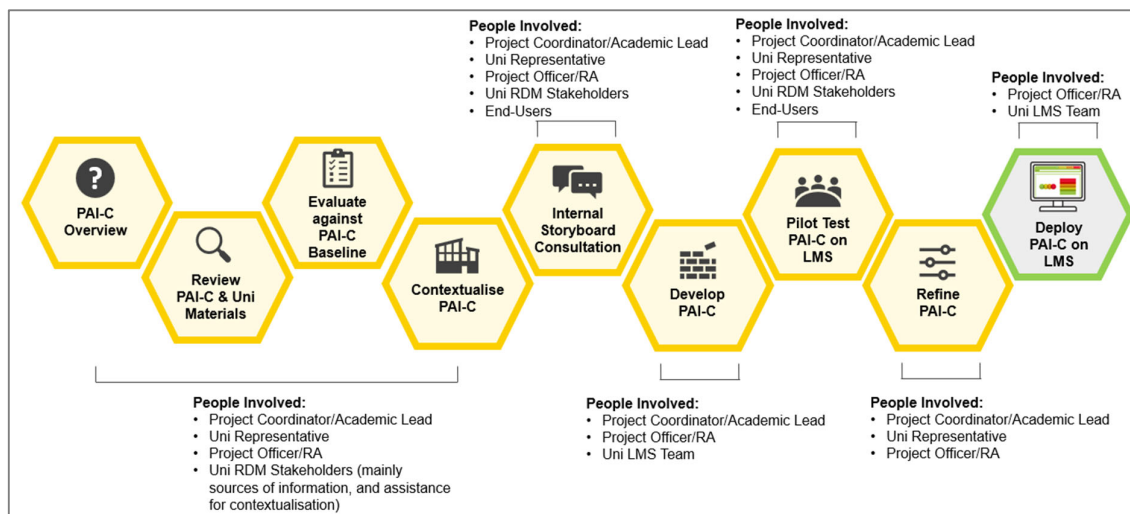


## Appendix 1.1

### The PAI-C Design and Development Approach

The design and development of the PAI-C RDM Training/Educational experience draws from a user-centric participatory design approach (see Chew et al., 2022). There are two key features of this approach. One, this is a “process of mutual learning for both designers and users” (Simonsen & Robertson, 2013, p. 3), which allows all participants to influence the design of the PAI-C experience to be useful and relevant to them. Two, this approach brings together all the RDM stakeholders (e.g. Governance, IT, and Ethics) within a university into a single RDM conversation, and allows consensus building around the enablers that must exist for researchers to enact RDM best practices within a university. “This suggests that the product developed through a participatory design approach will be useful to everyone involved”, that is, useful to both end-users and institutional RDM stakeholders (Chew et al., 2022, p. 512). This PAI-C design and development approach also aligns with key features of successful RDM training (see Oo et al., 2022).

The following diagram summarises the key phases of the PAI-C design and development approach to assist a university in contextualising PAI-C for an initial deployment on their Learning Management System (LMS).



### Outline of PAI-C Design and Development Approach

No.	Phase	Description
1.	PAI-C Overview	<ul style="list-style-type: none"><li>Provide University stakeholders of PAI-C and its aims and target outcomes.</li></ul>
2.	Review PAI-C and University RDM-related Materials and Information	<ul style="list-style-type: none"><li>Familiarise PAI-C Design and Development Team with PAI-C Storyboard. (Note: Request full access via this <a href="#">link</a>).</li><li>Collate and review University’s RDM-related materials and information.</li></ul>

No.	Phase	Description
3.	Evaluate against PAI-C Baseline Content	<ul style="list-style-type: none"> <li>Compare and contrast PAI-C Baseline Content against University's RDM-related materials and information. That is, does your university have all the required RDM-related materials and information to be inserted/adapted into the <a href="#">PAI-C Storyboard</a>? If there are missing materials and information, does it need to be created?</li> </ul>
4.	Contextualise PAI-C	<ul style="list-style-type: none"> <li>Start contextualising the <a href="#">PAI-C Storyboard</a> based on University's RDM-related materials and information (i.e. policies, systems and processes).</li> </ul>
5.	Internal Storyboard Consultation	<ul style="list-style-type: none"> <li>University stakeholders to review the contextualised PAI-C Storyboard to ensure that contextualised content is accurate and up-to-date. (Note: Stakeholders can be directed to relevant parts/sections)</li> </ul>
6.	Develop PAI-C on Identified Authoring Tool	<ul style="list-style-type: none"> <li>Engage University Learning Management System (LMS) Team to determine suitable Authoring Tool to develop the PAI-C Content into an interactive software package that can be deployed on LMS. For example, develop using iSpring (an authoring tool) to deploy Canvas (an LMS).</li> </ul>
7.	Pilot Testing on LMS	<ul style="list-style-type: none"> <li>Engage end-users (e.g. HDR candidates, or Academic Staff) to pilot test contextualised interactive PAI-C training on LMS. This phase allows for gathering end-user feedback and identification of bugs/typos.</li> </ul>
8.	Refine PAI-C based on Pilot Testing Feedback	<ul style="list-style-type: none"> <li>Incorporate feedback from Pilot Testing phase to refine PAI-C (e.g. fix bugs, typos or add details/hyperlinks).</li> </ul>
9.	Deploy PAI-C on LMS	<ul style="list-style-type: none"> <li>Engage LMS team to deploy contextualised interactive PAI-C on LMS so that it is available for end-users to access.</li> </ul>

## References

- Chew, A. W., Oo, C. Z., Wong, A. L., & Gladding, J. (2022). An initial evaluation of research data management online training at the University of New South Wales. *IFLA Journal*, 48(4), 510-522. <https://doi.org/10.1177/03400352211054120>
- Oo, C. Z., Chew, A. W., Wong, A. L. H., Gladding, J., & Stenstrom, C. (2022). Delineating the successful features of research data management training: a systematic review. *International Journal for Academic Development*, 27(3), 249-264. <https://doi.org/10.1080/1360144X.2021.1898399>
- Simonsen, J., & Robertson, T. (2013). *Routledge international handbook of participatory design*. Routledge.