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How to Use this Document

Series Name

Each series contains a different approach to increasing digital data literacy. While some series include traditional educational resources, others involve art, writing, reading, storytelling, and group discussion.

Data Story Title and Abstract

Data Stories are created to be used with open data sets, such as those available at Open Context. Though the methodology and temporal, geographical, and archaeological focus may vary, Data Stories are always grounded in data.

Resources

Each Data Story is paired with suggested resources. These include data sets, articles, teaching guides and websites. (Where no hyperlinks are listed, it means the resource is still in progress.)

Metadata

Each Data Story is tagged for disciplinary content, and those tags can be used to search Open Context for additional archaeology related data sets. Here you can also find the format of the Data Story, and when it was last updated.

Acknowledgements

Data doesn’t collect itself! Each Data Story is provided with appropriate credit given to the researchers involved.

Skills

Data Stories are designed to teach both general and specific digital skills. Some of these are technical and some are interpretational. Each Data Story also emphasizes different literacy strategies, and is correlated to existing pedagogical frameworks.
Project Aims

The Alexandria Archive Institute’s Data Literacy Program (DLP) aims to widen and diversify community engagement with cultural heritage data by providing scaffolding to guide professionals, students, and lifelong learners in thoughtful engagement with research data. Two postdoctoral researchers—L. Meghan Dennis and Paulina F. Przystupa, who share expertise in public engagement and reproducible research practices—are crafting open access 'data stories' that are backed by deeper layers of open and reproducible analytic and visualization code, as well as primary research data. This approach opens doors to multiple levels of engagement with data sets, linking high-level narrative with the behind-the-scenes analytical and interpretive steps used to select, judge, filter, analyze, and visualize research data. The Digital Data Stories produced by the DLP are available under a CC-BY License, so we welcome you to use them, adapt them, and build on them – and please, share back with us so that we know how you used them!

Definitions and Terms

Reading data involves understanding what data is, and what aspects of the world it represents. Working with data involves acquiring, cleaning, and managing it. Analyzing data involves filtering, sorting, aggregating, comparing, and performing other such analytic operations on it. Arguing with data involves using data to support a larger narrative intended to communicate a message to a particular audience.


Throughout this document, Data Stories are aligned to show how they can be used to reinforce Reading, Working, Analyzing, and Arguing with data.

Look for these symbols throughout the document to find literacies that each Data Story reinforces!
The Tutorial Series

The Data Stories within the Tutorial Series aim to provide pre-written resources, paired with open data sets available at Open Context, to aid instruction in classroom and training settings. These tutorials are designed to teach specific data literacy skills, step-by-step, using real data. Alongside the technical skills the Data Stories focus on, the Tutorial Series also offers exercises in creating narratively rich stories and interpretive outputs utilizing the same open data. These tutorials include teaching guides, and they can be scaled to fit different educational settings and session lengths. Each tutorial includes instruction in data literacy skills focusing on Reading, Working, Analyzing, and Arguing with data, and is designed to impart best practices and encourage ethical scholarship from the start. While the tutorials are paired with specific open data sets, they can be adapted for different temporal or topical content.

Guiding Questions

The following questions may help to ‘prime’ your interaction with this series. These questions are intended to help you think beyond the ‘doing’ of the exercises to incorporate critical thinking into your everyday encounters with data.

What is my goal in working with data?

What skills do I consider essential to being ‘literate’ with data?

When working with data, where do I run into the first hurdle?

Are my concerns theoretical or technological?

Data is a precious thing and will last longer than the systems themselves.

Tim Berners-Lee
Cow-culating Your Data with Spreadsheets and R

Cow-culating Your Data uses an open zooarchaeological data set to teach principles of archaeological data literacy through analysis and visualization. This Data Story is part of the Tutorial Series. Through this Data Story, participants will learn to ask and answer questions with data using spreadsheets, ask and answer questions with data using R, create data visualizations, locate common problems and biases in data sets, and create narratives for public engagement.

Cow-culating Your Data has three parts: the spreadsheet tutorial, the R tutorial, and the narrative tutorial. Each part takes approximately one hour. These parts can be completed as standalone exercises or combined into a single tutorial. Cow-culating Your Data is ideal for users who wish to cultivate skills in spreadsheets and R, and understand bias in the construction of data sets and their resulting interpretations.

