



UNIVERSITY OF CRETE

CENTRE OF TRAINING & LIFE LONG LEARNING

CENTER OF TRAINING AND LIFELONG LEARNING

ARTIFICIAL INTELLIGENCE FOR HUMANITIES AND SOCIAL SCIENCES

A 200 HOURS
DISTANCE COURSE
IN ENGLISH

4 modules - 20 ECTS



SCIENTIFIC FIELD OF THE PROGRAM HUMANITIES AND SOCIAL SCIENCES

Title of the program

ARTIFICIAL INTELLIGENCE FOR HUMANITIES AND SOCIAL SCIENCES

Scientific Coordinator | Academic Coordinator

Eleni Katsarou

Professor of the Department of Primary Education, University of Crete

Email: katsarou@uoc.gr

τηλ. 6945155432

Contents

1. GOAL AND OBJECTIVES OF THE PROGRAM.....	3
2. EXPECTED LEARNING OUTCOMES.....	5
3. CONTENTS, TEACHING UNITS AND PROGRAM TEACHERS	7
4. TEACHING AND LEARNING METHODS AND TECHNIQUES	8
5. METHODS OF EVALUATION, EXAMINATION, MARKING AND ACCREDITATION OF THE PROGRAM	10
6. START - DURATION - ABSENCE LIMIT - COST OF PARTICIPATION	11
7. RIGHTS AND OBLIGATIONS OF TRAINEES.....	12
8. SCIENTIFIC/ACADEMIC COORDINATOR TRAINERS	13

1. GOAL AND OBJECTIVES OF THE PROGRAM

Program Objective	The objective of this program is to equip humanities scholars, educators, and lifelong learners with a foundational understanding of Artificial Intelligence (AI) and its transformative potential within the humanities. As AI reshapes various fields, it is essential for those in the humanities to understand both the capabilities and limitations of these technologies and how they can be harnessed to enhance research, education, and ethical understanding. This interdisciplinary program aims to bridge the gap between technology and humanities by introducing participants to the basic principles of AI and its applications in fields such as classics, literature, linguistics, cultural heritage, and education. Through hands-on experience with AI tools and practical case studies, learners will gain insight into how AI can be used to analyze large datasets, preserve ancient texts and artifacts, and foster new ways of teaching and learning. In addition to technical skills, the program will address critical ethical questions, encouraging participants to consider issues related to AI's impact on society, bias in algorithmic decision-making, and the broader implications of integrating AI in human-centered fields. By the end of the program, participants will be able to apply AI methodologies within their respective fields thoughtfully and responsibly, becoming well-versed in both the practical applications and ethical considerations of AI in the humanities. This program is designed for humanities professionals, researchers, and educators who seek to enhance their digital literacy and explore how AI can deepen our understanding of human culture, and values in the modern age.
Educational goals of the program	
Cognitive Skills	Critical analysis and evaluation: Enable students to critically assess the impact and implications of AI on various domains within the humanities, including cultural heritage, education, and ethics. Application of AI knowledge: Develop students' ability to apply AI tools and methodologies effectively in the humanities, demonstrating proficiency in integrating these technologies to support research and educational goals. Problem-solving and decision-making: Foster strong problem-solving skills by guiding students in identifying appropriate AI applications to address specific challenges in humanities disciplines, while making informed decisions about their implementation. Ethical reasoning: Cultivate a deep understanding of the ethical considerations surrounding AI use, encouraging students to recognize and address issues related to bias, data privacy, and social impact in AI-driven projects. Interdisciplinary knowledge synthesis: Strengthen students' ability to synthesize knowledge from both technology and humanities disciplines, facilitating an interdisciplinary approach to research and analysis. Research and Innovation: Encourage innovative thinking and research skills by enabling students to explore new AI methodologies and experiment with emerging AI tools in fields such as classics, archaeology, literature, and education. Digital literacy: Enhance participants' digital literacy, equipping them with the foundational knowledge of AI technologies, algorithms, and concepts needed to engage with AI tools confidently and critically in humanities contexts.
Psychomotor skills	The following skills aim to build practical competencies that will allow learners not only to interact with AI tools effectively but also to apply them purposefully in their respective fields. Effective use of AI tools: Enable participants to interact with and use AI tools relevant to the humanities, fostering hands-on skills in digital research. Initiative in project development: the participants will undertake assignments to take the initiative in identifying and implementing AI solutions within their humanities research or educational projects, developing independent, proactive approaches to problem-solving. Prioritization of tasks and resources: Cultivate the ability to organize and prioritize tasks effectively when working with AI systems, managing resources and time efficiently to achieve specific research or educational objectives. Systematic description and documentation: participants will be trained to accurately describe and document AI processes, methodologies, and outcomes, ensuring clarity and precision in communicating their work and research findings. Adaptation to AI-driven workflows: Enhance participants' adaptability in using AI tools, enabling them to smoothly integrate AI applications into traditional humanities tasks and adjust to new technologies. Application of ethical considerations in practice: Encourage practical skills in ethical decision-making by guiding students to incorporate ethical considerations directly into their AI projects, ensuring responsible and sensitive use of technology.

