Learning by Teaching about RDM: An Active Learning Model for Internal Library Education

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RDM Service Team at the University of Pittsburgh Library System and our Service Delivery Model

Design of Internal Active Learning Model to Support Development of Disciplinary Understandings

Assessment of Active Learning Model and Recommendations
RDM Service Team at the University of Pittsburgh Library System

Established in Fall 2015

7 members in total

Brenner and Mattern (Digital Scholarship Services) as co-leads
Level 2 – Advanced RDM Service Providers: Advanced RDM Service Providers will be equipped to respond to anticipated RDM-related reference requests that patrons bring to the ULS. **Staff at this level will possess tailored disciplinary knowledge related to RDM and be able to provide guidance about these disciplinary considerations to the patrons they serve.**

Includes library staff who are part of the RDM Specialist Team
Level 2 – Advanced RDM Service Providers will develop and possess the following competencies:

• Understanding of research workflows in disciplines served

• Awareness, in disciplines served, of funders’ research data management requirements

• Familiarity with relevant disciplinary data repositories

• Familiarity with good practice around file formats, file naming conventions, data storage, and data documentation
“serious consideration of both the similarities and dissimilarities among disciplines will help guide academic librarians in developing a range of data management-related services that can be tailored to the unique needs of different researchers, thereby resulting in more effective and comprehensive approaches to research data curation” (Akers and Doty, 2013, p. 17)

How can we as co-leads support RDM Service Team Members’ development of these competencies?
A few words on Level 1

http://d-scholarship.pitt.edu/26738/
Level 1 – Basic RDM Service Providers: Includes all public-facing ULS staff. This service level is characterized by an awareness of key issues and drivers around RDM and an understanding of ULS RDM services. Library staff at this level are likely to be the first point of contact for researchers with RDM-related reference questions. They will be able to describe the services that the ULS offers around RDM and refer researchers to additional resources and staff who can provide these services.
Design of Internal Active Learning Model to Support Development of Disciplinary Understandings
Design guided by educational research around—

Active learning strategies

Motivation and learning

Peer learning
“Disciplinary Deep Dive” – based on an assignment designed by Dr. Liz Lyon

LIS 2676: Research Data Management

with Liz Lyon

This topical course is designed to introduce students to the conceptual and practical challenges of research data management and takes a highly innovative approach by "immersing" the participants in disciplinary research settings in subject domains beyond LIS, as part of the learning process. The seminar will explore disciplinary data diversity, but will also examine how universities and other organizations are developing policy, roadmaps, plans and tools to facilitate good research data management practice. The seminar will investigate roles, responsibilities, and relationships of key stakeholders engaging with legal and ethical data issues, advocacy and training methods, and the costs of providing such research data management services in institutions. A pragmatic approach will be supported by reference to case studies and exemplars, which show how researchers, librarians, technologists, administrators, and others are responding positively to the data challenge.
Select a discipline of interest or relevance to work and investigate:

- Common sources of data
- Common data formats
- Metadata schemas and ontologies
- Major funders with data related requirements
- Data archives that can serve as homes for research data
10 minute presentations to University of Pittsburgh Library System colleagues and CMU Libraries colleagues
Assessment of Active Learning Model and Recommendations
Focus group with team

Survey of library colleagues in attendance
Disciplinary Metadata

While data curators, and increasingly researchers, know that good metadata is key for research data access and re-use, figuring out precisely what metadata to capture and how to capture it is a complex task. Fortunately, many academic disciplines have supported initiatives to formalise the metadata specifications the community deems to be required for data re-use. This page provides links to information about these disciplinary metadata standards, including profiles, tools to implement the standards, and use cases of data repositories currently implementing them.

For those disciplines that have not yet settled on a metadata standard, and for those repositories that work with data across disciplines, the General Research Data section links to information about broader metadata standards that have been adapted to suit the needs of research data.

Please note that a community-maintained version of this directory has been set up under the auspices of the Research Data Alliance.
Recommended modifications based on assessment

Increased engagement with researchers

Timing

Enhancement of peer learning component
Acknowledgement and Thanks

Co-authors Aaron Brenner and Liz Lyon

Members of the ULS RDM Service Team

Colleagues from ULS and CMU Libraries who attended the deep dives session

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