

Using supportDM training materials

Stephen Grace, Research Services Librarian
<http://orcid.org/0000.0001.8874.2671>

Description

SupportDM is a course for librarians and others starting out in research data management support. It assumes no prior knowledge of data management or digital curation, and was developed in 2013 as part of the Jisc-funded TraD project by the University of East London with the Digital Curation Centre. SupportDM is suitable for standalone self-directed learning using its Xerte-based online modules, and also in a blended learning environment with group meetings and individual tasks to complement the online elements.

This document outlines a suggested 90 minute schedule for running each of the six modules, with a presentation, group activities and individual 'homework' tasks. There are suggestions for varying the delivery of training, with things to consider for each session. All the Xerte modules and supporting materials are deposited in Jorum (www.jorum.ac.uk).

About the Author

Stephen Grace is Research Services Librarian at the University of East London. He has interests in scholarly communications, research data management, open access and bibliometrics and can be contacted at s.grace@uel.ac.uk.

Please cite this work as Grace, S (2015) *Using supportDM training materials*. London: University of East London, Library and Learning Services. Available at: <http://hdl.handle.net/10552/4057>.

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Meeting 1: About Research Data Management

Explanation of the course aims and methods [10mins]

Setting the scene/ ice-breaker activity [30mins]

- *Suggestion – present the results of a RDM survey of staff/students at your institution*

Exercise [10mins] Match the data to the publication

Presentation [20mins] “Introduction to research data management”

Questions and discussion [20mins]

Activity [20mins] Comment on the LIBER Ten Recommendations – “Could we, should we?”

Next steps [10mins]

- *Explain how to use Xerte Module 1 and set up a researcher interview before next session*

Xerte Module 1 “About Research Data Management”

- Introducing research data
- About research data
- Benefits and drivers
- Roles and players

The module is designed to take no more than 60 minutes, and is in four parts.

Task 1 “Researcher interview”

Ask the participants to set up a short (30-60mins) interview with a researcher based on four questions:

- Could you please pick a recent research project to use as an example, and based on that explain a little about the nature of your research and the data that you create?
- How did you manage the data during your project?
- What happened to the data at the end of your project?
- What are your challenges and worries in terms of research data management?

There is an interview framework available with prompts for each question.

Next meeting

At the next meeting, ask the participants to share their experience in interviewing researchers about their research data. The next topic will be presented ahead of Module 2 Guidance and Support.

Things to consider

Frequency: At UEL we ran the course fortnightly, but you may choose to do it more or less frequently. This may affect the time available for Task 1 – you could undertake a full DAF interview.

Participants: Is the group already a cohesive group or one composed of people from different settings?

Teachers: Do you have experts, or could you run it as a collective with each participant leading a session in turn?

Meeting 2: Guidance and support for researchers

Feedback on the online Xerte/Moodle Module 1 course [10 minutes]

Feedback on researcher interview [30 minutes]

- How did it go for you?
- What did you learn? – Writing responses from the 4 questions on paper stuck on the walls

Presentation [20mins] “A comprehensive RDM service: the Monash University example”

Exercise [20 mins]

- Answering a typical RDM question

Preparation for task [10mins]

- Review an external RDM website

Xerte Module 2 “Guidance and support for researchers”

- http://moodle.uel.ac.uk/xerte/play_html5.php?template_id=9

The module is designed to take no more than 60 minutes and is built around an RDM policy.

Exercise “How would you answer RDM enquiries?”

Ask the participants to use their information-seeking and presentation skills to answer a typical question about managing research data. Set aside 30 minutes to work in pairs/triples to research and answer one question, and email it to organiser using these headings:

- What I knew about the topic beforehand?
- What I know now?
- How did I obtain this knowledge?
- What else would you like to know about the topic?
- How did I find this task? How would I improve it?

Task “Reviewing an external RDM support website”

Ask the participants to review a sample site and report back via a PPT of three slides:

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

The PPT template is in the Moodle Module.

Next meeting

At the next meeting, ask the participants to report back on the exercise and task and their use of the Xerte module. The next topic will be presented ahead of Module 3 Data Management Plans.

Things to consider

Will you incorporate the exercise into the face-to-face session, or use it as a homework task instead? Are the parameters of your RDM support service already defined? Adapt the activities to suit.

Meeting 3: Data Management Planning

Feedback on the online Xerte/Moodle Module 2 course [10 mins]

Feedback on reviewing an RDM website [15 mins]

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

Feedback on answering RDM enquiries [15 mins]

- How did you find this task?
- How would you improve it?

Presentation: Data Management Planning [15 mins]

Exercise: Comparing DMPs [25 mins]

- An exercise looking at example technical plans from successful AHRC applications

Preparation for activities [10 mins]

- How to support researchers with DMPs

Xerte Module 3 “Data Management Planning”

The module is designed to take no more than 60 minutes. It explains why researchers should create DMPs, what to include and how to develop plans.

Task 1 “How to support researchers with DMPs”

Ask participants to read the short case studies about supporting researchers with data management planning. They should consider the merits of each approach and decide which they would provide.

Next meeting

At the next meeting, ask the participants to share their experience of the DMP module and views on the types of support to provide to researchers. The next topic will be presented ahead of Module 4 *What data to keep, and why*.

Things to consider

Do you have locally produced DMPs to use in the exercise? Will you make use of DMPOnline?