Behaviors/attitudes	Openness to innovation: Cultivate a positive, forward-thinking attitude towards technological advancements, encouraging students to embrace AI technologies as tools that can enhance their work in the humanities. Curiosity and lifelong learning: Instill a continuous desire for learning and exploration, motivating students to stay updated on AI developments and actively seek out new knowledge and skills beyond the program. Ethical responsibility: Foster a strong sense of ethical responsibility, encouraging students to consider the societal, cultural, and personal impacts of AI and to make conscientious decisions in both professional and personal contexts. Interdisciplinary collaboration: Develop an appreciation for interdisciplinary collaboration, promoting respect for perspectives from both technology and humanities fields. Proactive problem-solving: Instill a proactive attitude in identifying and addressing challenges, empowering students to use their skills to find practical, AI-driven solutions to real-world issues in the humanities. Thoughtful digital citizenship: Promote responsible use of AI tools and data, cultivating behaviors that reflect respect for data privacy, intellectual property, and the ethical use of digital resources. Critical Reflection: Encourage a reflective attitude toward the use of AI, enabling students to assess their own practices, question assumptions, and strive for continuous improvement in their application of AI technologies. Through these behaviors and attitudes, the program aims to create well-rounded, ethically aware professionals who are prepared to apply their AI skills in various contexts and contribute positively to society.
---------------------	---

2. EXPECTED LEARNING OUTCOMES

Title of teaching unit	Learning Outcomes
1. Introduction to AI, basic principles and concepts. Programming	
1.1. Introduction to Python for Humanists	1.1.1. Python Basics: Gain knowledge about basic structures such as variables and literals in Python, and apply knowledge to simple programming exercises 1.1.2. Python Data Structures: Gain knowledge about more complex data structures in Python, such as lists and dictionaries. Apply knowledge to solve problems within the constraints of introductory Python knowledge 1.1.3. Python Libraries for Humanists: Gain understanding of a variety of freely available Python libraries which are relevant to humanist purposes. Learn how to incorporate new libraries into humanities workflows.
1.2. Introduction to AI	1.2.1. History of AI: Gain knowledge of the field of artificial intelligence and understand its development and evolution 1.2.2. Symbolic AI: Learn about technologies which fall under the umbrella of Symbolic AI, such as knowledge graphs, ontologies, and the Semantic Web. Learn to write simple SPARQL queries. 1.2.3. Machine Learning and Deep Learning: Gain introductory knowledge of machine learning and deep learning. Distinguish between logistic and logarithmic regression, and learn to perform simple Machine Learning in Python with Scikit-learn. 1.2.4. LLMs and Generative AI: Gain introductory knowledge of Large Language Models and Generative AI. Analyze humanities problems and identify the best-suited AI solution.
1.3. Introduction to Ontology for Humanists	1.3.1. Building Ontologies with Protégé: Encounter the free software Protege, and learn to build OWL ontologies through the Protégé interface. 1.3.2. Building Ontoterminologies with TEDI: Learn the theory of ontoterminology, how it differs from ontology, and how to create ontoterminologies with TEDI. 1.3.2. Building a Knowledge Graph with RDFlib: Combine skills in Python and Symbolic AI and learn how to use the Python library RDFlib in order to create and populate a knowledge graph using an ontology.
2. Research in the ancient world and cultural heritage through AI	
2.1. Text Encoding Standards in the Ancient World	3.1.1. Introduction to TEI: Gain understanding of the purpose of text encoding, learn to apply the Text Encoding Initiative Standards using the free editor LEAF-Writer. 3.1.2. Text Encoding for Classical Texts: Learn to navigate the Perseus Digital Library and the ToposText repository. Gain understanding of treebanking through the Ancient Greek Dependency Treebank. 3.1.3. Text Encoding for Inscriptions: Apply the TEI subset EpiDoc to encode epigraphical documents. Encounter digital corpora of inscriptions
2.2. Digital Ancient Geography	3.2.1. Introduction to Gazetteers: Learn about spatial linked data through gazetteers such as Pleiades and the World Historical Gazetteer. Apply spatial data to Google My Maps in order to create spatial visuals. 3.2.2. Spatial Encoding with Recogito: Learn to use the free tool Recogito to encode geographic references in texts. Understand the principles of Linked Open Data. 3.2.3. Linked Places and Peripleo: Gain understanding of the Linked Places standard for annotating place data. Apply this knowledge to the geospatial viewer Peripleo.
2.3. Ontologies for Cultural Heritage and the Ancient World	3.3.1. Ontology standards for cultural heritage: Understand and apply common ontology standards for cultural heritage such as CIDOC-CRM, Dublin Core, and FRBR. 3.3.2. Ontoterminologies for the ancient world: Learn to use TEDI to create ontoterminologies within the domain of the ancient world.
3. AI and education in the Humanities	

