Large TLEF Project – Final Report

Report Completion Date: 2017/05/20

1. PROJECT OVERVIEW

1.1. General Information

Project Title:	**Greek Epigraphic Squeezes: Developing a Digital Environment**
Principal Investigator:	**Gwynaeth McIntyre, Kevin Fisher**
Report Submitted By:	**Lisa Tweten, Chelsea Gardner, Kevin Fisher, Larissa Ringham**
Project Initiation Date:	**May 1, 2014**

Project Initiation Date:	**May 1, 2014**	**Project Completion Date:**	**April 30, 2017**

1.2. Project Summary

Our initial project proposal, submitted in April of 2014, described our intention to digitize an extensive collection of approximately 700 epigraphic squeezes (paper impressions of ancient Greek stone inscriptions) and to integrate them into a broad range of courses. The collection is comparable to few in North America and is a valuable pedagogical source of material; however, the materials were not accessible in their current fragile physical state.

This CNERS student-driven project collaborated with the UBC Library to digitize the squeezes and develop the descriptive content necessary to deliver a comprehensive online collection (http://fromstonetoscreen.com/). This was used in conjunction with newly-developed teaching modules and pedagogical materials to introduce approximately 135 upper-year undergraduate and graduate level students to the primary sources each year through classroom assignments in an online environment, and engage them in translation exercises that would not only help them learn ancient Greek, but also give them a valuable introduction to Digital Humanities research.

In Years 2 and 3, the scope of the project expanded to include the digitization of the other artifact collections held by the CNERS Department, the UBC Library's Rare Books & Special Collections department and the Laboratory of Archaeology. These collections are the Fuller Collection of Near Eastern Artifacts, donated to the department by Douglas Todd in memory of his father Otis Johnson Todd, one of the founders of the Classics Department at the University of British Columbia, and the Blackmore Collection of artifacts from Bahrain, which was donated to the Laboratory of Archaeology at UBC by the family of Harvey F. Blackmore. Teaching materials associated with these collections are also under development, making them accessible to wider range of CNERS courses.

Team Members – *(Please fill in the following table and include __students__, undergraduate or graduate, who participated in your project).*

Name	Title/Affiliation	Responsibilities/Roles
Chelsea Gardner	Project Director	
Lisa Tweten	Project Director	
Kat Solberg	Social media director	
Gwynaeth McIntyre	PI; Faculty Advisor	
Kevin FIsher	PI; Faculty Advisor	
Lisa Cooper	Faculty Advisor	
Larissa Ringham	UBC Library Digital Initiatives liaison	
Jasmine Sacharuk	Digitization specialist	Digitization Assistant (website)
Heather Odell	Student hire	Metadata for Squeeze collection
Maude Cote-Landry	Student hire	Metadata for Squeeze collection
Courtney Innes	Student hire	Bahrain collection
Jaymie Orchard	Student hire	Teaching modules
Siena Hutton	Student hire	Teaching modules
Katie Frankson	Student hire	Teaching modules/TA
Flor Fustinoni	Student hire	Teaching modules/TA
David Assaf	Student hire	Digitization assistant (website)
Genevieve Parente	Student hire	Teaching modules
Emma Hilliard	Student hire	Research assistant
Chloe Martin-Cabanne	Student volunteer	Roman coin collection

*there were many others who volunteered their time and expertise on this project, but the above list represents the students who were hired directly as a result of the TLEF grant, or were integral to the digitization and/or creation of teaching materials.

1.3. Student Impact – *Please fill in the following table with __past__, __current,__ and __future__ courses and sections (e.g. HIST 101, 002, 2017/2018, Sep) that have been/will be impacted by your project, including any courses not included in your original proposal (you may adapt this section to the context of your project as necessary).*

Course	Section	Academic Year	Term (Summer/Fall/Winter)
CLST 204	001	2016	W
CLST 231	001	2014	W
CLST 331	001	2015	F
CLST 333	001	2014 & 2015	W & F
GREEK 101	001	2015 & 2016	F & F
GREEK 102	001	2015	W
GREEK 202	001	2014	W
NEST 101	001	2015 & 2016	F & W

NEST 301	001	2016	W
NEST 303	001	2016	W
NEST 318	001	2015	F

2. PRODUCTS & ACHIEVEMENTS

2.1. Products and Achievements – *Please __update__ project products and achievements as necessary. Indicate the current location of such products and provide an URL if applicable.*

