DEPARTMENT OF INFORMATION STUDIES

UCL CENTRE FOR DIGITAL HUMANITIES

Bridging Cultures in the Digital Age: Classical Studies Education and the Impact of Artificial Intelligence

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UCL CENTRE FOR DIGITAL HUMANITIES

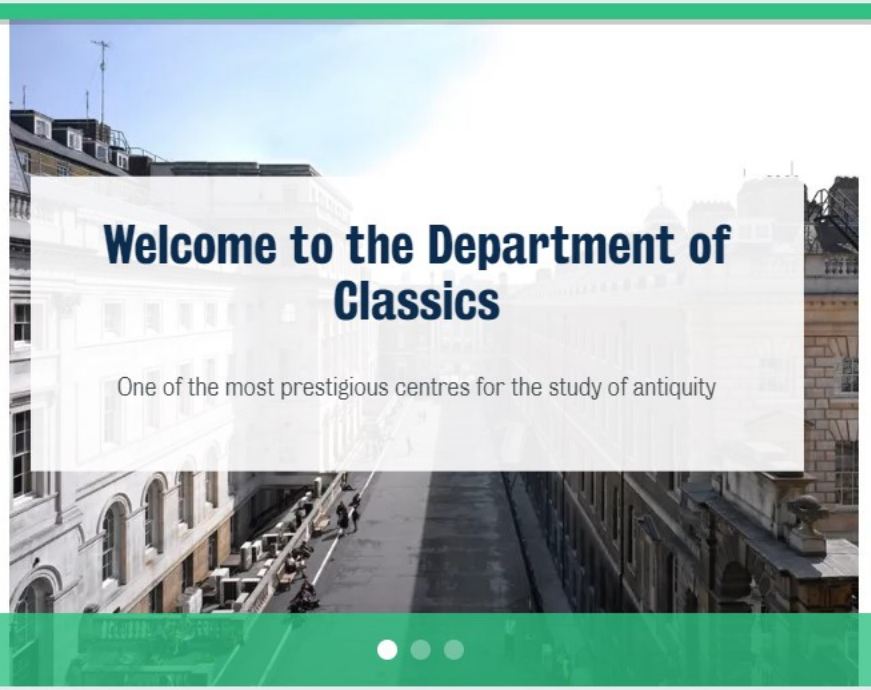
Outline

- Background
  - Positionality
  - Experience
- Questions not answers
- Classical Studies
- Building Bridges
- Pedagogy
- AI and the Humanities
- Bias and trust
- Information literacy

https://commons.wikimedia.org/wiki/File:West_section_of_Hong_Kong-Zhuhai-Macau_Bridge_(20180902174105).jpg