3.1. Uses of AI in education and Digital Literacy	3.1.1. Knowledge of AI Applications: Recognize and describe specific AI applications in education, such as personalized learning, adaptive assessments, and intelligent tutoring systems. 3.1.2. Evaluation Skills: Critically assess the effectiveness and limitations of AI tools used in educational settings, considering their impact on learning outcomes. 3.1.3. Practical Implementation: Gain skills to incorporate AI-driven tools into teaching methodologies, enhancing educational delivery and student engagement. 3.1.4. Ethical Decision-Making: Identify and address potential ethical concerns (e.g., data privacy, equity) in AI applications used in education.
3.2. Educational Ontologies in Curricula	3.2.1. Understanding of Educational Ontologies: Explain the concept of educational ontologies and how they structure knowledge in curricula through an AI 3.2.2. Curriculum Design Competence: Develop skills in structuring curricula that integrate educational ontologies, aligning with AI-enhanced learning standards. 3.2.3. Application of Ontologies: Learn to use ontological frameworks to organize educational content, making it more accessible and adaptable to AI-based educational tools. 3.2.4. Data and Knowledge Management: Gain an understanding of how to manage and curate educational content in line with structured ontologies, enhancing the adaptability of curricula to future AI technologies.
4. Ethical Issues of AI	
4.1. Definition and Foundation of AI Ethics and Its Capabilities .	4.1.1. Definition and scope of AI ethics, and foundational concepts of AI ethics. Understand the philosophical theories relevant to AI ethics (e.g. deontology, utilitarianism, virtue ethics). Apply ethical theories to evaluate AI systems and their implications. 4.1.2. Differences between narrow, general, and superintelligent AI. Philosophical debates around machine agency and moral responsibility. Analyze how traditional ethical frameworks adapt to emerging AI technologies. Discuss AI's role in moral decision-making. 4.1.3. Historical perspective on ethics in technology and overview of ethical dilemmas in AI. Evaluate the historical and philosophical context of AI-related ethical debates. Identify key ethical challenges in AI. Recognize the interdisciplinary nature of AI ethics. Recognize the role of ethical principles in guiding AI development. Understand the importance of ethics in AI development and use. Recognize the interdisciplinary nature of AI ethics.
4.2. Bias, Fairness, Discrimination, and Inclusivity in AI	4.2.1 Sources of Bias in AI. Identify and explain how bias occurs in AI systems. Stakeholder involvement in AI system design. Assess the societal consequences of biased AI. Examining real-world examples like biased facial recognition systems and biased hiring algorithms. 4.2.2 Impact of Bias and Strategies for Mitigating Bias. Identify bias in data, algorithms, and human oversight. Locate social and economic implications. Comprehend examples of biased AI outcomes. Propose strategies to minimize bias in AI development and deployment. 4.2.3 From Discrimination to Inclusivity. Assess fairness challenges in algorithmic decision-making. Understand algorithmic fairness metrics. Develop inclusive dataset collection and evaluation. Propose solutions for reducing bias and ensuring inclusivity in AI.
4.3. Freedom, Authenticity, Privacy and Surveillance in AI.	4.3.1 AI and Data Privacy. Analyze privacy issues related to AI applications. Understand AI's reliance on large-scale data collection and key privacy concerns (e.g. data ownership, informed consent, data breaches). 4.3.2 Surveillance Technology, Regulatory Frameworks, and Case Studies. Comprehend the use of AI in surveillance (e.g. facial recognition, predictive policing). Evaluate ethical debates around mass surveillance versus security. Critically discuss GDPR, CCPA, and other data protection laws. Support the role of policy in protecting privacy. 4.3.3 Humans vs. AI: Freedom and Authenticity. Ethical analysis of AI-powered surveillance in different contexts (e.g., smart cities, border control). Evaluate the ethical trade-offs between security and freedom. Understand the role of regulatory frameworks in addressing AI-related privacy concerns in terms of personal freedoms. Explore what human authenticity is and if AI authenticity could ever exist. Explore the ethical responsibilities of AI developers and policymakers in defending human freedom and authenticity. Assess the societal implications of widespread AI adoption. Propose equitable AI practices to minimize societal disparities.