Meeting 4: What data to keep, and why

Feedback on the online Xerte/Moodle Module 3 course [10 mins]

Feedback on the case study approaches to DMP support [25 mins]

- What were the good and bad points of each approach?
- How did you find this task?
- How would you improve it?

Presentation: **What data to keep, and why** [15 mins]

Exercise: **Designing a selection policy from scratch** [30 mins]

- This exercise will see the group consider reasons for keeping some data but not others. It uses headings from the NERC checklist to brainstorm ideas about what should be the selection policy for a particular institution.
- The course leaders should write up the policy for the group to review at the next meeting.

Preparation for task **Appraise a sample data collection** [10 mins]

- Explain what the task is and how participants can access the data for consideration

Xerte Module 4 “What data to keep, and why”

The module is designed to take no more than 45 minutes. It explains what factors to consider when appraising data for long-term curation.

Task “Appraise a sample data collection”

This task revisits the data interview conducted earlier in the course. Taking a completed project’s data collection from your researcher, try to identify which datasets are suitable for adding to an institutional data repository (presume there is one). Are some datasets more important than others, is there enough evidence to work out what is what and is the documentation adequate to inform potential reusers of the data? Consider any questions you might need to ask the creator.

Next meeting

At the next meeting, ask the participants to share their experience of the appraisal module and views on the appraisal task. Circulate ahead of time a summary of the group exercise, and discuss it becoming policy. The next topic will be presented ahead of Module 5 *Cataloguing and sharing data*.

Things to consider

Policy: What is your institutional context for a data repository – do you have existing documents/ policies to inform its collection/selection policy? Who should be involved in writing and approving it?

Availability of datasets: If you don't have access to data from the researcher interview, can a sample data collection be made available for the homework task?

Meeting 5: Cataloguing data

Feedback on the online Xerte/Moodle **Module 4 course** [10 mins]

Feedback on the **appraisal task** from Module 4 [25 mins]

- Were you able to work out what was what?
- Which data were worth selecting for retention, and why?
- What questions would you need to ask the creator?

Presentation: **Cataloguing and metadata** [20 mins]

Exercise: **General and disciplinary metadata** [20 mins]

- This exercise will look at applying different levels of metadata to research data.

Preparation for task **Metadata for data citation** [10 mins]

- Explain what the task is and how participants submit their metadata records.

Xerte Module 5 “Cataloguing and sharing data”

The module is designed to take no more than 60 minutes. It explains ways to share data, to license them for reuse, and the metadata needed for finding and understanding datasets in repositories. It also covers developments in data registries and data repositories.

Task “Metadata for data citation”

Participants use examples from real repositories to identify and record the essential metadata needed for citing those datasets, offering a chance to reflect on the process of creating and presenting citation metadata.

Next meeting

The next meeting will be the course conclusion. Participants will feed back on Module 5 (including its task), but also on the course as a whole. What did they learn, how did they find the different learning methods, what would they like to see covered in future, and what are the library's next steps?

Things to consider

Metadata creation: Who would undertake metadata creation for data using what systems in your institution?

Meeting 6: Sharing data

Feedback on the online Xerte/Moodle **Module 5 course** [10 mins]

Feedback on the **Metadata for data citation** task from Module 5 [25 mins]

Questions....

Presentation: **Sharing data** [20 mins]

Exercise: **Constraints on sharing data** [25 mins]

- List some reasons why certain data can't be shared and consider whether any actions could be taken to reduce or overcome these restrictions.

Preparation for task **Licences for sharing data** [10 mins]

Xerte Module 6 "Sharing data"

The module is designed to take no more than 30 minutes. It explains ways to share data, to license them for reuse.

Task "Licences for sharing data"

There are several ways researchers can share their data/databases for reuse with a third party. This exercise goes through a number of scenarios of sharing research data and applying different conditions to them using a licence. In each one please select the right licence to match the data sharing needs of the researcher.

Things to consider

Sharing data: Do you feel comfortable?

Review: Do you want to formalise a review of the course (perhaps in a report to managers), blog about the experience as an individual, or otherwise feed back to your colleagues?

Follow up: Are there tangible actions you can take as a result of the course? Who would need to approve these actions, or be briefed to consider them?

Where to find the supportDM resources

All the supportDM resources are deposited in [Jorum](#), the UK's national repository of Open Educational Resources. All are issued with a Creative Commons CC-BY licence, allowing others to use, share, adapt and remix. As well as a Xerte module in SCORM format (allowing you to import it into a VLE like Moodle) there is a zipped container of all the supporting materials – PowerPoint presentations, exercises and tasks, instructions.

The [Datamanagementuel](#) blog at datamanagementuel.wordpress.com described how UEL developed and ran the course in 2013.

SupportDM was developed by Stephen Grace and John Murtagh at the University of East London, and Sarah Jones and Monica Duke of the Digital Curation Centre, as part of the 2012-2013 TraD project funded by Jisc. TraD also produced a short course in RDM for geoinformatics (also available in Jorum), and ran training courses in good RDM practice for doctoral students. Training is now incorporated into the Graduate School's Researcher Development Programme, and Library and Learning Services runs Research Data Services, the RDM support service for UEL.

Useful links

- Jorum www.jorum.ac.uk
- TraD www.uel.ac.uk/trad
- Blog datamanagentuel.wordpress.com
- Research Data Services www.uel.ac.uk/researchdata

Notes