CLARIN in the Classroom

Moderator: Francesca Frontini

Wednesday 7 October, 13.45 - 14.45

Introduction

For CLARIN:
- building a strong community of teachers and lecturers
- progressing towards the creation of a CLARIN Training Suite

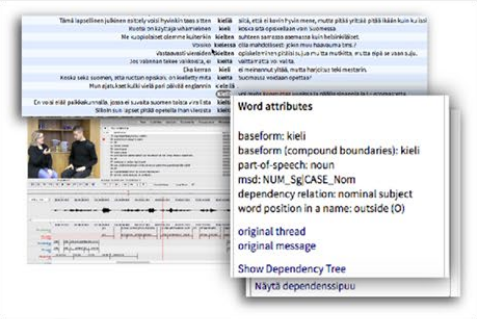
For you:
- more usable tools and resources, easier to integrate in your syllabus
- possibilities for collaboration and support

Theme 1 - Corpora and Linguistics

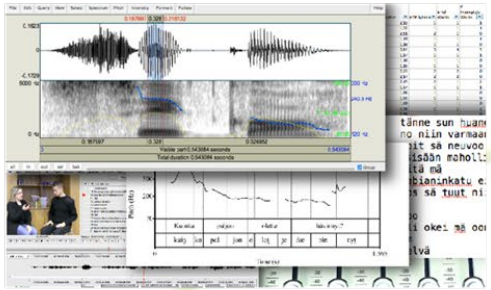
Mietta Lennes, University of Helsinki / FIN-CLARIN

Building and maintaining online courses in digital research methods

Corpus Linguistics and Statistical Methods (5 cr)

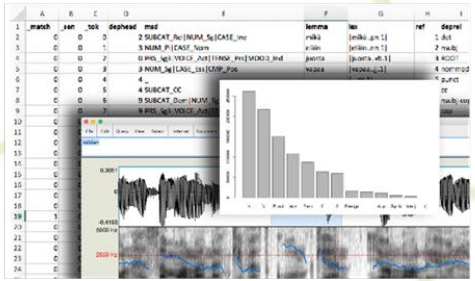


Introduction to Speech Analysis (5 cr)



(2020-)

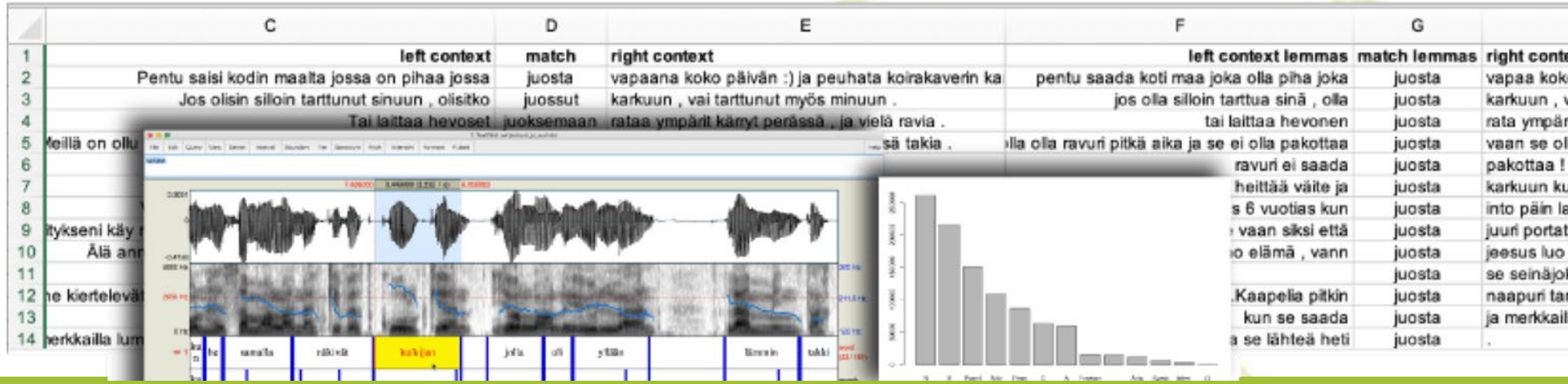
Data Clinic (5 cr)



https://www.kielipankki.fi/support/training

Example course: Data Clinic (5 ECTS)

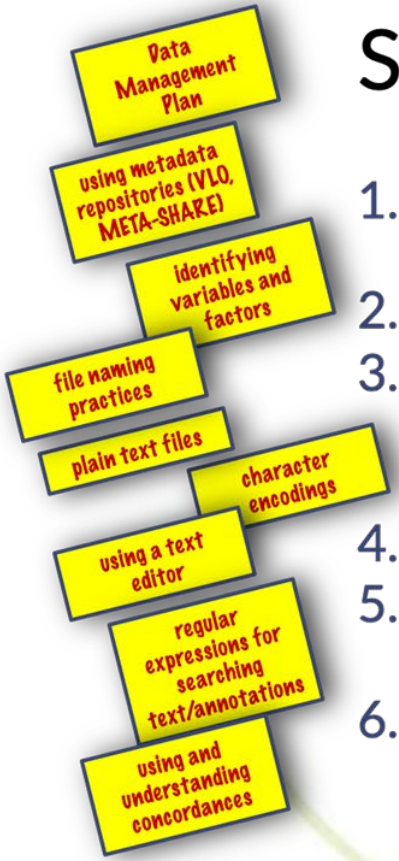
- Support in language data management for students during their MA or PhD projects
- Each student composes a *Data Management Plan (DMP)*