4.4. Accountability, Transparency, Explainability and the Future of Autonomous AI .	4.4.1 Accountability and Transparency in AI Systems. Define AI ethical principles: fairness, accountability, transparency, privacy, and beneficence. Explore who is responsible for AI outcomes (developers, companies, users). Locate challenges of "black-box" AI systems. Understand the challenges of assigning accountability in AI systems. Explain the significance of transparency in AI systems. Critically evaluate AI accountability frameworks. Design systems with improved explainability features. Explainability and interpretability of AI models. Tools for ensuring transparency (e.g., model auditing, documentation). Evaluate the role of transparency and explainability in ethical AI design.					
	4.4.2 The Future of AI Ethics. Discuss ethical challenges of emerging AI technologies (e.g., generative AI, autonomous weapons) and long-term concerns (e.g., AI superintelligence, human-AI coexistence). Balancing safety, autonomy, and human oversight. Discuss ethical considerations for human-AI interaction in autonomous systems. Understand the ethical challenges posed by autonomous systems. Debate the role of human oversight in autonomous AI. Propose ethical guidelines for the deployment of autonomous technologies.					
	4.4.3 Global and Cross-Cultural Perspectives: The importance of global cooperation and diverse viewpoints. Ethical norms in different cultural contexts. Analyze the role of governance in shaping AI's ethical landscape. Understand the complexities of global collaboration on AI regulation. Anticipate future ethical challenges in AI development and deployment.					

3. CONTENTS, TEACHING UNITS AND PROGRAM TEACHERS

Teaching module title	Breakdown of hours per category						
				Distance e-learning		Trainer	Teaching material
	Theor y	Pra ctice	Hours in total	Synchrono us e-learning	Asynchronou s e learning		
1. Introduction to AI, basic principles and concepts. Programming							
1.1. Introduction to Python for Humanists	5	5	10	5	5	Rachel Milio	Videos, hands-on activities with Google Colab, bibliography, slides
1.2. Introduction to AI	15	15	30	6	24	Christophe Roche (15), Rachel Milio (25)	bibliography, videos, slides
1.3. Introduction to Ontology for Humanists	15	15	30	6	24	Christophe Roche (15), Rachel Milio (25)	videos, bibliography, hands-on activities with Protégé
2. Research in the ancient world and cultural heritage through AI							
2.1. Text Encoding Standards in the Ancient World	10	10	20	6	14	Maria Papadopoulou (10), Rachel Milio (10)	Videos, hands-on with LEAF-Writer and Recogito, bibliography, slides
2.2. Digital Ancient Geography	10	10	20	6	14	Maria Papadopoulou (15), Rachel Milio (5)	Videos, hands-on with Google MyMaps and Recogito, bibliography, slides
2.3. Ontologies for Cultural Heritage	15	15	30	9	21	Maria Papadopoulou (5), Melissa Bergoffen (25)	Videos, hands-on with Protégé and TEDI, bibliography, slides