Product(s)/Achievement(s):	Location:
Malcolm McGregor - Epigraphic Squeeze Collection	https://open.library.ubc.ca/collections/squeezes
RBSC's Ancient Artifacts Collection	https://open.library.ubc.ca/collections/artefacts
OJ Todd - Roman Coin Collection	http://www.fromstonetoscreen.com/ca/artifacts/
George Fuller - Near Eastern Artifacts Collection	http://www.fromstonetoscreen.com/ca/artifacts/
Teaching Modules for above	http://fromstonetoscreen.com/references-and-links/teaching-modules/
Blackmore Collection digitization and teaching modules	mostly completed but not yet available online

2.2. Item(s) Not Met – *Please list intended project products and achievements that were not attained and the reason(s) for this.*

Item(s) Not Met:	Reason:
Bahrain collection not yet available online	lack of funds to increase web hosting package to accommodate all the image files
full integration of digitized artifacts as a regular resource in course work	Matriculation of project leaders, resulting in a lack of project presence on campus, resulted in diminished department interest and lower rate of integration of the digitized artifacts into course plans.

3. PROJECT EVALUATION

3.1. Project Outcomes – *Please list the intended outcomes or __benefits of the project__ for students, TAs and/or instructors.*

The overall objective of this project was to facilitate and enrich student learning through training students in cutting-edge methods of digitization, as well as web-based dissemination, project management and the development of teaching materials, and through the integration of the digital products of this work into undergraduate and graduate classes.

For Greek Epigraphic Squeezes Collection we have met our objective of developing an innovative digitization method that records the squeezes as digital images, which can then be studied with better accuracy and readability than the originals.

A further objective was to integrate these digitized materials into courses. We have included below a full list of the courses that have made use of our material at UBC, Mount Allison, and the University of Otago.

The CNERS Department was recently given access to collections of archaeological materials, including ancient artifacts from Bahrain and a collection of ancient Mediterranean coins. As with our squeeze collection, our primary objective for these artifacts was to digitize them and integrate them into course assignments. The digitization of this collection in the Ceramics Lab at the Museum of Anthropology lab allows the department to incorporate these important artifacts into courses that cover material that may not be directly related to the epigraphic squeeze collection (such as our Near Eastern and Religious Studies courses). This contributed toward our objective of providing the opportunity for all of our undergraduate and graduate students to have access to artifacts from the ancient world relevant to their areas of study.

Student participation at both the undergraduate and graduate levels in utilizing and developing the content of both collections as well as consulting on the project's direction throughout all stages will fulfill our objective of providing students with a hands-on introduction to the emerging field of Digital Humanities. The project therefore provided student participants with transferrable skills (e.g., digitization, website production) in demand in a number of IT industries.

In addition to the project's teaching materials and website, it has generated an impressive array of academic materials aimed at disseminating project objectives, methods and significance. These include peer-reviewed publications and presentations and posters at major national and international conferences, invited lectures, blog posts and podcasts (see 3.4 below). This work provided excellent experience for students in academic research, writing and presentation, greatly enhancing their CVs as they prepare to enter a highly competitive job market.

3.2. Findings – *Please describe the findings of your project evaluation effort: to what extent were intended project outcomes achieved or not achieved? You are encouraged to include both graphical representations of data as well as scenarios or quotes to represent key themes.*

The initial project outcomes in terms of digitization were achieved, and exceeded, in that we set out to digitize two collections and have now completed digitization of five collections of ancient material. Four of the five collections are available online and the fifth collection will be available once we sort out web hosting for the Bahrain collection of Near Eastern materials.

In terms of in-class use of the digitized materials, the following courses at UBC have used, or presented and discussed the materials digitized by the project:

UBC Courses:
Greek 101 - First Year Ancient Greek I
Greek 102 - First Year Ancient Greek II
Greek 202 - Second Year Ancient Greek II

NEST 101 - Introduction to Near Eastern and Egyptian Archaeology
NEST 301 - Early Empires of the Ancient Middle East
NEST 303 - History of Ancient Egypt

NEST 318 - Egyptomania

CLST 204 - The Archaeology of Greece and Rome
CLST 231 - Greek History
CLST 331 - Greek Art and Archaeology
CLST 333 - Greek Religion

Mount Allison University Courses:
CLAS/HIST 2051 - Women in Antiquity

University of Otago (New Zealand) Courses:
CLAS 331- Research Methods in Classical Studies

Formal student feedback was limited to the use of the Roman Coins module, which was deployed in various courses at three universities. Students reported particularly enjoying the problem-solving nature of the work (e.g., identifying coins and interpreting their iconography; understanding coinage as window into the lives of Imperial women and its significance as a medium of political propaganda), which provided a "hands-on" introduction to the process of the scholarly analysis of ancient material culture. Adding a group-work component to the module overcame the limitations of 50-minute class periods, although students expressed concerns about the difficulty of scheduling group meetings outside of class--a problem not limited to this project. Anecdotal evidence from the use of the Bahrain collection in Kevin Fisher's NEST 101 class suggests that it was a course highlight for students and helped emphasize the importance of analyzing material culture as a means of understanding ancient societies.