Data set available at: https://doi.org/10.6078/M7TX3C9V
Data Story available at: PDF Version, Code Version

These data on Neolithic and Bronze Age cattle data from Switzerland were collected and analyzed during a Ph.D. undertaken by Elizabeth Wright at the University of Sheffield (UK). The data set can be used for other purposes, such as to attempt to distinguish wild and domestic cattle remains and to more generally study European cattle from the Middle Pleistocene through to the Medieval periods.

Additionally, the methods in this tutorial can be applied to other tabular data sets.

Technical Skills
read data into both spreadsheets and R
understand and save variables
understand and plot basic data in spreadsheets and R

Literacy Skills

Interpretive Skills
identify and distinguish between different types of data
identify and distinguish between different research biases
understand types of public-facing narratives produced with data
Gabbing about Gabii: Going from Notes to Data to Narrative

Gabbing about Gabii uses context sheets and unit recording forms from the Roman site of Gabii to teach principles of data literacy by turning notes into data and data into narrative. This Data Story is part of the Tutorial Series. Through this Data Story, participants will learn to create data from scanned paper site forms using spreadsheets and create narratives for public engagement drawn from that data using different narrative lenses.

Gabbing about Gabii has two parts: the technical tutorial and the narrative tutorial. Each part takes approximately one hour. These parts can be completed as standalone exercises or combined into a single tutorial. Gabbing about Gabii is ideal for users with some, but not extensive, field experience, and for those who wish to work on the interpretive side of archaeological and heritage practice.

Data set available at: https://doi.org/10.6078/M7TX3C9V
Data Story available at: PDF Version, Code Version

These context sheets and associated images were collected and analyzed as part of the Gabii Project, an international archaeological initiative sponsored by the University of Michigan. The data set can be used for other purposes, such as understanding habitation patterns, teaching the principles of ceramic seriation, and learning about site formation processes.

Additionally, the methods in this tutorial can be applied to other data sets which draw from paper forms and to learning the theoretical implications of data collection and interpretation.

Technical Skills
recognize data types and organization
build a spreadsheet
read an existing form for data collection purposes

Interpretive Skills
create narratives using data from context sheets and data tables
apply differing theoretical perspectives to narratives utilizing the same data

Disciplinary Tags: Roman, habitation, ceramics, settlement patterns, Italy
Format: Text-based tutorial (pdf)
Release date: Spring 2022
The Creative Series

The Data Stories within the Creative Series aim to provide non-traditional, but intellectually rigorous exercises in working with open archaeological data. These guides engage users in classroom and non-classroom settings through artistic expression and introspection. They are designed to teach data literacy skills through experiential learning, and to connect existing knowledge to available open data. These guides can be scaled to fit different educational settings and session lengths, and are useful for a variety of ages and experience levels within archaeology. Each guide includes instruction in data literacy skills focusing on Reading, Working, Analyzing, and Arguing with data, and is designed to impart best practices and encourage ethical scholarship from the start. While some of the guides in the Creative Series are paired with specific open data sets, they can be adapted for different temporal or topical content.

Guiding Questions

- How will a creative use of data help with my analysis?
- What creative medium will most challenge me?
- What’s my comfort zone in sharing personal expressions of my data?
- Is my creative output an analytical tool or a tool for sharing?

*Happiness lies in the joy of achievement and the thrill of creative effort.*

Franklin D. Roosevelt
All in the Wrist uses an open oracle bones data set to teach the principles of archaeological data literacy through reading and illustration. This Data Story is part of the Creative Series. Through this Data Story, participants will learn to find an online data set, navigate open archaeological data online, understand different kinds of archaeological data, use visual literacies to illustrate archaeological concepts, and create creative outputs that decenter ethnocentrism, cultural bias, and representational tropes. All in the Wrist has three parts: the narrative, the list of creative prompts, and the search tutorial. Reading the narrative will take ten minutes, engaging with the daily creative prompt (illustrating) will vary by creator, and completing the search tutorial will take about one hour. Each part can be used as a standalone guide or combined into a single resource. All in the Wrist is ideal for individuals interested in using archaeological data to inspire creative works, and for those interested in using visual creation to inspire interest in archaeology.

Data set available at: https://doi.org/10.6078/M74B2Z7J
Data Story available at: PDF Version, Code Version

These data were collected by Katherine Brunson (Wesleyan University), Rowan Flad (Harvard University Department of Anthropology), and Zhipeng Li (Institute of Archaeology, Chinese Academy of Social Sciences) as part of a joint project intended to follow the origin of oracle bone divination rituals, to look at their use across Asia during the Neolithic period, and to examine how oracle bone divination became integrated into royal Shang Dynasty religious practice.