and the Ancient World							
3. AI and education in the Humanities							
3.1. Uses of AI in education and Digital Literacy	5	5	10	3	7	Eleni Katsarou	Notes, presentations, bibliography, teaching material with activities
3.2. Educational ontologies in curricula	15	15	30	10	20	Evangelos Katis	Notes, presentations, bibliography, teaching material with activities
4. Ethical Issues of AI							
4.1. Definition and Foundation of AI Ethics and Its Capabilities	3.5	1.5	5	1	4	Nikos Erinakis	Notes, presentations, bibliography, teaching material with activities
4.2. Bias, Fairness, Discrimination, and Inclusivity in AI.	3.5	1.5	5	1	4	Nikos Erinakis	Notes, presentations, bibliography, teaching material with activities
4.3. Freedom, Authenticity, Privacy and Surveillance in AI.	3.5	1.5	5	1	4	Nikos Erinakis	Notes, presentations, bibliography, teaching material with activities
4.4. Accountability, Transparency, Explainability and the Future of Autonomous AI.	3.5	1.5	5	1	4	Nikos Erinakis	Notes, presentations, bibliography, teaching material with activities
Sum of Teaching hours per category	104	96	200	55	145		

4. TEACHING AND LEARNING METHODS AND TECHNIQUES

Teaching module title	Teaching method	Workload per thematic module	Deliverables per thematic module
1. Introduction to AI, basic principles and concepts. Programming	Synchronous e-learning/ Asynchronous e learning	70 hours	Assignment
2. Research in the ancient world and cultural heritage through AI	Synchronous e-learning/ Asynchronous e learning	70 hours	Assignment
3. AI and education in the Humanities	Synchronous e-learning/ Asynchronous e learning	40 hours	Assignment
4. Ethical Issues of AI	Synchronous e-learning/ Asynchronous e learning	20 hours	Assignment
Sum		200	4 Assignments

5. METHODS OF EVALUATION, EXAMINATION, MARKING AND ACCREDITATION OF THE PROGRAM

Teaching module title	Module of evaluation	Grading scale	Successful completion of the module
1. Introduction to AI, basic principles and concepts. Programming	Assignment	1-10	>5
2. Research in the ancient world and cultural heritage through AI	Assignment	1-10	>5
3. AI and education in the Humanities	Assignment	1-10	>5
4. Ethical Issues of AI	Assignment	1-10	>5
Successful completion of the program		Awarded: average >5	Certificate

Upon successful completion of the Program, the trainee receives the KEDIBIM Training Certificate of the KEDIBIM of the P.C., which corresponds to 20 ECTS credits.

6. START - DURATION - ABSENCE LIMIT - COST OF PARTICIPATION

Total duration of the program (months, teaching hours)	Months: 6
	Total Teaching Hours: 200
Start date	19-01-2026
expiry date	20-05-2026
Maximum number of absences (Ποσοστό επί τοις εκατό των συνολικών ωρών του προγράμματος)	10 %
Minimum / Maximum number of trainees (persons)	Minimum number: 18 Maximum number: 35

DISCOUNT POLICY

Categories	Percentage of discount
• Young people aged up to 30 years old who are European Youth Card holders • Staff working at universities, universities of applied sciences and research centres in Greece • Graduates of UoC • Postgraduate students of other institutions • Appointed and active teachers in public and private schools in Greece.	10%
• Postgraduate students of UoC	30%
Corporate Discount Policy In case of participation in distance training programs of the same educational cycle, three or more people who are employed in the same company or institution, a tuition discount of 15% is granted to each trainee. In addition, it is possible to create customised programs and adjust the tuition fees in cases of group enrolment of employees after agreement with the company or organisation. Please note that the above discount categories, as well as the discount due to one-off payment of tuition fees (5%) do not work in combination with each other. In particular, if a trainee falls into more than one category of beneficiaries, the discount will be granted for the one category he/she chooses in order to make use of his/her entitlement. In the event that the application is submitted in the time frame of the early pre-booking of a place, and if a trainee is placed in a discounted category or in the one-off payment discount, this discount will be combined with the discount granted by the early pre-booking of a place.	

7. RIGHTS AND OBLIGATIONS OF TRAINEES

In addition to the successful completion of the program, the following are required from the trainees for the award of the Certificate:

- ✓ Acceptance of their participation in the Sample Identification and Document Check
- ✓ Payment of all participation fees
- ✓ Acceptance of their participation in the program evaluation process

By completing the application form, the trainee candidates accept the use and processing of their personal data by the Centre for Continuing Education and Lifelong Learning of the University of Crete, based on the personal data regulation of the University of Crete, for the following purposes:

- For the management of data and information in the context of the implementation of the Educational Program (in particular, due to applications for participation/interest in/for actions, projects and programs as a trainer or trainee, participation in projects and programs of K.E.DI.VI.M., registration in K.E.DI.VI.M.'s registers, applications of any kind by paper, electronic or other protocol, participation in events, conferences, and other activities within the framework of the K.E.DI.VI.M.'s objectives).
- For support regarding K.E.DI.VI.M. services and for responding to requests, questions and suggestions regarding our services.
- For “internal” quality assurance of our services.
- For the transmission of part of the data to external partners for the implementation of the registration and technical support in the Educational Program.
- For internal operations and analysis such as internal management, fraud prevention, use by management information systems, billing, accounting, invoicing and auditing.

