



# Research Data Management Librarian Academy

Establishing a Global Community of Practice in Research Data Management

**NEASIS&T Webinar**

Thursday May 6, 2021 | Time: 11:30 a.m. EDT

Presented By: Elaine Martin and Rong Tang

Demonstrations By: Zhan Hu and Ashley Thomas

# Agenda

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1. Brief Introduction of RDMLA Presenters
2. RDMLA History
3. New Units
4. Translation Partnership
5. The Impact of RDMLA
6. Continuing Education Credits Test
7. Q and A

# 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
- Financially funded by Elsevier

The screenshot shows the Canvas Network interface. At the top, there's a navigation bar with links for "Offer a Course", "About Us", "Take a Course", and "Login". Below the navigation is the course title "RESEARCH DATA MANAGEMENT LIBRARIAN ACADEMY [RDMLA]" in bold capital letters. To the left of the title is a large thumbnail image of a woman in a suit looking at a large screen displaying various data visualizations like charts and graphs. A prominent red "ENROLL" button is overlaid on the bottom right of the thumbnail. To the right of the title, there are several descriptive boxes: "Self-paced", "COURSE DATE: Open", "DURATION: Ongoing", "COMMITMENT: 1.5-2 hrs/unit", "REQUIREMENT: None", "COURSE TYPE: Self-paced", and "CREDENTIAL: Cont Ed Credits (CEUs)".



# Why RDMLA?

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- 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.

