



Research Data Management Librarian Academy

Current Status, New Units, and the Translation Partnership

MLA 2020 Live Presentation

August 10, 2020 | 9:30 PDT/11:30 CDT/12:30 EDT

Presented By: Elaine Martin and Rong Tang

Hosted By: Elsevier

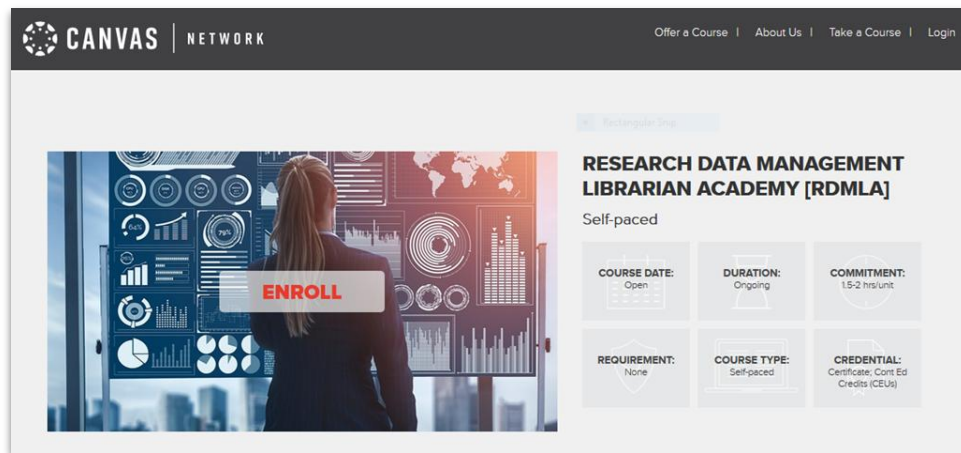
Agenda

1. Brief Introduction
2. New Modules
 - a. New Instructors
3. Translation Partnership
4. Continuing Education Credits Test

What is RDMLA?

- An online education program offering individuals an opportunity to learn about research data management practices
- Developed in partnership with industry, teams of librarians and LIS faculty who have expertise with RDM
- Filling in a gap in RDM training

<https://rdmla.github.io/>



Why RDMLA?

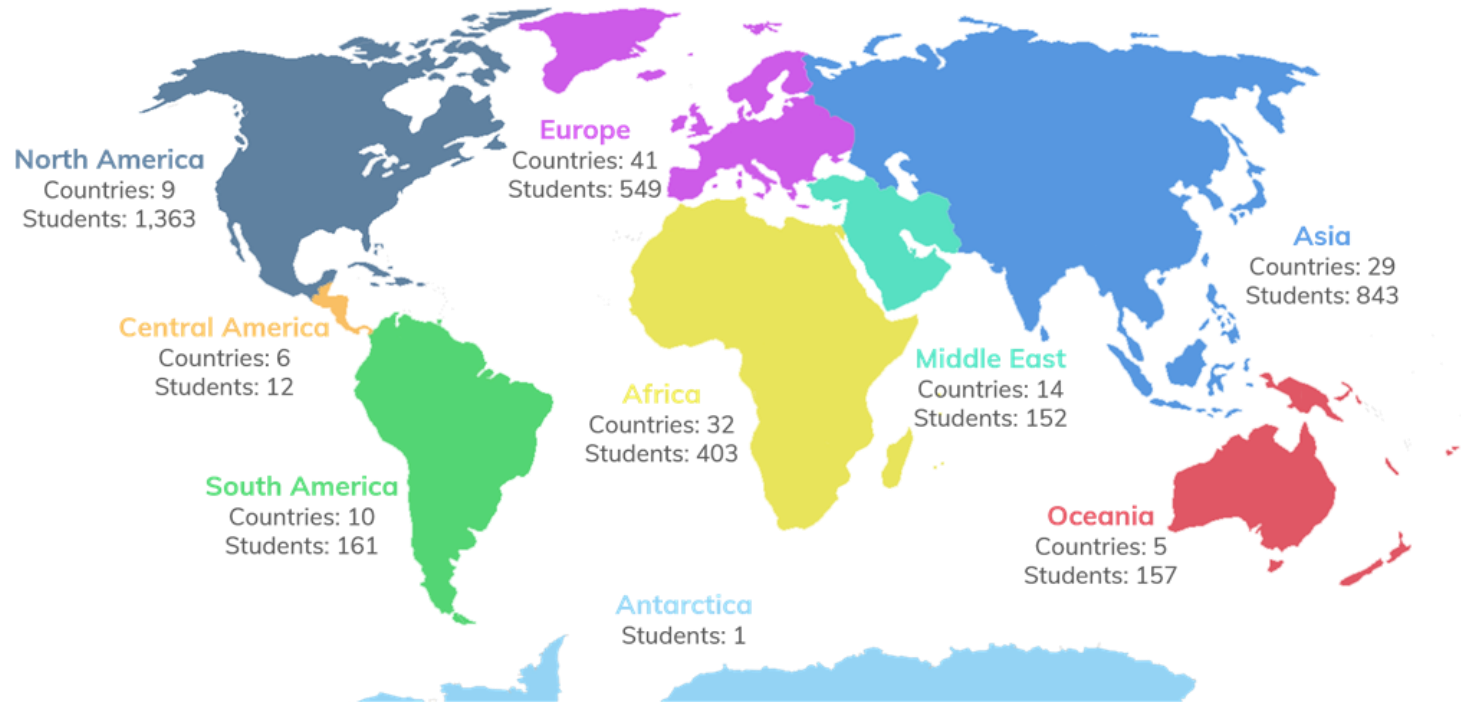
- RDMLA was created for the **practicing librarian** to **enhance** their skill sets so they can be part of research teams.
- RDMLA can be utilized by researchers wishing to learn more about **RDM foundations and related software and tools**.
- Extremely valuable resource for **practicing librarians to tool or retool** themselves on RDM practices and projects.

