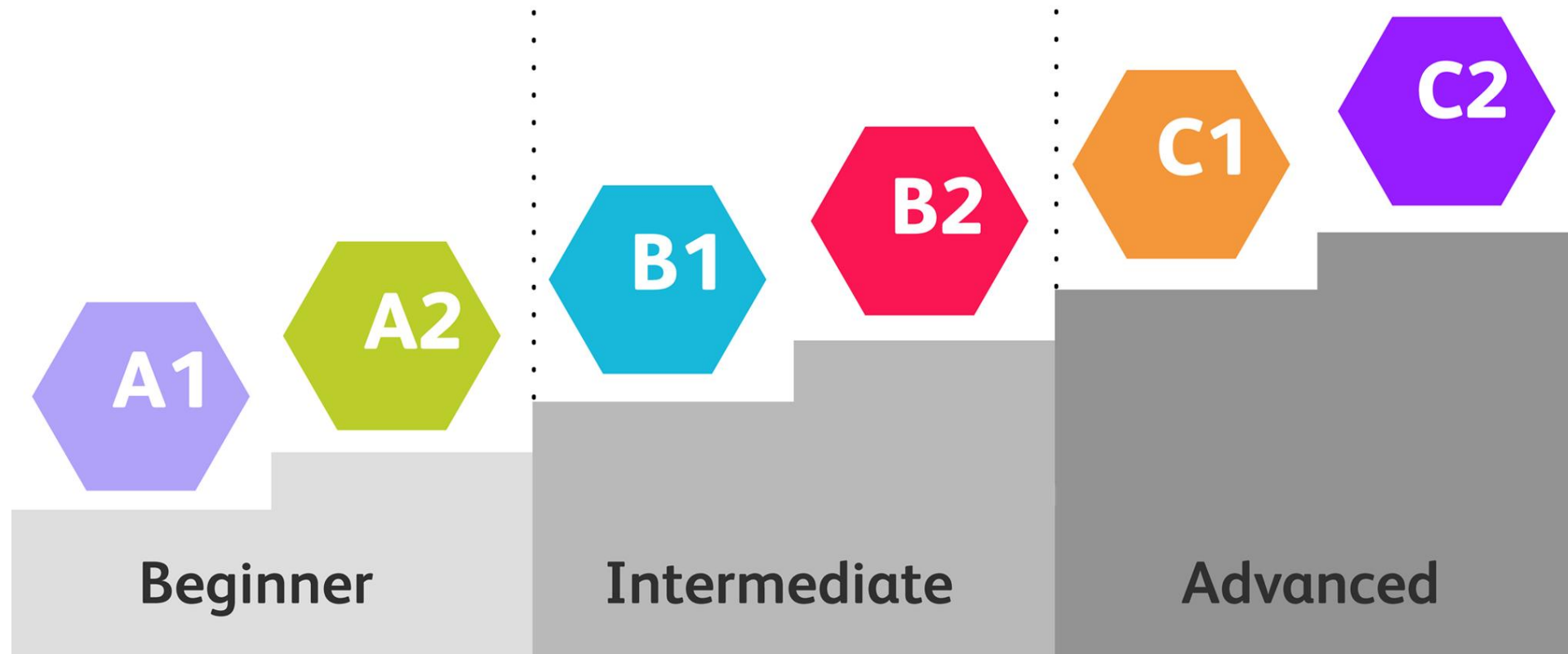
The screenshot shows the EpiDoc Workshops page on The Digital Classicist Wiki. The header includes the same navigation tabs and search bar as the main page. The main content area is titled "EpiDoc Workshops" and contains an introduction to the workshops, a list of contents (Training programme, If you want to run an EpiDoc workshop, Future events, EpiDoc Training Videos, Past Events, Notes, Training Materials, Current, Other materials not used recently, Contact), and a section for training programmes. A sidebar on the left provides additional navigation options. The footer includes the same Creative Commons license notice and links as the main page.

https://wiki.digitalclassicist.org/EpiDoc_Workshops

Títulos oficiales en Humanidades Digitales



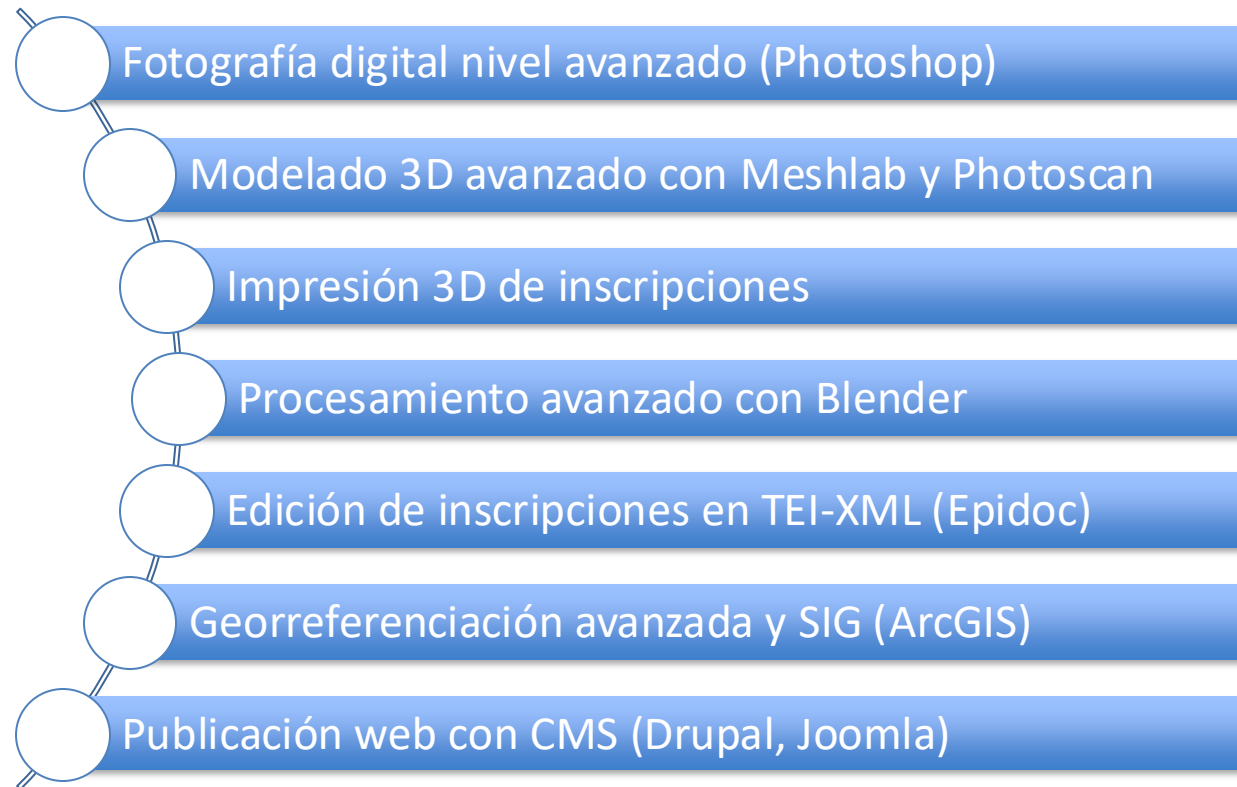
¿Hacia un Marco Común de Competencias en Epigrafía Digital?



Competencias digitales básicas



Competencias digitales avanzadas



Hacia un mercado de acreditaciones...

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Microsoft Digital Literacy

Aprender habilidades esenciales con los planes de estudio de Microsoft Digital Literacy

Microsoft Digital Literacy tiene como objetivo enseñar y evaluar los conceptos y habilidades básicas de la informática para que las personas puedan utilizar la tecnología informática en su vida cotidiana y desarrollar nuevas oportunidades sociales y económicas para ellos, sus familias y

Introducción

Acceso al programa de cursos

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TECNOLOGÍAS EDUCATIVAS Y DE
FORMACIÓN DEL PROFESORADO

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Blog > Reconocimiento de la Competencia Digital Docente



Reconocimiento de la Competencia Digital Docente
31-10-2017

A partir de hoy 31 de octubre de 2017, el Ministerio de Educación, Cultura y Deporte, a través del Instituto Nacional de Tecnologías Educativas y Formación del Profesorado (INTEF), abre un servicio en línea para el reconocimiento de la competencia digital docente: el **Portafolio de la Competencia Digital Docente**.