Additionally, the skills in this Data Story can be applied to other creative prompt lists and to search other data sets on Open Context using the existing prompts.

**Technical Skills**

learn to search relevant platforms

**Interpretive Skills**

construct a creative output that de-centers ethnocentrism, cultural bias, and representational tropes

**Disciplinary Tags:** zooarchaeology, Neolithic, ritual, Asia

**Format:** List, including prompts for visual, musical, fictional, poetic, and edible creations based on, or inspired by, the data set

**Estimated Release date:** Autumn 2022
The Creative Series

30 Days to an Article: #ArchyWriMo Prompts to Inspire Your Writing

30 Days to an Article uses writing prompts to teach the principles of archaeological data literacy through reading. This Data Story is part of the Creative Series. Through this Data Story, participants will learn to explore an online archaeological data set, navigate open archaeological data online, and write an academic or public facing narrative from these data.

30 Days to an Article has two parts: the prompt list and the search tutorial. Reading the daily prompts takes one minute, engaging (writing, thinking, etc.) with the prompt varies by user, and completing the search tutorial takes about one hour. Each part can be used as a standalone guide or combined into a single resource.

30 Days to an Article is ideal for archaeologists and archaeology students who are interested in completing academic or archaeology-inspired writing within a 30 day framework.

Data set available at: https://doi.org/10.6078/M74B2Z7J
Data Story available at: PDF Version, Code Version

There is no data set formally associated with this Data Story. Instead, users are encouraged to draw from their own data, use the Open Context search tutorial included in Mycenaean Men, or use the Pun Goes Here search tutorial of other archaeological repositories to see how the daily writing prompt relates to existing archaeological data sets. This Data Story is intended to allow participants to use archaeology-inspired prompts to encourage their own writing endeavors and to learn to use searching data to combat writer’s block.

Additionally, the methods in this Data Story can be applied to other writing pursuits and creative prompt lists, and the listed terms can be used to search other data sets for more information and inspiration.

Technical Skills
explore Open Context to guide research and written outputs

Interpretive Skills
utilize external resources to buttress and support interpretation and written analysis

Disciplinary Tags: publication, public facing
Format: List, creative or academic engagement designed as inspirational prompts for encouraging archaeological writing

Estimated Release date: Autumn 2022
The Aggregative Series

The Data Stories within the Aggregative Series provide curated selections of archaeology and heritage-related content outside of regular academic resources for use in self-study or within classroom settings. These curated lists include fiction and non-fiction literature, music, art, and virtual experiences to introduce concepts of data literacy through widely available materials. These resources are designed to familiarize users with the breadth and depth of archaeological influence on society and culture. These recommended materials are presented as resource guides focused on DLP identified themes and may be adapted for use in a variety of settings, with resources from different lists combined to suit individual needs. Each resource includes instruction in digital data literacy through Reading, Working, Analyzing, and Arguing with data and is designed to impart best practices and encourage ethical scholarship from the start. While some of the in the Aggregative Series are paired with specific open data sets, they can be adapted for different temporal or topical content.

Guiding Questions

- What sources do I engage with to expand my data considerations?
- How do I integrate public facing narratives into my own work?
- What is the impact of the public perception of my field of research?
- Are my colleagues sharing work in ways that I might enjoy?

Life-transforming ideas have always come to me through books.

bell hooks
Of Mycenaean Men: A Nonfiction Book Club

*Of Mycenaean Men* uses nonfiction popular science books to teach the principles of archaeological data literacy through reading and discussion. This Data Story is part of the Aggregative Series. Through this Data Story, participants will learn to critically assess claims made in non-fiction, mass-market texts; and learn to ask and answer questions with data using spreadsheets.

*Of Mycenaean Men* has three parts: the book club guide, a data set that can be explored using the *Cow-culating Your Data with Spreadsheets and R* adaptation, and a search tutorial. Reading and discussion times will vary by user and book club format, while exploring the data set and the search tutorial both take about one hour. Each part can be used as a standalone piece combined to supplement book club discussion. *Of Mycenaean Men* is ideal for users with an adult reading level who are interested in engaging with books related to archaeology, data, and the influences of archaeology and heritage on society.