Success Metrics to Date

October 7, 2019 to August 10, 2020

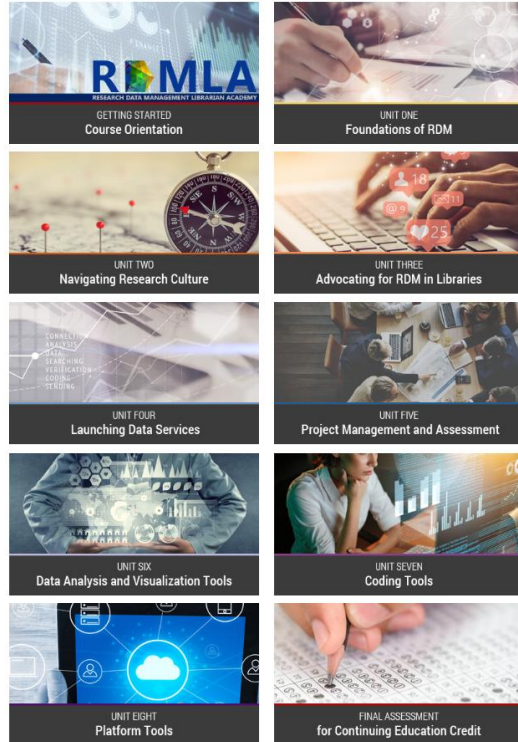
- Active Students: **3,878**
- Discussion Forum Posts: **1,746**
- Course Completion Badges: **273**
- CE Certificates: **20**

Where are RDMLA Learners From?



Based off of 3,640 geolocation points, updated 07.29.2020

RDMLA on Canvas Network



- The Academy currently offers **eight** units, which can be taken in sequence or out of order.
- All units are hosted online via the Canvas Network platform under **CC-BY-NC-SA** licensing.

New Units

New Units Coming Fall/Winter 2020



New Unit Instructors



Amber Budden, Ph.D.
NCEAS University of California, Santa
Barbara

**Unit 9: Delivering Data
Management Training**



Adam Kriesberg, Ph.D.
Simmons University, School of Library
and Information Science

**Unit 11: Data Curation and
Archiving**



Scott Lapinski, MS
Harvard Medical School, Countway
Library of Medicine

**Unit 10: Data Copyright,
Licensing, and Privacy**

Unit Nine Work-in-Progress



UNIT NINE

Delivering Data Management Training

Unit 9: Overview and Objectives

[Home](#) » [Unit Nine](#) » [Objectives and Overview](#)



UNIT NINE

Delivering Data Management Training

This unit will introduce you to the need for data management training and the role that libraries can play. It is designed to provide librarians with materials to teach data management best practices across all stages of the Data Life Cycle. The unit will include survey data as a background to availability of data management training before introducing the DataONE skillbuilding hub and education materials. You will learn how to navigate the resource for efficient access to content, become familiar with the subject content of the materials and how they relate to the Data Life Cycle, learn about the formats available to support delivery of data management training and learn how to contribute edits and new content to the hub.