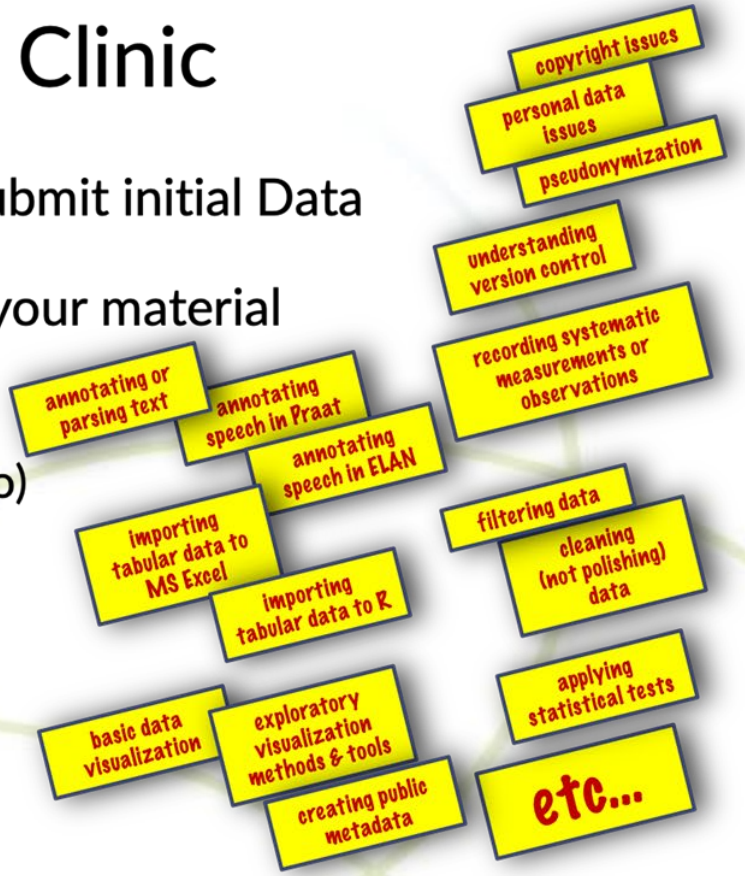


	C	D	E	F	G	
1	left context	match	right context	left context lemmas	match lemmas	right conte
2	Pentu saisi kodin maalta jossa on pihaa jossa	juosta	vapaana koko päivän :) ja peuhata koirakaverin ka	pentu saada koti maa joka olla piha joka	juosta	vapaa kok
3	Jos olisin silloin tarttunut sinuun , olisitko	juossut	karkuun , vai tarttunut myös minuun .	jos olla silloin tarttua sinä , olla	juosta	karkuun ,
4	Tai laittaa hevoset	juoksemaan	rataa ympärit kärryt perässä , ja vielä ravia .	tai laittaa hevonen	juosta	rata ympär
5	Meillä on ollu		sä takia .	lla olla ravuri pitkä aika ja se ei olla pakottaa	juosta	vaan se ol
6				ravuri ei saada	juosta	pakottaa !
7				heittää väite ja	juosta	karkuun ku
8				s 6 vuotias kun	juosta	into päin la
9	ityksenі käy			vaan siksi että	juosta	juuri portat
10	Älä ann			o elämä , vann	juosta	jeesus luo
11					juosta	se seinäjol
12	he kiertelevät			.Kaapelia pitkin	juosta	naapuri ta
13				kun se saada	juosta	ja merkkail
14	herkkailla lum			a se lähteä heti	juosta	.

Stages of the Data Clinic

1. Contextualize your data; submit initial Data Management Plan
2. Organize and pre-process your material
3. Annotate and search
    1. text
    2. speech (audio and video)
4. Wrangle and visualize data
5. Discover suitable tools
    – meet a Data Advisor
6. Submit your final DMP





→ Which components could be shared as **Learning Objects**?

Laura Herzberg, University of Mannheim

Corpus literacy in German linguistics: the usage of corpus tool and platforms in academic classrooms

- German Linguistics department at the University of Mannheim offers corpus linguistic classes (5-6 ECTS) as an integral part of the bachelor's and master's curricula in a variety of study programs

  Bachelor's program in German Studies Language, Literature, Media
  Bachelor's program in Media and Communication Studies
  Bachelor's program in Culture and Economy
  interdisciplinary study programs: Media and communication studies combined in one program

- corpora are also gaining in importance as resources in language teaching (B.A./M.A. of Education) → in a teacher training class, students learn how to use corpora with regard to their own future teaching career

- Corpus platforms and tools - CLARIN centers: Berlin-Brandenburg Academy of Sciences and Humanities (BBAW) and Leibniz Institute for German Language (IDS) Mannheim

- introduction to the corpus platforms provided
  by these centres with the help of tutorials and complementary tasks; introduction to empirical linguistics; limits & chances of corpus research

- students develop linguistic research questions, e.g. in the field of computer-mediated communication
  - topics: comparison of German registers/vocabularies, word pairs, investigation of spoken elements in written texts, creation of lexicon entries
    steps:
    - ❏ corpus data: blogs, discussion forums, website/internet corpora
    - ❏ literature study
    - ❏ query and sample the data
    - ❏ analyse data
    - ❏ discuss results

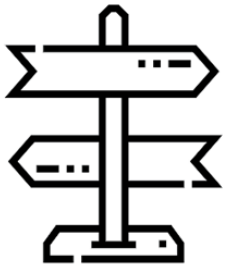
"My enthusiasm for corpus linguistics was [...] awakened - I would like to attend more of these seminars and would like to continue working in corpus linguistics."