Data set available at: https://doi.org/10.6078/M7PC30GS
Data Story available at: PDF Version, Code Version

AAI DLP staff, through background research for the Aggregative Series, curated the book data set. The book club guide is designed as a single-book-per-month style club, but can be modified to suit other club styles. Books and questions from the guide can be reconfigured to suit the interests of the organizer or club. These data, and the book club guide, can be used for other purposes, such as to guide questions created by book club participants, to examine the demographics of those writing books related to data and archaeology, and to learn to research archaeological topics of interest.

Additionally, the methods in this Data Story can be applied to other books of interest and the skills from the optional data sets can be applied to other tabular data sets.

**Technical Skills**
- manipulate data in a spreadsheet
- apply data analysis techniques to multiple data sets

**Interpretive Skills**
- critically assess claims made in non-fiction mass market texts

**Disciplinary Tags:** critical thinking, public facing, groupwork, outreach
Format: Text-based tutorial (pdf)

Estimated date: Summer 2022
Pun Goes Here: A Fiction Book Club

*Pun Goes Here* uses fiction novels to teach the principles of archaeological data literacy through reading and discussion. This Data Story is part of the Aggregative Series. Through this Data Story, participants will critically assess how themes from archaeology are used in mass-market fiction texts, will explore how authors of different backgrounds, writing in different genres, may approach archaeology differently, and will learn to ask and answer questions with data using spreadsheets, and search for reliable archaeological information on platforms like Open Context.

*Pun Goes Here* has three parts: the book club guide, a data set that can be explored using the *Cow-culating Your Data with Spreadsheets and R* adaptation, and a search tutorial. Reading and discussion times will vary by user and book club format, while exploring the data set and the search tutorial both take about one hour. Each part can be used as a standalone piece combined to supplement book club discussion. *Pun Goes Here* is ideal for users with an adult reading level who are interested in engaging with books related to archaeology, data, and the influences of archaeology and heritage on society.

Data set available at: [https://doi.org/10.6078/M7PC30GS](https://doi.org/10.6078/M7PC30GS)
Data Story available at: PDF Version, Code Version

AAI DLP staff through background research for the Aggregative Series, curated the book data set. The book club guide is designed as a single-book-per-month style club, but can be modified to suit other club styles. Books and questions from the guide can be reconfigured to suit the interests of the organizer or club. These data, and the book club guide, can be used for other purposes, such as to guide questions created by book club participants, to examine the demographics of those writing works of fiction related to archaeology, and to learn to research archaeological topics of interest.

Additionally, the methods in this Data Story can be applied to other books of interest, and the skills from the optional tutorials can be applied to other data sets or research.

**Technical Skills**
- explore data manipulation in a spreadsheet
- query open archaeological data platforms

**Interpretive Skills**
- critically assess archaeological themes are used in fiction mass-market texts

**Disciplinary Tags:** critical thinking, public facing, groupwork
**Format:** Text-based tutorial (pdf)
**Estimated Release date:** Autumn 2022
The Dialogues Series

The Data Stories within the Dialogues Series connect professionals in archaeology, professionals in adjacent disciplines, and professionals working in public policy and media related to archaeology to discuss topics of archaeological interest. These conversations teach specific data literacy skills through dialogue centered on specific topics, connecting archaeology, heritage, and data science to current events and the wider world. These Data Stories vary in content and age appropriateness, and should be viewed in full before sharing with younger learners. Alongside the conversations, these Data Stories have suggested resources for further study, such as readings and media that create context for discussions. Each dialogue includes instruction in data literacy skills focusing on Reading, Working, Analyzing, and Arguing with data, and is designed to impart best practices and encourage ethical scholarship from the start. While some discussions are paired with specific open data sets, they can be adapted for different temporal or topical content.

Guiding Questions

Am I communicating with all possible stakeholders in my work?

How do I frame my research arguments for better impact?

Am I considering multivocality and intersectionality?

Do my arguments contain as much listening as asserting?

It’s impossible to move, to live, to operate at any level without leaving traces, bits, seemingly meaningless fragments of personal information.

William Gibson
‘Panic’ uses open data about ceramics in beer production in the Andes to teach how to read and write with existing digital data without panicking. This Data Story is part of the Dialogues Series. Through this Data Story, participants will learn to quickly assess the structure of a data set, create an outline of first impressions and questions about a data set, connect a data set to existing information, question the relevance of the data set to their own research, and not panic and get discouraged while they do this.