By the end of this unit, you will be able to:

- Navigate to and access DataONE resources for Data Management Training.
- Explain the relationship between different resource types offered by DataONE.
- Direct their user community to resources in support of Data Management Training.
- Make a suggested edit to DataONE Educational materials.

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RESEARCH DATA MANAGEMENT LIBRARIAN ACADEMY

Unit Ten Work-in-Progress



UNIT TEN

Data Copyright, Licensing, and Privacy

Unit 10: Overview and Objectives

Talking:

[Home](#) » [Unit Ten](#) » Objectives and Overview



UNIT TEN

Data Copyright, Licensing, and Privacy

One common point of confusion for many researchers collecting or analyzing research data stem from concerns about copyright. More specifically, the word copyright can frequently become a surrogate word for the more immediate concerns of data privacy and licensing. While we are often reminded that data is not copyrightable, the implications of that statement obscure the importance of strict licensing terms and privacy policies that may restrict and protect that same data in ways very similar to copyright itself. Furthermore, the terms-of-use and local policies that guide how the data may be accessed and distributed in the future, could be far more restrictive than if copyright were even relevant to the data in question.

This course will tease apart these subtleties between copyright and copyright-like restrictions that may apply to data and the products that help researchers collect, analyze, and visualize their dataset.

By the end of this unit, you will be able to:

- Discuss some of the important questions that pertain to copyright issues when collecting, visualizing, sharing and re-using data.
- Clarify confusion around what is (or is not) subject to copyright with respect to raw data that will be collected, analyzed and shared.
- Identify elements in the research data lifecycle where licensing and copyright intersect with datasets, survey instruments, software tools and graphical visualization.
- Demonstrate challenges in working with licensed data and understanding the terms-of-use obligations.

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RESEARCH DATA MANAGEMENT LIBRARIAN ACADEMY

Unit Eleven Work-in-Progress



UNIT ELEVEN

Data Curation and Archiving

Unit 11: Data Curation and Archiving

- Section 1: Curation and Archiving 101
 - Introduction and definitions
 - E.g Curation, data curation, digital preservation
 - Inherent challenges of Digital Preservation
 - Historical context for research data in archives
 - Interdisciplinarity and the diverse nature of scientific data
 - [Open Data](#) and the rationale for better curation
 - Reading: <https://www.smithsonianmag.com/science-nature/the-vast-majority-of-raw-data-from-old-scientific-studies-may-now-be-missing-180948067/>
 - Assessment: Discussion Board (? or quiz)
- Section 2: Digital Curation Models and Standards
 - Introductory Lecture
 - Models
 - [DCC Lifecycle](#)
 - [DataONE Data Lifecycle](#) (covered in other modules as well)
 - [OAIS](#)
 - [FAIR data principles](#)
 - Standards
 - [TRAC/ISO 16363](#)
 - [CoreTrustSeal](#)
 - [NDSA Levels of Preservation](#)
 - Section 2 Quiz
- Section 3: Funder and Publisher Requirements for Digital Preservation
 - Data Management Plans
 - NSF
 - [NIH](#)
 - Other agencies and funders
 - Resource: <http://datasharing.sparcopen.org/>
 - Reading: <http://www.iijdc.net/index.php/iijdc/article/view/423>
 - Exercise: [DMPTool](#)

- Section 4: Digital Repositories
 - Overview of digital repositories
 - Organizational structure (IRs vs. disciplinary repositories)
 - Policy framework (institutional policies, university level)
 - Technical features and comparing options
 - Exercise: Conduct a digital preservation assessment using the NDSA Levels of Preservation
 - Possible Readings:
 - <https://doi.org/10.5210/fm.v19i8.5415>
 - <http://www.dlib.org/dlib/may09/marill/05marill.html>
- Section 5: Putting Curation Into Practice
 - Sample Data Curation Workflow (connection to data management services)
 - Derived from <https://datacurationnetwork.org/resources/workflows/>
 - Connection to funder requirements and research buy-in
 - Interview with a data curation professional
 - Multiple interviews?
 - Reflection: Making the case for curation and archiving at your institution, or reflection on interview
 - Reading: <https://journals.plos.org/ploscompbiol/article?id=10.1371/journal.pcbi.1005097>



Translation Partnership

Translation Partnership

- First Translation Partners: **National Taiwan University Library**
 - Traditional Chinese language translation