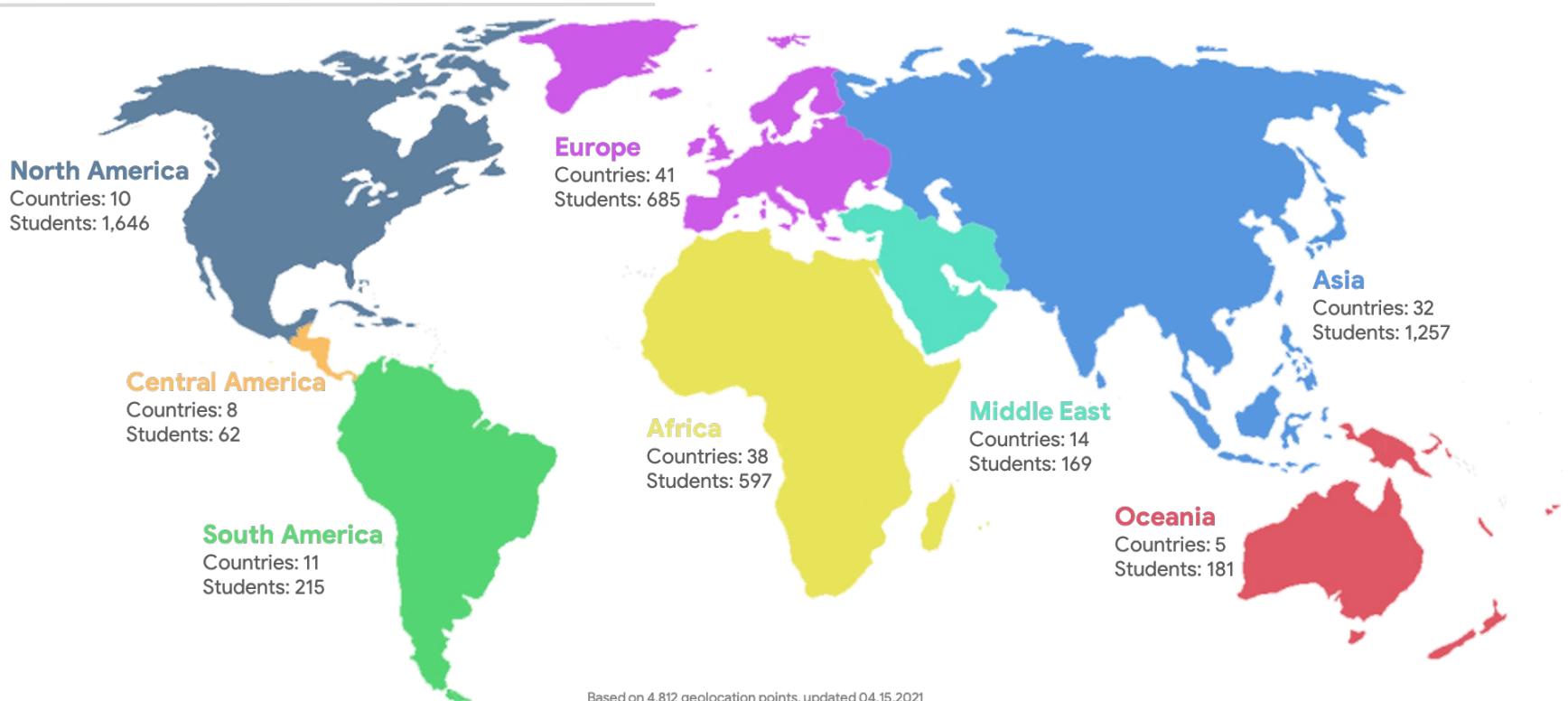
# Success Metrics to Date

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October 7, 2019 to May 6, 2021

- Active Students: **5,067**
- Discussion Forum Posts: **2,507**
- Course Completion Badges: **398**
- CE Certificates: **40**

# Where are RDMLA Learners From?



# Unit Structure Components

- Welcome
- Overview and Objectives
- Faculty Profiles
- Video Lectures
- Readings
- Exercises/Case Studies
- Quizzes

The screenshot shows a list of components for Unit 1: Foundations of RDM. The components are:

- Unit 1: Welcome
- Unit 1: Overview and Objectives
- Unit 1: Video Overview
- Unit 1: Faculty Profiles
- Unit 1: Preliminary Reading and Resources
- Data Life Cycle: Wrap-Up
- Exercise 4: Data Management Plan (DMP) (Quiz)  
0 pts
- Unit 1: Summative Assessment (Quiz)  
10 pts
- Unit 1: Additional Readings and Resources
- End of Unit 1

# RDMLA on Canvas Network



- The Academy currently offers **eleven** 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 Added in 2020/2021



# New Unit Instructors



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

**Unit 9: Delivering Data Management Training**



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

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



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

**Unit 11: Data Curation and Archiving**

# The Impact of RDMLA

**RDMLA has been used by instructors worldwide, including:**

- The United States
- Turkey
- Israel
- Kenya
- Thailand

**RDMLA has been used by worldwide libraries & educators:**

- As a course and workshop
- As a resource
- Listed in U.S. libraries' research and/or libguides
- Listed in international libraries' research guides, libguides, or blog posts
- In LIS coursework and classroom learning

# RDMLA as a Course and Workshop

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- Network of the National Library of Medicine (NNLM)
  - Training - Course and Workshops
    - <https://nnlm.gov/data/courses-and-workshops>
- Medical Library Association (MLA)
  - Course listed for the Data Services Specialization
    - <https://www.mlanet.org/page/data-services-specialization-course-list>

# RDMLA as a Resource

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- **OpenAir** (website for data science, data management, library technology, and web technology resources)
  - RDM training resources
    - <https://explore.sparklinginfo.com/rdm-resources/>
- **Association of Library and Information Science Education (ALISE)**
  - COVID-19 Resources for LIS community
    - <https://www.alise.org/covid-19-resources>

# RDMLA as a Resource (continued)

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- **Saskatchewan Health Libraries Association**
  - Featured in SHLA Journal Club blog article
    - <https://shla.chla-absc.ca/?tag=research-data-management>
- **Purdue University Charleston Library Conference**
  - Resource and RDM event in the timeline of health sciences development
    - <https://docs.lib.psu.edu/cgi/viewcontent.cgi?article=2123&context=charleston>

# RDMLA in U.S. Libraries

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- **Fordham University Library**
  - Librarian professional training/webinar resources
    - <https://fordham.libguides.com/LibrarianResources/TrainingWebinars>
- **Northwestern University Libraries**
  - Research Guide: Data Management Training
    - <https://libguides.northwestern.edu/datamanagement/datamanagementtraining>
- **Carnegie Mellon University Libraries**
  - “Data 101” LibGuide
    - <https://guides.library.cmu.edu/data101/managingdata>