Instructors expressed a great deal of satisfaction with the incorporation of FSTS presentations and teaching materials in their classes. Prof. Charmaine Gorrie (CLST 110), for example, noted that "Katie [Frankson] did a good job of introducing the Greek counting system in relation to the tribute paid and both I and the students enjoyed writing out and reading the amounts". Prof. Schneider (NEST 318) noted that "a lot of the students enjoyed it, particularly knowing what opportunities are out there for them to become more involved with projects relating to their field. I think it is inspiring for them to see a grad student being involved like that (gets them thinking about their futures)." Areas for improvement suggested by instructors include the provision of a bit more background material on the particular types of material culture and their significance.

Instructors also commented on the degree of expertise developed by the FSTS team members who worked with the classes. Chloe Martin-Cabanne, for example, developed a great deal of expertise in the study of Roman coinage (Prof. McCarty, instructor for CLST 204, remarked that she knew the collection "inside and out") and her work with the FSTS project has led her to consider graduate work focusing on the creation and use of digital collections. After graduating, Kat Solberg, the project's social media director, has been exploring career opportunities in website design and social media. It's fair to say that such career paths are a direct result of the experience gained through their work with the FSTS Project.

Responses to an online survey (n = 6) aimed at gauging interest in adopting FSTS teaching modules suggest a great deal of potential to expand the scope of the project both through the introduction of new modules and their deploying beyond UBC. Greek and Roman History and Civilization was particularly indicated as an area for applying these teaching and learning materials and Greek and Roman currency was most commonly cited as a specific subject area for applying modules.

3.3. **Data Collection and Evaluation Method**s – *Please describe the data collection strategies used, how the data was analyzed, and perceived limitations.* ***Note: Please attach copies of data collection tools (e.g. surveys and interview protocols) and any additional data or other relevant items.***

A survey form (see Appendix B) was given to instructors in in order to assess the effectiveness of the use of presentations by FSTS team members or other FSTS teaching materials.

We solicited the opinions of students who worked in class with FSTS materials regarding what was effective and ineffective about the material. These were free-form text answers (no specified format).

In order to gauge interest in expanding use of the FSTS teaching materials beyond UBC, a survey regarding the integration of project materials into teaching was made available to participants in a panel on digital methods that the project directors participated in at the 2015 Archaeological Institute of America annual meeting (https://www.surveymonkey.com/r/5C3TXXR). This survey will be embedded in the FSTS website in order to gather more data.

Limitations and Future Evaluations:
The soliciting of voluntary feedback from students outside of class time was largely ineffective. A formal and more rigorous survey that can be more readily subjected to statistical analysis needs to be developed and some class time (5-10 minutes maximum) needs to be provided for students to answer the questions. Admittedly, this can be problematic in 50-minute class periods. With its analytical capabilities, a targeted survey through surveymonkey.com might be suitable.

We will ask participating instructors if they can check their course evaluations for any comments from students regarding the FSTS materials. For future courses, we will ask for a specific question (or questions) to be added to the course evaluation that specifically address the effectiveness of the FSTS modules in enhancing student learning and facility with digital materials.

The experience of project team members regarding the development of transferable skills (esp. facility with creation and deployment of digital materials) has not been formally assessed. Such data would be useful in backing up anecdotal evidence regarding the benefits of project participation.

3.4. **Dissemination** – *Please provide a list of **past** and **future** scholarly activities (e.g. publications, presentations, invited talks, etc.) in which you or anyone from your team have or intend to disseminate the outcomes of this project.*

Peer-Reviewed Articles

Tweten, L., G. McIntyre, and C.A.M. Gardner. 2015 "From Stone to Screen: Digital Revitalization of Ancient Epigraphy." *Digital Humanities Quarterly*.

http://www.digitalhumanities.org/dhq/vol/10/1/000236/000236.html

Gardner, C.A.M., G. McIntyre, K. Solberg, and L. Tweten. "Looks Like We Made It: But Are We Sustaining Digital Scholarship?" in *Making Humanities Matte*r (Debates in Digital Humanities Series, Vol. II). University of Minnesota Press, Forthcoming 2017.