Department of Classics

Faculty of Arts & Humanities



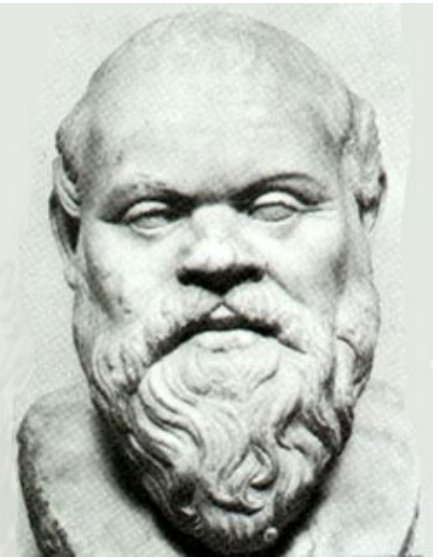
Welcome to the Department of Classics

One of the most prestigious centres for the study of antiquity

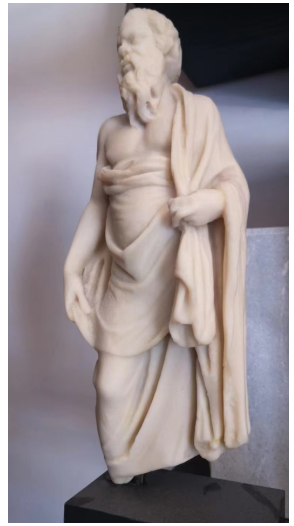
Undergraduate

Postgraduate

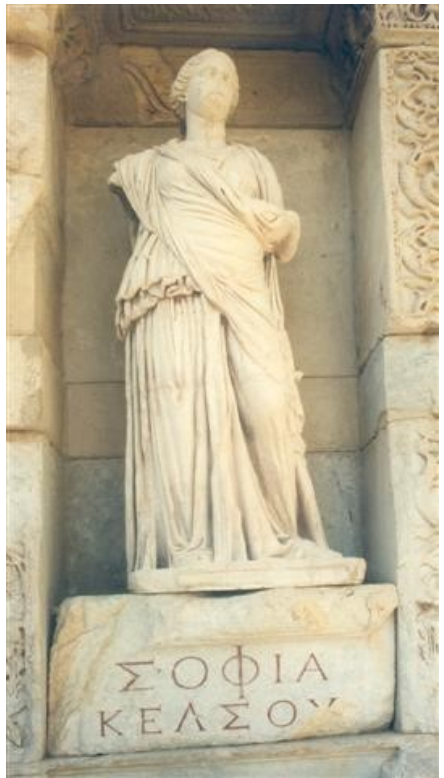
People



Questions rather than answers



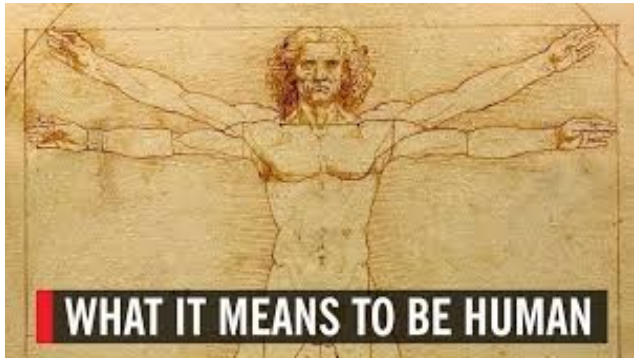
- Knowledge or Wisdom?
- What are our assumptions?
- What you already know – question this?
- Challenge and question ideas and pre-conceptions?



Scholarship starts with questions

- Address old questions using more data
- Allows questions from multiple perspectives
- New possibilities for use of sources
- Ask new and better questions
- New possibilities for questions not possible before

- And be critical of everything
- Question everything
- Opportunities and challenges



Digital research in Classics

- Early adopters of computational methods for the study of ancient texts.

- Digital Classics
- Digital Medieval Studies

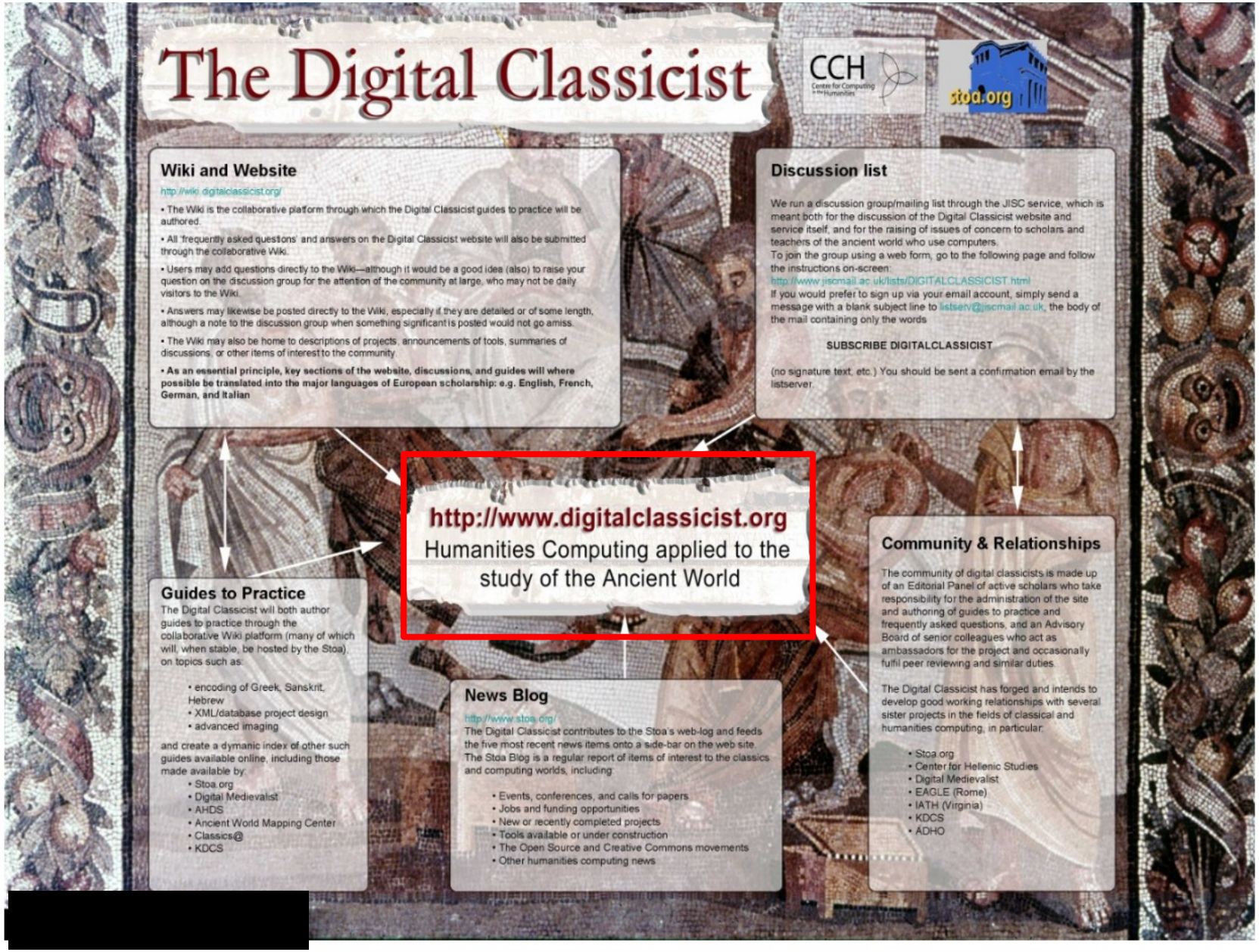
- Strongly rooted in linguistic and textual scholarship
- Corpora ancient sources limited and more manageable
- Scholars trained in the interrogation of different source material.
- Combine skills through interdisciplinary and collaborative working
- No single person/scholar has all the necessary skills