"Thanks to the course I am now able to perform [corpus] analyses -> it has a practical relevance for me and I see the how independent research works"

"...not only receive theoretical knowledge, but also work empirically with corpora"

- individual research projects
- corpus tools & platforms as knowledge gain & "practical" approach

"I would have found it better if we had worked with the platforms more often or more intensively."



network / platform for virtual discussion / planning of projects

corpus project meetups – (interdisciplinary) tandem courses – students create task force wrt their field of study to investigate a topic during the course of one semester

Jurgita Vaičenonienė and Jolanta Kovalevskaitė, Vytautas Magnus University

Pedagogical Applications of ORVELIT Corpus

- A comparable corpus of original and translated Lithuanian **ORVELIT** (**Or**iginalios ir **ve**rtimų **li**etuvių kalbos **t**ekstynas)
- Composition: 4 sub-corpora of original and translated fiction and popular science literature
- Raw (3 998 484 tokens) and morphologically annotated versions.
- Access: CLARIN-LT repository
- Applications:
  - Corpus-Based Translation Studies (e.g., English language interference; features of translations)
  - Register variation
  - Comparison of original and translated language (relevance: translators, editors, teaching/learning and research material)

Contrastive Stylistics

- MA level course in the programme of Applied English Linguistics at Vytautas Magnus University.
- Curriculum extract:

Study programme outcomes	Course outcomes	Content
Apply current concepts from translation theory and practice in analysing and translating English and Lithuanian texts of different functional styles and genres.	Identify register and genre features in original and translated English and native language texts.	● Detailed description of register, genre, and style: fiction. ● Project: a comparison of original and translated texts of a chosen genre;
Develop the skills needed to work with specialized texts (business, legal, academic, etc.), to choose appropriate translation strategies for dealing with such texts.	Demonstrate the knowledge of finding and using electronic language resources and tools of their analysis.	● CLARIN ERIC and Virtual Language Observatory. ● Language resources in CLARIN-LT repository.

CLARIN in class

ORVELIT	CLARIN	TASKS
• Parallel and comparable corpora for translation and Lithuanian language research	• Virtual language observatory • CLARIN resource families • CLARIN-LT repository • CLARIN-UK: LTWAC; LT-FORUM; WIKI-LT	• Search/ access relevant resources • Provide feedback
• Sharing experience in corpus creation	• CLARIN-D: Data Management Plan	• Prepare a project proposal for a DIY corpus
• Researching translated and original language: unannotated data	• CLARIN-LT: ORVELIT • CLARIN-UK: #LancsBox	• Download the corpus • Learn to use the basic functions of corpus analysis tools • Provide feedback
• On the way: working with morphologically annotated data		

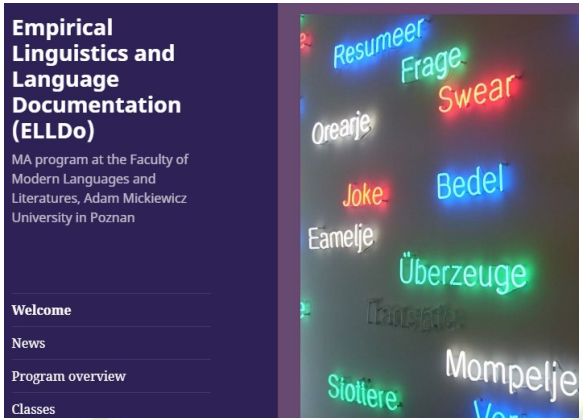
In sum

CONTRIBUTION TO CLARIN

- Step-by-step guidance on the basis of personal corpus creation and research experience helps students to:
  - search for open access language resources and their analysis tools on their own;
  - plan individual research projects;
  - gain knowledge of corpus analysis tools;
  - raise questions and conduct small-scale research;
  - critically report their findings in relation to previous research.

Katarzyna Klessa, Adam Mickiewicz University in Poznan

About the use of CLARIN tools in the courses taught to students of empirical linguistics and language documentation



ELLDo

elldo.amu.edu.pl

(MA in English)

CLARIN

Common Language Resources and Technology Infrastructure

katarzyna.klessa.pl

Computer Linguistics

computerlinguistics.amu.edu.pl

(BA - mostly - in Polish)

Corpus linguistics

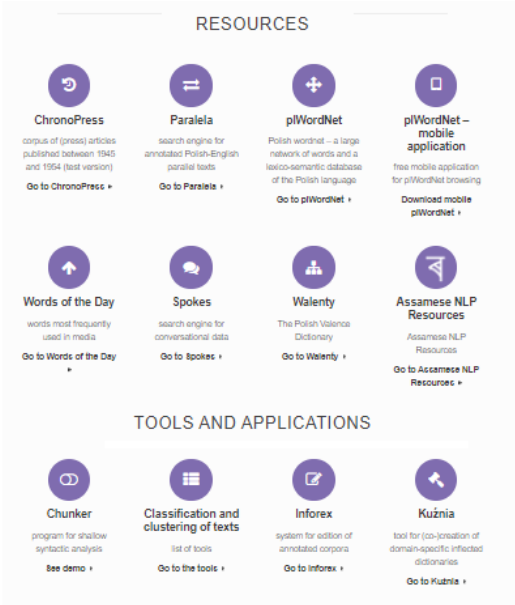
CLARIN-PL
Common Language Resources and Technology Infrastructure

Course for 1st/2nd grade of MA studies

6 ECTS

Initial part of the course covers fundamentals of CL. In the “CLARIN-related” part students:

- explore CLARIN corpus resources & tools and solve simple tasks
- discuss how the tools & resources help solve research problems, e.g. formulated in MA diploma projects



paralela

SŁOWA dnia

frazeo

http://frazeo.pl/trends

SŁOWOSIEĆ PLWORDNET

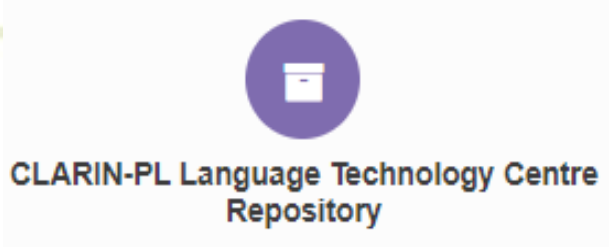
Documentary linguistics

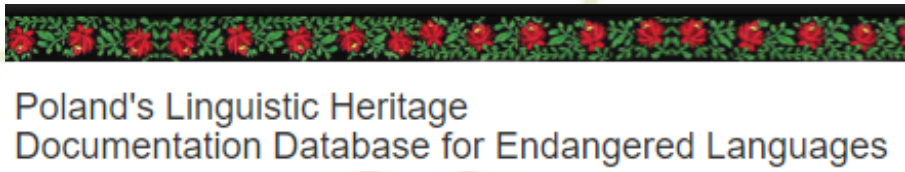
Course for 1st grade of MA studies

5 ECTS

Students:

