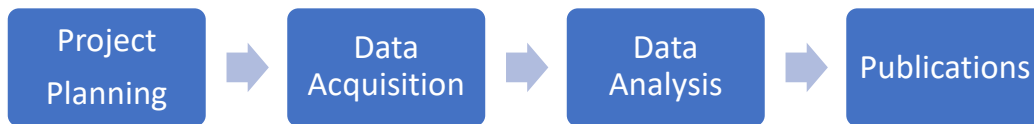
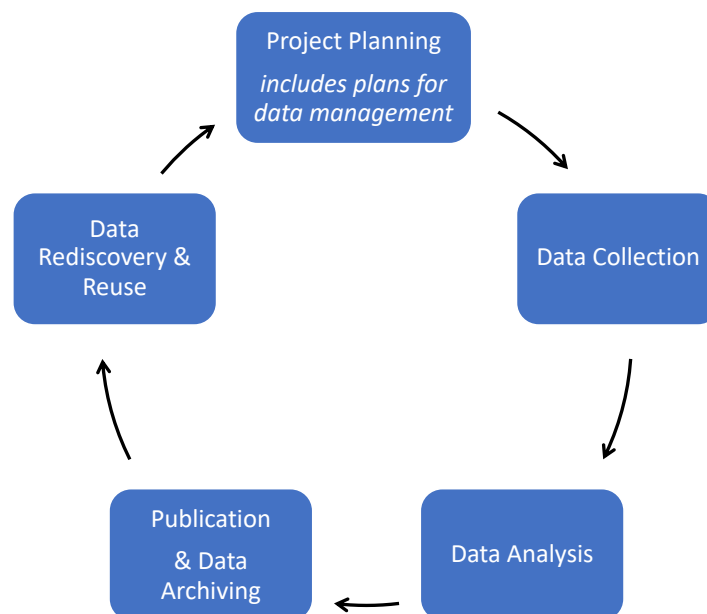


“Typical” (old-school) Research Flow



1

Contemporary “Research Data Life-Cycle”



2

COURSE OUTLINE & CRITICAL DATES

Week	Dates	Topic
1	1/15	'Data' across disciplines and The Research Data Lifecycle
2	1/22	File Formats, naming conventions, data storage, & security
3	1/29	Structure & format of Data & Datasets
4	2/5	Reproducible data (re)organization
5	2/12	Data validation & correction 1
6	2/19	Data validation & correction 2
7	2/26	Documentation: Metadata, Codebooks
8	3/5	Data Management Plans
9	3/12	Efficient data collection
10	3/19	Transcription & Translation
11	3/26	'Paperless' data collection
12	4/2	Automated data extraction
13	4/9	Legal and Ethical Issues
14	4/16	Data Sharing, Reuse, & Archives
15	4/23	Reading Days – no class
Final	4/28	Submission of Final Projects by 5 pm

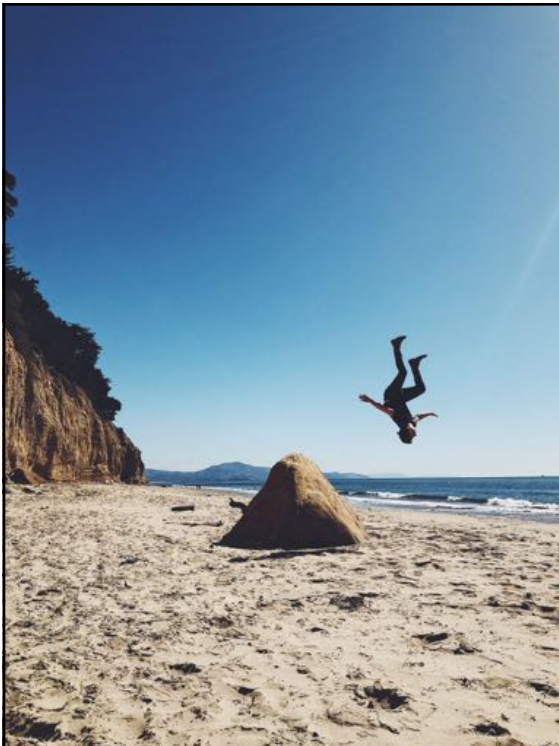
My data are a mess...

