Meeting of the Interest Group on Education and Training for Handling of Research Data; Research Data Alliance Plenary 6, Paris, 23 September 2015. Location: Access 17, Room 21.2.32, 15:30 - 17:00.

Meeting notes by Inma Aleixos Borrás: inmaaleixos@gmail.com, edited and extended by Laura Molloy: laura.molloy AT glasgow.ac.uk.

KEY: QbP question by public, CbP comment by public

1. Welcome and Introduction

- Yuri Demchenko, IG co-chair, introduces Laura Molloy, incoming co-chair, to the group. LM interested in digital curation, digital preservation and research data management skills and training.
- Everyone introduces themselves to their neighbours in the audience.
- LM outlines the agenda for today's meeting.

2. Update on developments since RDA Plenary 5

- LM outlines the current activity on developing a profile of competences and skills in research data handling for 4 data-related professions.
- 4 professions identified at Plenary 5: research librarians, research administrators, research infrastructure managers/operators, researchers. LM invites group to contribute with more content to the IG wiki.
- Task: identify professions + find out skills + how skills interconnect across professions > how these professions can work together.
- LM is leading on the 'research librarians' task, and presents a slide with suggestions of essential skills to date grouped into "systems and standards" and "interpersonal/human factor" –type skills. But more suggestions welcome!

QbP: When should these skills be acquired? (undergrad, master, professional practice, training, certification)
A: Let's work together to establish this for each of the skills and competences.

Presentation by Patrice A, Association of Commonwealth Universities: has a theory that research administrators do not handle data but rather that they support others in doing it.
Desirable skills: to have a understanding of the scholarly cycle, relevant policies, research on data. Has contacted ARMA to request they gather feedback from their members.
QbP: What do you mean by research administrators? These are people in research performing institutions who are interested on data about research performance and outputs. They may work in a university research administration office or in the finance office for example. They gather research information, e.g. re. grant income, funder compliance,

CbP: Important to continue to be aware of what's happening related to new data paradigms and requirements.

Presentation by Christopher Jung – KIT, Germany: researchers' skills

He differentiates essential skills, desirable skills (legal, ethical aspects, etc.) Not have time to copy them.

QbP: Can we still add comments to the wiki? Answers: YES!

QbP: Can you clarify between essential and desirable? She finds that some desirable skills should be essential skills.

CbP: Researchers like to have examples from their own disciplines. Are you planning to present different skills depending on the different disciplines?

CbP by the Data rescue project: talking to all/each other is what matters

Presentation by Yuri: More technical inventory skills of technical personnel: competences, skills, knowledge, and how to educate

They conducted an experiment: he applied the below mentioned profiles to data management?

It already exists competences and skills profiles (European ICT professional, European e-Competence)
The experiment shows that this is not so straight forward. Things are changing so quickly and needs are changing also very quickly. So, these profiles might not be adequate.

Domain – skills

Do we want to go this way (following the profiles) or do we want to do it our own way?
What kind of certification? vs What type of competence?

Their own dimensions: Plan and design, build (develop and deployment), operate, utilize, manage (see the wiki)

2.1. Progress on the "Defining data handling competences and skills
profile" - Report by task leaders created at RDA5 (task leaders, 4 x 5 mins)

Online project.
Use the wiki: some desirable skills for data handling
How different professions connect with data handling

3. Short presentations –
    - CODATA summer school (CODATA team, 15 mins)
     - Education Interests of Summer School Students at GridKa School (Christopher Jung, 5 mins)
    - ULCC-DPC-DCC training needs survey (Laura Molloy, 5 mins)
    - EDISON project (Yuri Demchenko,15 mins)

Presentation by Hugh (summer schools - SS in CODATA)

Key things: schools are oriented to early career researchers. Quite basic stuff.
Goal: create a sustainable series of SS
We have already a pedagogical model that is scalable

Justification for the schools (because there is already other type of training or education): oriented towards business, material are all scattered

He presents the structure of the CODATA SS (recent graduates, basic level, longer term vision, 2 weeks, train-the-trainers sessions, all teaching materials are CC-BY license) // Modules: software carpentry, data carpentry, data curation, infrastructures, visualization, statistics and machine learning)

First Vanilla school: August 1-12, 2016 at Trieste, Italy, ICTP (up to 120 attendees)

CbP: could be those modules be generalized? They want to follow the carpentry model. Researchers go back to their organizations and transfer that knowledge.

Presentation by Christopher: GridKa Summer School

Themes: big data, modern programming, virtualization
They asked about further interests (see his slides for answers)

QbP: which course would choose from the proposed ones by students? Answer: software development

Training by DCC

Survey (opened until October 2015) finding out training needs

: EDISON – building the data science profession "Defining Data Science Competence Profile"

Consortium members: 3 universities (see his slides)
EDISON objectives: 1. Promote the creation of data scientist curricula, 2. Provide…, 3. (see slides)

EDISON Liasion Groups: brining other stakeholders

4. Discussion of work plan (all, 15 mins)
        - Follow up meeting Amsterdam (Yuri)
        - Identify any specific WGs that could emerge (all)

Issues raised by Laura: Skills gathering project. Engagement with other WGs/IGs. Identification of potential specific WGs that could emerge. AOB.

By Margaret Hedstrom: US – continuum of digital curation and doing research – the report might be useful for the group. http://www8.nationalacademies.org/onpinews/newsitem.aspx?RecordID=18590

http://www.nap.edu/catalog/18590/preparing-the-workforce-for-digital-curation

CbP: What about training for industry, not only for researchers? Yuri answers: there is a project (name??) combining both industry and research.

CbP: Elizabeth Griffin. CODATA – Data Science Journal –

CbP: I missed it

CbP: The role of funding organizations for training and making sure that researchers acquire skills. What funders can actively do in this space?

Answer by Hugh: it's clear that there is a need of funding which should come out from the community

QbP: How do you manage to run these schools? Answer: management, funding, knocking on doors, etc.

Yuri: where should we discuss this topic (supporting the education and training?) Marie Curie grants?
M.Curie funding is not available for summer schools.

Suggestion by Robin: Libraries for research data as a group to be engaged with (engagement with other WGs/IGs)

CbP: from a Physics department. They were thinking of including "data publication" in their courses. They could not find former training. We should engage with the Long Tail.

CbP: there is a need for training and having confidence. By an institution in Copenhagen. US. DST (data science training) FOR LIBRARIES.

Question by Yuri: Data management literacy. We need to create this movement. Another reason to collaborate with the libraries for research data.

CbP: question about …. ? (I did not get this comment)

Cby Robin: Open Science is missing as skills

Bby Griffin: associate summer schools to congresses. More students. The professors will be already there.

5. AOB, wrap up and close (all, 5 mins)