# RDMLA in U.S. Libraries (continued)

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- **Atlanta University Center, Robert W. Woodruff Library**
  - RDM open access workshops and courses
    - <https://research.auctr.edu/research-data-management/training>
- **University of Virginia Library**
  - RDM LibGuide: Self-paced training
    - <https://guides.lib.virginia.edu/c.php?g=515290&p=3520794>

# RDMLA in International Libraries

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- **Victoria University of Wellington Library**
  - Research data management resources
    - <https://libguides.victoria.ac.nz/research-data-management/research-data-management>
- **University of Manitoba Libraries**
  - Featured in a Research Service Data Service (RSDS) Blog
    - <https://libguides.lib.umanitoba.ca/researchservices/rsdsblog/Free-Librarian-CE-coming-soon-the-Research-Data-Management-Librarian-Acade>

# RDMLA in International Libraries (continued)

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- **Sao Paulo State Regional Library Council - 8th Region**
  - Blog post featured RDMLA as a RDM resource
    - <http://www.crb8.org.br/a-especialidade-dos-bibliotecarios-de-dados-na-ciencia-aberta/>
- **ShenZhen University Library Blog Post**
  - Blog post featured RDMLA as a free RDM resource
    - [http://blog.sina.com.cn/s/blog\\_c2cb001d0102zk7b.html](http://blog.sina.com.cn/s/blog_c2cb001d0102zk7b.html)

# RDMLA in LIS Course and Class Work

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- Simmons University, School of Library and Information Science
  - IPI (Interprofessional Informationist) Program course
  - LIS532U Scientific Research Data Management
  - Utilized **Unit 4 Launching Data Services**
    - For session reading
    - For assignments/exercise
- Colleague from Istanbul, Turkey
  - Units 4, 6, and 8 as part of “Digital Libraries and Open Science” content

# LIS532-U Use of RDMLA Unit 4

Explain why a librarian should be aware of, and understand RDM services

## Weekly Deadlines

- Complete **RDMLA Unit 4 - Launching Data Services**
- Submit your **Midterm Written Report** here by Sunday, Oct. 25 - 11:55pm PT (*be prepared to deliver your oral presentation during our Oct. 26 Zoom live session*)
- Sign up for a Midterm presentation slot here.

## Readings and Resources

- Building Data Services From the Ground Up: Strategies and Resources
- Going Beyond the Data Management Plan: Services and Partnerships
- The Role of the Library in the Research Enterprise

## Activities

Access \* [Research Data Management Librarian Academy \(RDMLA\)](#)\* and

 Assignment: Identify Stakeholders Exercise Worksheet

 OPTIONAL Discussion: RDM Stakeholders Forum

## Assignment Goal

RDMLA Unit 4: Identify Stakeholders

## Assignment Details

### Instructions

- Use the worksheet provided in RDMLA Unit 4 Exercise 2
  - Identify stakeholders at your institution who will actively interface with those launching or managing research data services in your institution
  - Select their institutional role and briefly summarize each stakeholders' relationship to your RDM plan

## Submission Details

1. Include your name and assignment title
2. Complete all parts and answer all questions
3. Submitted as PDF to the Moodle site
4. Handed in by Sunday 11:55pm Pacific Time of the next session week

# Possible Teaching Applications

- 1 **Use individual units** As readings/course session materials for data science or data service courses
- 2 **Use the exercises/worksheets** For part of the course assignments
- 3 **Utilize course practical scenarios  
(grounded in LIS practice)** To plan your teaching
- 4 **Make use of demos in  
technology units** To engage students in learning data or tech-related skills
- 5 **Have students take  
unit quizzes** To establish a baseline assessment of the students' understanding of RDM topics

# RDMLA Course Demo

# Translation Partnership

# Translation Partnership

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- Translation Partners: **National Taiwan University Library**
  - Traditional Chinese language translation
  - Translation lead by Drs. Chen and Tang, with assistance from Chiu-Hsun Lin and Ching-Yi Lai
- Translation efforts began May 25, 2020
  - Unit translation review once every two to three months
- Translated course will launch in summer/fall 2021