ISSN 1938-4122

Announcements

- Call for Reviewers
- Call for Submissions

2005.[3] This was at a time when we called what we did Humanities Computing as the proto-Digital Humanities and hence: "Humanities Computing applied to the study of the Ancient World" was the poster strapline (see Fig. 1).



2005

The Digital Classicist

Advanced digital methods applied to the study of the ancient world

The Digital Classicist

http://www.digitalclassicist.org/

The Digital Classicist is a decentralised and international community of scholars and students interested in the application of innovative digital methods and technologies to research on the heritage of the ancient and historical worlds. The Digital Classicist is not funded or owned by any institution. The main purpose of this site is to offer a web-based hub for discussion, collaboration and communication.

- **Seminars:** Digital Classicist-themed seminars are hosted by the Institute for Classical Studies, University of London (from 2006), various institutions in Berlin (from 2012) and previously Leipzig Digital Humanities (2012-18) and Tufts University, Boston (in 2015). We archive here all of the programmes and outcomes of these seminars (which include several peer-reviewed edited volumes).
- **Discussion list:** hosted by JISCmail, for the discussion of all aspects of Digital Humanties and cyberinfrastructure as they apply to the study of the ancient world and cultural heritage; technical questions and advice; event, publication, and job announcements. Membership is open to anyone who wishes to sign up.

Navigation

Home
Seminar

Components

Wiki
Discussion List
Stoa Consortium
Digital Classics Bibliography

Communities

Digital Classicist Berlin
Digital Medievalist

Digital Platforms since the late 1980s

PERSEUS DIGITAL LIBRARY
GREGORY R. CRANE, EDITOR-IN-CHIEF
TUFTS UNIVERSITY

Search
("Agamemnon", "Hom. Od. 9.1", "denarius")
All Search Options [view abbreviations]

Home | Collections/Texts | Perseus Catalog | Research | Grants | Open Source | About | Help

Welcome to Perseus 4.0, also known as the **Perseus Hopper**.
Read more on the Perseus version history.
New to Perseus? Click here for a short tutorial.

Perseus News and Updates

- Please visit the Perseus Updates blog for news on project activities, research, and initiatives. We invite you to contact us via email to the Perseus webmaster if you have any comments, questions, or concerns.

- **November 22, 2022: A great deal has happened since our last update!**
  - The most up-to-date versions of the Greek and Latin sources in Perseus are available on the Scaife Viewer, which, as of this date, now hosts 2,412 works in 3,192 editions and translations (1,639 in Greek and 636 in Latin) and 69.7 million words: 32.1 million in Greek, 16.3 million in Latin, with the rest consisting of English translations and sources in other languages.
  - Beyond Translation is developing a next generation reading environment for Perseus that will combine the deeper coverage of the Scaife Viewer, new versions of services from Perseus 4.0, and a new generation of resources. Along with P4 component upgrades, such as dynamic maps and convenient access to lexica and commentaries, Beyond Translation incorporates exhaustive syntactic explanations and alignments at the word and phrase level between source text and translation; explanations of meter; recorded performances linked to the text; and interactive textual variants.
    Support from the Mellon Foundation, Tufts University, Harvard's Center for Hellenic Studies and, above all, the National Endowment for the Humanities have made the Beyond Translation project possible.

