A multi-pathway approach to RDM training?

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ADRC England
Current core training provision

Developed as part of Jisc funded DataPool project  
http://eprints.soton.ac.uk/351026/
Underpinning principles

- Involve later stage PhD students and Early Career Researchers in co-design and delivery - funded by Graduate Centre, delivered with Library

- One stop shop approach to advice; website, enquiry contact - Data Management Plans, data deposit

- Layered approach - core “RDM 101” course and E-Thesis training through Graduate Centre; Faculty focus on demand; specialist academic input through modules and bespoke courses; 1-2-1 deskside consultancy service

- Use case studies and examples
Expanding case study approach

Introducing Research Data

Aimed at those about to start some research work, this useful guide is an introduction to the various forms that research data can take; provides examples from a number of disciplines; sections on the importance of looking after data and some helpful tips on best practice.

http://library.soton.ac.uk/researchdata
3. Research Data
You may deposit research data associated with and/or underpinning assertions within a thesis as a separate deposit in ePrints Soton where this may facilitate a fuller description than might be permitted within the thesis record.

Your data should be deposited in agreement with your supervisor. Timing of the deposit and its release should also be agreed.

You will be able to incorporate links in your thesis to the underlying data, where appropriate, by creating a data record in advance. Adding data to your work area in ePrints Soton will create the record and necessary URI for inclusion in your thesis. Data held in your work area are not publically available. At the appropriate time the data and/or data record can be made public as previously agreed with your supervisor.

Prior to deposit it is essential to consider whether there are any reasons that might require that access to your data is restricted in the short or longer-term. Reasons
How is it going?

Positives

“101” course always has a wait list – refined into separate qualitative and instrument based as a result of student feedback

Some Faculty sessions now embedded e.g. Engineering

Room for improvement

.. but therefore not meeting demand – will be running more. Scalability?

...can seem stand alone, not got traction in some Faculties, may not be right approach

Good introductory start but rarely depth?
Now looking at the themed areas with academic and specialist input
Approach – “this is not a project”

- Part of day to day review activity – looking at curriculum development and discussions with staff with PGR roles
- Snowballing engagement through existing practice
- No interviews, questionnaires
- Bring together staff with different perspectives and contributing to services – Library, IT, specialist provider ADRC-E, ECR “101 course” trainer
- Discuss with Graduate Centre – Directors of Faculty Centres & DTCs/CTDs, further iterate
Aim

- Improve our overview of all elements of the existing PGT/PGR curriculum that relate to RDM
- Identify possible gaps and how these might best be addressed
- Identify any initiatives that could be shared more widely
- Start to map out PGR RDM pathways for development, not just the “sweet shop” approach
PICK & MIX

UNIVERSITY OF Southampton

Liquorice Allsorts

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EMERGENCY BOOST

INTENSE & SEASONAL

INTEGRATED PATHWAYS

creme egg

Mars

curly wurly
Reviewing elements of training

- Module & course profiles
  - Level
  - Themes
- Workshops
  - Labs
  - Online

- Content
- People
  - PGR Directors
  - Programme & Module Leaders
  - Supervisors
  - PGR & ECR researchers

- Mode
- Time
  - Point of need
  - Progression pathway
  - Modular
Common data focussed PGT & PGR modules

**Ocean and Earth Science, National Oceanography Centre Southamptom**

**SOES6059 Basin analysis**

This module aims to increase your research-led analytical skills in the handling of subsurface data using the tools routinely employed within the hydrocarbon industry. You will find similar software tools used throughout all UK industries from energy, environment to minerals. The course will simulate work flows commonly employed in the petroleum industry and it represents a valuable opportunity to enhance your employability.

**Module Details**

- **Title:** Basin analysis
- **Code:** SOES6059
- **Year:** 1
- **Semester:** 1

**DATA ANALYSIS**

**ETHICS**

**ERGO**

ERGO: Ethics and Research Governance Online

**RESEARCH METHODS**

**ESRC Doctoral Training Centre**

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**Research methods**

The RESM (Research Methods) Modules provided by the DTC are currently being reviewed for the 2013/14 Academic Year.

The modules previously offered can be found below and will give an idea of what will be available from October 2013.

- RESM001 Philosophy of Social Science Research
- RESM002 Research Design and Practice
- RESM003 Qualitative Methods I
- RESM004 Quantitative Methods I
- RESM005 Survey Design
- RESM006 Qualitative Methods II
- RESM007 Quantitative Methods II A
- RESM009 Applied research methods: qualitative methods
- RESM010 Applied research methods: statistical analysis of comparisons and group differences
- RESM011 Applied research methods: correlational methods
- RESM012 Applied research methods: planning and designing research
Specialist courses

• ARCHER software carpentry bootcamp – e.g. Computational Modelling

• ADRC-E – Courses on ethics, preparation and analysis of data linkage

• Some RDM components specifically linked to facilities/equipment management e.g. Chemistry

• **Approach likely to have wider applicability**

• **Encourage more sharing across disciplines**

• **Can tailor approach with discipline focus**
Initial thoughts

- RDM often implicit in ethics/analysis/methods modules but could do more to foreground this

- Support for more “full data journey” stories from ethics to sharing – need to make more links between ethics processes, data management planning, data capture & data analysis

- Possible gaps in breadth of coverage of data security and data sharing issues
Re-evaluate existing resources

Look at existing online support to see how this could work as part-embedded content as well as self-paced tutorial
Practice and Strategy interface

- Practical engagement interface with strategic developments
- Research Data Management Steering Group will be more directly linked to Research Ethics Governance
- Making links between Education and Research activity, PGRs often straddle both e.g. research data & open access now included in Postgraduate Certificate of Academic Practice
- Experiential narratives informing podcasts, case studies
- Institutional, sector & blended approach to training – targeted development maximising expertise e.g. ADRC-E, Carpentry