ELEXIS Skillset Report

Toma Tasovac

Belgrade Center for Digital Humanities (BCDH)

Why does ELEXIS need training and education?

- ELEXIS: knowledge network and service provider
- Diverse user base
- **Training and education is a core requirement for the social sustainability of research infrastructures**

ELEXIS WP5: Training and Education

- Terminology and Lexicography strand at the **Lisbon Summer School in Linguistics** 2018

  - *Semantics in Terminology: The Contribution of Concept to the Meaning of Term* (taught by Christophe Roche from the Université Savoie Mont-Blanc, France)

  - *Trends and Advanced Approaches in Lexicography* (taught by Teresa Lino, Raquel Amaro, and Rute Costa from the NOVA CLUNL, NOVA FCSH, Portugal); and

  - *From Print to Screen: The Theory and Practice of Digitizing Dictionaries* (taught by Toma Tasovac from the Belgrade Center for Digital Humanities, BCDH).

- **Lexical Data Masterclass** by DARIAH at the Berlin-Brandenburg Akademie der Wissenschaften, December 2018

  - TEI, XPath, XSLT, GROBID Dictionaries

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- In-depth video interviews with 11 lexicographers from across Europe chosen based on
  - their professional expertise in lexicography and related fields; and
  - their familiarity with the training and educational landscape in their own communities
- Qualitative assessment
- Does not pretend to be representative, yet our informants offer very different perspectives (digital-born vs. retro, lexicography vs. NLP, university professors vs PhD students, lesser-resourced vs. more advanced scholarly communities etc.)

Key findings

- Almost all of our informants received no formal lexicographic training

- Almost all of our informants describe themselves as lexicographic self-learners who honed their skills by:
  - consulting various dictionaries;
  - reading the scholarly literature;
  - attending workshops and seminars outside the regular university curricula; and/or
  - learning from their colleagues or on the job.

Challenges

- Lack of university curricula in lexicography or systemic, integrated training outside the university
  - *The knowledge gained in unconnected workshops is partial and segmented* (Hudeček)
- If lexicography is taught as a university subject, it is in some countries too theoretical and removed from contemporary trends and best practices
- If students have a background in linguistics, they don't necessarily have the necessary technical skills, and vice versa
- **Technology is not the ultimate challenge: the reluctance to adopt new methods is also a social and cultural challenge**
- **Not all lexicographers believe in a culture of open access, open source and sharing lexicographic data.**

Critical use of tools

- *The tools of today are not necessarily the tools of tomorrow. We should prepare students not only how to learn tools but also to be able to switch to different tools.* (Costa)

Face-to-face is the preferred training method

- presential settings facilitate communication between instructors and students
- intensive face-to-face workshops provide a dedicated space for learning, without the usual distractions of day-to-day obligations
  - *Face to face training is the best. In the five days I spent in Berlin, I managed to digitize a dictionary from scratch without any previous knowledge of GROBID dictionaries.* (Mickoski)
- learning is a social activity
- infrastructural services can benefit from being tested in face-to-face settings
  - *We see a lot of different real-life examples [when we conduct training measures] so we can make sure that what we put in TEI Lex-0 reflects the expectations and constraints of the projects we are dealing with in the classes we teach* (Romary)
- Face-to-face training is expensive and time-consuming. One model that can be used to overcome this obstacle is *blended learning*, an approach which combines online training materials with traditional face-to-face opportunities.

- Training materials should be on a wide range of topics and openly accessible to everybody
  - *ELEXIS should contribute towards setting a general training standard as well as a reference point for lexicographic practice in general.* (Grønvik)
  - *ELEXIS could play an important role in integrated curriculum development.* (Hudeček)

Formats?

- Many informants prefer multimodal training materials, although some still prefer written step-by-step instructions

- Videos in training materials:
    - should be short rather than long;
    - should be carefully prepared to satisfy concrete learning objectives;
    - should be accompanied by full transcripts and/or subtitles;
    - **should not be served on their own but embedded and textually contextualized.**

There is more in the report

- Including a list of topics that our informants think should be covered in our training materials

- Including features of the training materials that our informants think are important

- Lots of evidence (as if we needed it) that we are all total dictionary nerds

WP5: Next Steps

- Digesting the results

- Working toward our next deliverable: *D5.2 Guidelines for Producing ELEXIS Tutorials and Instruction Manuals* (M24) A set of practical recommendations for developing tutorials and instruction manuals for ELEXIS tools and services that lower the barrier for participation in the infrastructure.

- More training measures…

![elexis european lexicographic infrastructure]

The end is just a beginning…

Thanks for bearing with me.