- **April 24, 2019: Current Projects and Initiatives**
  - Work continues on the Scaife Viewer, our first new reading environment in nearly 15 years. For more, please read About the Scaife Viewer and send us your comments.
  - The Perseus Digital Library is a partner and supporter of Open Greek and Latin, an international collaboration committed to creating an open educational resource featuring a corpus of digital texts, deep-reading tools, and open-source software. Look for new OGL materials in the Scaife Viewer.
  - News, help and support-related content for this site ("Perseus 4.0") will be updated periodically, but the site collections and infrastructure are no longer under active development as we begin the transition to the next phase of Perseus.

Read older announcements...

Perseus contact and support information.

Perseus is a non-profit enterprise, located in the Department of Classical Studies, Tufts University.

The Perseus Project has been supported by various funders throughout its history:

Perseus has been most recently funded by the Alpheios Project, the Andrew W. Mellon Foundation, the Institute of Museum and Library Services, the National Endowment for the Humanities, the National Science Foundation, private donations, and Tufts University.

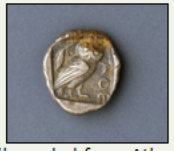
Prior support for the project has been provided by the Annenberg/CPB Project, Apple Computer, the Berger Family Technology Transfer Endowment, Digital Libraries Initiative Phase 2, the Fund for the Improvement of Postsecondary Education part of the U.S. Department of Education, the Getty Grant program, the Modern Language Association, the National Endowment for the Arts, the Packard Humanities Institute, Xerox Corporation, Boston University, and Harvard University.

Popular Texts

- Caesar, *Gallic War* (English, Latin)
- Catullus, *Carmina* (English, Latin)
- Cicero, *In Catilinam I* (English, Latin)
- Vergil, *Aeneid* (English, Latin)
- Herodotus, *Histories* (English, Greek)
- Homer, *Odyssey* (English, Greek)
- Plato, *Republic* (English, Greek)
- Tom Martin, *Overview of Classical Greek History from Mycenae to Alexander* (English)

Art and Archaeology


Aegina, Temple of Aphaia


Silver obol from Athens


Satyr on Attic red figure vase


The Bartlett Head

Exhibits

Featured Sites

- New Alexandria Foundation

THESAURUS LINGUAE GRAECAE ®

A Digital Library of Greek Literature

Project Director: Maria Pantelia

The TLG will be down on Thursday, Sept. 26, 2024 from approximately 2:00-4:00PM PT. We apologize for any inconvenience.

University Tower

Word of the day:

λώτισμα, -ματος, τό

a flower: metaph. the fairest, choicest, best

First attested: 6 B.C.

4 time(s) in TLG corpus

Welcome to the Lexicon of Greek Personal Names

Ancient Greek names are an important resource for the historian of the ancient Mediterranean world. They may reveal where people came from; they show what gods were popular at a given time; they can express political ideals; they illuminate cultural contact in the many regions outside Greece where Greek became the dominant language.

The ***Lexicon of Greek Personal Names*** **(LGPN)** traces every bearer of every name, drawing on a huge variety of evidence, from personal tombstones, dedications, works of art, to civic decrees, treaties, citizen-lists, artefacts, graffiti etc.: in other words, from all Greek literary sources, documentary sources (inscriptions and papyri), coins, and artefacts. Because it records not just every name but every bearer of each name, it can be seen as the closest equivalent to a telephone directory of all parts of the ancient world where Greek was the main language of written record, and covering every region where Greek came to be spoken or written from Marseilles to India, from the late 8th c BCE to about 600 CE. The result: almost 400,000 ancient Greeks listed regionally in eight volumes, which cover the whole Greek world from Italy and Sicily to Anatolia; a ninth volume on Syria, Arabia and regions further East will

Classics in China and West

- Greco-Roman world
  - Philology
  - Literature
  - History
  - Philosophy
  - Art
- Classics of Chinese literature
  - Philology
  - Literature
  - History
  - Philosophy
  - Art – (calligraphy)

Source: MS Copilot 29-05-2025

Introduction

A global conference reflecting on the enduring legacy of ancient wisdom and its relevance in the

17:21 2024-11-09

World of the classics is interconnected, scholars say

Most Read St

Harmony between civilisations

- Study of ancient sources
- Canonical texts
- Manuscripts and other cultural artefacts
- How our culture has developed
- How that relates to us now

- East and West
- Importance of classical texts
- Understanding our heritage
- Link past with present and future

Building Bridges

- We need a common understanding
- Working together is the most effective way to advance towards a shared and prosperous future for humanity
- Reach out beyond our own limited cultural spheres and learn about others
- Education and communication are key to this process
- Mutual learning leads to a deeper understanding, not only about others but also about ourselves
- Students needed to be guided:
  - To explore different cultures, philosophies, and histories
  - Develop sensitivity about others and the differences
  - To become more aware of their positionality within a global context

[Source: MS Copilot 24-05-2025]

Concerns over Generative AI

- Critical evaluation of source materials
- Assessment abuse
- Plagiarism and essay generation
- Over reliance on AI tools for completing assignments
- Loosing critical skills
- Trust

[Source: MS Copilot 25-05-2025]

Initial research questions:

How might Generative AI be part of the educator's toolkit and how might we build ethical frameworks that we can trust?