- learn about data & metadata standards
- search online repositories, archives
- practice annotation of text & speech corpora





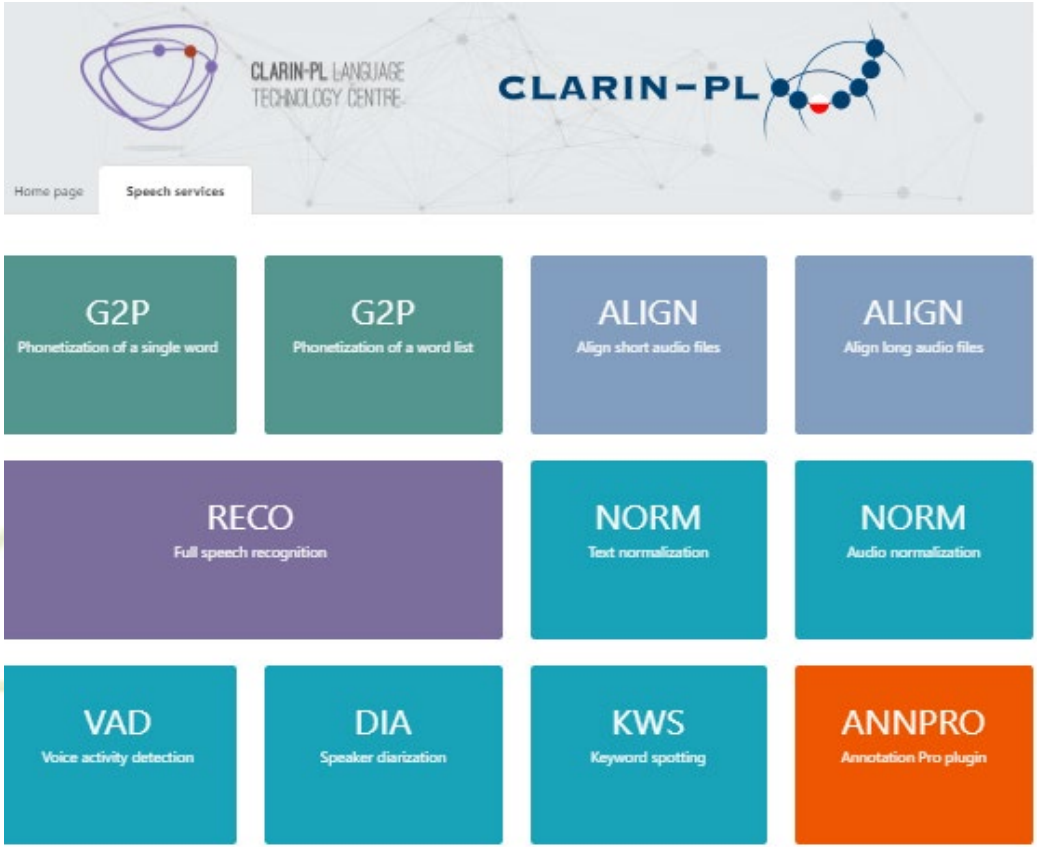
Experimental phonetics

Course for 2nd grade of BA studies

2 ECTS

Students:

- get familiar with fundamentals of grapheme-to-phoneme conversion (GTP)
- learn to understand the speech signal display
- learn about automatic segmentation / alignment
- collaboration with CLARIN -> tool development



Velka Popova, Radostina Iglikova and Krasimir Kordov, Konstantin Preslavsky University of Shumen

LABLASS and the BULGARIAN LABLING CORPUS for Teaching Linguistics

Who are we?

The Applied Linguistics Laboratory (LABLING) at the Konstantin

Preslavski University of Shumen is technological partner with the ClaDa-BG National consortium. The LABLING team`s research focuses on creating **computer corpora of children`s speech** and **collections of associative data**.

Results from two years of work on the ClaDa-BG project

- Bulgarian LabLing Corpus – corpus of Bulgarian childen`s speech, published on CHILDES (https://childes.talkbank.org/access/Slavic/Bulgarian/LabLing.html)
- LABLASS - web-based system for systematizing and organizing word associations into dictionaries

Bulgarian LabLing Corpus

The LabLing corpus includes two segments: the longitudinal corpus and the narrative corpus.

The longitudinal corpus contains the transcribed data of 4 Bulgarian girls .

The narrative corpus contains 91 transcripts of preschool children`s narratives extracted from 50 monolingual native speakers of Bulgarian.

LABLASS

Currently, the pilot version of the system has been built and is being constantly updated. The abilities of the web-based LABLASS system developed within the ClaDa-BG project are not limited to including available lexicographic resources but are instead much broader, which results in creating new dictionaries, the visualization and comparison of data from different sources. 12 students who have been trained to work with the system enter the associative data for the creation of several dictionaries:

- Dictionary of Bulgarian word associations from the early 20s of the 21st century
- Dictionary of word associations of monolingual (Bulgarian) and bilingual (Bulgarian and Turkish) persons
- New dictionary of child word associations

Practical data application

- in the curricula of linguistic disciplines - the curricula of the disciplines Psycholinguistics, General Linguistics and Child Linguistics have been extended;
- in lectures as material for demonstrations;
- in Psycholinguistics practical modules as methodological models for creating original corpora by the students themselves;
- in students` course assignments and theses

  Aneta Nedyalkova“Specificities of the Vocabulary of the Bulgarian Native Speaker Nowadays”. MA thesis, 2019.

- in teaching resources

  Popova, Velka. 2020. *Psycholinguistics as Experimental Linguistics*. Shumen

  Popova, Velka. 2020. Rechnik na detskite slovesni asociacii. Shumen. Dictionary of children`s word associations.