# NTU Translation Team

- National Taiwan University Translation Team



National  
Taiwan  
University



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



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



Chiu-Hsun Lin  
Director of Research  
Support Division



Ching-Yi Lai  
RDMLA Project  
Manager

# RDMLA Translation Team

- RDMLA Translation Review Team



Elaine Martin, D.A.  
RDMLA Co-Leader; Director,  
Countway Library of Medicine



Ashley Thomas  
RDMLA Librarian,  
Countway Library of Medicine



Rong Tang, Ph.D.  
RDMLA Co-Leader; Associate  
Professor, Simmons University



Zhan Hu  
Doctoral Student,  
Simmons University

- Translation review led by Dr. Rong Tang and Zhan Hu

# Agreement Between RDMLA and NTU

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- Statement of Work (SOW) signed on May 25, 2020
  - Effective from June 2020 to July 2021
  - NTU Library assumes the expenses related to the translation effort
  - RDMLA reserves exclusive control over any and all quality assurance (QA) of the translation materials
  - NTU Library produces a complete unit translation every six weeks
  - Bi-monthly review meetings by both parties

# Schedule for Unit Translation

updated 2021/02/04			2020													
Name	Begin date	End date	May	June	July	August	September	October	November	December	January	February	March	April	May	June
Unit 8_SOW 2020/7/10	2020/6/11	2020/8/3														
Translation	2020/6/11	2020/7/13	[2020/6/11 - 2020/6/13]													
Examination	2020/7/14	2020/7/24														
Review	2020/7/27	2020/8/3														
Unit 7_SOW 2020/8/21	2020/7/1	2020/9/3	[2020/7/1 - 2020/8/3]													
Translation	2020/7/1	2020/8/12	[2020/7/1 - 2020/8/12]													
Examination	2020/8/13	2020/21														
Review	2020/8/24	2020/9/3														
Unit 6_SOW 2020/10/2	2020/7/30	2020/9/29	[2020/7/30 - 2020/9/29]													
Translation	2020/7/30	2020/9/10	[2020/7/30 - 2020/9/10]													
Examination & Review	2020/9/11	2020/9/29														
Unit 5_SOW 2020/11/13	2020/9/4	2020/11/13	[2020/9/4 - 2020/11/13]													
Translation	2020/9/4	2020/10/9	[2020/9/4 - 2020/10/9]													
Examination & Review	2020/10/12	2020/11/13	[2020/10/12 - 2020/11/13]													
Unit 4_SOW 2021/01/02	2020/10/12	2020/12/31	[2020/10/12 - 2020/12/31]													
Translation	2020/10/12	2020/12/2	[2020/10/12 - 2020/12/2]													
Examination & Review	2020/12/3	2020/12/31	[2020/12/3 - 2020/12/31]													
Unit 3_SOW_2021/02/12	2020/12/3	2021/2/8	[2020/12/3 - 2021/2/8]													
Translation	2020/12/3	2021/1/13	[2020/12/3 - 2021/1/13]													
Examination & Review	2021/1/14	2021/2/8	[2021/1/14 - 2021/2/8]													
Unit 2_SOW_2021/04/09	2021/1/11	2021/4/9	[2021/1/11 - 2021/4/9]													
Translation	2021/1/11	2021/3/12	[2021/1/11 - 2021/3/12]													
Examination & Review	2021/3/15	2021/4/9	[2021/3/15 - 2021/4/9]													
Unit 1_SOW_2021/05/21	2021/4/12	2021/5/21	[2021/4/12 - 2021/5/21]													
Getting started_SOW_2021/05/24	2021/5/24	2021/6/18	[2021/5/24 - 2021/6/18]													

- Both parties agreed to continue working on Units 9, 10, and 11

# Translation Workflow

## Translation 1

First draft done by a professional translator with LIS background

## 2 Proofreading & Review

- Two research support librarians
- Preload to Canvas mirror site

## Quality Assurance 3

Review for QA by RDMLA Team

## 4 Online Meetings

Bi-monthly review meetings by RDMLA and NTU Library teams for discussion and finalization of each unit

## Revisions & Corrections 5

# Scope of Translation

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Translation includes:

1. Section text
2. Learner activities
3. Quizzes
4. Video closed captioning
5. Video transcripts
6. Video slideshows

# Terminology and Translation Review

Jen Ferguson

Head, Research Data Services, Northeastern University

Jen earned an MS in biology from Boston College, in part by studying the molecular minutiae of a yeast that few people care about. Following a brief stint at a biotech company, she fled the real world for academia, doing bench research and teaching at Boston area institutions including MIT, Brandeis, and Wellesley. Jen decided that librarianship sounded a lot like teaching minus most of the bits she didn't like, so she enrolled in the MLIS program at Syracuse University.