How can we scaffold self-directed learning to enhance the education experience in adaptive and personalised ways?

Artificial Intelligence

- OED s.v. artificial intelligence, n.
  - The capacity of computers or other machines to exhibit or simulate intelligent behaviour; the field of study concerned with this. Abbreviated *AI*. (*OED Online*. Oxford University Press, March 2021. Web. 30 April 2021.)
- First occurrence (OED):
  - 1955 J. McCarthy et al. 31 Aug. (*title*) A proposal for the Dartmouth summer research project on artificial intelligence.

- "AI system' means a machine-based system designed to operate with varying levels of autonomy, **that may exhibit adaptiveness after deployment** and that, for explicit or implicit objectives, infers, from the input it receives, how to generate outputs such as predictions, content, recommendations, or decisions that can influence physical or virtual environments."

(European Parliament, 2024. 3(1))

Turing (1950) learning machine

- “An important feature of a learning machine is that **its teacher will often be very largely ignorant of quite what is going on inside**.”

- “**a random element** in a learning machine [...] is rather useful when we are searching for a solution”

- “Intelligent behaviour presumably consists in a **departure from the completely disciplined** behaviour involved in computation”

M. TURING, I.—COMPUTING MACHINERY AND INTELLIGENCE, *Mind*, Volume LIX, Issue 236, October 1950, Pages 433–460

Moravec’s Paradox (1988)

- The perceptive and intuitive tasks, often achieved unconsciously, that humans find easy

- These are the most difficult for AI
- Whereas logic-based ones are much easier to programme.

Simon’s rule based on the paradox:

- The machines should do what they do best, following rules and counting things, and people should do what they do best, exercising perception, intuition, sentience, and empathy.

Mahony, S., & Chen, Q. (2024). 'Concerns about the role of artificial intelligence in journalism, and media manipulation'. *Journalism*, 0(0). https://doi.org/10.1177/14648849241263293

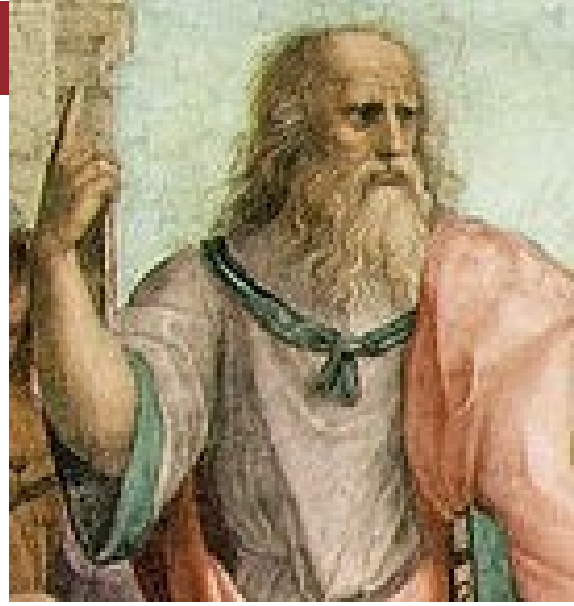
Ethics

- Data privacy
  - GDPR (UK) & PIPL (China)
  - General Data Protection Regulation (EU), Data Protection Act 2018 (UK) UK GDPR
  - Personal Information Protection Law (PRC)
- Bias (conscious and unconscious)
  - Data models, algorithms
  - Technology is never neutral
- Copyright and Intellectual Property
- Transparency and Trust – lack of verifiability
- Consideration needed at design phase not as an afterthought

- Impact on pedagogy?
- Outdated and incorrect output

(Hicks, M. T., Humphries, J., & Slater, J. (2024). ChatGPT is bullshit. *Ethics and Information Technology*, *26*(2))

Objection to new things



Plato's (*Phaedrus*) attack on the new technological innovation of his time, that of the written word which will:

[275a] produce forgetfulness in the minds of those who learn to use it, because they will not practice their memory. Their trust in writing, produced by external characters which are no part of themselves, will discourage the use of their own memory within them. You have invented an elixir not of memory, but of reminding; and **you offer your pupils the appearance of wisdom, not true wisdom**, for they will read many things without instruction and will therefore **seem [275b] to know many things, when they are for the most part ignorant** and hard to get along with, **since they are not wise, but only appear wise.**