Theme 2 - Resources for the Humanities

CLARIN in the Classroom: Academic skills

Wiktoria Mieleszczenko-Kowszewicz,
Faculty of Psychology, SWPS University of Social Sciences and Humanities,
Warsaw, Poland

Introduction

Goals

- Students get acquainted with the concept of competent judges, examples of research where qualitative data are used.
- Show students the process of searching words from their own category in text corpora.
- Show students the coding process of qualitative data in practice.

Resources & tools

Stage	Clarin tool	Activity
Preparation before analysis	N/A	Create/download own corpora of text
	N/A	Create a coding manual
First stage	LEM (option: sentiment analysis)	Frequency analysis of words
	N/A	Decide if word belongs to the category
	N/A	Word selection
Second stage	LEXP	Choose proper meaning of chosen words
	N/A	Preparation of Excel file with chosen meanings
	LEM (option: own category)	Analysis text corpora

Lessons scenarios

Lesson 1

- Create/download own text corpus
- Create a coding manual

Lesson 2

- First stage of words’ evaluation

Lesson 3:

- Second stage of evaluation (meanings of words chosen in the first stage)

The making of the siParl tutorial

Kristina Pahor de Maiti and Darja Fišer
Faculty of Arts, University of Ljubljana, Slovenia; Jožef Stefan Institute, Ljubljana, Slovenia

Introduction

Starting point

- Many parliamentary corpora in CLARIN
- Available via online concordancers
- Relevant for a broad range of disciplines
- Relevant for trans-national research

Goal

- Showcase the potential of this special data type
- Transfer CorpLing techniques to other SSH disciplines

Obstacles and Solutions

Resource & tools

- Scenario 1: Use several parliamentary corpora for comparative analysis
  - Very uneven time span, metadata & concorancers
- Scenario 2: Use the Hansard corpus for internationally understandable examples
  - Concordancer doesn‘t offer functionalities needed for the selected research problem

Use case

- Target audience: SSH fields
  - Embedding into their theoretical and methodological framework
  - Avoid culture/language-specific phenomena
  - Avoid research questions which require detailed linguistic knowledge

Obstacles and Solutions

Delivery format

- Self-standing tutorial (theory supporting the practical tasks)
- Exploit the online environment (hyperlinks to external resources & to the concordancer, screencasts)

Testing and feedback

- Expert review + students testing sessions
- Your feedback welcome as well: https://bit.ly/30thMBN

Conclusion

Lessons learned

- Creating tutorials requires a broad spectrum of skills and is very time consuming
- New versions of tools/resources require regular updates of the tutorial
- Lack of standardisation in corpus creation and search environments hinder reuse and comparative research

Recommendations

- Promote common encoding standards for corpora and make them available through a single concordancer
- Document how corpora were created, structured and annotated because this knowledge is essential for proper use of the corpus
- Foster collaboration between lecturers to jointly contribute to the CLARIN training suite

CLARIN-IT from Pisa to Venice, Macerata and Siracuse: classes and seminars for students and scholars

Federico Boschetti and Monica Monachini, CNR-ILC Pisa and CLARIN-IT

Digital Philology and Computational Linguistics

Overview

Universities

- University of Pisa (MA, Summer School)
- University of Macerata (PhD)
- University Ca' Foscari of Venice (MA)
- Venice International University (MA)

High Schools

- Liceo Classico "T. Gargallo", Siracusa
- Liceo Classico "G. Galilei", Pisa

Strengths

Universities

Students become aware of

- Open Science
- FAIR data
- the role of Research Infrastructures for (Digital) Humanities and (Computational) Linguistics

High Schools

Very young students (16-18 y.o.) desire

- to feel part of a community (making resources useful for the others)
- to explore available resources relevant for their future studies

F. Boschetti and M. Monachini, CNR-ILC & CLARIN-IT

Weaknesses and plans to overcome them

Weakness

- Students are only consumers of Linguistic Resources
- Few universities, few students
- Resources targeted for the research, not for the education

Plans

- Engage them more and more in the productive process of the Linguistic Resources
- Actions to promote CLARIN in the classrooms (awareness campaigns)
- Create (and/or adapt) resources for the students

F. Boschetti and M. Monachini, CNR-ILC & CLARIN-IT

Theme 3 - Integrating Computation

CLARIN in the Classroom - Teaching *Computational Linguistics* to Master students within a *Digital Humanities degree* program at Pisa University

Simonetta Montemagni – Giulia Venturi

ILC-CNR - Pisa University – CLARIN-IT

InformaticaUmanistica
CORSO DI LAUREA MAGISTRALE

DIPARTIMENTO DI FILOLOGIA LETTERATURA LINGUISTICA

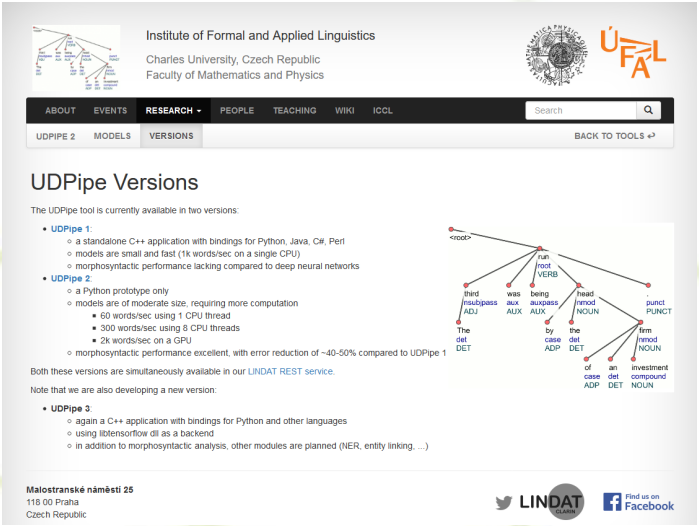
UNIVERSITÀ DI PISA

Course goal

- twofold goal, covering both the practical utility of NLP in **real world applications** with a specific view to the area of SSH and its promise for **improving the understanding of human language** and/or for exploring **humanistic texts**
- in both cases, the **adaptation of existing tools and resources** to the specific language variety which needs to be automatically processed is the typical situation to be tackled
  - e.g. **historical varieties of language**, **social media** or domain-specific language, or **different textual genres** / registers
- the domain adaptation topic investigated through a project aimed at **developing a linguistically annotated test corpus belonging to a non-standard variety of language** use to assess the performance of existing NLP tools
  - for the project, tools and resources distributed via CLARIN are used

