Overview of RDM training

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Support for support, University of East London, 16th July 2013
www.eventbrite.co.uk/event/7181813999
What resources are out there?

We’ve started to list RDM training materials for support staff

https://docs.google.com/document/d/18mwW-SDnFdJxY4UDabhti0sELjTy1kFqRXp1qriFXzw/edit?pli=1

Please add more!
SupportDM

• By the TraD project at the University of East London

• SupportDM comprises six sessions
  – Introduction to RDM
  – Guidance and support for researchers
  – Data management planning
  – What data to keep, and why
  – Cataloguing data
  – Sharing data

• Each topic is introduced in a face-to-face session and explored via exercises and discussion

• Learning is reinforced via an online tutorial and practical exercises to do before the next session

• www.uel.ac.uk/trad/outputs/resource
DIY Training Kit for Librarians

• By EDINA and Data Library at University of Edinburgh

• Self-directed course, intended to be used by a group of librarians to build confidence in supporting researchers

• MANTRA modules as pre-reading, short presentation, reflective questions and exercises to guide discussion

• Five face-to-face sessions
  – Data Management Planning
  – Organising and documenting data
  – Data security and storage
  – Ethics and copyright
  – Data sharing

• [http://datalib.edina.ac.uk/mantra/libtraining.html](http://datalib.edina.ac.uk/mantra/libtraining.html)
RDMRose

- Taught and CPD learning materials in RDM tailored for information professionals, by the University of Sheffield

- 8 sessions, each of which is half day of study
  - Introductions, RDM, and the Role of LIS
  - The Nature of Research and the Need for RDM
  - The digital curation lifecycle
  - Key Institutions and Projects in RDM
  - What is data?
  - Managing Data
  - Case Studies of Research Projects
  - Case Study: Institutional Context, and Conclusions

- Also offer a short (2hr) course called RDMRose Lite

- [http://rdmrose.group.shef.ac.uk](http://rdmrose.group.shef.ac.uk)
RDM for Librarians

• 3 hour course by the DCC covering:
  – Research data and RDM
  – Data management planning
  – Data sharing
  – Skills
  – RDM at [INSERT YOUR UNI]

• Slides and accompanying handbook

• Used UKDA guide as pre-reading

• [www.dcc.ac.uk/training/rdm-librarians](http://www.dcc.ac.uk/training/rdm-librarians)
Data Intelligence for Librarians

• A chargeable, four-day course by 3TU, a consortium of technical universities in the Netherlands

• Combination of online and face-to-face education

• Four meetings to learn and share knowledge
  – Current topics
  – Data management
  – Technical skills
  – Acquisition and advice

• Theory (on website) and assignments are conducted between sessions

• [http://dataintelligence.3tu.nl/en/home](http://dataintelligence.3tu.nl/en/home)
Training for research administrators

• Developed by the RoaDMaP project at Leeds in conjunction with the DCC.

• Two half-day workshops covering:
  – Research Data Management
  – Data sharing
  – Data management planning
  – Funder policies
  – Including RDM costs in DMPs

• [http://library.leeds.ac.uk/info/377/roadmap/123/roadmap_events/3](http://library.leeds.ac.uk/info/377/roadmap/123/roadmap_events/3)
IT training at Nottingham

• Developed by the ADMIRe project for IT support staff who engage with research community face-to-face

• Three two hour sessions covering
  – RDM institutional activity
  – RDM national drivers
  – Research data lifecycle
  – Open data
  – Data Management Plans
  – Skills required by professional support services
Where are the gaps and characteristics?

- Lots of training courses for librarians
- A growing body of materials for research offices
- Some generic / cross-over resources
- Very little targeted at IT
- Different emphasis for each audience
Library training materials

- Broad coverage of RDM topics

- Data Management Planning and data sharing are often a focus

- Several longer, more involved courses (multiple modules over several months)

- Often include exercises on engaging with researchers – foresee a hands-on, facilitation role?
Research office training materials

• Typically less in-depth, introductory courses

• Basic overview to RDM so attendees can point researchers to relevant support

• Focus on the early stages of the lifecycle – data management planning & costing support
IT training

• Useful to draw a distinction between IT Services (corporate and enterprise architecture) and those who engage with the research community face-to-face?

• Focus on local / Faculty IT support or liaison roles?