Panic! has three parts: a pre-dialogue checklist to get started looking at a data set, a list of questions to ask and answer about the data set; and a video of a live event that discusses working with data, avoiding data panic, and the experience of working with data. Reading the checklist takes fifteen minutes, answering the pre-video questions and initially engaging with the data set will vary by user, and watching the video on how to overcome panic takes forty-five minutes. Each part can be used as a standalone resource or combined into a single activity. Panic! is ideal for individuals utilizing existing or legacy data sets, and for those interested in cultivating pastoral care in archaeological education, which encompasses emotional, social, and (non-religious) spiritual support.

Data set available at: [https://doi.org/10.6078/M7959FPN](https://doi.org/10.6078/M7959FPN)
Data Story available at: PDF Version, Code Version

The data set included in Panic! comes from the Chicha Pottery Ethnoarchaeology Project, attributed to Weston McCool and Bradley J. Parker. This collection examines the ceramics involved in the production of chicha, a beverage common in the Andes. The data are part of a research project created by the late Bradley J. Parker. Due to his passing, the data set has minimal available metadata, which allows this Data Story to be a tribute to the contributor and a great resource on how to explore data with limited contextualizing information. Additionally, the skills in this Data Story can be applied to other data sets on Open Context using more contextualized existing resources.

The methods in this resource can be applied to approaching data sets in any field, and the skills in the videos can be used in a variety of archaeological and social situations.

**Technical Skills**
- explore Open Context to find further information
- query open archaeological data platforms
- identify reliable sources of archaeological information from other platforms

**Interpretive Skills**
- create culturally appropriate narratives drawing on Indigenous practices
- use multiple sources of disconnected data to create seamless narratives

**Disciplinary Tags:** ethnoarchaeology, Andean archaeology, ritual, South America, foodways

**Format:** Text-based checklist and questions, video

**Estimated Release date:** Spring 2023
The Solo Series

The Data Stories within the Solo Series cultivate mindful tasks and activities that are important for learning archaeological observation. These solo exercises focus on the ways that we use our senses to understand portable and nonportable belongings, and how we learn and observe their characteristics. Each activity includes a suggested data set, an object, or a recommended place to be the focus of the exercise. These exercises are designed as individual guides and can also be adapted as group classroom activities as well. Each experience includes instruction in data literacy skills focusing on Reading and Working with data, and is designed to impart best practices and encourage ethical scholarship from the start. While some discussions are paired with specific open data sets, they can be adapted for different temporal or topical content.

Guiding Questions

1. How present is the past in my daily environment?
2. What are ways that I can ‘slow down’ my archaeology?
3. How can I encourage introspection in data collection?
4. Are there aspects of my practice that should change?

Theories come and go, but fundamental data always remain the same.

Mary Leakey
Slow Down uses personal belongings to teach the principles of archaeological data literacy through observation by using the physical senses, including touch, sight, hearing, and smell. This Data Story is part of the Solo Series. Through this Data Story, participants will learn to closely examine material culture, explore online accessible archaeological belongings, and navigate online accessible archaeological data, all at their own pace.

Slow Down has three parts: a narrative, which includes a background on slow looking and the exercise, a reflection activity, and a search tutorial. Reading the narrative and conducting the slow looking exercise takes a minimum of one hour, the reflection exercise takes a minimum of 30 minutes, and the search tutorial from Of Mycenaean Men takes about one hour. Each part can be completed as a standalone exercise or can be combined into a single experience. Slow Down is ideal for anyone interested in archaeology who would like to learn the art of slow observation through the lens of material culture.

Data set: The user’s assemblage of personal belongings

Data Story available at: PDF Version, Code Version

The data set associated with this Data Story is the collection of belongings owned by the user of Slow Down. The exercise encourages users to draw from their own assemblage of material culture to find a focus for their slow observation practice. This Data Story is intended to allow participants to use the items they are most comfortable with to practice the process of slow observation and learn how to apply this skill in the future to belongings excavated by archaeologists.

Additionally, the methods in this Data Story can be applied to other material culture objects, collections, or in daily life as part of mindfulness practice and to look more intensely at individual objects.

