

# INCONECS 2022

**from Information literacy to Data literacy.**

**How to progressively introduce students to research data?**

**from search to research**



**Deborah Grbac**

**library**

**Università Cattolica del Sacro Cuore di Milano**



Working on a database consisting of over 30 million of documents most of Jstor Archive, 40 + JSTOR publishers and other collections (OA repositories), for searching and downloading non-consumptive datasets (metadata, ngrams, open access full-text, 'regular expressions')  
Available to download up to 25,000 documents  
More than enough to do Information retrieval for bibliographic purposes



Access to the Constellate Lab (Jupyter) or a computational space available on cloud for analysis and storage.  
Access to all the Pedagogy package.  
Access to interactive tutorials and classes.  
Available to download up to 50,000 documents.  
A good starting point to propose to do texts analytics to beginners



Be part of a community of practice to learn and teach text analysis to do further research, to transform personal limits in a community's challenge to improve shared educational materials

**What is lacking in Constellate it is still to be built by participants**

The TAPI (Textual Analysis Pedagogical Institute), once a year dedicated learning programme



A ready-made formatted database statistically meaningful for text analysis from which to start to build datasets.  
For librarians a tool to do information retrieval and start to offer data literacy and text analysis courses



Analysis has to be customized if research needs do not coincide with contents or analytics offered.  
For instance, specific languages or dictionaries, lexicons, or tools used to do analytics