Data management training with the supportDM course

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Outline

1. Overview of supportDM course
2. What the modules covered
3. How we ran supportDM at UEL
4. How you could reuse the content
1. Overview of supportDM

• “The five modules of supportDM will tell you all* you need to know to support researchers to manage and share their data.”

  * Well, lots
1. Overview of supportDM

“Each session will be introduced by an expert speaker, reinforced by an online module to work through at your own pace.”
1. Overview of supportDM

- “You will also have a small activity to do, giving you practical experience of the types of support we can provide to researchers.”
1. Overview of supportDM

• “The fortnightly meetings will last 90mins, and we anticipate the online module and task together will take around two hours to be fitted in as convenient before the next session.”
1. Overview of supportDM

• “We will review each module before moving on to the next, so that you can share your experience of what you have learned with your colleagues.”
Designing supportDM

• Designed as a “First Steps in DM” course
• No prior knowledge expected
• Participants to imagine they are running a library-led RDM support service
• Aimed at academic liaison librarians
2. What the modules cover

1. An introduction to RDM
2. Providing guidance and support
3. Data management planning
4. What data to keep, and why
5. Cataloguing and sharing data
Module 1 About RDM

- Outcome: answers to questions such as
  - What is research data?
  - Why all the fuss about RDM?
  - Who are the players?
- Task: schedule and conduct a data interview with a friendly researcher
Module 2 Guidance and support

- Outcome: likely shape of a library-led support service
  - What help researchers need
  - Internal and external sources of advice
- Task: review an existing RDM support website
Manage Your Data

The MIT Libraries supports the MIT community in the management and curation of research data by providing the following services:

Data Management Guide

This Data Management and Publishing Guide is a practical self-help guide to the management and curation of research data throughout its lifecycle.

Faculty Successes:

"I've had thousands of downloads of my published data—I am impressed that it's been so useful to others!"

Esther Duflo, Abdul Latif Jameel Professor of Poverty Alleviation and Development Economics, MIT

For advice on a data management project, contact:

data-management@mit.edu

Data management support for researchers

Creating your data
Organising your data
Accessing your data
Looking after your data
Training
Who can help?
Suggest a change

Research Data Management at the University of Glasgow

The University of Glasgow has undertaken a series of projects in recent years to develop its research data management capacity and capability. These range from providing training to developing infrastructure and policies.
Module 3 Data management plans

• **Outcome:** knowledge of support for researchers planning and executing data aspects of (funded) research
  - Funder and institutional requirements
  - DCC Checklist and DMP Online tool
  - Stages of DMPs – outline, fuller, working doc

• **Task:** review four different approaches
Module 4 What data to keep

- Outcome: understanding of appraisal as a shared task, and library role in offering data access
  - Assessing value
  - Working with creators and other researchers
  - Licensing and access rights
  - Reviewing, retention, transfer, destruction

- Task: assess the value of data described in a researcher interview
Module 5 Cataloguing/sharing data

- **Outcome:** knowledge of archiving process, where data might go and how to deposit data in a local data repository
  - Registers of datasets (from DMPs)
  - Repositories of data
  - Metadata for data repositories
- **Tasks:** extract DMP info for a data register; deposit sample data in a test repository
3. How we ran it at UEL

- Blended learning approach
  - Introduction to the topic, presentation/ exercise
3. How we ran it at UEL

- Blended learning approach
  - Introduction to the topic, presentation/ exercise
  - Online hour-long learning module in Xerte
3. How we ran it at UEL

- Blended learning approach
  - Introduction to the topic, presentation/ exercise
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  - Reinforcing task set as homework
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- Blended learning approach
  - Introduction to the topic, presentation/ exercise
  - Online hour-long learning module in Xerte
  - Reinforcing task set as homework
  - Group meeting to review session and prepare for the next one
3. How we ran it at UEL

• Blended learning approach
  – Introduction to the topic, presentation/ exercise
  – Online hour-long learning module in Xerte
  – Reinforcing task set as homework
  – Group meeting to review session and prepare for the next

• Repeated over five modules with a concluding meeting
Resources created by TraD project

Here we will add the resources as we make them available. Only those resources which are underlined have links to the resource. Note that the online courses are developed using Xerte; we have zipped these modules in SCORM 2004 format for deploying in VLEs such as Moodle. You can also preview modules by following the links.

**supportDM course**

**Module 1 About research data management**

- [supportDM Module 1 Xerte](#) modules in SCORM 2004 format
- You can view the module in four parts [here](#), [here](#), [here](#) and [here](#)
- [supportDM Module 1 supporting materials](#) - presentations, exercises, tasks, notes on using the material

**Module 2 Guidance and support for researchers**

- [supportDM Module 2 Xerte](#) modules in SCORM 2004 format
- You can view the module [here](#)
- [supportDM Module 2 supporting materials](#) - presentations, exercises, tasks, notes on using the material

**Module 3 Data management planning**

- [supportDM Module 3 Xerte module](#) in SCORM 2004 format
- You can view the module [here](#)
A simple data management plan may include the following headings. Click on the Checklist headings to view detailed information on the types of questions and coverage that may be expected.

**Data collection**
**Documentation and metadata**
**Ethics and legal compliance**
**Storage and backup**
**Selection and preservation**

**Data sharing**
**Responsibilities and resources**

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**How will you share the data?**
- How will users be able to find and access the data? e.g. via a repository
- With whom will you share the data, and under what conditions?
- When will you make the data available?

**Are any restrictions on data sharing required?**
- What action will you take to overcome or minimise restrictions?
- For how long do you need exclusive use of the data and why?
- Will a data sharing agreement (or equivalent) be required?
Sample: drag and drop exercise

Drag and drop the box containing the central service you think on the button to view the services that will be involved in the policy

SECTION 2. Primary responsibility for compliance with this policy lies with Principal Investigators (or UEL lead investigators) as Data Owners.

Library and Learning Services (LLS)

SECTION 3. PIs will be offered a central source of information, guidance and contacts on research data management through the UEL website. This will encompass legal, IT, costing, data tools, storage, access restrictions and so on, and will be developed in consultation with research-active staff.

SECTION 4. There is a presumption of releasing data created at UEL in order to meet regulatory and contractual requirements, with appropriate safeguards. In particular, the legitimate interests of participants will be protected in line with research ethics approval, and personal data will typically be anonymised if appropriate for release.
Sample: embedded audio (or video)

Disciplinary Data

Clip 1

Listen to these three interview clips recorded by the RDMRose project in which researchers from different disciplines describe aspects of collecting data and metadata.

Clip 1 describes the different types of metadata that can be captured in a sociology study including how the data was collected, and the study context, and the importance of capturing and sharing the metadata for data reuse.

http://rdmrose.group.shef.ac.uk/wp-content/uploads/Resource-7-1-Soc-Interview04-RDMRose.mp3

Duration: 3:22
Volume can be controlled.
Lessons learned at UEL

• Not everyone likes online learning
  – And when they don’t, they really don’t

• Enjoyed the group work and discussion in the face to face sessions

• Scheduling and pace are important
  – When to meet, how frequently?

• Need to be clear about why they attend
  – CPD, a new part of their work, sharing expertise
4 How you could reuse the content

• Expert-led course
  – Find someone knowledgeable about each topic (in-house or external)
4 How you could reuse the content

• Collective
  – Someone prepares and leads each module
4 How you could reuse the content

• Self-directed
  – Work through each online module and reading list
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Run by UEL with DCC

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Project website at www.uel.ac.uk/trad
Blog at datamanagementuel.wordpress.com