Used CLARIN resources and tools

Treebank



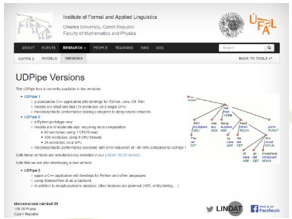
UDPipe linguistic annotation pipeline

Domain adaptation project using CLARIN tools and resources

Multi-topic

twitter

corpus



Multi-topic

twitter

annotated corpus

Domain adaptation project using CLARIN tools and resources

Multi-topic

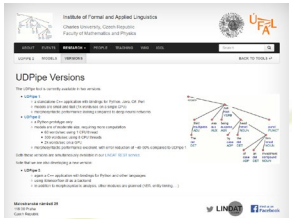
twitter

corpus

Multi-topic

twitter

annotated GOLD corpus



Parsing evaluation against different UDPipe models trained on different varieties of language use (news vs social media language)

Metric	Precision	Recall	F1 Score	AligndAcc
Tokens	99.82	99.79	99.81	
Sentences	99.34	98.69	99.02	
Words	99.01	99.75	99.78	
UPOS	97.03	96.98	97.00	97.22
XPOS	96.48	96.43	96.46	96.67
UFeats	96.43	96.37	96.40	96.61
AllTags	95.24	95.19	95.22	95.43
Lemmas	96.51	96.46	96.48	96.70
UAS	87.58	87.53	87.55	87.74
LAS	84.41	84.37	84.39	84.58
CLAS	76.57	76.14	76.35	76.48
MLAS	73.43	73.03	73.23	73.35
BLEX	72.60	72.19	72.39	72.51

- Manual revision of the automatic linguistic annotation by two students working separately
- Interannotator agreement analysis
- Merging and harmonization of the annotated corpus

Multi-topic

twitter

annotated corpus

How CLARIN could support this type of project?

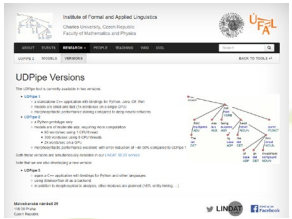
Creation of an integrated domain adaptation platform for different languages also including annotation editing, interannotator agreement, parsing evaluation and visualization modules

TARGET

corpus

TARGET

annotated GOLD corpus



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UPOS	97.03	96.98	97.00	97.22
XPOS	96.48	96.43	96.46	96.67
UFeats	96.43	96.37	96.40	96.61
AllTags	95.24	95.19	95.22	95.43
Lemmas	96.51	96.46	96.48	96.70
UAS	87.58	87.53	87.55	87.74
LAS	84.41	84.37	84.39	84.58
CLAS	76.57	76.14	76.35	76.48
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- Manual revision of the automatic linguistic annotation by two students working separately
- Interannotator agreement analysis
- Merging and harmonization of the annotated corpus

TARGET

annotated corpus

Great teaching potential of the project: students are confronted with the real problems connected with the automatic analysis of specific varieties of language use and are requested to find the most appropriate (i.e. both UD compliant and linguistically grounded) annotation

CLARIN in the Classroom: Case of Latvia

Inguna Skadiņa, Ilze Auziņa and Baiba Saulīte

Institute of Mathematics and Computer Science, University of Latvia

Activities of CLARIN Latvia are supported by the European Structural Funds project No. 1.1.1.5/18/I/016.

Background and Current Activities

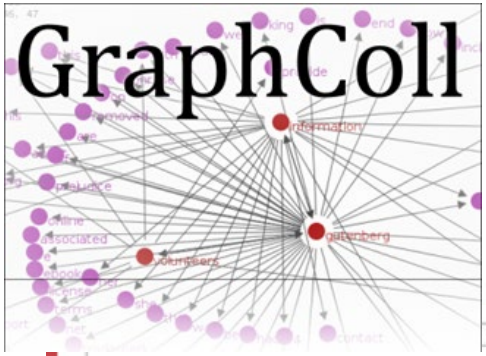
- Teaching of the Computational Linguistics course started in 2003 at Liepāja University:
  - course for the master students in linguistics
  - course for the master students in computer science
  - later Computational Linguistics was included in a course for doctoral students *Novel approaches to Linguistics* at Liepāja University
- Latvia joined CLARIN ERIC in 2016
- CLARIN-LV repository has been registered in March, 2020
- In 2017 new Computational Linguistics course for Master Students in English philology was started
- In Autumn, 2020 Computational Linguistics course started for Master Students in Baltic Philology

CLARIN in the Classroom

CLARIN-DK
Common Language Resources and Technology Infrastructure

VOYANT
see through your text

United Kingdom



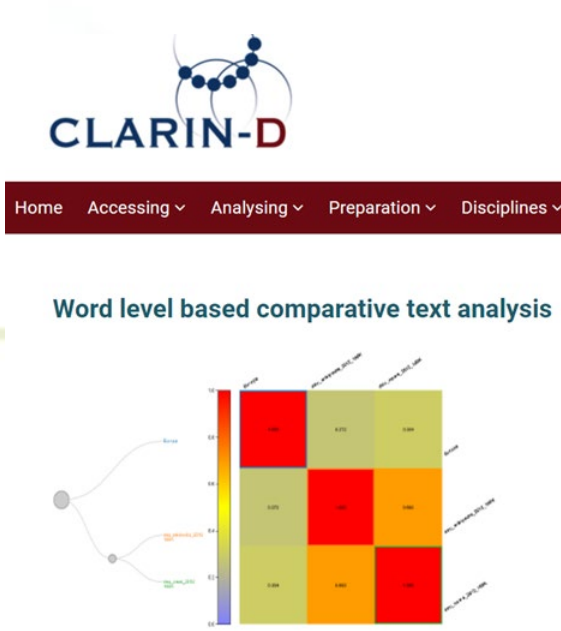
DiaCollo: collocation analysis in diachronic perspective

CLARIN-D

- In lecture we introduce students with CLARIN research infrastructure, Virtual Language Observatory and resource families.
- We also highlight some LRTs that are more relevant to the research interests of students for particular year of studies.
- In the seminar students present their findings – tool or resource they found in CLARIN VLO and that seemed interesting for her/him.