El **Portafolio de la Competencia Digital Docente** es un servicio para la adquisición, el desarrollo, el reconocimiento y la mejora de la competencia digital de los docentes a través de la autoevaluación continua y del registro actualizable de experiencias de enseñanza, aprendizaje y formación. Se trata de un instrumento de aprendizaje a lo largo de la vida, mediante el cual cualquier docente, o futuro docente, puede conocer su nivel de competencia digital y mejorarlo a través de un itinerario formativo recomendado, además de solicitar anualmente el reconocimiento de su nivel competencial, que el INTEF avalará mediante la emisión de credenciales digitales abiertas.

Categorías:
Blog, Formación y colaboración

Etiquetas:
Competencia digital, Competencias, Credenciales, Insignias digitales, Portafolio

Tuitéalo 🐦



Figure 5.1. Overview: Micro-credential policy implementation in Spain

Key assets, challenges and policy options

Implementation assets	Implementation challenges	Policy options
- Funding for micro-credential scale-up is available - Recent legal and regulatory measures facilitate micro-credential adoption - Universities have experience with short learning programmes	- A tight time frame for implementation - Autonomous communities and their implementation challenges - Public universities and their implementation challenges	- Developing information about micro-credential learning opportunities - Allocating funding to universities and developing programmes - Planning and preparing for monitoring and evaluation



MINISTERIO
DE CIENCIA, INNOVACIÓN
Y UNIVERSIDADES

Spanish

Ministerio Información Universitaria Sistema Universitario Estadísticas Universitarias Servicios

MICRO CREDS

Plan Microcreds

PLAN MICROCREDS. DALE FORMA A TU FUTURO

- El Ministerio de Universidades, en el marco del Plan de Recuperación, Transformación y Resiliencia, crea un fondo de 50 millones de euros para el desarrollo del Plan Microcreds.
- Este plan permite financiar tanto la producción de microcredenciales, como becas y ayudas para personas en desempleo, baja renta o situación de vulnerabilidad social, así como para actividades de intermediación entre la universidad y los sectores productivos.
- Las microcredenciales consagran la formación a lo largo de la vida como una función básica de la universidad.

El Plan Microcreds, dotado con un fondo de 50 millones de euros, es un plan de acción que propone cuarenta y una actuaciones encaminadas en desarrollar las microcredenciales universitarias en España.

Las microcredenciales universitarias son credenciales derivadas de formaciones breves (menos de 15 créditos ECTS); focalizadas en la adquisición de conocimientos, habilidades o competencias específicos; de formato flexible y adaptable a las diversas necesidades y limitaciones de disponibilidad del alumnado adulto, incluyendo el uso de la modalidad virtual o semivirtual, y con una estructura modular por la que cada formación puede tener sentido de forma independiente, y al mismo tiempo, acumularse y combinarse en credenciales más amplias, en el marco de un itinerario formativo personalizado.

Son un instrumento que permite afrontar una amplia gama de retos:

PLAN DE ACCIÓN PARA EL DESARROLLO DE MICROCREDENCIALES UNIVERSITARIAS EN ESPAÑA



GOBIERNO DE ESPAÑA
MINISTERIO DE CIENCIA, INNOVACIÓN Y UNIVERSIDADES



Plan de Recuperación,
Transformación
y Resiliencia



Financiado por
la Unión Europea
NextGenerationEU

PLAN DE ACCIÓN PARA EL DESARROLLO DE MICROCREDENCIALES UNIVERSITARIAS EN ESPAÑA



3. PLAN DE ACCIÓN

PILAR 1:

Estimular la formación a lo largo de la vida entre las personas adultas y empleadores

PILAR 2:

Transformar las universidades en instituciones de formación para todas las edades

PILAR 3:

Ofrecer microcredenciales de impacto laboral y educativo

PILAR 4:

Garantizar el derecho a la formación de todas las personas adultas

PILAR 5:

Facilitar itinerarios educativos personalizados en la edad adulta

Objetivo 2.2: Financiar la oferta de la formación a lo largo de la vida universitaria

→ **Actuación 2.4:** Crear un fondo de 50M€ correspondiente a la inversión 6 del componente 21 de la adenda del Plan de Recuperación, Transformación y Resiliencia, para el desarrollo de microcredenciales universitarias en el período 2024-2026, así como para actividades de gestión e intermediación con los sectores productivos y empleadores. El Ministerio de Universidades ha acordado ya los compromisos y la distribución con las Comunidades Autónomas y se prevé que la ejecución se inicie en enero de 2024.

Explora las Microcredenciales Destacadas



UNIVERSIDAD DE ZARAGOZA

Protocolo Unificado para el Tratamiento Transdiagnóstico de los Trastornos Emocionales en Adultos

Coordina: Óscar Peris Baquero
Facultad de Ciencias Sociales y Humanas
de Teruel



• ECTS 4 créditos  Virtual



UNIVERSIDAD DE ZARAGOZA

**Microcredencial Universitaria
en Competencia Digital
Docente: nivel básico**

Coordina: Alejandro Quintas Hijós
Facultad de Ciencias Humanas y de la
Educación



• ECTS 9 créditos  Virtual



UNIVERSIDAD DE ZARAGOZA

**Microcredencial Universitaria
en Competencia Digital
Docente: nivel intermedio**

Coordina: Alejandro Quintas Hijós
Facultad de Ciencias Humanas y de la
Educación



• ECTS 9 créditos  Virtual



Divulgación

[illegible]

EDIÇÃO LISBOA QUA 12 AGO 2015

HOJE Os Piores Inimigos de Ric Hochst

14.º ANO ANÚNCIO
NO TÍTULO: R\$252

Por + 5.40

**SUDESTRE DE PORTUGAL
O QUE NOS
DIZEM ESTAS
PALAVRAS
ESCRITAS
NA SERRA HÁ
2500 ANOS?**
Cultura, 236/29

Empresas do Estado contrariam Governo e gastam mais 131 milhões

**Maioria das empresas do setor público
falhou no primeiro trimestre os critérios
impostos pelas Finanças. Os gastos
operacionais deviam reduzir-se, mas
subiram 131 milhões** **Economia, 16**

**BANCO DE GORRINZE
SEGREGADOS DO MAR
MONTE SUBIA RÁPIDO
PORTUGUESES ESTÃO MAIS
PERTO DE SE REVELADOS**
Sociedade, 36/37

**Ex-procurador-geral
do Paquistão compra
casa a José Sócrates**

**Al Khan, ex-procurador-
geral e advogado influente
no Paquistão, comprou
móveis por 275 mil euros e
pode agora um visto pp 74**

**PJ abriu inquérito a
portugueses suspeito
de turbarias em Espanha**

**A empresa de Rui Pires
Baldado, suspeito de criar
engenharia que borla 18
milhões de pessoas, está a
ser investigada pp 74 pp**

**Cavaco deixa passa-
acordo que diminui
Língua Portuguesa**
O Presidente salienta que
cria uma comissão
de trabalho para avaliar
os efeitos do acordo
de parcerias