The University of Crete processes personal data lawfully, with transparency, accuracy, integrity, confidentiality, in accordance with the principle of minimization, by taking all appropriate organisational and technical security and protection measures and in accordance with the Compliance Guide to the General Data Protection Regulation, which is posted on the website of the Foundation.

- ✓ For the personal data collected in this context, there is no need for transmission. The recipients of the data may be the Council of the KEDIBIM, the Secretariat of the K.E.DI.B.I.M./UoC., the Quality Assurance Unit of the University of Crete, the University Council, the University Senate, the Special Account for Research Funds of University of Crete.
- ✓ In addition, by joining the program, the trainees accept the following:
- ✓ Participation in the evaluation process of the program
- ✓ Video recording of the teleconferences
- ✓ In case of cancellation of participation in the training program before the first two weeks of its operation, KEDIBIM will retain a cancellation fee of 50% of the deposit, while in case of cancellation after two weeks KEDIBIM is entitled to retain the total amount of the deposit.

8. SCIENTIFIC/ACADEMIC COORDINATOR | TRAINERS

Name of Scientific and Academic Coordinator	Eleni Katsarou
Telephone	6945155432
Email	katsarou@uoc.gr
Qualifications of trainer	Eleni Katsarou is Professor of Curriculum Theory and Teaching at the Department of Primary Education. Her research and publications focus on teaching theory, educational research (especially action research) and literacy issues and the teaching of Modern Greek as L1 in the context of the New Literacy Studies. He is the (co-)author of many educational materials taught in secondary schools in Greece, three scientific books on research-action, critical literacy and democracy in schools and many articles (more than 60) published in international and Greek journals and edited volumes. In addition, she has (co-)edited three edited volumes on multimodality in education and research-action. Currently (2023) she participates in the research teams implementing (7) seven research projects (5 European and 2 national). In her most recent projects she explores the complex concepts of critical digital literacy and literacy in artificial intelligence. She is a member of the research team of the European HORIZON project "TALOS - AI4SSH" (Artificial Intelligence for Social Sciences and Humanities).

Full name of trainer	Christophe Roche
Professional status of trainer	Visiting Professor, Department of Philology UoC
Telephone	28310-77139
Email	christophe.roche@uoc.gr, roche.university@gmail.com
Qualifications of trainer	Christophe Roche (https://christophe-roche.fr/) has been ERA Chair Professor in Artificial Intelligence for Social Sciences and Humanities at the University of Crete (Greece) since 2023, Full Professor in Artificial Intelligence at the University Savoie Mont Blanc (France) from 1988 to 2023, Emeritus from 2023. He has also been a Special Appointment Professor at the University of Liaocheng (China) since 2017, and an ISO expert since 2010 (Project Leader of the ISO 1087:2019 Standard on Terminology). Christophe Roche was also a researcher and lecturer at the University Nova of Lisbon (Portugal) from 2009 to 2022, and Chairman of the Terminology Committee of AFNOR (French Organization for Standardization, Paris) from 2014 to 2023. He set up the annual TOTH conferences (Terminology & Ontology: Theories and applications), which he has organised and chaired since their inception in 2007 (https://toth.condillac.org/). Christophe Roche has set up and participated in 14 international projects, including 10 European-funded projects, and a National Talent in Artificial Intelligence (China, 2021-2022). He has delivered more than 150 presentations and publications. His main domains of interest are Artificial intelligence, Linguistics, Terminology, Semantic Web, and Digital Humanities.

