# Working Title:

**Data Management: Make sense of the complexity around data storage, description, re-use and archiving.**

The research data landscape is evolving.  International publishers and funders are now mandating for best practice in data planning, description, storage, and sharing.  By attending this interactive presentation, being facilitated by the Research Support Unit and Subject Librarian Justin Farquhar, you will increase your knowledge of research data management and have some practical tips on things you can do to improve your practices.

# Learning Objectives:

Students will be able to:

1. Think critically about best practice in the management, storage and sharing of research data, relating it to their own disciplines and research practices.
2. Share and discuss personal data management experiences.
3. Examine their current practices within conversations around Open Science and F.A.I.R. data principles.
4. Use the University of Otago DMP tool.

# Resources Required:

PowerPoint Presentation

Marker Pens (for writing on post-its)

Whiteboard markers

Internet and projector connected Laptop (if a tutor machine is not available)

One page summary handout

DMP handout (paper version of DMPt)

Evaluation handout

# Lesson Outline:

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| Activity | Time Guideline |
| Introduction:  Greet students and introduce presenters | 2m |
| First Activity: What is your research data?  Peer-share: students will discuss with the person beside them what they consider their research data before sharing with the class. Presenter to note down on whiteboard answers and consider how similar or diverse the data are. | 8m |
| Second Activity: What we will cover  Quick overview of objectives. | 5m |
| Third Activity:  **Data Management level 1:**  Talk to concepts on PPT slide : organising date and back-up  Complete a sli.do poll on current back-up practices  **Data Management level 2:**  Talk to concepts on PPT slide : Data Management Planning and University systems  DMPt exercise: Show and tell of DMPt and get them to start their paper copy… follow up with discussion:  -Did the DMP help you think more holistically about your data? How?  -What questions were the hardest to answer? Why?  **Data Management level 3**:  Talk to concepts on PPT slide : Metadata and planning for long term storage  Look at DDI example of metadata schema  Watch video  **Data Management level 4**:  Talk to concepts on PPT slide : Data Repositories, Journals, licences, and open research  Quick look at:  Figshare  Data in brief  Creative commons licence short exercise – who can tell me what this licence means?  Peer-share: students will discuss with the person beside them where they think their discipline stands on reproducibility. | 40m |
| Fourth Activity:  Discuss the quote from the book “Managing and sharing research data” (p1) starting with “Access to data means that scientific findings….”. Do they agree with the quote? What are the implications for their data management practices? Students report back verbally as a single group.  -Does their discipline’s culture of data sharing and reproducibility affect their answer?  Exercise: Ask students to stand on a continuum indicating their current place on a closed to open spectrum. Use their position on the continuum to create three groups and get them to think about whether they want to move up and how they would do that – or for those at the top end of open, how they might support their colleagues to move up. | 20m |
| Fifth Activity: Go FAIR  Talk to concepts on PPT slides. Introduce the concept of FAIR data.  Brief demonstration of the ANDS FAIR assessment tool: <https://www.ands-nectar-rds.org.au/fair-tool> | 8m |
| Conclusion:  Hand out and evaluation form | 2m |

# Evaluation:

Paper based evaluation form at the end.

# Key Readings:

Managing and sharing research data: A guide to good practice by Corti, Van den Eynden, Bishop, and Woollard – BOOK <https://otago.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=OTAGO_ALMA21174009620001891&context=L&vid=DUNEDIN&search_scope=All&tab=default_tab&lang=en_US>