Jen is currently the head of Research Data Services at Northeastern University. In this role, she consults with faculty, staff and students on approaches to streamline the collection, organization, and findability of research data for current projects, as well as methods to ensure long-term access to research outputs. She also assists researchers preparing data management plans for grant proposals.

Jen Ferguson

Head, Research Data Services, Northeastern

University

Jen 以生物學碩士的身份畢  
的研究領域較為冷門，主要  
職於一間生物科技公司後，  
並在 MIT、Brandeis 和 We  
從事基礎研究和教學。Jen  
教學工作且沒有了她不感興  
Syracuse University 的圖書

Jen 目前是 Northeastern U  
Data Services。在這個職位  
員和學生的意見，討論該如  
集、組織和可尋獲度，及確  
她也會協助研究者擬定用於

[她轉而投身學術界]

[她向教职员、工作人员和  
当前项目研究数据的收集、  
研究成果的方法。]

## Exercise 4: Measuring Success

### A QUICK SUMMARY

*Thinking about a product or service from the perspective of features and benefits is a good way to market or sell that product or service with the idea of what end users want or need. It is also helpful when you think about pitching aspects of a service to stakeholders, and when you think about evaluating successes and failures.*

Remember:

*Features are aspects of your product or service, or simply what the service offers or product does.*

*Benefits are descriptions of how a feature is helpful or beneficial.*

... .

*So, for example, if a feature of your RDM service is offering a regular Monday Workshop Series on RDM, and you are going to pilot it for a year, a benefit could be that regularly scheduled workshops at a stable time, day, and place will make it easier for students to take advantage of RDM services. Identifying features and benefits also assists figuring out how you will measure success of any feature. For example, measuring attendance at the workshops will help to assess if this feature actually addresses the*

### 練習4：衡量成功

從功能與效益的角度檢視一項產品或服務，瞭解終端使用者的想法或需求，這是一種行銷或銷售產品或服務的好方法。考量要向利害關係人推銷服務的面向，或是如何評估成功與失敗，非常有幫助。

[从功能和效益的角度来考虑产品或服务 是一种很好的营销或销售产品或服务的方法，这种方法也考虑到终端用户的想法或需求。]

記住：

功能是您的產品或服務的面向，簡單來說，就是服務的內容或產品的功用。

[功能是您的产品或者服务的各个方面，简单来说就是产品能做什么或者服务能为用户提供什么？]

效益說明了一項功能有何用處或能創造哪些利益。

... .

例如，如果您推行的 RDM 服務會定期在週一舉辦 RDM 系列工作坊，並打算先舉辦一年作為測試，在固定時間、日期、地點舉辦定期工作坊的效益在於學生能更輕鬆利用 RDM 服務。辨識功能與效益也能讓您更清楚該如何衡量任何服務功能的成功度。舉例來說，計算工作坊的出席率可以評估這項功能是否有達成當初預期的效益。

# Screenshots Unit Translations

## 及時的捐款—案例敘述

首頁 » 第三單元 » 內容與活動 » 及時的捐款 » 案例敘述



Alyssa 是在新英格蘭地區一處大型分散式學術圖書館系統的圖書館主管。作為主館的數位策略，其中也包含研究資料管理 (RDM)。

在 Alyssa 所屬的學校並不是採集中式的 RDM 服務，事實上，整個大學的 RDM 服務提供，包括資訊技術 (IT) 和數個研究計算小組；以及服務大學生、研究生和專業學會科學研究中心；以及研究行政部門。

總圖書館也一直積極參與這個 RDM 服務網絡。總圖書館、研究計算中心及社會科

並支援一個向全球研究者開放的數位研究空間。

規模最大、資源最豐富的 RDM 需求。同樣地，這間大學的 RDM 服務

Alyssa 發覺這些服務：圖書館可以幫忙協調其

力提供本地及客製化

## 練習2：辨識利害關係人

首頁 » 第四單元 » 內容與活動 » 辨識利害關係人 » 練習2 (表單)



