THE METRO MAP METHOD

A PROCEDURE FOR DESIGNING A CURRICULUM ON THE EXAMPLE OF RESEARCH DATA MANAGEMENT

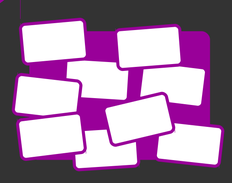
This collaborative method[1] aims at designing a visual map for the content to be taught. It focusses on the prioritisation and the categorisation of the contents for a course in the wider context of a curriculum. It was developed for the project "Train 2 Dacar"[1] at HEG Genève.

1 METRO STOPS

Define yourself the learning content or take inspiration from existing curricula[2].

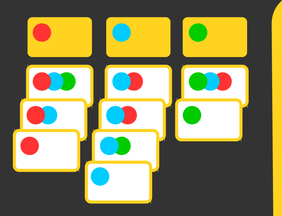
2 METRO LINES

Assign each content or skill to a core competence. Try to have between 6-8 skills per competence. The card sorting is a good method for this step.



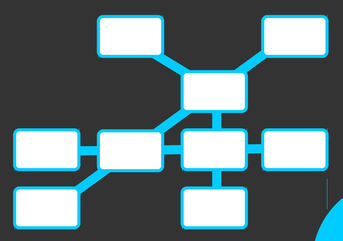
3 INTERCHANGE STOPS

Some skills belong to more than one core competence. Mark every skill with all possible belongings, for example with a specific colour for each competence.



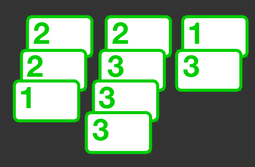
4 VALIDITY ZONES

Tag every skill with a priority range, for example from 1 to 3. The higher priority goes to skills that everyone must have. Skills of lower priority are meant for specialists.



5 SPATIAL ARRANGEMENT

Organise the stops and lines in space to form a metro map. High priority skills should be placed in the centre.



ZONES
1: is able to
2: understands
3: is aware of [3]

1 2 3

IDENTIFY
From IM to KM
EVALUATE
Value of data
Economic issues
Contingency
Standards development
Data modelling
Documentation
Integration
Promotion
Merging
Mashing
Advocation
Raising awareness
Manipulation
PLAN
Coordination of practice
Retention
Appraisal
Context
PROTECT
Data legislation
Metadata
Facilitation
Communication
PROVIDE
Marketing
Negociation skills
Data preservation
Data analysis
Access authentication
MANAGE
Complaints and expectations management
Extracting information
STORE
Risk and disaster management
SCOPE
Monitoring process
Conditions of use
Data security

1. SCHNEIDER, R. Research data literacy. In: *Proceedings of the 1st ECIL, Istanbul, 22.-25. Oktober 2013, p. 134-150* [online]. http://hesso.tind.io/record/422 (accessed 11.07.17)

2. BLUMER, E. and SCHNEIDER, R. Modul 9-2 Train the Trainer: Inhalte. *Research data management: e-learning platform* [online]. 2017. http://www.researchdatamanagement.ch/modul-9-2/ (accessed 11.07.17)

3. Skills in digital curation curriculum framework. *DigCurV* [online]. 2013. http://www.digcurv.gla.ac.uk/skills.html (accessed 11.07.17)

h e g
Haute école de gestion Genève

Hes·so GENÈVE
Haute Ecole Spécialisée de Suisse occidentale

Train 2 Dacar

Nicolas Prongué
& René Schneider