The WWP conducted a 2-year series of NEH-funded seminars on scholarly text encoding in 2007–2009.

- 11 seminars reaching 220 participants from 71 institutions.
- An audience of junior and senior faculty, graduate students, library and digital staff, and post-doctoral fellows.
- Audience expertise ranged from novice to XML expert.
- Seminars ranged from 1 to 3 days long.
- Resources (including schema for teaching, handouts, slides, and lecture notes) are available at http://www.wwp.brown.edu/encoding/resources.html.

Following each seminar, recipients had access to ongoing consultation and grant-writing support.

### Teaching schema

```xml
<moduleRef key="analysis"/>
<moduleRef key="core"/>
<moduleRef key="corpus"/>
<moduleRef key="drama"/>
<moduleRef key="figures"/>
<moduleRef key="header"/>
<moduleRef key="linking"/>
<moduleRef key="namesdates"/>
<moduleRef key="tagdocs"/>
<moduleRef key="tei"/>
<moduleRef key="textcrit"/>
<moduleRef key="textstructure"/> <!-- required, divN deleted -->
<moduleRef key="transcr"/>
<moduleRef key="verse"/>

<!-- [1] <att>, <code>, <eg>, <egXML>, <gi>, <ident>, <ttag>, and <val> -->
```

Started with a 2-pronged approach:
- Students began with a very tight schema for their first foray into encoding a simple sample document using oXygen.
- Shortly thereafter (usually 2nd or 3rd sample), most students needed more than the first schema provided, and so were switched to a schema using a significantly larger subset of TEI.
- The goal of the first very tight schema was to keep the list of elements and attributes students were initially presented with short, in order to avoid their being overwhelmed, or not being able to find what they were looking for.
- The goal of the second schema was to have available pretty much any TEI element a student in our class was likely to need.

Ended with a single-tier approach:
- We quickly found that the effort of switching from one schema to another far outweighed the advantage of starting off with a tighter schema.
- Current teaching schema is essentially just a selection of modules and some element deletions.
- For future use we are considering deleting some rarely used attributes that we do not cover, as well (e.g., the global select= attribute).

### Seminar structure

For all of the seminars, the overall structure was essentially the same: an introduction to the essential concepts of digital scholarship, followed by a set of basic technical topics and hands-on practice, with a concluding portion devoted to more advanced topics (both technical and conceptual) and discussion. In the longer seminars, we expanded the number of advanced topics and the time spent on hands-on practice.

```
start = event
  seminar {
    introductory = (
      digital_research
      descriptive_markup
      TEI_overview
    )
    advanced = (
      markup_for_scholarship
      overlap
      pointing_linking
      rendition
      primary_sources
      figures
    )
    technical = (}
      understanding_Guidelines
      customization
      publication
      CSS
    )
```

Participants’ feedback suggests the importance of:

- Combining of lecture, discussion, hands-on
- Framing markup within scholarly domain
- Motivating technical topics through scholarly need
- Emphasizing encoding as an expression of individual scholarly perspectives
- Framing intermediate topics as applications of important general concepts
- Immediate and sustained follow-up support