Kuang-hua Chen, Ph.D.
University Librarian and Professor



Muh-Chyun Tang, Ph.D.
Associate University Librarian
and Professor

- Translation lead by Drs. Chen and Tang, with assistance from Ching-Yi Lai
- Translation expected to launch in 2021

Chinese Language Translation Partner: National Taiwan University

Screenshots of Unit 8 translation

三 RDMLA > 頁面, 綜合應用 - Mendeley Data 模擬情境

首頁 單元 討論 測驗

課程 月曆 收件匣 支援

綜合應用 - Mendeley Data 模擬情境

首頁 > 第八單元 > 內容與活動 > 綜合應用 > Mendeley Data 模擬情境

第八單元 平台工具

有了 Jean 的大力協助, John 蒐集了許多研究著作和資料庫, 他在審查這些資料後傳給 Jili 進行分析, Jili 在分析完後得到了值得探究的結果, 想要保存正在撰寫的文章一起發表。但是 Jili 不太瞭解該如何發表資料, 轉而尋求 Jean 的協助。Jean 建議 Jili 思考要在哪裡發表資料, 並向她介紹三種不同的選擇: 典藏系統和開放式典藏系統。像 Mendeley Data 就屬於開放式典藏庫。Jean 請 Jili 在建立資料庫草稿預覽後分享給她, 兩人再一起建立詮釋資料等。Jean 建議這種資料可以如何改善, 讓資料庫看起來較為「客觀」, 像是加入再現資料的步驟、新增分類, 以及附上參考資料庫的連結。如此一來, 資料庫系統後直接發表。



第八單元完成

首頁 > 第八單元 > 完成

第八單元 平台工具

恭喜! 您已經完成了這個單元!

您已經完成了獲得本單元徽章的要求。連結左側目錄的徽章頁面, 可以追蹤您的徽章蒐集情形。

您完成所有課程單元, 您將會收到一個完成課程的徽章。

• 上一個 下一個 •

第八單元: 講師資訊

首頁 > 第八單元 > 講師資訊



Julie Goldman

哈佛大學圖書館研究資料服務館員



Julie Goldman 擁有理學士及圖書資訊學碩士學位, 目前任職於哈佛大學醫學院康威圖書館, 擔任研究資料服務館員。她與許多資料管理及開放科學界的專家密切合作, 致力發展相關服務, 提供哈佛教職員工生及研究者使用。Julie 擁有軟體工作坊 (The Carpenters) 講師資格, 長年推廣工作坊理念, 並協助在新英格蘭舉辦工作坊。

lie 曾任美國國家衛生研究院 Big Data to Knowledge (BD2K) 計畫的專案經理, 推動資源發展。她與康威圖書館館長 Elaine Martin 與新英格蘭的資料專家共同於 Canvas MOOC 平台開設「生物研究資料管理最佳實務」(Best Practices for Biomedical Research Data Management) 課程。旨在為館員、生物研究人員、生物領域大學生與研究生, 以及其他感興趣的對象提供培訓, 學習生物研究資料管理的推薦做法。

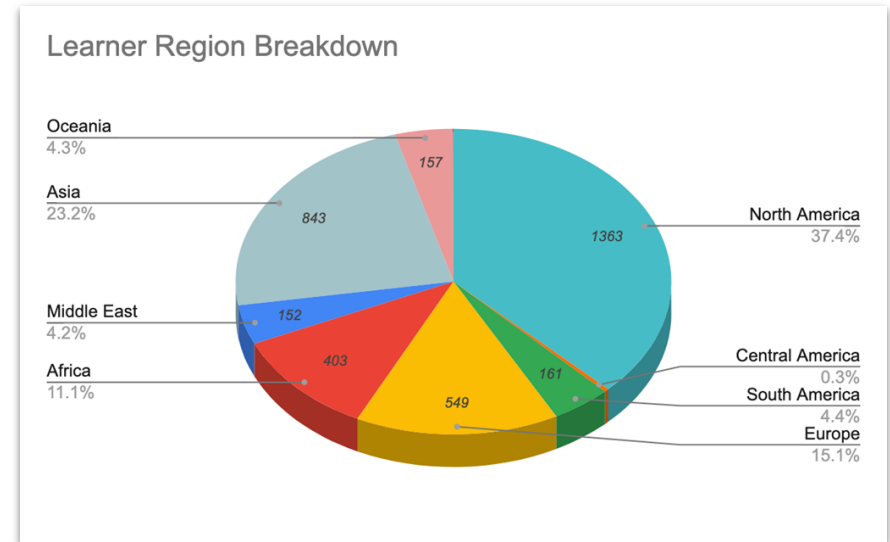
lie 現為 Journal of e-Science Librarianship (JeSLIB) 總編輯。JeSLIB 是經過同儕審查的開放取用期刊, 致力推動圖書館學理論與實踐, 特別聚焦於與資料導向研究相關的服務。