...and I can't remember what
some of these things mean.

If only I had planned...

...how I was going to collect &
archive my data.

3



Before Class

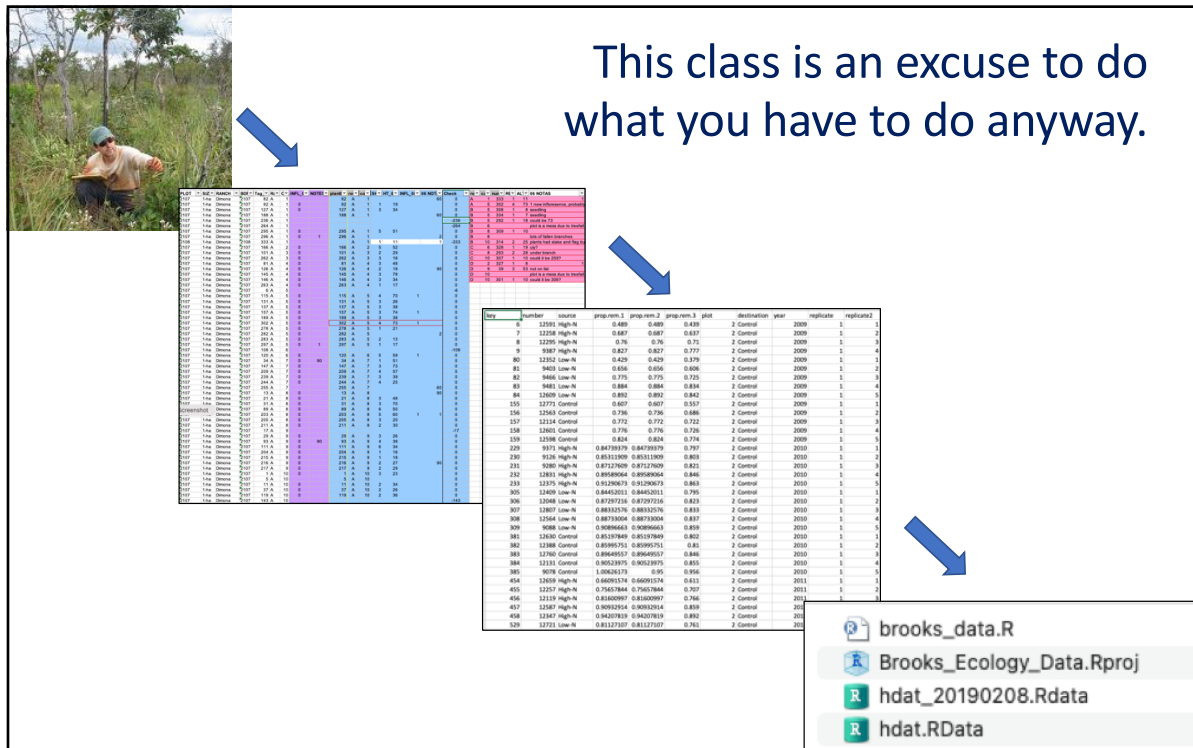
Read, Watch, Reflect

During Class

Exercises to Reinforce
Discuss Readings
Work on Individual Project

4

This class is an excuse to do what you have to do anyway.



The image displays a large data table with columns for 'key', 'number', 'source', 'program.1', 'program.2', 'program.3', 'plot', 'destination', 'year', 'replicate', and 'replicate2'. The table contains numerous rows of data, including 'High N' and 'Low N' treatments across various years and replicates.

Below the table, a list of R files is shown:

- brooks_data.R
- Brooks_Ecology_Data.Rproj
- hdat_20190208.Rdata
- hdat.RData

5

Let's find out a little more...

In-Class Exercise Wk. 1

6