

Teaching Research Data Management without PowerPoint



Nothing is Written

In Stone

Education and Training on handling of research data IG

IG Taxonomy:



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Group details

Status: Recognised & Endorsed**Chair (s):** Laura Molloy, Robert Quick, Katarzyna Biernacka, Mijke Jetten, Amy Nurnberger**Secretariat Liaison:** [enquiries\[at\]rd-alliance.org](mailto:enquiries[at]rd-alliance.org)**Case Statement:** [Download](#) IG Established

The context of increasing volumes of data being created by researchers and the strengthening of requirements for research data management and data sharing has created demand for a new and evolving set of competencies and skills for researchers who create and use the data, and the growing cadre of professionals who support them.

In general, the fostering of these abilities is not explicitly addressed by current training or formal education plans. Also, the place, role and career structure of support professions (data scientists, data librarians, data managers, data analysts, research administrators, infrastructure providers and developers, etc.) is not clear.

The objective of this IG is the exchange of information about existing developments and initiatives and promotion of training/education to manage research data throughout the data lifecycle. Concretely, it will make the case for creating taxonomies of the skills required by different group of data management specialists/professionals and elaborating reference models as a basis to:

1. enable the setting of quality standards for appropriate education and training programmes aimed at researchers and the professionals that support them, at all career stages;
2. encourage the recognition of data skills amongst employees, employers, and professional bodies.
3. prepare the ground for practical applications applying these standards in educational environments

The potential benefits include:

- increased employability, mobility and recognition of data professionals, including international certification and accreditation, and improved career progression structures;
- better recognition of data competencies and skills as integral components of researcher and support staff attributes;
- increased supply of trained data professionals;
- encouraging innovation in data-related curricula;
- fostering professional associations around recognizable skills.

Focus Group Training Resources Repositories

[Education and Training on Handling Research Data IG](#)

Rolling notes document

[Fourth meeting: 14 September 2020, 14 - 15 CEST](#)

[Third meeting: 31/8 14-15 CEST](#)

[Second meeting: June 24, 1pm UTC](#)

[First meeting: June 5 2020, 12 UTC](#)

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^[PDF] [Frameworks for a Data Management Curriculum - Lamar ...](#)

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List of Readings for **Data Management Curriculum** Course Modules: pgs. 18-20. 9. Simplified

Data Management Plan for Student Exercises: pg. 21. 10. Research ...

People also ask

What do you learn in data management? ▾

What does mdm4u mean? ▾

What is data management mathematics? ▾

What is mcf3m? ▾

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^[PDF] [The Ontario Curriculum, Grades 11 and 12: Mathematics, 2007](#)

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Mathematics of **Data Management**, University Preparation (MDM4U) This document replaces The Ontario **Curriculum**, Grade 11: Mathematics, 2006, and the.

[Syllabus for Research Data Management - UW Canvas](#)

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Course **Syllabus**. Jump to Today. This course on Research **Data Management** (RDM) has been developed for undergraduate and graduate level students in the ...

[Teaching Research Data Management for Students](#)

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Aug 13, 2019 - We describe our competency-based approach to teaching research **data management** and the **curriculum** of topics that we consider essential.

[Mathematics of Data Management MDM4U Online Course ...](#)

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Prerequisite: MDM4U, Mathematics of **Data Management**, Grade 12, University Preparation **Curriculum** Policy Document: Mathematics, The Ontario **Curriculum**, ...

(PDF) [Teaching Research Data Management: An ...](#)

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Teaching Research **Data Management**: An Undergraduate/Graduate **Curriculum**. Mary Piorun,.
1. Donna Kafel,. 1. Tracey Leger-Hornby,. 2. Siamak Najafi,. 2.

What? > How?