Full name of trainer	Maria Papadopoulou
Professional status of trainer	Assistant Professor, Department of Philology, UoC
Telephone	28310-77140
Email	mpapado811@gmail.com
Qualifications of trainer	Maria Papadopoulou is the Management Manager and Head of Research Group in the project "TALOS-Artificial Intelligence for Humanities and Social Sciences". She holds a PhD in Classics from the University of Athens. She has extensive experience (teaching,

	training and research) in the field of digital humanities and especially digital classics. In March 2024, Maria Papadopoulou was appointed Assistant Professor in the subject "Digital Humanities and Classics", following the announcement of a faculty position in the Department of Literature within the framework of the TALOS project.
--	--

Full name of trainer	Nikolaos Erinakis
Professional status of trainer	Assistant Professor, Department of Philosophy, UoC
Telephone	28310 77234 6947695156
Email	nikos.erinakis@uoc.gr
Qualifications of trainer	Nikos Erinakis [Athens, 1988] is Assistant Professor of Social & Political Philosophy and Philosophy of Culture at the University of Crete, while he teaches at the University of Athens and the Hellenic Academy of Sciences. He holds a PhD in Philosophy from the University of London, where he began his dissertation and continued and completed it as a recognised research student at the University of Oxford (on a full scholarship from the ICF). He has studied Economics [UBA], Philosophy & Comparative Literature [Warwick] and Philosophy of Social Sciences [LSE], and is a graduate of Athens College ('05). He is also active as the Scientific Director of the think tank ENA, and has served as a member of the Board of Directors. He is also a member of the Board of Directors of the Athens and Epidaurus Festival and Director of Strategic Development of the Corfu International Festival, and is a member of the Board of Directors of the Greek Youth Symphony Orchestra. For his first book of philosophy entitled Authenticity and Autonomy: from Creativity to Freedom (Texts, 2020) he was awarded the Athens Academy Prize. He has published three edited collections of philosophical essays, three books of his poetry [two of which have been translated and published in England and France respectively, and the third has been nominated for the State Poetry Prize], and two books of European modernist poets translated by him. His essays, articles and poems have been published in a variety of international journals, edited volumes, anthologies and proceedings of peer-reviewed conferences. He currently teaches and writes extensively on issues of Artificial Intelligence Philosophy and Digitality. He is a regular member of the Workshop "TALOS - Artificial Intelligence for the Humanities and Social Sciences".

Full name of trainer	Evangelos Katis
Professional status of trainer	Computer Literacy Instructor, PhD Candidate, UoC
Telephone	6948501400
Email	evgkatis@gmail.com
Qualifications of trainer	Evangelos Katis is a PhD candidate at the Department of Primary Education (UoC.), conducting his doctoral research in the framework of the project TALOS - Artificial Intelligence for Humanities and Social Sciences. His research interest focuses on AI, its contribution to education and humanities. His undergraduate studies were in the Department of Computer Science at the Technical University of Thessaloniki, while his postgraduate studies were in the M.Sc. "Computer Science and Multimedia" at the Technical University of Crete. He is a teacher of Informatics in Secondary Education since 2003, having served in numerous schools teaching Computer Science and computer use courses at all levels of education. In recent years he has been a director in a public IEK in Heraklion.

Full name of trainer	Rachel Milio
Professional status of trainer	PhD candidate, UoC
Telephone	28310-77141 9681631347
Email	rachel.milio@outlook.com
Qualifications of trainer	Rachel Milio is a PhD Candidate with TALOS-AI4SSH at the University of Crete. Her PhD, "Semantic Annotation and Attic Oratory," focuses on the creation of a semantic data model for the study and querying of law court speeches from Classical Athens. Her other interests include text encoding according to the TEI standards and using DH methods to increase the visibility of women in history, specifically classical Athens and early modern London.

Full name of trainer	Melissa Bergoffen
Professional status of trainer	Archaeologist, PhD candidate, UoC
Telephone	28310-77141
Email	mbergie1313@gmail.com
Qualifications of trainer	Melissa Bergoffen is the PhD Candidate for TALOS Research Topic 2, Classifying and Naming Objects. Her PhD project centers around creating an ontology for describing and recording female representations from Bronze Age Aegean archaeological artifacts in a manner that merges the fields of archaeology and information science. Her undergraduate degree is from the University of Glasgow and is jointly in Archaeology and Classical Civilisations. She also holds two masters degrees: an MS in Library and Information Science from Pratt Institute, and an MA in Greek and Eastern Mediterranean Archaeology from the National and Kapodistrian University of Athens. In addition, Melissa has worked in multiple archives, historical properties, and libraries – including an internship at the British School at Athens – and possesses around 10 years of excavation experience – including participation at the Athenian Agora. Her research interests include feminist archaeology, Attic red-figure pottery, and iconographical and statistical analyses.