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FUNDADO EN 1867

MÁXIMO 24 DE MAYO DE 2020, 10h. 35h y 17h. 18h. 20h. 21h. 22h. 23h. 24h. 25h. 26h. 27h. 28h. 29h. 30h. 31h. 32h. 33h. 34h. 35h. 36h. 37h. 38h. 39h. 40h. 41h. 42h. 43h. 44h. 45h. 46h. 47h. 48h. 49h. 50h. 51h. 52h. 53h. 54h. 55h. 56h. 57h. 58h. 59h. 60h. 61h. 62h. 63h. 64h. 65h. 66h. 67h. 68h. 69h. 70h. 71h. 72h. 73h. 74h. 75h. 76h. 77h. 78h. 79h. 80h. 81h. 82h. 83h. 84h. 85h. 86h. 87h. 88h. 89h. 90h. 91h. 92h. 93h. 94h. 95h. 96h. 97h. 98h. 99h. 100h. 101h. 102h. 103h. 104h. 105h. 106h. 107h. 108h. 109h. 110h. 111h. 112h. 113h. 114h. 115h. 116h. 117h. 118h. 119h. 120h. 121h. 122h. 123h. 124h. 125h. 126h. 127h. 128h. 129h. 130h. 131h. 132h. 133h. 134h. 135h. 136h. 137h. 138h. 139h. 140h. 141h. 142h. 143h. 144h. 145h. 146h. 147h. 148h. 149h. 150h. 151h. 152h. 153h. 154h. 155h. 156h. 157h. 158h. 159h. 160h. 161h. 162h. 163h. 164h. 165h. 166h. 167h. 168h. 169h. 170h. 171h. 172h. 173h. 174h. 175h. 176h. 177h. 178h. 179h. 180h. 181h. 182h. 183h. 184h. 185h. 186h. 187h. 188h. 189h. 190h. 191h. 192h. 193h. 194h. 195h. 196h. 197h. 198h. 199h. 200h. 201h. 202h. 203h. 204h. 205h. 206h. 207h. 208h. 209h. 210h. 211h. 212h. 213h. 214h. 215h. 216h. 217h. 218h. 219h. 220h. 221h. 222h. 223h. 224h. 225h. 226h. 227h. 228h. 229h. 230h. 231h. 232h. 233h. 234h. 235h. 236h. 237h. 238h. 239h. 240h. 241h. 242h. 243h. 244h. 245h. 246h. 247h. 248h. 249h. 250h. 251h. 252h. 253h. 254h. 255h. 256h. 257h. 258h. 259h. 260h. 261h. 262h. 263h. 264h. 265h. 266h. 267h. 268h. 269h. 270h. 271h. 272h. 273h. 274h. 275h. 276h. 277h. 278h. 279h. 280h. 281h. 282h. 283h. 284h. 285h. 286h. 287h. 288h. 289h. 290h. 291h. 292h. 293h. 294h. 295h. 296h. 297h. 298h. 299h. 300h. 301h. 302h. 303h. 304h. 305h. 306h. 307h. 308h. 309h. 310h. 311h. 312h. 313h. 314h. 315h. 316h. 317h. 318h. 319h. 320h. 321h. 322h. 323h. 324h. 325h. 326h. 327h. 328h. 329h. 330h. 331h. 332h. 333h. 334h. 335h. 336h. 337h. 338h. 339h. 340h. 341h. 342h. 343h. 344h. 345h. 346h. 347h. 348h. 349h. 350h. 351h. 352h. 353h. 354h. 355h. 356h. 357h. 358h. 359h. 360h. 361h. 362h. 363h. 364h. 365h. 366h. 367h. 368h. 369h. 370h. 371h. 372h. 373h. 374h. 375h. 376h. 377h. 378h. 379h. 380h. 381h. 382h. 383h. 384h. 385h. 386h. 387h. 388h. 389h. 390h. 391h. 392h. 393h. 394h. 395h. 396h. 397h. 398h. 399h. 400h. 401h. 402h. 403h. 404h. 405h. 406h. 407h. 408h. 409h. 410h. 411h. 412h. 413h. 414h. 415h. 416h. 417h. 418h. 419h. 420h. 421h. 422h. 423h. 424h. 425h. 426h. 427h. 428h. 429h. 430h. 431h. 432h. 433h. 434h. 435h. 436h. 437h. 438h. 439h. 440h. 441h. 442h. 443h. 444h. 445h. 446h. 447h. 448h. 449h. 450h. 451h. 452h. 453h. 454h. 455h. 456h. 457h. 458h. 459h. 460h. 461h. 462h. 463h. 464h. 465h. 466h. 467h. 468h. 469h. 470h. 471h. 472h. 473h. 474h. 475h. 476h. 477h. 478h. 479h. 480h. 481h. 482h. 483h. 484h. 485h. 486h. 487h. 488h. 489h. 490h. 491h. 492h. 493h. 494h. 495h. 496h. 497h. 498h. 499h. 500h. 501h. 502h. 503h. 504h. 505h. 506h. 507h. 508h. 509h. 510h. 511h. 512h. 513h. 514h. 515h. 516h. 517h. 518h. 519h. 520h. 521h. 522h. 523h. 524h. 525h. 526h. 527h. 528h. 529h. 530h. 531h. 532h. 533h. 534h. 535h. 536h. 537h. 538h. 539h. 540h. 541h. 542h. 543h. 544h. 545h. 546h. 547h. 548h. 549h. 550h. 551h. 552h. 553h. 554h. 555h. 556h. 557h. 558h. 559h. 560h. 561h. 562h. 563h. 564h. 565h. 566h. 567h. 568h. 569h. 570h. 571h. 572h. 573h. 574h. 575h. 576h. 577h. 578h. 579h. 580h. 581h. 582h. 583h. 584h. 585h. 586h. 587h. 588h. 589h. 590h. 591h. 592h. 593h. 594h. 595h. 596h. 597h. 598h. 599h. 600h. 601h. 602h. 603h. 604h. 605h. 606h. 607h. 608h. 609h. 610h. 611h. 612h. 613h. 614h. 615h. 616h. 617h. 618h. 619h. 620h. 621h. 622h. 623h. 624h. 625h. 626h. 627h. 628h. 629h. 630h. 631h. 632h. 633h. 634h. 635h. 636h. 637h. 638h. 639h. 640h. 641h. 642h. 643h. 644h. 645h. 646h. 647h. 648h. 649h. 650h. 651h. 652h. 653h. 654h. 655h. 656h. 657h. 658h. 659h. 660h. 661h. 662h. 663h. 664h. 665h. 666h. 667h. 668h. 669h. 670h. 671h. 672h. 673h. 674h. 675h. 676h. 677h. 678h. 679h. 680h. 681h. 682h. 683h. 684h. 685h. 686h. 687h. 688h. 689h. 690h. 691h. 692h. 693h. 694h. 695h. 696h. 697h. 698h.

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Le Monde
30/11/2022

Diario de Cádiz
24/05/2025

El País
03/06/2025

Current Epigraphy

ISSN: 1754-0909 (Online)



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Crossroads Petrography Conference Catania

Posted on 2023-05-22 by Alicia Benvenuti

Lo studio archeometrico delle iscrizioni lapidee: approcci interdisciplinari per la Sicilia Antica / Archaeometrical study of stone inscriptions: interdisciplinary approaches for Ancient Sicily

Botanical Garden, Catania, 5-6 June 2025. Full programme at [Crossroads website](#).

Posted in events, methodology, reviews | [Leave a comment](#)

Erasmus+ BIP Intensive ENCODE: Digital Competences in Ancient Writing Cultures (in presence week)

Posted on 2023-05-14 by Alicia Benvenuti

From May 19 to 23, the Department of Humanities, Social Sciences, and Cultural Industries of the University of Parma, will host the final Spring School of the Erasmus+ BIP "Intensive ENCODE: Digital Competences in Ancient Writing Cultures".

The Spring School, which will bring around 60 students from 10 European universities to Parma, aims to train students and researchers in the rapidly evolving field of Digital Humanities and AI. The goal is to prepare, with the contribution of about 20 Italian and

Recent Posts

- Crossroads Petrography Conference Catania
- Erasmus+ BIP Intensive ENCODE: Digital Competences in Ancient Writing Cultures (in presence week)
- Epiglot and Digital Epigraphy workshop: TED & Marzocchi (May 28 - 29, 2023)
- Collaborative Doctoral Partnership studentship – Decoding the Vinland tablets (Ottobrunghen British Museum)
- New Books on Epigraphy and History of Ancient South Arabia

Recent Comments

- Gracia M on 'Valete vos viatores' updated
- Rocco De Paolis on CIL Online
- Scott Vanderhilt on Grady's Prosemen in the Making of Roman Inscriptions full on available
- Scott Vanderhilt on Grady's Prosemen in the Making of Roman Inscriptions full on available
- epigraphy info workshop III - full report - Current Epigraphy/Current Epigraphy on Epigraphy info Third Meeting Short Report

Universitat d'Alicant
Universidad de Alicante

Proyecto Ministerio 2023
<https://aplicaciones.ciencia.gub.es/proyectoaid/>

El anaquele de Spantamicus
[Biblioteca de referencias bibliográficas sobre la Prehistoria y la Antigüedad](#)

Dirección: [Juan M. Abascal](#)

Publicaciones Prof. Dr. Juan Manuel Abascal Palazón
[juan.abascal@ua.es](#)

La tradición manuscrita de la epigrafía hispano-romana en los siglos XVIII y XIX
Dirección: J. M. Abascal Palazón
[Los manuscritos de la Real Academia de la Historia](#)
[Comide, Tihales digitalizados](#)
[Los informes para la invasión de Portugal en 1801, por José Comide](#)