(Plato in Twelve Volumes, 1925)

Governance

- Regulatory frameworks
- Lack of standardised frameworks
- Lack of transparency

- Differing cultural contexts
- Nuance of language and translation

- Address similar and related concerns
- Regulation needs to be effective and controlled

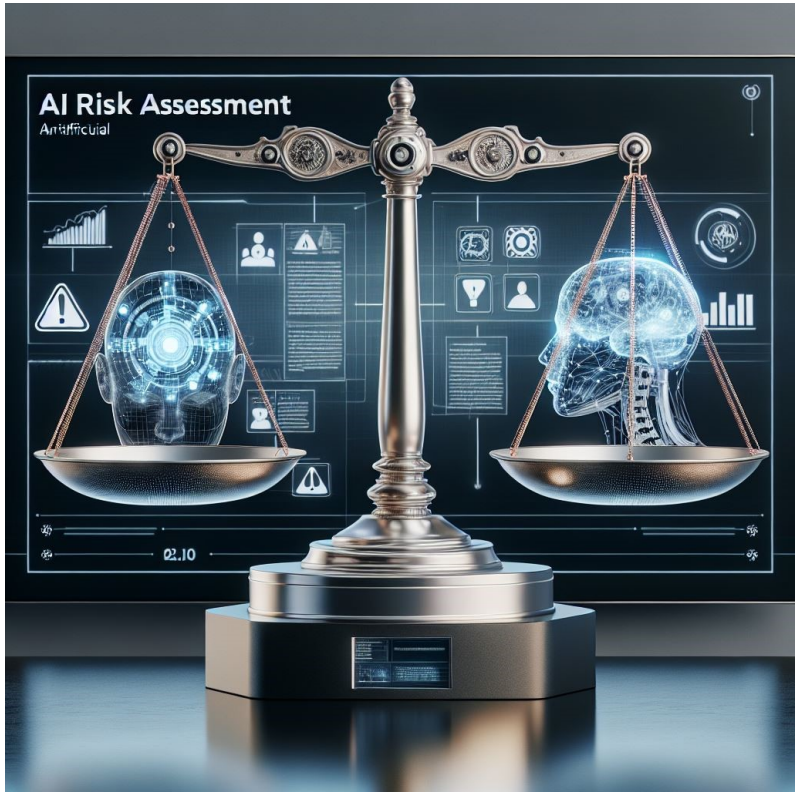
Source: MS Copilot 29-05-2025

Risk assessment

- Copyright
- Intellectual property
- Ethics
- Infringe privacy
- Trust
  - ‘Explainable AI’ (Jacovi et al, 2021)
- Abuse of assessment
- Difficulty distinguishing from human written text

- Resources
- Institutional infrastructure

- Staff training
- Appropriate use in teaching and assessment



Source: MS Copilot 29-05-2025

Training sets and data models

- Ground truth
  - What we somehow know to be true
- Evaluation
  - Quantitative evaluation
    - Balance between precision and recall
    - Measure prediction vs ground truth
  - Qualitative observation
    - Cannot use only quantitative
    - Still needs human verification
- AI algorithms