Kraus, N., C.A.M. Gardner, and L. Tweten. "From Stone To Screen: Copying Cuneiform in the Digital Age" in *Implementing Meanings: the Power of the Copy Between Past, Present and Future. An Overview from the Ancient Near East*. Forthcoming, 2016.

Peer-Reviewed Conference Presentations (Papers)

Gardner, C.A.M., L. Tweten, and K. Solberg. "Students are Doin' It For Themselves: Digital Skills and the Ancient World". Canadian Society for the Digital Humanities. Annual Conference Congress, May 27-31, Toronto ON. (2017).

Orchard, J., S. Hutton, and C. Martin-Cabanne. "A Blast from the Past: Digital Antiquity in the Classroom"**.** Archaeological Institute of America Annual Meeting, January 4-9, Toronto, ON. (2017)

McIntyre, G. & C.A.M. Gardner. "From Stone to Screen to Database". Second North American Congress of Greek and Latin Epigraphy, January 4-6, Berkeley, CA. (2016)

McIntyre, G., M. Funke & C.A.M. Gardner. "From Stone to Screen to Classroom". Archaeological Institute of America/Society for Classical Studies Annual Meeting, January 6-9, San Francisco, CA. (2016)

Martin-Cabanne, C. & C.A.M. Gardner. "From Stone to Screen: Digital Antiquity in the Classroom". Digital Pedagogy Institute, May 13, Guelph, ON. (2016)

Welton, L. R. Johnson, & C. Innes. "Reflections of Dilmun and Tylos: Threats to Cultural Heritage in Bahrain" UBC Archaeology Day, Saving Endangered Cultural Heritage for our Common Future, March 21, Vancouver. BC. (2015)

McIntyre, G., C.A.M. Gardner & L. Tweten. "From Stone to Screen: Digitally Recapturing Antiquity" Digital Classicist New England Seminar Series, March 30, Boston, MA. (2015)

http://sites.tufts.edu/perseusupdates/events/dcne/from-stone-to-screen-digitally-recapturing-antiquity/

Gardner, C.A.M. & G. McIntyre. "Let's Get Digital!" Organized Panel on small-scale Digital Antiquity projects. Classical Association of Canada Annual Meeting, May 20-22, Toronto, ON. (2015)

Tweten, L., K. Solberg, & C.A.M. Gardner. "The Writing's on the Wall: Open Access Tutorials for Epigraphic Studies." PKP Scholarly Publishing Conference 2015, August 11 – 14, Vancouver, BC. (2015)

Hilliard, E., K. Hurworth, L. Tweten, & C.A.M. Gardner. "There and Back Again: Negotiating Pedagogy for Students and Professors" Digital Pedagogy Institute – Improving the Student Experience, August 19-21, Toronto, ON. (2015)

Solberg, K., C.A.M. Gardner, & L. Tweten. "From Stone to Screen: Ancient Words in a Digital World." ASOR Annual Meeting, November 18-21, Atlanta, GA. (2015)

Gardner, C.A.M. "Squeezing into the World of Digital Humanities" The Digital Universe, UBC FIREtalks, November 26, Vancouver, BC. (2014)
http://wiki.ubc.ca/Documentation:Research_Commons/FIRE_Talks/2014-2015/The_Digital_Universe

Tweten, L. "From Stone to Screen: Digitizing Epigraphic Inscriptions." Digital Humanities Summer Institute, University of Victoria, June 2-6th 2014, Victoria, BC. (2014)

Côté-Landry, M., L. Tweten, P. Taylor, & H. Odell. "From Stone to Screen: A CNERS Digitization Project" UBC Archaeology Day, Digital Perspectives on the Past: New Methods and Research in Digital Archaeology, March 15, Vancouver, BC. (2014)

Peer-Reviewed Conference Presentations (Posters)

Gardner, C.A.M., K. Solberg, L. Tweten, H. Bertram, E. Hilliard, & M. Côté-Landry. "From Stone to Screen: Putting the Squeeze on Digital Epigraphy" Archaeological Institute of America Annual Meeting, January 8-11, New Orleans, LA. (2015)

Gardner, C.A.M., K. Solberg, & L. Tweten. "From Stone to Screen: Squeezing into the World of Digital Archaeology" Society for American Archaeology, April 15-19, San Francisco CA. (2015)

