

## Why

Growing gap between the knowledge and skills acquired at universities and those required by the labour market, e.g.

- Analysis and handling of large data collections
- Knowledge of programming languages
- Design, evaluate and adapt AI systems to the needs of new registers, styles and languages
- Project management

## How

### Needs analysis

- A survey of curricula
- A literature review (institutional, academic, professional)
- A corpus-based analysis of job advertisements
- A questionnaire for the language industry
- Interviews with industry representatives

Reports available at <https://upskillsproject.eu/io1/>

## Language data and project specialist

- knowledge, skills and competences -

### DISCIPLINARY

- Knowledge of specific languages
- Ability to conduct linguistic analysis
- Translation, interpreting, post-editing, localisation

### (INTER)CULTURAL

- Awareness of specific cultural contexts and cultural differences
- Cultural agility

### TRANSVERSAL

- Creative and innovative thinking
- Problem-solving skills
- Presentation skills
- Writing for different audiences

### TECHNICAL

- Understanding and use of language technologies and resources
- Understanding of computational linguistics / NLP
- Knowledge of a programming language

### DATA-ORIENTED

- Ability to collect, manage, curate, analyse language data
- Knowledge of statistics
- Familiarity with data standards

### RESEARCH-ORIENTED

- Knowledge of research design
- Analytical, logical and hypothetical thinking
- Accessing and processing information critically

### ORGANISATIONAL

- Entrepreneurship
- Project management
- Quality control
- Planning
- Teamwork



## Reaching classrooms

### RESEARCH SKILLS

- Introduction to scientific research
- Analytical thinking and problem solving
- Project management

### DATA HANDLING SKILLS

- Introduction to machine learning
- Data standards and repositories
- Language data science



Designing and developing learning materials as modular Moodle unit blocs

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### DATA ACQUISITION SKILLS

- Introduction to programming
- Text and speech processing
- Collecting data from human subjects

### CROSS-CUTTING COMPONENTS

- Linguistic theory
- Research management software

Illustration by Freepik Storyset, <https://storyset.com/education>

## Key features of the learning/teaching materials

### Format:

- Modular Moodle unit blocks intended for use by lecturers
- Incorporation of contents into educational games

### Access: Creative Commons Licence (CC BY)

### Dissemination:

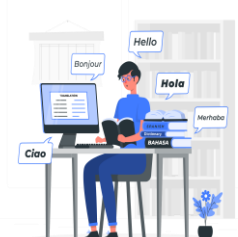
- [Digital Humanities Course Registry](#)
- [SSH Open Marketplace](#)

## Integrating Research Infrastructure into Teaching

### Introduction to Language Data: Standards and Repositories (4 ECTS)

Designers: Iulianna van der Lek & Darja Fišer

Contributions by: Francesca Frontini, Alexander König, Willem Elbers



### Unit 1: Introduction to Research Infrastructures of Language Resources and Technology



### Unit 2: Finding, Accessing and Using Language Resources Repositories, Catalogues, Resource Families, Content Search



### Unit 3: Tools for Linguistic Processing, Annotation and Analysis Switchboard, WebLicht, Concordancers



### Unit 4: Archiving and Sharing Language Resources

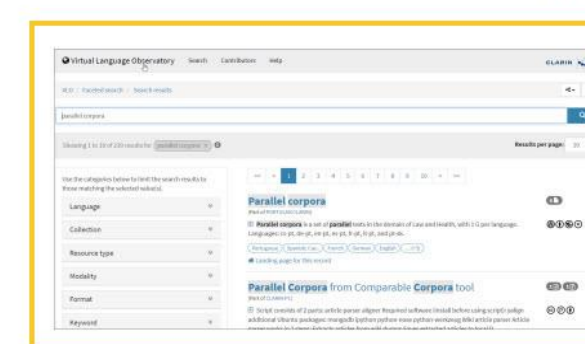
Student project in collaboration with University of Bologna

### Illustration sources

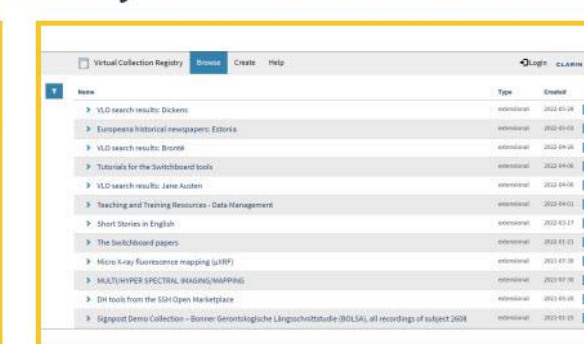
Illustrations by Storyset: <https://storyset.com>

## CLARIN in the CLASSROOM

### A Guide for Teachers and Students



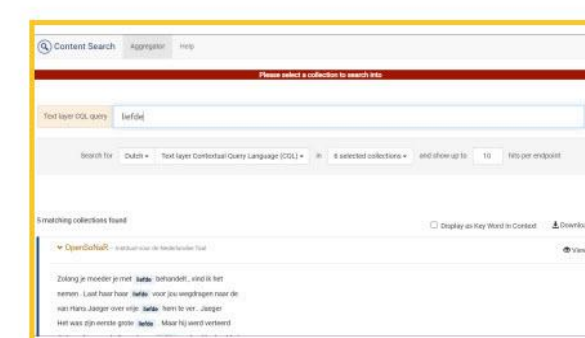
- 1 Find and(re)use published language resources



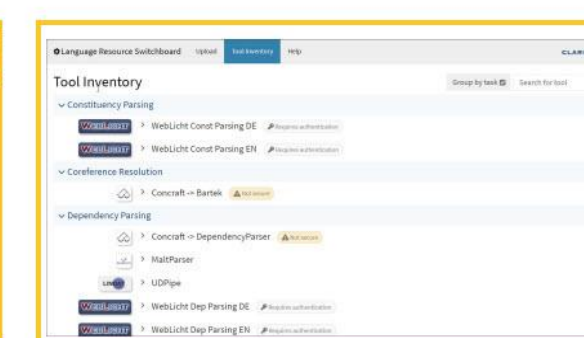
- 2 Collect, cite and share collections of virtual resources



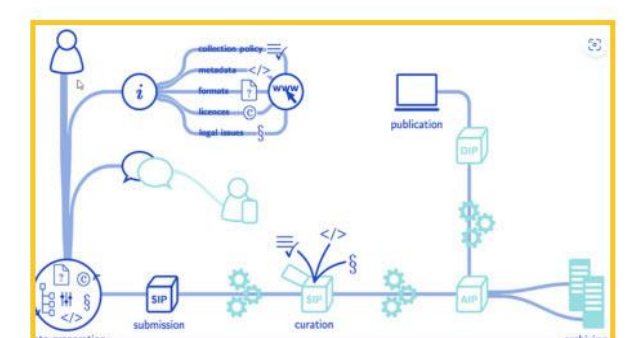
- 3 Find and query high-quality corpora



- 4 Search for specific patterns collections of resources



- 5 Find a matching tool to process your text file (s)



- 6 Archive and share your language resources

Created by I. van der Lek | 26 August 2022

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## Follow us

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### Funding

grant agreement no. 2020-1-MT01-KA203-074246

### Partners



with financial support from [movetia](#)



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