



Content and coverage of Research Data Management courses

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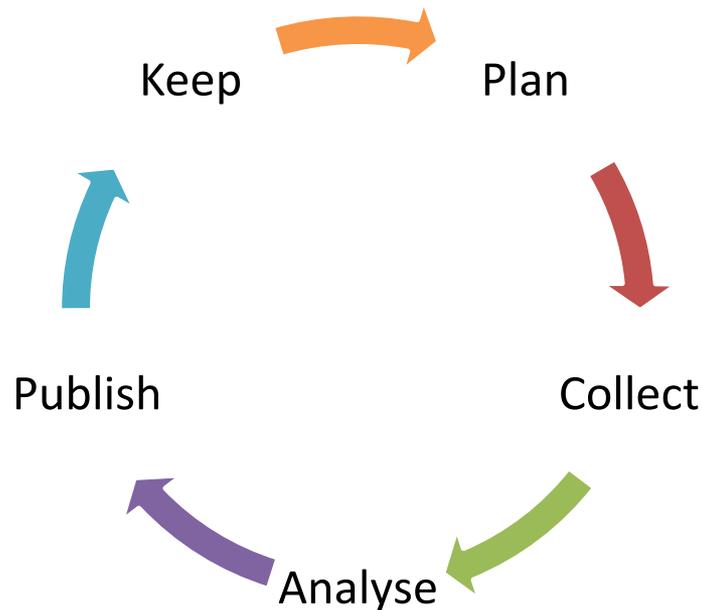
Comparing notes workshop, IDCC, #RDMtrain

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**WHAT IS DATA MANAGEMENT ABOUT?
WHAT PROCESSES ARE WE SUPPORTING?**

Research workflow



PLAN

COLLECT

ANALYSE

PUBLISH

KEEP

- Select data
- Prepare for deposit
- Share openly, under restrictions or not at all (just with self)

Infrastructure



STORAGE

ACCESS

TOOLS

SERVICES

SUPPORT

- Library / IT teams
- Publishers
- Research admin
- Repositories

Governance



POLICY

STANDARDS

DISCIPLINE

- Community norms
- Accepted formats
- Main repositories or databases to be used

What can this tell us?

- What may seem a simple set of processes isn't
- There are diverse pathways through
- Different policy & process dependent on context
- But there are some common themes...

Common themes

- What is data?
- Roles and responsibilities
- Policy
- Data management
- Data sharing
- DMPs
- Tools and services
- Storage
- Access
- Ethics
- Publishing
- Preservation
- Citation
- Licensing
- ...

Course comparisons

RDMRose

Intro & roles

Policy & practice

Lifecycle & DMPs

Support landscape

(Open) data

RDM, repositories, metadata & citation

Case study & job descriptions

Roles & responsibilities. Reflecton.

RDM Support

Intro to RDM

Data & services

DMPs

Data storage & retention

Data description

Rules on research data

Data sharing and reuse

Intros

Policy

Description

DMPs

Storage

DIY Kit

Research data explained

DMPs

Documentation

Storage & security

Ethics & copyright

Data sharing

Case study

Legal issues

Archive & share

SupportDM

Intro to data & RDM

Supporting researchers

DMPs

What to keep and why

Cataloguing data

Data sharing

Support & services

Roles

Essentials 4 data support

Definitions

Planning

Collecting, describing & storing data

Archive, publish, cite data

Policy, practice, licensing

Data support, roles, case studies

Case studies

Questions

- What needs to be covered in each course?
 - a basic grounding on everything?
 - a subset for certain roles?
 - more specific content based on specialism?
- Is the focus on learning about researchers' workflows or librarians' support roles?
- How does the content for taught LIS students differ to that for practising professionals?
- Could talk of openness alienate some researchers and hamper general messages about the value of RDM?

Thank you – any questions?

DCC guidance, tools and case studies:

www.dcc.ac.uk/resources

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D|C|C

because good research needs good data