Needs and problems

- We are familiar with language resources and tools for Latvian
- Tools and resources that might be of interest for students of English philology are not so well known for us
- We would be very interested in collective work of CLARIN partners to create an aligned list of language resources and tools for all languages (e.g., morphologically annotated corpora, treebanks, POS taggers, etc.) that can be used in teaching



https://www.clarin-d.net/en/word-level-based-comparative-textanalysis

UNIVERSITY OF HELSINKI
FACULTY OF ARTS

Comhis
Helsinki Computational History Group

Integrating Computation into the Humanities: Using Clarin Data in the Digital Humanities Hackathon in Helsinki

Mikko Tolonen, University of Helsinki

DIGITAL HUMANITIES AT THE UNIVERSITY OF HELSINKI

- Use of data science within the realm of SSH research (humanities and social science)
- collaborative effort combining the expertise of SSH researchers and data scientists
- Also, to examine digitalisation as a cultural and social phenomenon

Core Concept of the DHH Hackathon

- In miniature size, reproduce an actual **multidisciplinary** digital humanities research project
- Learn the quirks of such a process, operating between traditions on complex data
- Do away with boundaries between students, teachers, researchers, between research and teaching

"toughest but most rewarding week of yours studies"

Exciting for all of us

Goal: ***research-level challenges*** for both humanists and computer scientist, opportunities for doing work that neither of them can do alone

Both humanists and computer scientists are first-class citizens here!

- **Bad:** computer scientists helping humanists to do their research
- **Good:** ***computer scientists and humanists together doing multidisciplinary research that is interesting for both of them***

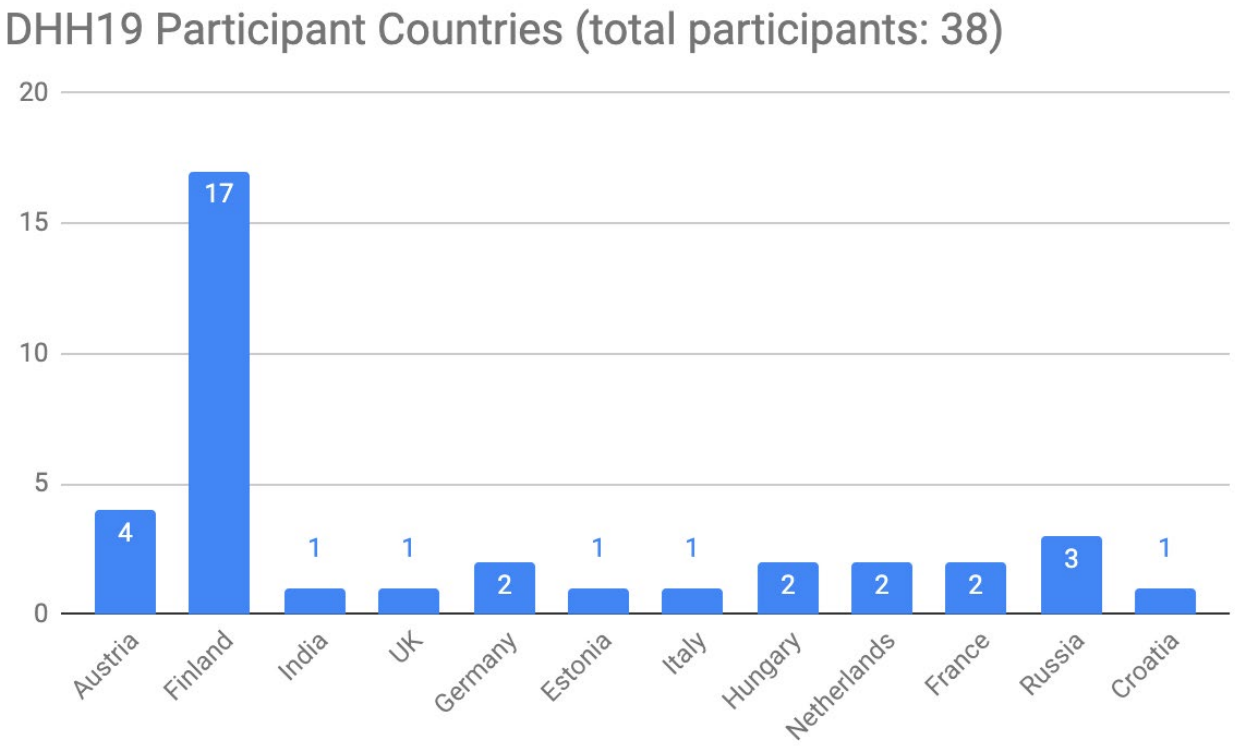
Computer scientists aren't here for IT support, they are also doing research!

DHH19 Hackathon, Clarin focus on Parliamentary data

DHH19 Participant backgrounds:

- Computer Science: 9
- Social Sciences: 9
- Humanities: 20

People with at least moderate CS knowledge: 20



The Past and The Future in European Parliamentary Debates

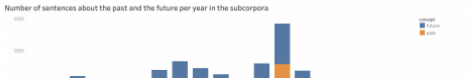
How does the European Parliament talk about 'the past' and 'the future'?

Political discourse and policies are heavily influenced by our understanding of the past and the future. The language used in political debates can reveal the morals, frames and ideologies of those who speak in these debates.