• Cover a general grounding in RDM with emphasis on storage, security and access?
Different types of exercise

• Reflective questions / discussion exercises
• Case studies / practical examples
• Quizzes
• Fill in the gaps
• Summary (reinforcement) exercises
• Extended tasks as ‘homework’
MANTRA Unit 2: Data Management Plans

1) Where do you think learning the skill of data management fits in with researcher education? Is there a connection with information literacy? Do you think librarians could teach it?

2) Which components of the data management plan are librarians best equipped to provide support for?

3) Where would you refer a researcher for the other aspects? What gaps exist in IS support?

4) How ‘realistic’ is the satirical data management plan in MANTRA?

5) Recommended reading: Which approach do you prefer? UK Data Archive or UCL?
Case studies: SupportDM

RDM Websites – a survey

Insert University name

- What the site covers?
- The tone, language, look
- What we could use/copy at UEL?

www.uel.ac.uk/trad/outputs/resources
Practical examples: RDMRose

Activity 3.2.2: Examining examples of DMPs
Read a few examples of DMPs:

- [http://relu.data-archive.ac.uk/data-sharing/planning/examples](http://relu.data-archive.ac.uk/data-sharing/planning/examples)
- [http://www.northumbria.ac.uk/static/5007/ceispdf/dmpfull](http://www.northumbria.ac.uk/static/5007/ceispdf/dmpfull)
- [http://www.sheffield.ac.uk/polopoly_fs/1.1605851/file/RRP_DMP_Wellcome_for_SWv4.pdf](http://www.sheffield.ac.uk/polopoly_fs/1.1605851/file/RRP_DMP_Wellcome_for_SWv4.pdf)
- [http://www.sheffield.ac.uk/polopoly_fs/1.1588491/file/dmpt_guidance.pdf](http://www.sheffield.ac.uk/polopoly_fs/1.1588491/file/dmpt_guidance.pdf)

Which parts did you not understand?

http://rdmrose.group.shef.ac.uk/?page_id=10#session-32-data-management-plans
Quizzes: SupportDM

Question 2

Which funder does not expect researchers to submit data management and sharing plans as part of their grant application?

Select one:
- a. BBSRC
- b. EPSRC
- c. STFC

Next
Fill in the gaps: UKDA

The UKDA has a whole handbook of exercises for reuse.

**EXERCISE TWO**

**REASONS NOT TO SHARE DATA**
The following table gives examples of reasons not to share data. Discuss or write down possible solutions to these reasons.

<table>
<thead>
<tr>
<th></th>
<th>REASONS NOT TO SHARE DATA</th>
<th>REPLIES OR ARGUMENTS IN FAVOUR OF SHARING</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>My data is not of interest or use to anyone else.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>I want to publish my work before anyone else sees my data.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>I have not got the time or money to prepare data for sharing.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>If I ask my respondents for consent to share their data then they will not agree to participate in the study.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>I am doing highly sensitive research. I cannot possibly make my data available for others to see.</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>I am doing quantitative research and the combination of my variables discloses my participant’s identity.</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>I have collected audiovisual data and I cannot anonymise them, therefore I cannot share these data.</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>I have made promises to destroy my data once the project finishes.</td>
<td></td>
</tr>
</tbody>
</table>

[http://data-archive.ac.uk/create-manage/training-resources](http://data-archive.ac.uk/create-manage/training-resources)
Summary exercises: MANTRA

http://datalib.edina.ac.uk/mantra/storageandsecurity.html
Interviewing a researcher: RDMRose

Activity 2.4.2: Investigating a researcher 1

Having discussed in the sessions the diversity both of research and research data, it is important to understand this at a practical level by actively engaging with researchers you want to support. One starting point for this could be an in-depth investigation of the research of a particular individual.

Such an investigation could be purely based on desk research, looking at web sites and publications. Or, ideally, it could also be through an in-depth discussion with the researchers themselves about their research. It is useful to plan an interview schedule, and to do the necessary preparatory desk research by exploring this researcher’s websites, project reports and publications that are publicly available.

In this context, it will be more interesting to go outside our comfort zone, i.e. beyond the experience of qualitative social science research, to look at some quantitative research, perhaps involving multiple forms of digital data.

The planned interview would have some relation to the concept of the “data interview”, which covers

1. Their research speciality and its culture
2. The data they create/use; how they analyse it
3. Their current data management practices.

http://rdmrose.group.shef.ac.uk/?page_id=10#session-24-the-research-data-interview-and-audit
Thanks – any questions?

DCC guidance, tools and case studies: www.dcc.ac.uk/resources

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