The WHAT and the HOW of Research Data Management
Towards a unified view of train-the-trainer competencies

QUESTIONNAIRE
A short analysis of the needs realized a few days before the start of the training allows to customize it for the participants.

LEVEL
The level of the audience strongly impacts the conception of the training. RDM may require considerable pre-requisite knowledge in IT, library science and of the academic environment.

AUDIENCE
The training is clearly addressing the content and the audience.

WHAT?
RDM covers a wide spectrum of varied thematics. The training can be structured according to the stages of the Continuum model or the DCC lifecycle.

HOW?
Mixed pedagogical methods should stimulate interaction (essential in RDM) as an audience of adults requires it.

PERSPECTIVES
The training should gear closely to the professional requirements and perspectives of the participants.

SEQUENCING
Once the content defined, it is split in several teaching units, with breaks for the participants.

ON SITE
The on site mode allows the realisation of participative workshops, five customization of the course and exercises with particular IT equipments for RDM.

DATA DISCIPLINE
Deep DIVE

E-LEARNING
The e-learning mode is by definition anchored in the web, as are many parts of RDM.

GENERIC SOLUTIONS
applying to every field of the scientific research

- data management plan
- documentation
- archiving
- publication
- tools & software
- services

FEEDBACK
At the end, the course is evaluated by the participants to allow an optimal serialisation process with a growing improvement curve.

REFERENCES