Las Antigüedades de las ciudades de España de Ambrosio de Morales
Dirección: J. M. Abascal Palazón
[Introducción y generalidades](#)

Estudios sobre la tradición manuscrita de la epigrafía hispano-romana
Dirección: J. M. Abascal Palazón
[Índice](#) [Bibliografía](#)

Estudios sobre el hábito epigráfico en la Hispania ceterior
Dirección: J. M. Abascal Palazón
[Índice](#) [Bibliografía](#)
[Las inscripciones de Rabanales \(Zamora\)](#)
[Las inscripciones de la Puente Quebrada de Linares](#)

Segobriga y su conjunto arqueológico.
Excavaciones (1995-2011):
[Inscripciones romanas de Segobriga](#)

[Biblioteca digital](#)

[Fotografías de viajes por la provincia de Guadalajara 1972-1978](#)

Desde 2009

Universidad de Navarra

VALETE VOS VIATORES

El Imperio Romano a

Desde la Universidad de Navarra, con financiación del programa Europa Creativa, de la Unión Europea y la participación de las Universidades de Coimbra (Portugal), Burdeos (Francia) y La Sapienza de Roma (Italia) se está desarrollando el proyecto "Valete vos viatores: travelling through Latin inscriptions across the Roman Empire". El proyecto pretende acercar el patrimonio epigráfico

Desde 2022



Ashmolean Latin
@AshmoleanLatin

Siguiendo

Replicas for new education sessions are coming along. As well as the gorgeous clay replicas, we're doing 3D prints of some favourites.

Traducir del inglés



12:33 - 27 oct. 2017

10 Retweets 19 Me gusta



Steven Dey

1 10 19





Gabriel Bodard
@palaeofuturist.bsky.social

+ Seguir

#Epigraphy #EpiDoc #AncientSky

A reminder that I set up a starter pack for epigraphy: go.bsky.app/PmuQYDH, which will give you a few dozen suggestions of people to follow who work on a talk about ancient inscriptions. (Or you can bulk-follow, if you like them all!)



 **Epigraphy**

Paquete de inicio de @palaeofuturist.bsky.social

People (and perhaps a very few associations/institutions) who work on and talk about Greek, Roman or other ancient inscriptions and epigraphy.

29 de mayo de 2025, 17:32 Todos pueden responder · Traducir



 epigraphy.info Instagram



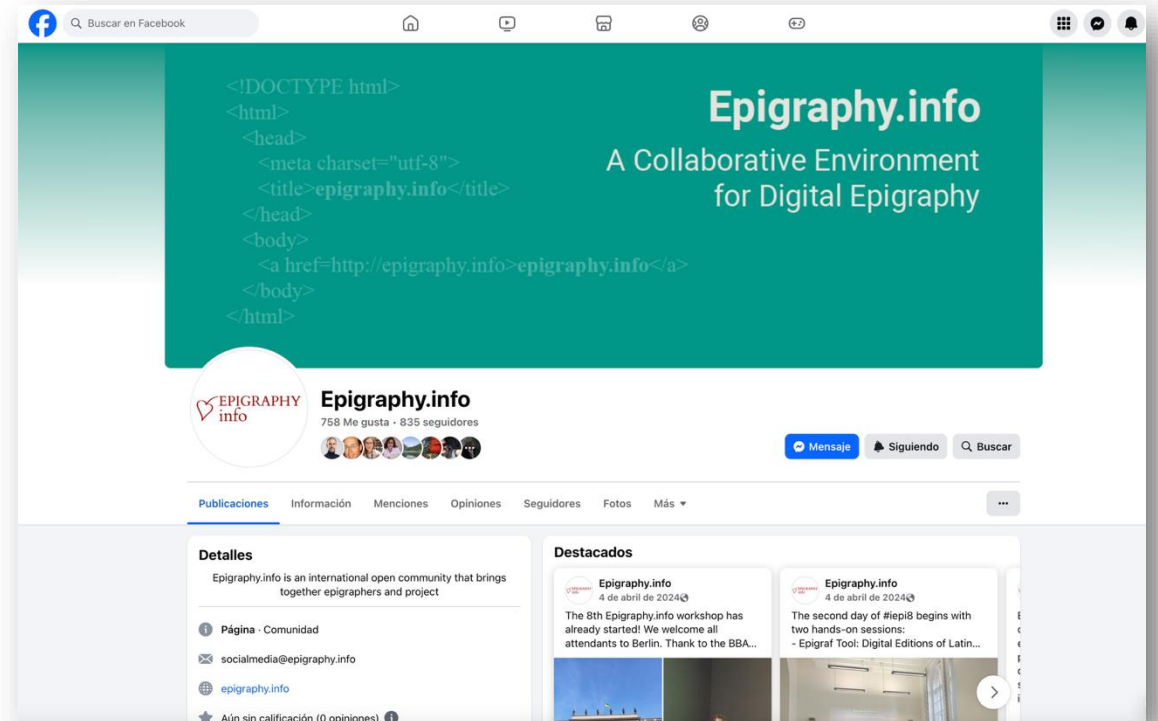
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  </head>
  <body>
    <a href="http://epigraphy.info">epigra
  </body>
</html>
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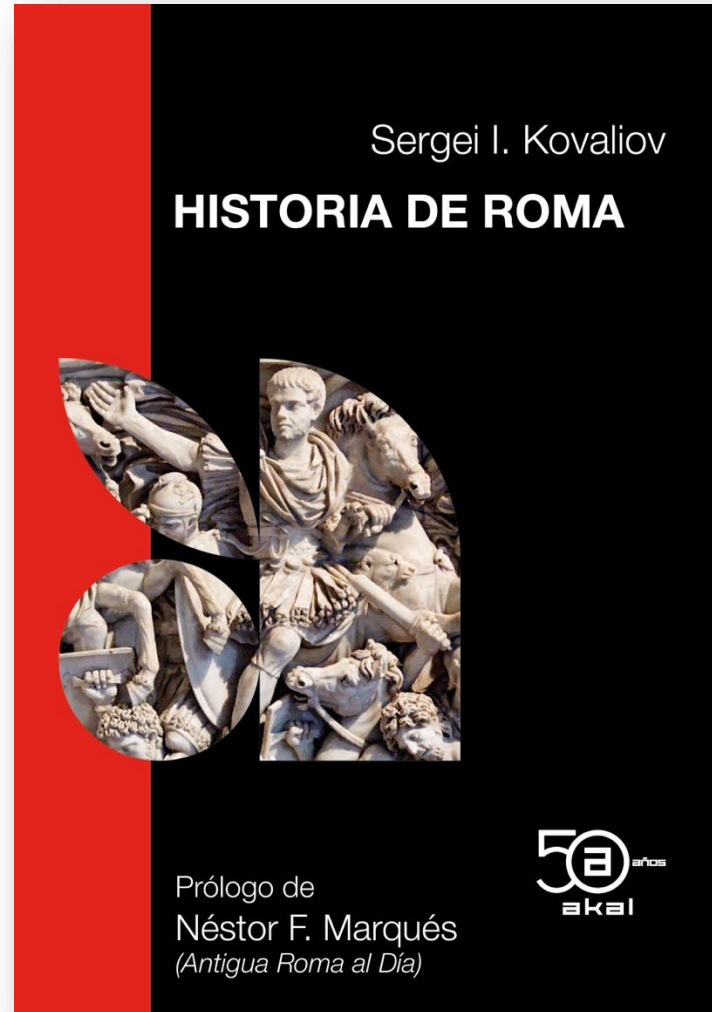
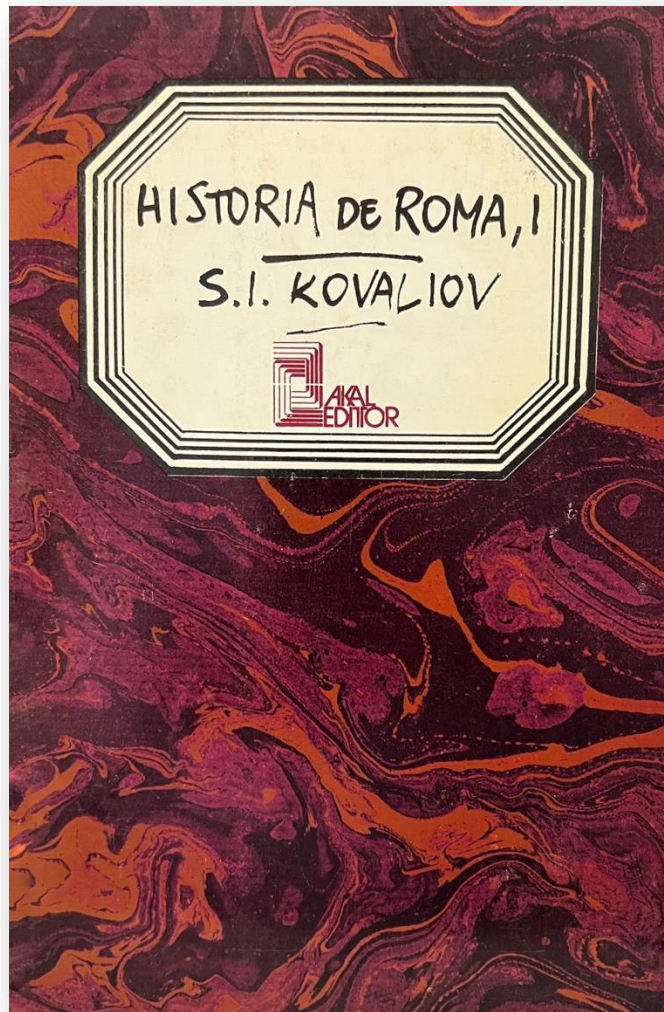
 **EPIGRAPHY**
info