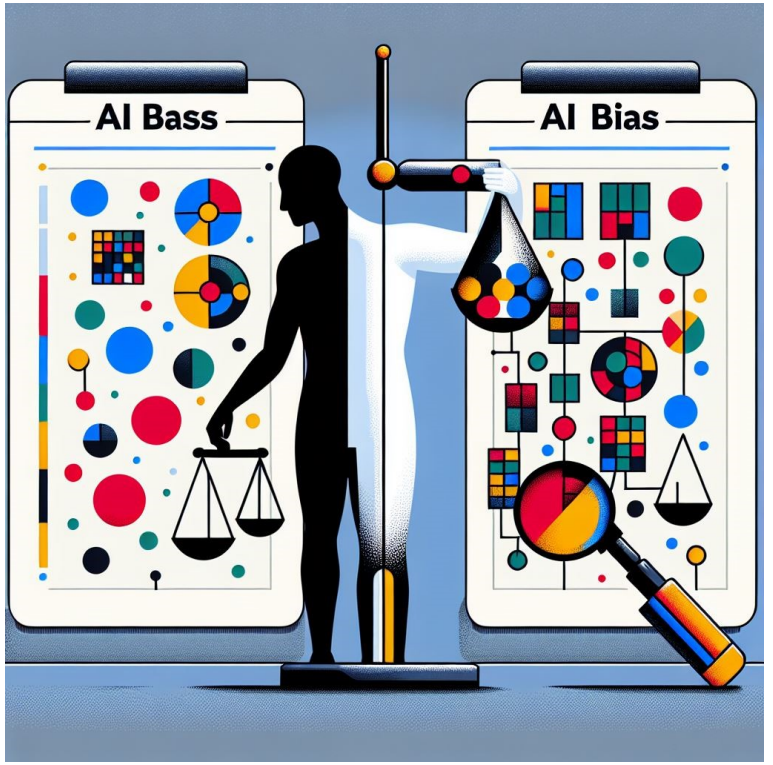
Source: MS Copilot 29-05-2025

Bias

- Conscious and unconscious
- Culture and upbringing

- We need programmers who are representative of the diversity of the people who will be most affected by such systems.

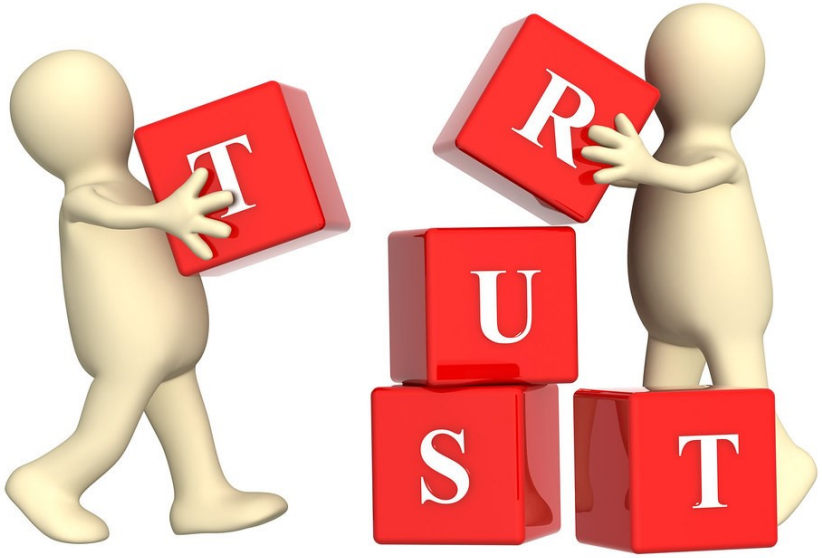
- Without this, there is no assurance of accuracy in the data modelling and hence the AI-delivered predictions.



Source: MS Copilot 29-05-2025

Trust

- Awareness and understanding
- Clear evidence to underpin claims
- Sampling
- Openness and transparency
- Confidence leads to trust
- Needs to be fully documented

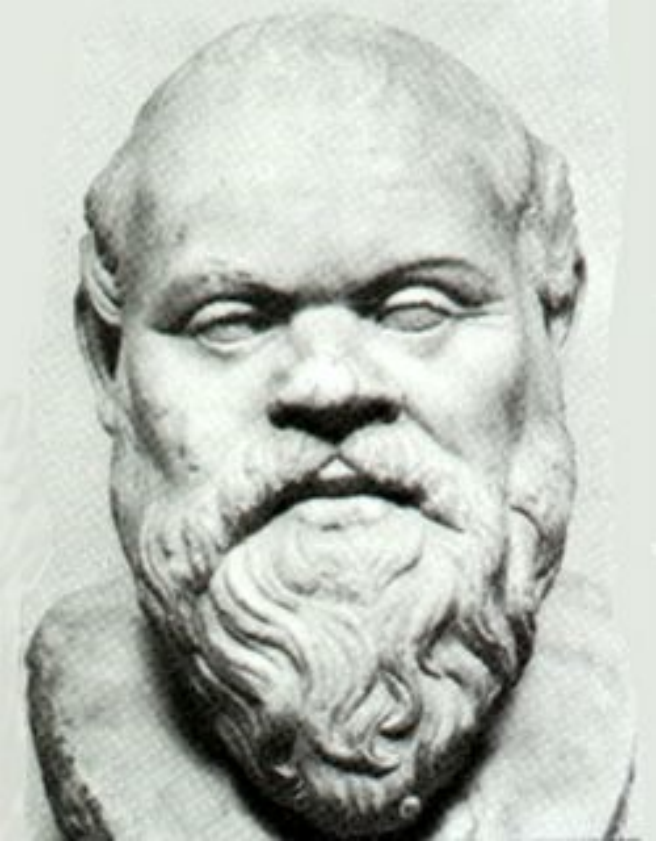


- Scientific method = show me NOT tell me
- Reproducibility and verification of results

Need for education

- What does this data represent?
- What is the training data?
- How was the sampling managed?
- Quality of the data?
- Ethical concerns
- Look for bias

- Always be aware of what your data represents
- Transparency
- Always question



Always question

- Training data set
- Sampling methods
- Unconscious bias

- AI depends on the training data and modelling, but the sampling and engineering is done by humans with all the potential for bias, whether intentional or not.