- 找出所屬機構內，會積極和機構中推行或管理研究資料服務的人員互動的對象，這
- 為這些對象選擇最適合的機構特質（即練習 1 的內容），並簡單描述各利害關係人與 RDM 計畫的關係。

您可以參考下方的表單範例，開始練習。這次練習可以協助您辨識利害關係人，並統整這些對象與您的 RDM 計畫有何關連。

您可以從下列連結取得表單：

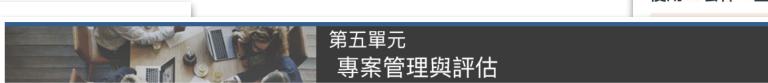
- [第四單元練習表單](#)

(這是一份 Google 試算表文件。點選連結後，網頁會詢問您是否要建立文件複本，接著就能將文件儲存到您的 Google 雲端硬碟。接下來，您就能編輯並變更檔案)

- [第四單元練習表單](#)

(Microsoft Excel 文件 - 點選連結並下載到您的裝置上)

使用 R 套件：重點複習（測驗）



首先，釐清專案 (Project) 與一般例行業務 (Business As Usual) 的差異為何，可以協助我們回答這個問題。您可能會發現自己其實執行過很多潛在專案，或不一定被稱之專案的工作，或者您只將其視為日常的工作，但事實上，將這些工作定義和視為專案來管理是更好的做法。如果您執行的任務符合下列條件，就能視為專案：

- 您的任務具備獨特的目標與產出，這些目標和產出不屬於每日例行工作事項。
- 這是一項暫時性任務，具備開始與結束日期。
- 您必須完成由特定階段組成的流程：規劃、執行、追蹤/控管與結束專案。

### 「專案」範例的條件列表

範例：您是一位參考暨教學培訓活動館員，想要和同仁合作，在夏季舉辦一系列以公開取用和開放科學 (open science) 為主題的活動。

獨特目標與產出 設計和舉辦利用指導活動可能是您工作內容的一部分，但這項任務可以視作一項專案，因為這項任務有具體的產出。有關這類主題的活動和工作坊尚未在您的利用指導課程出現，或者尚未以此主題舉辦過系列活動。

暫時性 您投入這項專案的時間會從提出活動構想開始，到夏季實際舉辦活動為止。就算您未來有可能再度舉辦任何相關活動，但因此產生的額外作業也不屬於這項專案的內容。未來的相關活動可以視作一項新專案，或是成為一般例行業務。

專案階段 在專案過程中，您會經歷這些工作流程：構思活動想法、獲得核准、釐清預算金額、與同仁共同規劃、追蹤專案、舉辦活動，最後為專案做收尾，或許可用一份總結報告說明這個系列活動達成的成果，並建議明年可以在春季再度舉辦一次。

分析與視覺化工具 • 選取子集與B套件 • 重點複習（測驗）

第六單元 資料分析與視覺化工具

學習。  
安裝及使用套件的知識。

0 分數

指令  
例如 METACRAN  
令搜尋函數，找到對應的套件

0 分數

可以用哪個函數開始使用已安裝的 R 套件？

load()

library()

use()

start.package()

沒有要保存的新數據。上次檢查於 12:25 提交測驗

# Translation Between Traditional and Simplified Chinese

- Traditional and Simplified Chinese characters

English	Traditional Chinese	Simplified Chinese
Project	專案	项目
Data Curation	資料庶用	數據管護
Scope Creep	範疇潛變	范围蔓延
Instructions	利用指導	教学培训

# Course Translation Demo

# Continuing Education (CE) Credits

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

- Must complete **the first 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

# CE Credit for New Units

- The three new units will constitute **one** CE credit
- The cost for the one credit test will be \$15 USD
- Estimated launch date for the additional test is

**Summer 2021**

[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 four (4), three (3), or one (1) continuing education credit/s from Simmons SLIS.

The test comprises of questions based on the materials discussed in the course units. You will have **90 minutes** to complete each 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 of the test. 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 (**\$65/\$50/\$15 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/s 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.

# Please help us spread the word!



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# Questions?

Drop your question in the chat, or raise your hand  to ask your question live.

raise hand