A Collaborative Environment for
Digital Epigraphy

Mission Statement

Epigraphy.info is an international open community pursuing a collaborative environment for digital epigraphy, which facilitates scholarly communication and interaction. We apply [FAIR](#) principles to

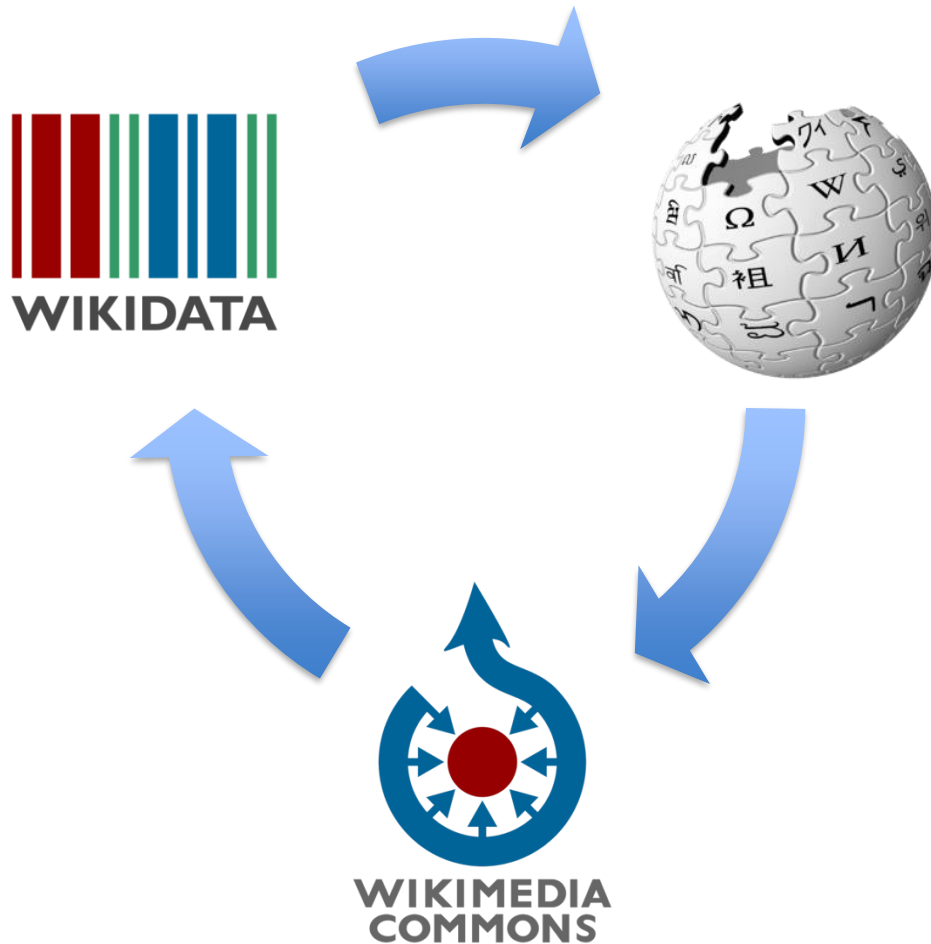






elder_
MUSEO DE LA CIENCIA
Y LA TECNOLOGÍA





WIKILAB ULPGC INICIO PROYECTO EQUIPO RECURSOS PUBLICACIONES ENCUESTA CONTACTO



Foto: Lane Hartwell (CC BY SA 3.0)

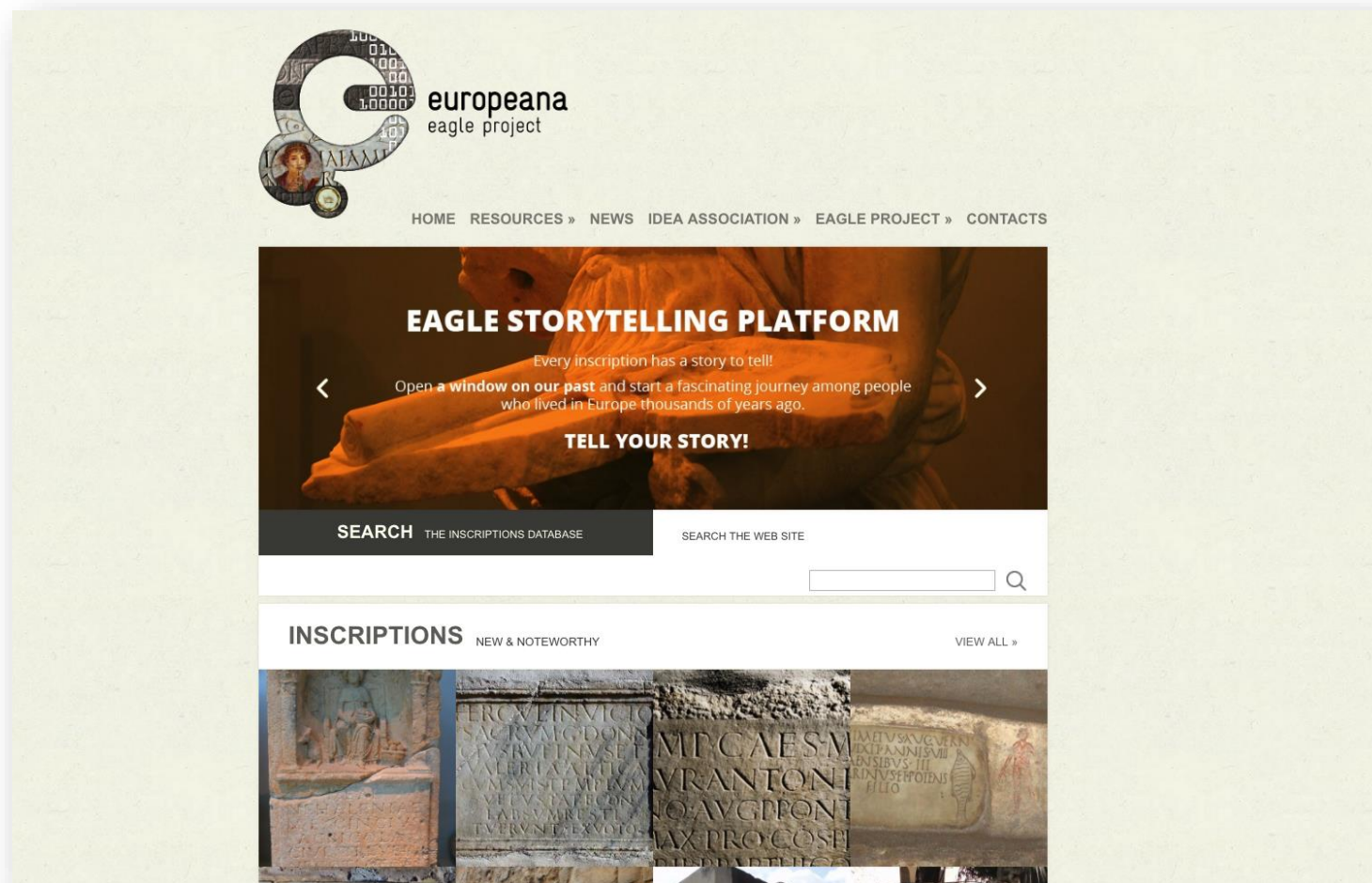
El proyecto WikiLab ULPGC: trabajo colaborativo de los estudiantes del Grado de Historia en Wikipedia es un proyecto de innovación educativa (PIE) aprobado por el [Vicerrectorado de Titulaciones y Formación Permanente](#) de la Universidad de Las Palmas de Gran Canaria en la convocatoria de 2018. El proyecto pretende sentar las bases de una ambiciosa estrategia que aúne la introducción de metodologías docentes innovadoras, la mejora de las metodologías existentes en la evaluación del aprendizaje, la incorporación de las TIC en la formación presencial y la mejora de la coordinación vertical, horizontal y transversal en distintas asignaturas del [Grado en Historia](#) de la Universidad de Las Palmas de Gran Canaria, mediante la participación de profesores y profesoras de distintas áreas de conocimiento, que imparten docencia en todos los cursos de dicha titulación.