Gardner, C.A.M. & L. Tweten. "From Stone to Screen: Squeezing Responsibility out of Digital Projects" DHANT Digital Humanities and Antiquity Conference, September 2-4, Grenoble, France. (2015)

Tweten, L., M. Côté-Landry, H. Bertram, & C.A.M. Gardner. "From Stone to Screen: Digitizing Epigraphic Squeezes" EAGLE Europeana International Conference on Information Technologies for Epigraphy and Digital Cultural Heritage in the Ancient World, September 29-30, October 1, Paris, France. (2014)

Invited Lectures

Solberg, K. & C. Gardner. "The From Stone to Screen Project" Past Matters: Teaching History Through Material Culture, March 6, Vancouver, BC. (2015)

Tweten, L. "From Stone to Screen: Digitizing Epigraphic Squeezes". Student Innovation in the Open: Student Panel Presentation and Discussion. Open Access Week, October 28-29, Vancouver, BC. (2014)

Odell, H. & H. Bertram. "From Stone to Screen: Digitizing Fragments of an Empire". Archaeological Institute of America Vancouver Society, September 16, Vancouver, BC. (2014)

McIntyre, G. & L. Tweten. "Reconstructing the Role of Women in Ancient Greek Society." Langara College, November 13, Vancouver, BC. (2014)

Odell, H., H. Bertram, M. Côté-Landry, A. Mihailiuk, P. Taylor & L. Tweten. "From Stone to Screen" UBC CNERS Departmental Seminar, February 27, Vancouver, BC. (2014)

Grants

Field Museum Visiting Scholarship ($2,790 USD) (2016)
-Awarded to C.A.M. Gardner and N. Kraus to digitize cuneiform tablets using the Ortery 3D Photogrammetry workbench system.

Society for the Promotion of Hellenic Studies Institutional Grant (100 GBP)(2014)

Awards
Archaeological Institute of America Outstanding Work in Digital Archaeology Honorable Mention: https://www.archaeological.org/awards/digitalarch (2015)
"These two projects were selected as honorable mentions, as they fulfill the mission of the Archaeological Institute of America to bring archaeology to a wider public and to educate the public about the archaeological heritage and shared past of humanity. The Award Committee also commend these projects for being collaborative and student-led. By engaging with digital technology for both research and outreach, the work of these students will help to bring archaeology to the next generation of scholars and students, as well as to the interested public."

Archaeological Institute of America Lecture Flyer Contest for "From Stone to Screen: Digitizing Fragments of an Empire" designed by Jack Shee https://www.archaeological.org/societies/awards/lectureflyer

Tweten, L. I-Cubed (I3) – Idea, Innovation and Inaugurate Challenge winner, awarded by GRAND in association with the University of British Columbia Media and Graphics Interdisciplinary Centre (MAGIC Lab)

Blog Features
Chicorli, E. "From Stone to Screen: Digitizing the Ancient Past" UBC Digitization Centre Digitizers' Blog, March 16. (2015)

Kuskowski, A. "Relics from a Lost Age: Cuneiform Tablets & Provenance" UBC Digitization Centre Digitizers' Blog, August 19. (2015)

Kuskowski, A. "Relics from a Lost Age Part 2: Mysterious Histories" UBC Digitization Centre Digitizers' Blog, August 25. (2015)

Assaf, D. K. Solberg, H. Bertram, L. Tweten & Chelsea Gardner. "From Stone to Screen: Bringing 21st-century access to ancient artifacts" Biblical History Daily, Biblical Archaeology Blog, August 20. (2014)

Tweten, L. "I-Cubed (I3) Challenge takes innovative ideas to next level" Graphics, Animation, and New Media (GRAND) Website, October 7. (2014)

The Ancient World Online. "The McGregor Squeeze Collection." Posted by C. Jones, October (2014)

The Ancient World Online. "From Stone to Screen: Putting the Squeeze on Digitization" Posted by C. Jones November 7. (2014)

Solberg, K. "Cleaning Dirt off Dirt: When Archaeological Students Learn What Archaeology Actually Is" Featured on WordPress 'Freshly Pressed', August 7. (2014)

Podcasts
Gardner, C. "From Stone to Screen" FIREtalks FIREcast series 2. https://soundcloud.com/ubcresearchcommons/firecast-from-stone-to-screen?in=ubcresearchcommons/sets/firecasts-volume-ii

Nelson, M. "Ancient Egyptian Papyri Rediscovered". CBC Interview.
http://www.cbc.ca/windsormorning/episodes/2015/07/14/ancient-egyptian-papyri-rediscovered/

