Opening the door to data with new RDM skills for librarians

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Outline

1. UEL context
2. Identifying the skills gap
3. Learning resource “supportDM”
4. Embedding an RDM culture
1. UEL context

- 28,000 students
- Diverse staff & student population
- Located in Europe’s largest regeneration area
- Ranked 68th in RAE 2008
- Among top 10 new universities in research
- Aspiration “to be the leading modern, post-92 university in research”
Library context at UEL

- Reputation for delivering collaborative projects
- Respect and credibility
- Trusted partner of academic departments
- Relevant expertise
  - Research support strategy, repository, academic liaison, digital curation...
RDM context at UEL

• Early engagement with Research & Knowledge Exchange Committee 2009-
  – Briefing on Keeping Research Data Safe
• Institutional Engagement partner of DCC
• Adopted RDM policy 15 March 2012
• Scoping RDM support service and infrastructure
  – Online staff survey just completed
2. Identifying the skills gap

- Literature review – plenty of evidence from reports and articles
- JISC MRD event – presentations and networking
- Informal talks with UEL subject librarians informing course content and pedagogy
- Mindful of RDMRose, and wishing to complement its work
Three crucial inputs

• Data Intelligence 4 Librarians course
  – Blended learning approach, but for UK use
• Draft DCC guide ‘How to develop RDM services’
  – Skills to help in running services
• Knowledge of RDMRose activity
  – Our course a ‘First Steps in RDM’
3. Learning resource

• Blended learning approach
  – Introductory meeting
  – Online hour-long learning module
  – Reinforcing task(s)
  – Group meeting to review session and prepare for the next

• Repeated over five modules with a concluding meeting
Who is supportDM for?

- In our context, aimed at subject librarians
  - One per academic School
  - Principal library contact with academics
  - Focus is on teaching and learning
  - Stephen’s Research Services Librarian role

- May help raise awareness in other library staff
  - Repositories, metadata, digital archives, collection development, customer services…

- Each online module may help inform other service contexts
  - IT services, research office, compliance, ethics…
Technology

• Xerte for compiling learning modules
  – Used with success by Edinburgh for MANTRA
  – There will be a new HTML5 version soon, but we are using the current one for now
  – No prior experience at UEL but ≈ intuitive

• Moodle as delivery platform
  – Brand new at UEL, replacing Blackboard VLE
  – Rollout to staff and students starts Feb 2013
Moodle

Welcome to Moodle at UEL

This unit introduces you to the concept of research data, what constitutes research data, and how data differs from information.

After completing this unit you will:
1. Be able to distinguish between various types of data.
2. Recognise the importance of managing research data materials.
3. Be able to use the information featured to contribute to research data management.
Xerte in Moodle
Editing Xerte
Course content of supportDM

Still being developed, subject to change but the general shape of the five modules is likely to be

1. About RDM
2. Guidance and support to researchers
3. Data management planning
4. What to keep and why
5. Data registers and repositories
Module 1 About RDM

• Librarians may not have (current) knowledge of research activity, research data, or the factors currently boosting RDM
  – What is research
  – What is research data
  – Why all the fuss about RDM
  – Who are the players

• Possible Task: schedule interview with tame researcher (this will use DAF); write 1-page summary of RDM in specific subject area
Module 2 Guidance and support

• End-point is the likely shape of a library-led support service
  – Policies and compliance
  – Research integrity and ethics
  – IPR, copyright, DPA, FOI
  – Open data
  – Internal and external sources of advice

• Possible task: research other central services and their roles; draft an RDM website
Module 3 Data management plans

• Outcome is knowledge of support for those 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

• Possible task: use DMP Online tool to create a DMP from sample project
Module 4 What to keep

• Outcome is 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

• Possible task: assess the value of data described in a researcher (DAF) interview
Module 5 Data repositories

• Outcome is 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

• Possible tasks: extract DMP info for a data register; deposit sample data in a (test) repository
Timescales for supportDM

• Introductory meeting late February
• Fortnightly cycles of blended learning finishing mid-May
• Depositing content in Jorum late May

Is there any interest in seeing content as it is made available at UEL, before reviewing its quality and effectiveness?
4 Embedding RDM in institutional culture

- RDM policy, RS Strategy
- Partnerships –DCC, IT, GS towards building a support service & infrastructure
- Multi-Level engagement
- RDM on LLS agenda
- Missing from supportDM are modules on
  - Training of others
  - Managing active data (needing IT input)
Embedding in curricula

• Review the courses in psychology and geo-informatics
• Incorporate in curricula
• TRaD team share lessons learned with other UEL academics and work towards adapting to new disciplines
Embedding in training

• GS to review and incorporate in Researcher Development Programme
  – To be run by library on behalf of Graduate School

• Embed in the UEL Learning Development

• Disciplinary modules made available for self-directed learning
Embedding in Service Delivery

• Post-course review collating student, tutor and DCC evaluations
• Set alongside requirements gathering to meet RDM policy needs
• Engaging with colleagues in other central services like IT and research office
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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
References

Research Support Strategy

Research Data Management Policy
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