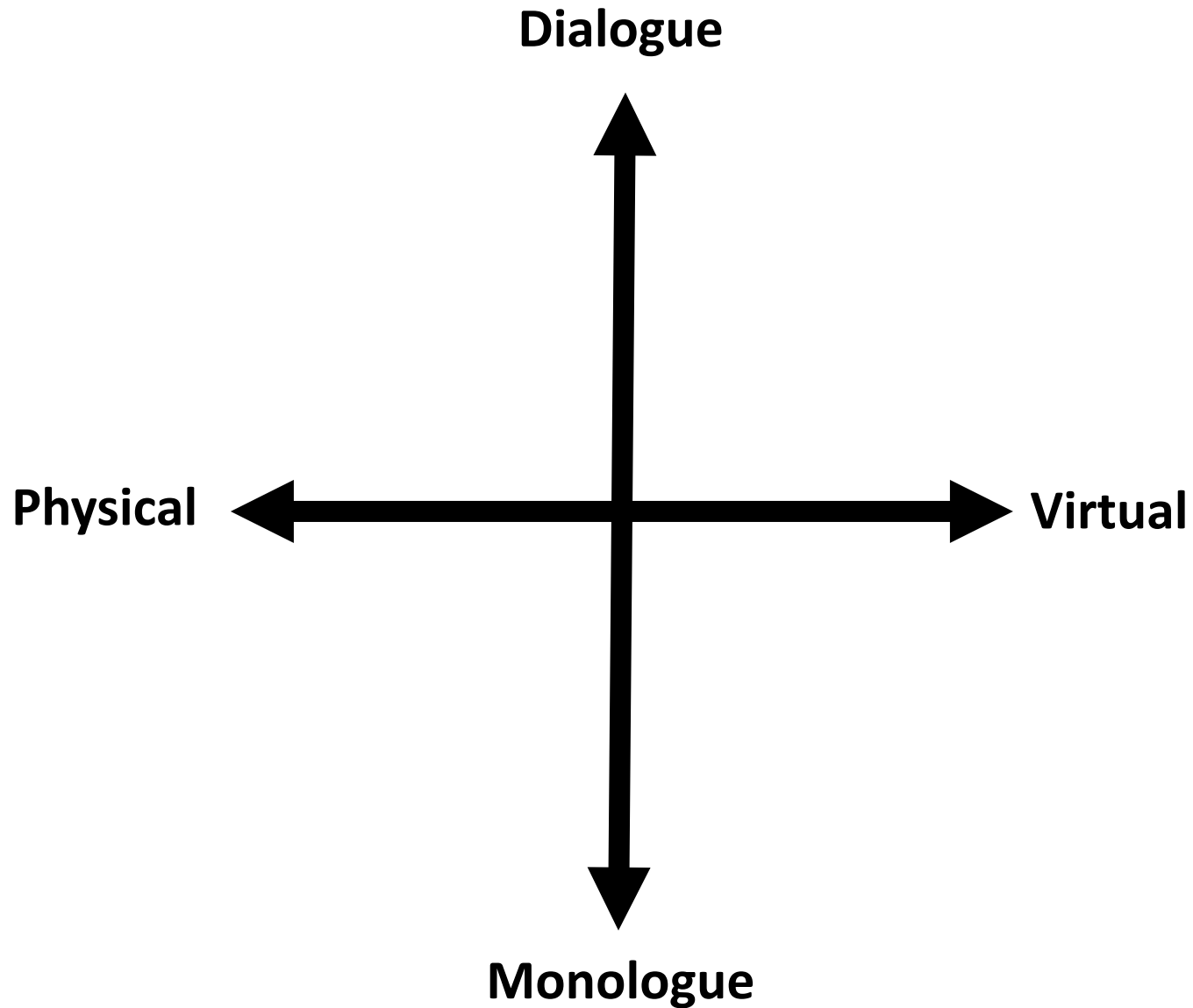
Diverse crowds

It depends ...

> Conceptualisation

<https://www.sadanduseless.com/bicycles-velocipedia/>





Synchronous

Asynchronous

*How to optimize
for learning in a
dialogue, physical,
synchronous
environment?*

*How to optimize for learning in a dialogue, physical,
synchronous environment?*

Lego: Metadata for reproducibility

#1 Introduce the method

#2 Test it in a new setting

<https://doi.org/10.5281/zenodo.3685685>