En el proyecto se ha creado un espacio colaborativo de trabajo, a través del cual los estudiantes de las distintas asignaturas, básicas y optativas, en las que imparte docencia el profesorado que participa en este proyecto de innovación educativa, se encargarán de la construcción y mejora de los contenidos sobre Historia de Canarias que existen en [Wikipedia](#). Estas ediciones comprenderán desde la ampliación y mejora de las entradas ya existentes hasta la redacción ex novo de aquellas que no existen en Wikipedia, incluyendo una exhaustiva recopilación de fuentes y recursos externos, con fotografías y recursos multimedia, así como de las referencias bibliográficas.

Además de conocer la experiencia del trabajo colaborativo en un entorno como Wikipedia, los estudiantes podrán mejorar sus competencias digitales, así como las siguientes competencias específicas y generales definidas en el [Grado en Historia](#): conocimiento y dominio básico de la metodología para la investigación histórica; capacidad de enseñar, difundir y generar sensibilidad hacia los temas históricos; capacidad de trabajo en equipo; motivación por el rigor y la calidad; conocimiento y sensibilidad hacia la diversidad cultural; conocimientos de informática aplicada; capacidad de gestión de la información y capacidad de diseñar y gestionar proyectos, entre otras.

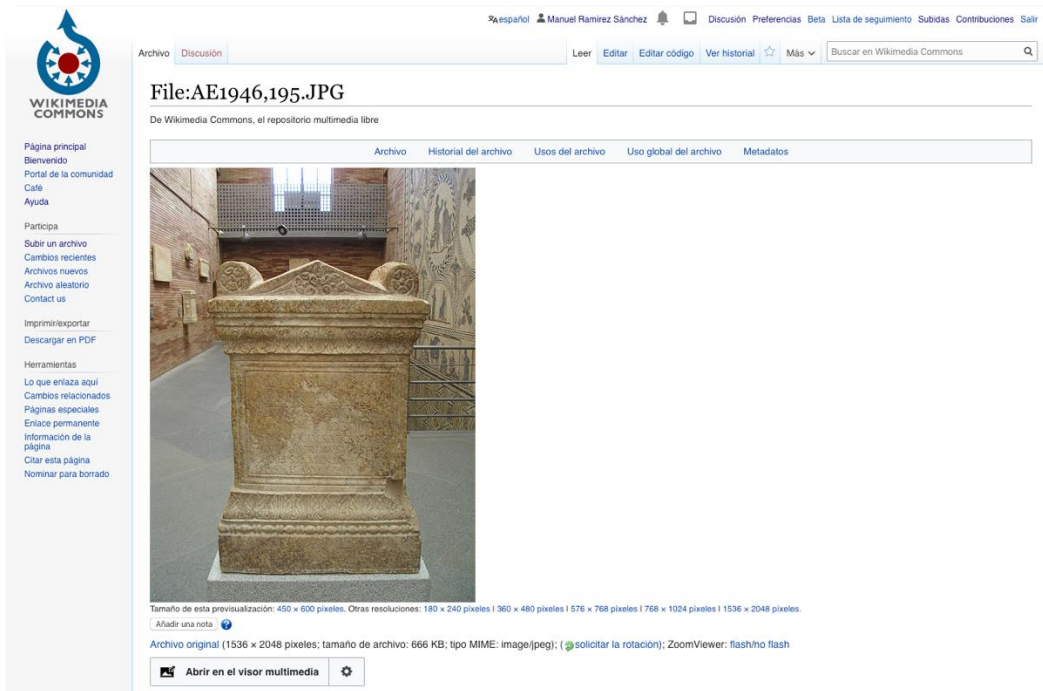
  

<https://www.wikilab.ulpgc.es>

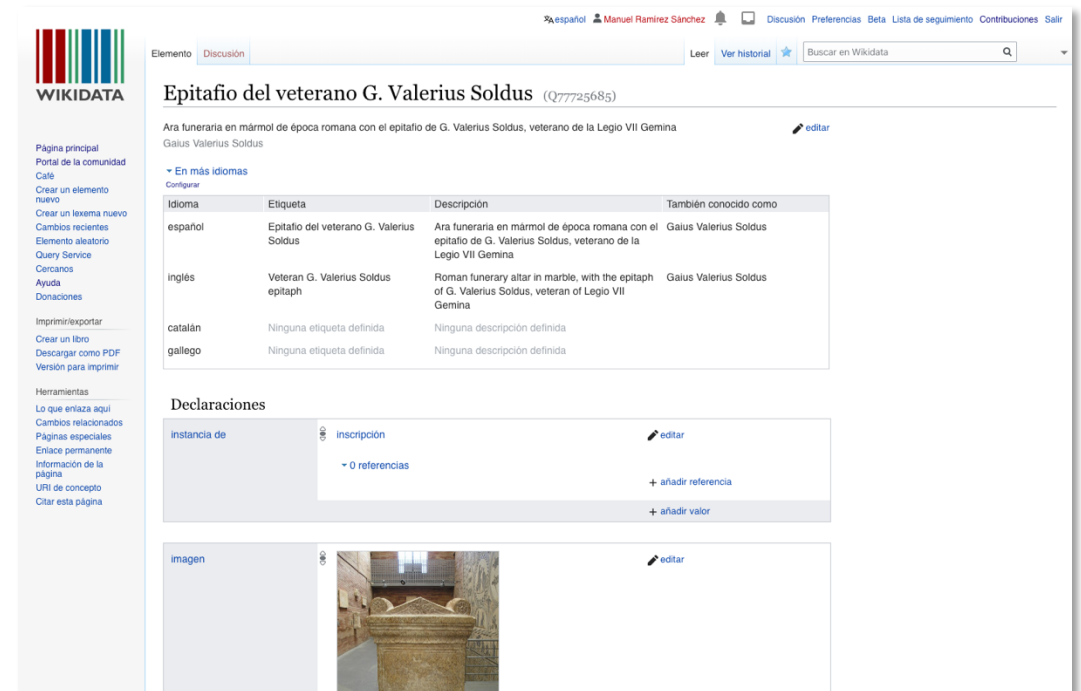


<https://www.eagle-network.eu>

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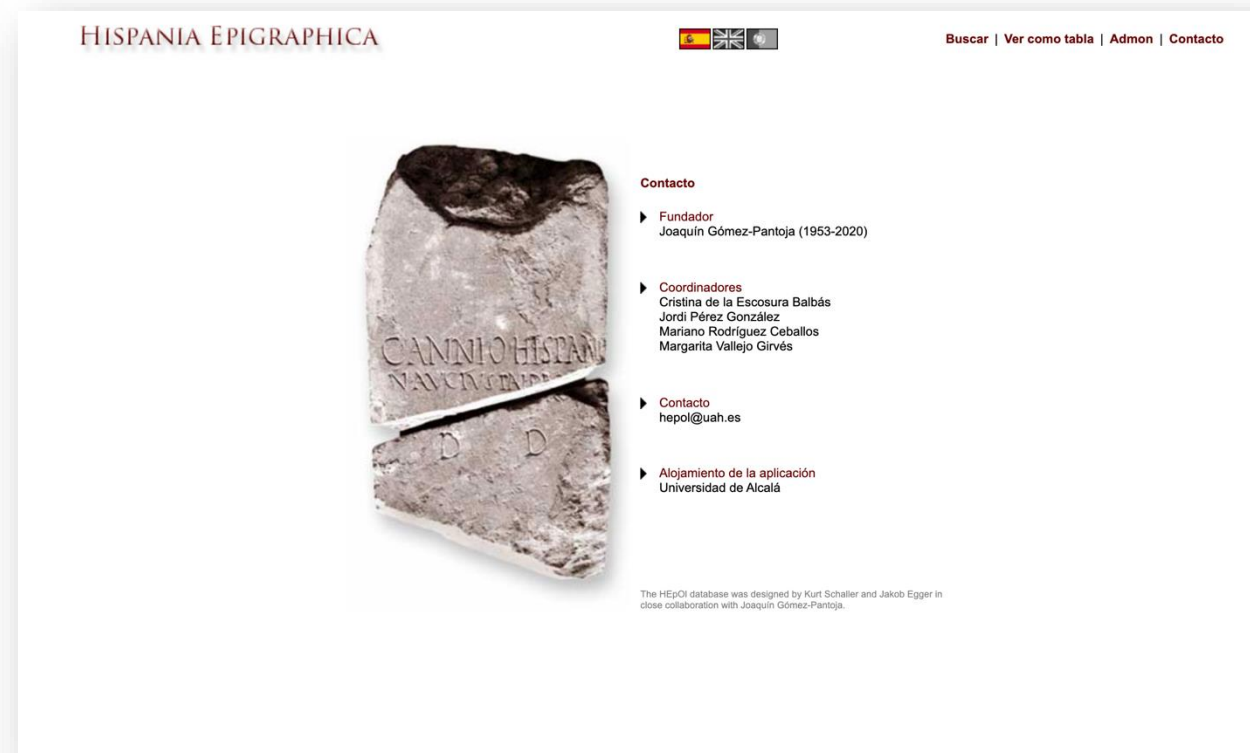
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4

Supervivencia





<https://hepol.uah.es>



ULPGC
Universidad de
Las Palmas de
Gran Canaria

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Análisis y Aplicaciones Textuales

Investigación interdisciplinar

Análisis textual

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Procesamiento del Lenguaje Natural e Inteligencia Artificial.



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SINERGIAS, MASA CRÍTICA**



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3090
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69

Investigadores permanentes
(63 sexenios vivos)



23

Investigadores
colaboradores



10 predoc
2 posdoc
1 técnica



240.000€

Captación
de fondos
(Art. 60
LOSU)



4 HITOS EN TRANSTECH

1. Modelo de utilidad: InteliText
2. MoMe: Proyecto de Spin off
3. Promoción de Startup: LU(G)AR
4. Presencia en Museo Elder de Ciencia y Tecnología



30

Aplicaciones
informáticas
disponibles



+ 850.000€

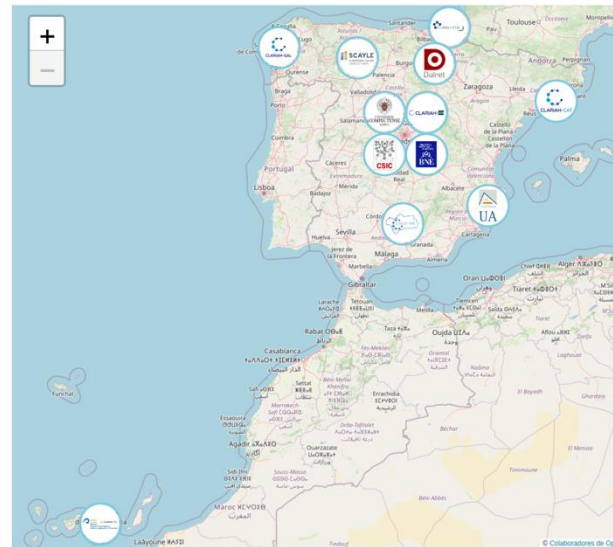
Captación de fondos en
proyectos competitivos



CLARIAH-ES

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MAPA



Leaflet | Mapa de entidades participantes de CLARIAH-ES