OUR DATASET

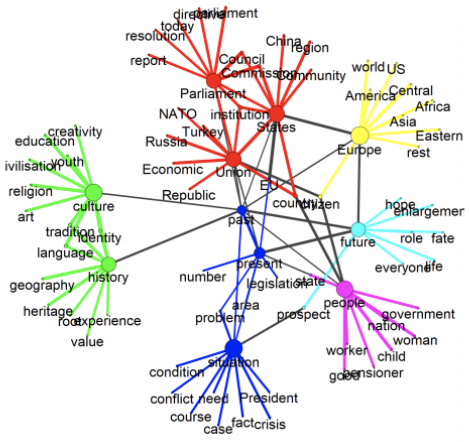
Linked Open Dataset with data from and about the European Parliament (EP)

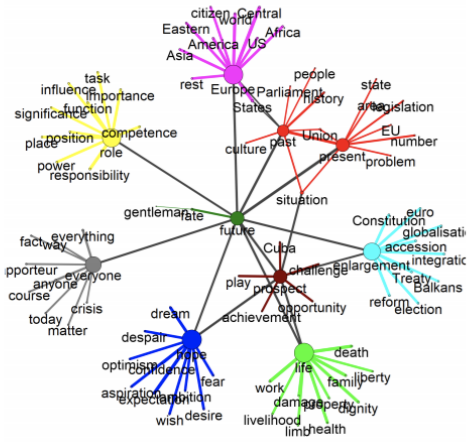
- Time period: 1999–2017
- 247,955 documents
- Speech in its original language and the corresponding English translation, as well as date, link to the video and information on speakers.



THE PAST AND THE FUTURE

The questions 'What is Europe?' and 'What and How should Europe be?' have been debated by invoking images of the future and memories of the past. An analysis of the EP plenary speeches by Construction Grammar Conceptual Network Analysis revealed inextricable links between speeches referring to the future, the past and the present.





A close analysis of a subcorpus containing speeches referring to the past with structural topic modelling revealed recurrent debates about the topic of a (common) European history as well as the topic of the institutional, cultural and territorial developments of the EU.

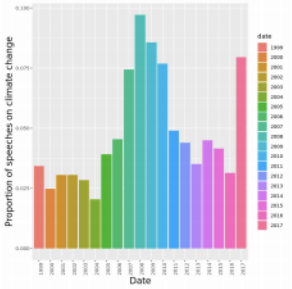
Use of Clarin Parliamentary Corpora in DHH19: poster

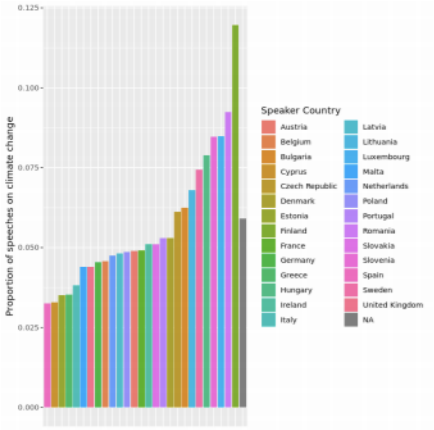
IN-DEPTH: TOTALITARIANISM

There is no significant difference between East and West in connecting Stalinism & National Socialism. The volume of discourse on the topic follows anniversary years and is perhaps also connected to the accession of former Soviet states in 2004.

IN-DEPTH: CLIMATE CHANGE

Climate change is a topic primarily related to the future. We can note the relative amount of speeches on climate change evolving over time, which is likely to correspond to the urgency of the topic on a global scale.





Authors: Stefan Hechl, Daniel Klamt, Aleksandra Konovalova, Gabrielle Mantell, Iuliia Nikolaenko
Benedikt Perak, Ellimaija Tanskanen, Suhas Thejaswi, Gerlinde Theunissen, Daria Ustyuzhanina
Andrey Indukaev, Fredrik Norén

Use of Clarin Parliamentary Corpora in DHH19: [poster]

The virtual challenge...

Real life interaction in multidisciplinary mode is the heart of DHH hackathon. How to transfer it to online space is a question we have not yet tackled.

For more information on DHH, see:

https://www.helsinki.fi/en/helsinki-centre-for-digital-humanities/helsinki-digital-humanities-hackathon-2020-dhh20

Collaborations

Lonneke van der Plas, University of Malta (UM)

UPSKILLS, an Erasmus+ project that will foster research-based teaching

Funded by an Erasmus+ Strategic partnership

Consortium of 8 partners:

- University of Malta
- University of Belgrade
- University of Bologna
- University of Graz
- University of Rijeka
- CLARIN ERIC
- University of Zurich
- University of Geneva
- and several associate partners

Main aim:

Tackle skills gaps and mismatches in students of language-related disciplines

Rationale:

Linguists are needed in research and industry jobs

But need for transferable forward-looking skills, such as critical thinking and problem solving, knowledge of research design and data analysis, project management, and digital skills

How:

Innovative pedagogies such as online educational games

modular and blended learning

real-world applications (work-based learning)

integrating existing research and research infrastructures into teaching

- Intellectual outputs we will create:
  - Needs analysis
  - Guidelines on research-based teaching
  - Learning Content
  - Educational games

- Just started, will run for 3 years

- Several multiplier events planned for each IO
  - Needs analysis 4/’21
  - Guidelines on research-based teaching 10/’21
  - Learning Content 7/’22
  - Educational games 6/’23

- Very happy to welcome more people on the advisory board
  > have a say in what is needed most
- Will stay in touch!!!

Discussion: Towards a CLARIN Training suite...

- How easy to find, use were the resources?
- Was it more difficult to use resources from national consortia other than yours?
- What type of resources are most needed for teaching your subject?

- What type of support should be offered to improve your teaching material, to make it available to a broader community?
- How can we reach out to a larger number of teachers and lecturers?
- What types of events should we organise (e.g. training for tools, training for online teaching, virtual discussion groups)?

Closing remarks

Do not forget the poster style discussion session!

...and join the training mailing list

https://lists.clarin.eu/cgi-bin/mailman/listinfo/training