Videos

Lisa Tweten presents adt UBC Open-Access Week:
http://circle.ubc.ca/flashstreamview/bitstream/handle/2429/51555/Brady_C_et_al_Student_Innovation.wmv?sequence=1

Chelsea Gardner presents at UBC FIREtalks: https://soundcloud.com/ubcresearchcommons

Gwynaeth McIntyre presents at Digital Classics New England: https://youtu.be/bG8NMS-Xvyg

Global News covers the discovery of our Roman papyri: http://globalnews.ca/video/2097450/two-roman-age-egyptian-papyri-rediscovered-at-ubc

4. **TEACHING PRACTICES** – *Please indicate if **your** teaching practices or those of **others** have changed as a result of your project. If so, in what ways? Do you see these changes as sustainable over time? Why or why not?*

Several professors at the University of British Columbia have successfully implemented the From Stone to Screen teaching modules and resources into their classrooms, and because these modules were specifically designed to be used by anyone and everyone, it is impossible to describe the universal incorporation of these materials into university classrooms. Through the creation of these modules, the members of FSTS aimed to provide a comprehensive resource that would enable university professors to incorporate ancient material into the classroom, regardless of their prior experience and/or expertise. The ultimate goal behind the creation of the FSTS resources was precisely to change (and improve) existing pedagogical approaches to the study of material culture in the ancient world. As an example, one of the founders of the project, Chelsea Gardner, has been involved with the project since its inception, and as she is transitioning from her role as a graduate student to a university instructor, she was able to incorporate the FSTS modules into her own courses and classrooms at Mount Allison University, thereby fulfilling the original goal of the FSTS project: to create universally accessible resources based upon the UBC teaching and research collections, in order to maximize the impact and usability of ancient material culture in the university classroom, both within North America and globally. Indeed, the digital nature of the collection and associated teaching materials permits instructors tremendous flexibility regarding when and where they are deployed, opening up new possibilities for student learning outside of the regular time and space of the classroom.

Working with these collections also facilitates direct student engagement with ancient materials that clearly enhances the learning experience. This is particularly evident with ancient texts, the translation and analysis of which is often divorced from the material context in which the texts were originally written and displayed. For example, using the FSTS epigraphic squeeze collection and associated modules, instructors can more readily convey the materiality of the texts, making students aware, for example, that the Athenian Tribute Lists were not just words, but were important pieces of propaganda that were etched in stone as a powerful political monuments erected on the Acropolis.

Once a suitable permanent web-based means of hosting these materials is secured they will continue to be available for instructors and become regularly integrated into our various courses, allowing the associated changes to pedagogical practice to be sustained over the long-term.

5. **PROJECT SUSTAINMENT** – *Please describe the sustainment strategy for the project components. How will this be sustained and potentially expanded (e.g. over the next five years). What challenges do you foresee for achieving the expected long-term impacts listed above?*

   Project challenges: Maintenance costs and web hosting for our website, fromstonetoscreen.com, which currently hosts 2 (soon to be 3) of our 5 digitized collections. Our current plan expires on Dec 4, 2017. If a sustainable funding solution cannot be found to maintain the current online environment, we will explore no-cost options through UBC.

   As the student project leaders have graduated and left campus, there has been a diminished on-campus voice advocating for the use of these materials in courses. We intend to expand our usership base by promoting the open access resources outside the UBC CNERS department over the summer of 2017, to engage professors of Greek, and ancient history, and archaeology to make use of the artifacts and inscriptions in their classrooms.

APPENDIX B: FSTS Classroom Lecture Feedback Questions - Blank Template

Course Code:
Instructors Name:
Date of Lecture:
Name(s) of FSTS Presenter(s):

1) Was the material of the lecture an appropriate level for the students?

1b) If no, please provide reasons as to why not.

2) Was the presentation well-prepared, and was/were the presenter(s) able to answer questions that the students had?

2b) If not, please state which aspects could stand to be improved, and which questions were unable to be addressed.

3) Was your interaction with the presenter prior to the lecture professional and to a satisfactory level?

3b) If no, please let us know how we can improve our communication.

4) Based on this experience, would you be willing to let FSTS give another lecture in the future?

4b) If no, we apologize and very much appreciate as much information as possible as to why not.

5) What did you enjoy most about the presentation?

6) How can we improve our classroom presentations?

7) Please provide a rating from 1-5 on your presenter(s): a) Professionalism; b) Preparedness; c) Knowledge of the Subject; d) Enthusiasm