CLARIAH-ES is a distributed digital research infrastructure constituted by a multidisciplinary group of experts from ten leading research institutions in social sciences, arts, and humanities, library science, linguistics, artificial intelligence, language technologies, computer science, and high-performance computing. Its mission is to coordinate Spain's participation in the European Research Infrastructure Consortia [CLARIN](#) and [DARIAH](#).

CLARIN and DARIAH, Europe's main research infrastructures for digital investigation in the social sciences, arts, and humanities, both hold Landmark Status within the European Strategic Forum for Research Infrastructures ([ESFRI](#)) in the area of social and cultural innovation.

[CLARIN](#) (Common Language Resources and Technology Infrastructure) comprises twenty-three member states. The infrastructure is built around centers that provide data, supercomputing, or expertise in language technology and supports the exchange, use, and sustainability of data and linguistic tools for research in the social sciences and humanities. One of CLARIN's principal objectives is to ensure that all digital linguistic resources and tools in Europe, along with those from participating countries, are accessible online through a common portal to interested scholars.

[DARIAH](#) (Digital Research Infrastructure for the Arts and Humanities) seeks to enhance digitally-enabled research and teaching in the arts and humanities. Its efforts focus on driving the production, preservation, and exchange of multimodal data, services, and AI tools, ensuring their long-term accessibility and dissemination. DARIAH also offers didactic material and training opportunities to develop digital research skills, thereby sustaining the development of the diverse needs and practices required by the arts and humanities community at a transnational and transdisciplinary level.

By coordinating Spain's participation in CLARIN and DARIAH, CLARIAH-es facilitates the advancement of Spanish research in the humanities, arts, and social sciences, as well as promotes strategic positioning in international projects and programs, mainly in

<https://www.clariah.es>

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Leaflet | Mapa de entidades participantes de CLARIAH-ES

CLARIAH-ES is a distributed digital research infrastructure constituted by a multidisciplinary group of experts from ten leading research institutions in social sciences, arts, and humanities, library science, linguistics, artificial intelligence, language technologies, computer science, and high-performance computing. Its mission is to coordinate Spain's participation in the European Research Infrastructure Consortia [CLARIN](#) and [DARIAH](#).

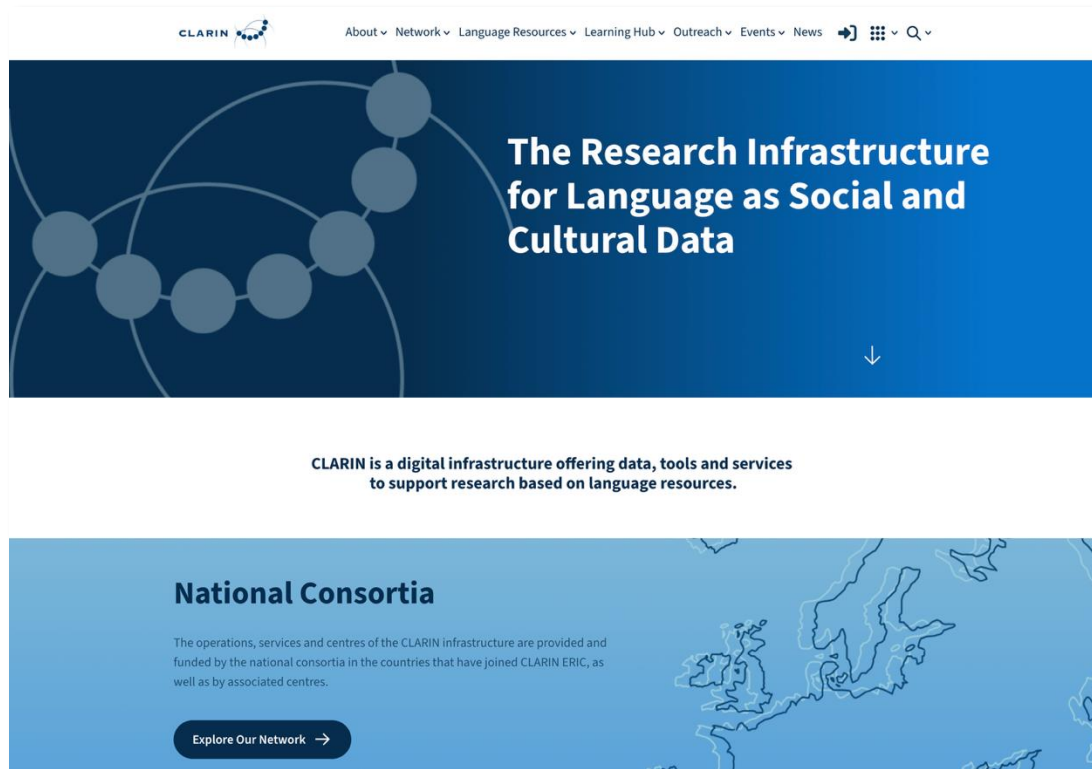
CLARIN and DARIAH, Europe's main research infrastructures for digital investigation in the social sciences, arts, and humanities, both hold Landmark Status within the European Strategic Forum for Research Infrastructures ([ESFRI](#)) in the area of social and cultural innovation.