- Biased datasets and the potential for uncertainty are constant dangers; we need to understand both the data and the processes that go into the AI-driven results and always be prepared to question everything.

Information literacy

- Lack of competency with critical examination of information is a global issue with the United Nations General Assembly encouraging:

"all Member States to develop and implement policies, action plans and strategies related to the promotion of media and information literacy, and to increase awareness, capacity for prevention and resilience to disinformation and misinformation, as appropriate."

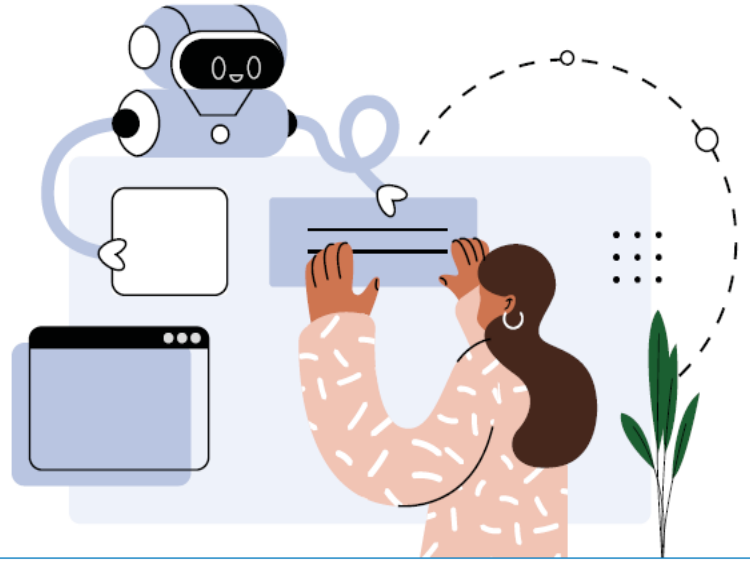
(UN A/RES/75/267, 2021)

- Library and Information Studies programmes*
- Data literacy evaluate data for authenticity and reliability
- Look for bias and balance
- Follow the money

*Chan & Meunier (2025): Navigating the AI Revolution: Librarian Perspectives in China's Greater Bay Area, *New Review of Academic Librarianship*, DOI: 10.1080/13614533.2025.2466513

unesco

Guidance for generative AI in education and research



Education 2030

Towards a human-centred approach to the use of generative AI

Publicly available generative AI (GenAI) tools are rapidly emerging, and the release of iterative versions is outpacing the adaptation of national regulatory frameworks. The absence of national regulations on GenAI in most countries leaves the data privacy of users unprotected and educational institutions largely unprepared to validate the tools.

UNESCO's first global guidance on GenAI in education aims to support countries to implement immediate actions, plan long-term policies and develop human capacity to ensure a human-centred vision of these new technologies.

The Guidance presents an assessment of potential risks GenAI could pose to core humanistic values that promote human agency, inclusion, equity, gender equality, and linguistic and cultural diversities, as well as plural opinions and expressions.

It proposes key steps for governmental agencies to regulate the use of GenAI tools including mandating the protection of data privacy and considering an age limit for their use. It outlines requirements for GenAI providers to enable their ethical and effective use in education.

The Guidance stresses the need for educational institutions to validate GenAI systems on their ethical and pedagogical appropriateness for education. It calls on the international community to reflect on their long-term implications for knowledge, teaching, learning and assessment.

The publication offers concrete recommendations for policy-makers and educational institutions on how the uses of GenAI tools can be designed to protect human agency and genuinely benefit learners, teachers and researchers.

While **ChatGPT** reached **100 million** monthly active users in January 2023, only **one country** had released regulations **on generative AI** as of July 2023

Education

- Teach students to be critical of AI tools
- Digital literacy includes AI tools
- Consider bias, data
- Enhance critical thinking rather than replace it
- Equip students with ability to critically assess the use of AI tools
- Educate students about limits and use substandard generated text as examples
- Understand the implications in their own work
- Integrate AI tools into teaching
- Enhance student engagement
- Supporting learning needs
  - Special needs / Summary of Reasonable Adjustments (SORA)
  - Assisted technology / students with disabilities
- Education and communication are key to this process.

Metaphor of Bridges

- Classical Literature as a Bridge in the Digital Age
- The bridge joins the people/communities together
- Nevertheless, the end points are firmly rooted

Source: MS Copilot 29-05-2025

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