Technical Skills
- compare observational techniques for object attributes
- describe their observations in a structured verbal format

Literacy Skills

Interpretive Skills
- consider details in material culture
- create connections between personal experiences and the past

Disciplinary Tags: assemblage, belonging, 20th century, 21st century, artifact, Contemporary archaeology
Format: text-based guide (PDF)
Estimated Release date: Winter 2022
The Interactive Series

The Data Stories within the Interactive Series consist of short, play-based interactives written by the AAI DLP team alongside stakeholder collaborators where appropriate. These initiatives include digital interactive fiction, table-top roleplaying games, and solo play games utilizing dice and random number generators. Activities focus on the ways we interact with material and immaterial culture, as well as the built heritage that surrounds us. Interactive Series Data Stories encourage literacy through experiential learning and imagination. Each interactive includes instruction in data literacy skills focusing on Reading, Working, Analyzing, and Arguing with data, and is designed to impart best practices and encourage ethical scholarship from the start. While some interactives are paired with specific open data sets, many can be adapted for different temporal or topical content.

Guiding Questions

- Where is the playfulness in my archaeology?
- How can I integrate technologies of play and data?
- What literacies of digital play are already used by archaeologists?
- Are there ethical concerns surrounding my use of data?

Storytelling reveals meaning without committing the error of defining it.

_Hannah Arendt_
The Interactive Series

Collaborative Game Project

This Data Story is in the proposal stage.

Data set available at: TBD
Data Story available at: PDF Version, Code Version

Technical Skills
TBD

Literacy Skills
TBD

Interpretive Skills
TBD

Disciplinary Tags: ethnoarchaeology, historical archaeology, Indigenous
Format: Browser based game
Estimated Release date: 2023
The Publication Series

The Data Stories within the Publication Series aim to provide pre-written resources, paired with open data sets available on Open Context, to aid instruction in classrooms and training settings. These publications teach specific data literacy skills through the use of pre-written articles or graphics published on public facing outlets and through academic publications written by the DLP that address and define data literacy in archaeology. Both public facing pieces, and those written for academic platforms, combine narrative and code to allow for discussions that cultivate archaeological data literacy. These publications in this series are appropriate for upper division, seminar-style courses, or for personal use and research by an archaeologically engaged adult public. Each publication focuses on a specific issue within archaeological data literacy, such as understanding Reading, Working, Analyzing, and Arguing with data, and are written to impart best practices and encourage ethical scholarship from the start. These publications draw from specific data sets but are written to be applicable to many kinds of archaeological data.

Guiding Questions

What is holding me back from using digital data?

What data literacies need stressing when teaching archaeology?

What are the best practices for public-facing digital data outputs?

Where do I see digital data in archaeology in 10 years?

So that’s the dissenter’s hope: that they are writing not for today but for tomorrow.

Ruth Bader Ginsburg
This project is in the proposal stage.

Data set available at: TBD
Data Story available at: PDF Version, Code Version

Technical Skills
- explore Open Context or another archaeological repository
- explore supplementary data included with a publication to determine it’s level of support for the article’s argument
- explore multiple versions of the code for an article generated by markdown and hosted on an open platform like Codeberg

Interpretive Skills
- TBD

Disciplinary Tags: museology, Iron Age, Palestine
Format: TBD
Estimated Release date: Summer 2023
**The Team**

**Executive Director**  
**Sarah Whitcher Kansa**  
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As Executive Director of the AAI, Sarah Kansa (PhD, University of Edinburgh) collaborates on projects that advance data publishing and data literacy in various archaeological and cultural heritage communities.

**Technology Director and Open Context Program Director**  
**Eric Kansa**  
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Eric Kansa (PhD, Harvard University) oversees development of Open Context, the AAI’s open access data publishing service. His research explores Web architecture, service design, and how these issues relate to the social and professional context of the digital humanities.

**Director of Strategic Partnerships**  
**Leigh Anne Lieberman**  
leigh@opencontext.org  

In her work with AAI, Leigh Anne Lieberman (PhD, Princeton University) builds institutional partnerships with libraries, museums, and other cultural heritage organizations in order to develop sustainable initiatives.

**Postdoctoral Researcher for Data Interpretation and Public Engagement**  
**L. Meghan Dennis**  
LMD@opencontext.org  

Meghan Dennis (PhD, University of York) is collaborating to develop the AAI Data Literacy Program. She brings a background in digital archaeological ethics and the impacts of ethical representations of archaeology in interactive media.

**Postdoctoral Researcher in Data Visualization and Reproducibility**  
**Paulina F. Przystupa**  
ciszka@opencontext.org  

Paulina Przystupa (MA, University of New Mexico) is collaborating to develop the AAI Data Literacy Program. She is completing her dissertation examining the relationship between the built environment and the cultural education of children.
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