lie 過去曾於麻省大學醫學院擔任全國醫學圖書館網路 (National Network of Libraries of Medicine) 新英格蘭區之 eScience 專員, 為新英格蘭地區的圖書館員提供研究資料相關教育和資源。她也協助開發「NNLM RD3: sources for Data-Driven Discovery」網站。該網站前身為先前的熱門網路資源「The eScience Portal for Librarians」。

lie 在新罕布夏大學取得海洋生物科學學士學位, 並在西薩斯學院取得圖書資訊學碩士學位。

Translation Partnership

- Currently establishing a model of translation for future translation efforts with partnership with NTU.
- International partnerships for translations of multilingual versions.
 - Will focus future translation partnerships based off learner location.



CE Credits

Continuing Education (CE) Credits

Continuing Education Credit: Welcome!

[Home](#) • [Continuing Education Credits Test](#) • Welcome



FINAL ASSESSMENT for Continuing Education Credit

Thank you for your interest in the Continuing Education (CE) Credit!

Below, RDMLA co-leaders Elaine Martin and Rong Tang, and Sanda Erdelez, Director of the School of Library and Information Science at Simmons University welcomes you the CE portion of the RDMLA course.

Hello!

On behalf of the RDMLA faculty and development team, we would like to congratulate you on completing the RDMLA course. We hope your learning experience has been positive and rewarding.

Now that you have completed all the RDMLA units, we would like to introduce to you the opportunity to obtain three continuing education (CE) credits from Simmons University's School of Library and Information Science. To earn these credits, you will pay an administrative fee of \$50 USD and pass a final online assessment. You will have two chances to pass the assessment with a score of 75% or higher. Upon passing the assessment, you will receive an electronic certificate recognizing and acknowledging your CE credits.

We wish you the best of luck as you pursue the CE credits and in your future RDM endeavors!

Best Regards,

Elaine Martin and Rong Tang

Click **play** to begin.



Run Time: 1:59 | [Transcript](#)



Continuing Education Credit - Before You Begin

[Home](#) • [Continuing Education Credits](#) • [Welcome](#) • Before You Begin



FINAL ASSESSMENT for Continuing Education Credit

Thank you for your interest in the Continuing Education (CE) Credit. Before you proceed, please read the following information thoroughly.

Please note that the test for the CE credit is only available upon completion of all the units in the course. This is an **optional offering** for interested parties to earn three (3) continuing education credits from Simmons SLIS.

The test comprises of 25 questions and is based on the materials discussed in the course units. You will have **90 minutes** to complete the test. Questions will appear one at a time, but you will be able to return to questions you skipped or to review your answers before submitting.

You will have two attempts, per paid fee, to pass the test. To pass, you will need to receive a **75% or higher**. If you are unable to successfully complete the test after two attempts, you will be locked out. Please refer to the information on the Outcome page for next steps.

In order to complete the CE test, please follow these steps:

- First you must pay a fee (**\$50 USD**) to complete the test. You may pay the fee at this [link](#).
- Once you have completed payment, you will receive an email receipt which will include the code to unlock the quiz on this Canvas course site.
- Return to the Canvas course site and proceed to the CE test page
- On the CE test page, you will be prompted for the test code. Once you enter the code, the test will be unlocked and you may proceed.

For additional information and assistance, please refer to the [CE Test FAQ](#).

Continuing Education (CE) Credits

RDMLA has partnered with Simmons University SLIS to offer **optional** continuing education (CE) credits upon completion of the CE credits test.

- Must complete **all** eight units of the RDMLA course
- Test is comprised of 25 questions and is based on the materials discussed in the course units
- Administration fee of \$50 USD
- Two attempts to pass the test with a 75% or higher
- Successful test takers will receive a certificate recognizing their three CE credits
- The three new units constitute 1 CE credit

Check out the Course at:
canvas.net/browse/simmonsu/courses/research-data-management

Project Website: <https://rdmla.github.io/>

Please help us spread the word!



Questions?

Contact Ashley Thomas at ashley_thomas@hms.harvard.edu



rdmla.github.io



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