[CLARIN](#) (Common Language Resources and Technology Infrastructure) comprises twenty-three member states. The infrastructure is built around centers that provide data, supercomputing, or expertise in language technology and supports the exchange, use, and sustainability of data and linguistic tools for research in the social sciences and humanities. One of CLARIN's principal objectives is to ensure that all digital linguistic resources and tools in Europe, along with those from participating countries, are accessible online through a common portal to interested scholars.

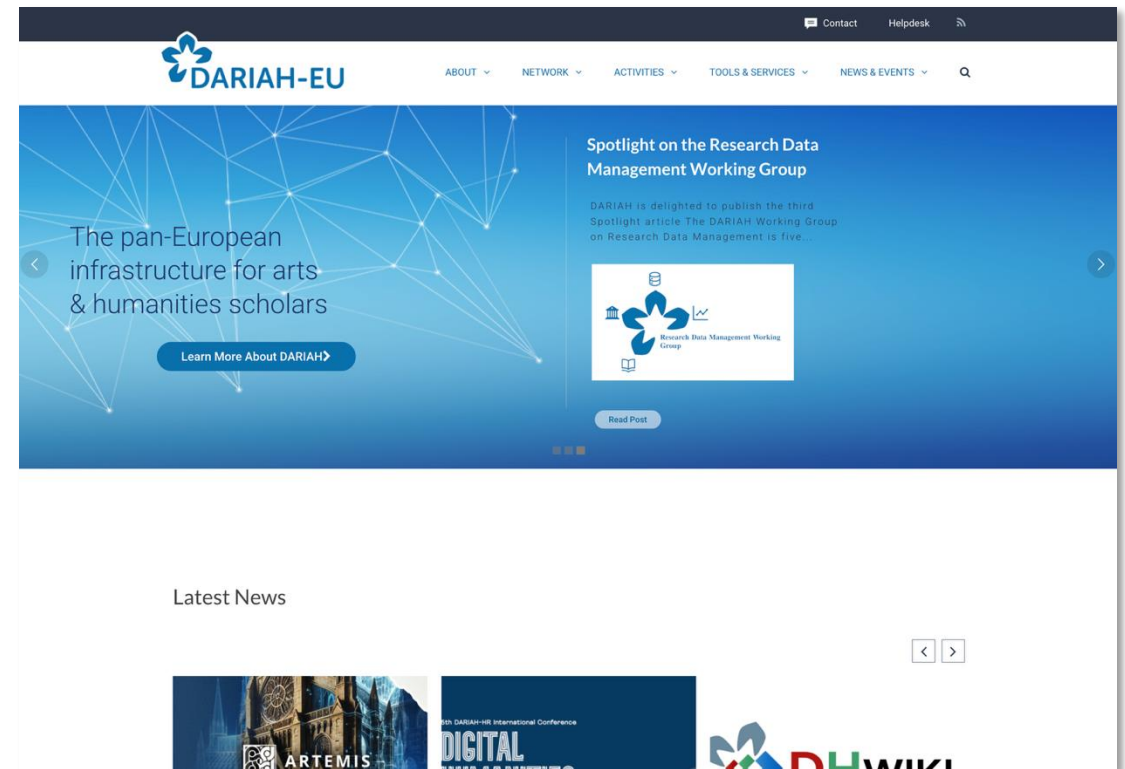
[DARIAH](#) (Digital Research Infrastructure for the Arts and Humanities) seeks to enhance digitally-enabled research and teaching in the arts and humanities. Its efforts focus on driving the production, preservation, and exchange of multimodal data, services, and AI tools, ensuring their long-term accessibility and dissemination. DARIAH also offers didactic material and training opportunities to develop digital research skills, thereby sustaining the development of the diverse needs and practices required by the arts and humanities community at a transnational and transdisciplinary level.

By coordinating Spain's participation in CLARIN and DARIAH, CLARIAH-es facilitates the advancement of Spanish research in the humanities, arts, and social sciences, as well as promotes strategic positioning in international projects and programs, mainly in

<https://www.clariah.es>



<https://www.clarin.eu>



<https://www.dariah.eu>

The screenshot displays the user interface of the 'Open Educational Resources For The Digital Arts & Humanities' platform. The header includes the #dariahTeach logo, a navigation menu (Home, Contact, Testimonials, About), and a search icon. A login section on the right offers 'Shibboleth Login' and 'Login as Guest' options, with a link for 'Forgotten your username or password?'. The main content area is titled 'Course Custom Menu' and lists several units. The selected unit, 'Unit I - Digital Greek and Latin Epigraphy', is expanded, showing a list of topics: '1.1 Why Digital Epigraphy?' (with sub-tests 1.1.1 and 1.1.2), '1.2 Mapping the Field of Digital Epigraphy' (with sub-tests 1.2.3a, 1.2.3b, and 1.2.3c), and '1.3 From user to maker: learning by doing' (with sub-test 1.3.4). The right sidebar provides an 'Introduction' to the course, explaining its purpose and structure. A large red box at the bottom right of the main content area highlights the title 'Unit 1: Digital Greek and Latin Epigraphy'.

**Open Educational Resources
For The Digital Arts & Humanities**

#dariahTeach

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Course Custom Menu

- Introduction
- Unit I - Digital Greek and Latin Epigraphy**
 - 1.1 Why Digital Epigraphy?
 - Test 1.1.1 The Challenges of Digital Epigraphy
 - Test 1.1.2 Traditional Epigraphy and Digital Epigraphy
 - 1.2 Mapping the Field of Digital Epigraphy
 - Test 1.2.3a Digital Corpora and Databases
 - Test 1.2.3b Digital Corpora and Databases
 - Test 1.2.3c Digital Corpora and Databases
 - 1.3 From user to maker: learning by doing
 - Test 1.3.4 Explore an Epigraphic Database
- Unit II - Digital Papyrology
- Unit III - Multilingual-Multicultural Digital Infrastructures
- Unit IV - How to create Linked Open Data (LOD)?

Introduction

The *ENCODE* open online course 'Digital tools for the research and study of ancient writing cultures' on the #dariahTeach platform is designed to introduce teaching staff, professionals in museums and cultural heritage institutions, and graduates to the field of ancient writing cultures and digital studies. It aims to offer inspiring tools and content, fostering awareness of the importance of digital competencies and training in the field of research and study of ancient writing cultures. The different units include user-friendly examples of a variety of digital applications concerning the study, research, preservation and display of cultural heritage.

The course has the ambition to stimulate users to go beyond simply using digital tools and to deepen their understanding of the implications of the digital transitions, empowering participation in shared digital infrastructures and enhancing competencies in Open Science practices and workflows. This will strengthen connections and collaborations as well as promote implementation of FAIR principles for the management of research data in the specific field.

1 Unit I: Digital Greek and Latin Epigraphy

Unit I will provide users with a general overview of some of the most widely used digital tools for the study of Greek and Latin epigraphy. Also, the unit contains illustrations of ongoing projects, principles and standards in use, and effective teaching methodologies for integrating digital epigraphic teaching into traditional epigraphic teaching.

**Unit 1:
Digital Greek
and Latin
Epigraphy**

ENCODE



<https://teach.dariah.eu/course/view.php?id=80>

5

Futuro





IATEXT
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