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

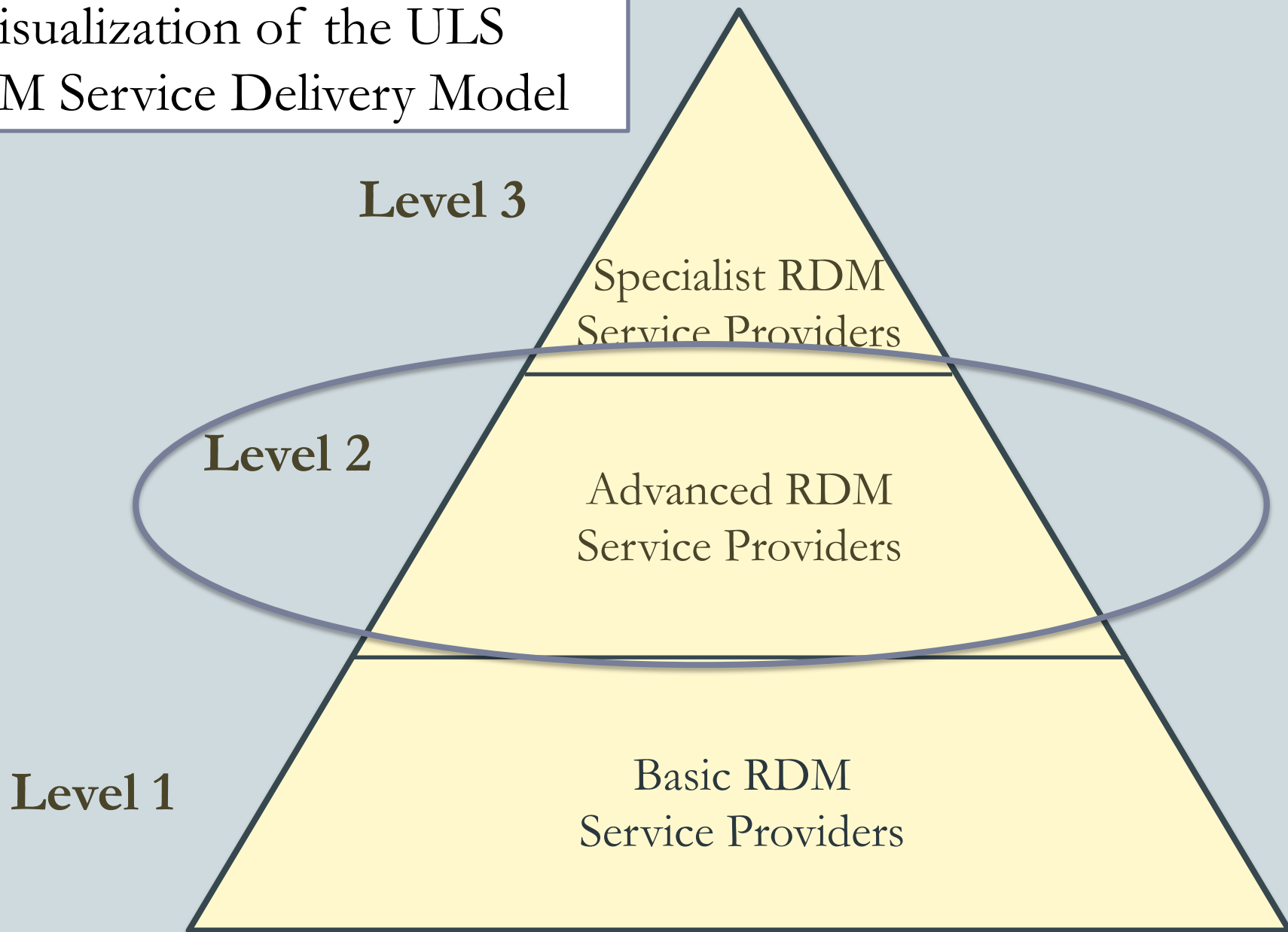# RDM Service Team at the University of Pittsburgh Library System

7 members in total

Established in

Fall 2015

Brenner and Mattern (Digital Scholarship Services) as co-leads

A visualization of the ULS
RDM Service Delivery Model

Level 3

Specialist RDM
Service Providers

Level 2

Advanced RDM
Service Providers

Level 1

Basic RDM
Service Providers

http://d-scholarship.pitt.edu/26738/

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.**

Level 2

Advanced RDM
Service Providers

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

Level 2

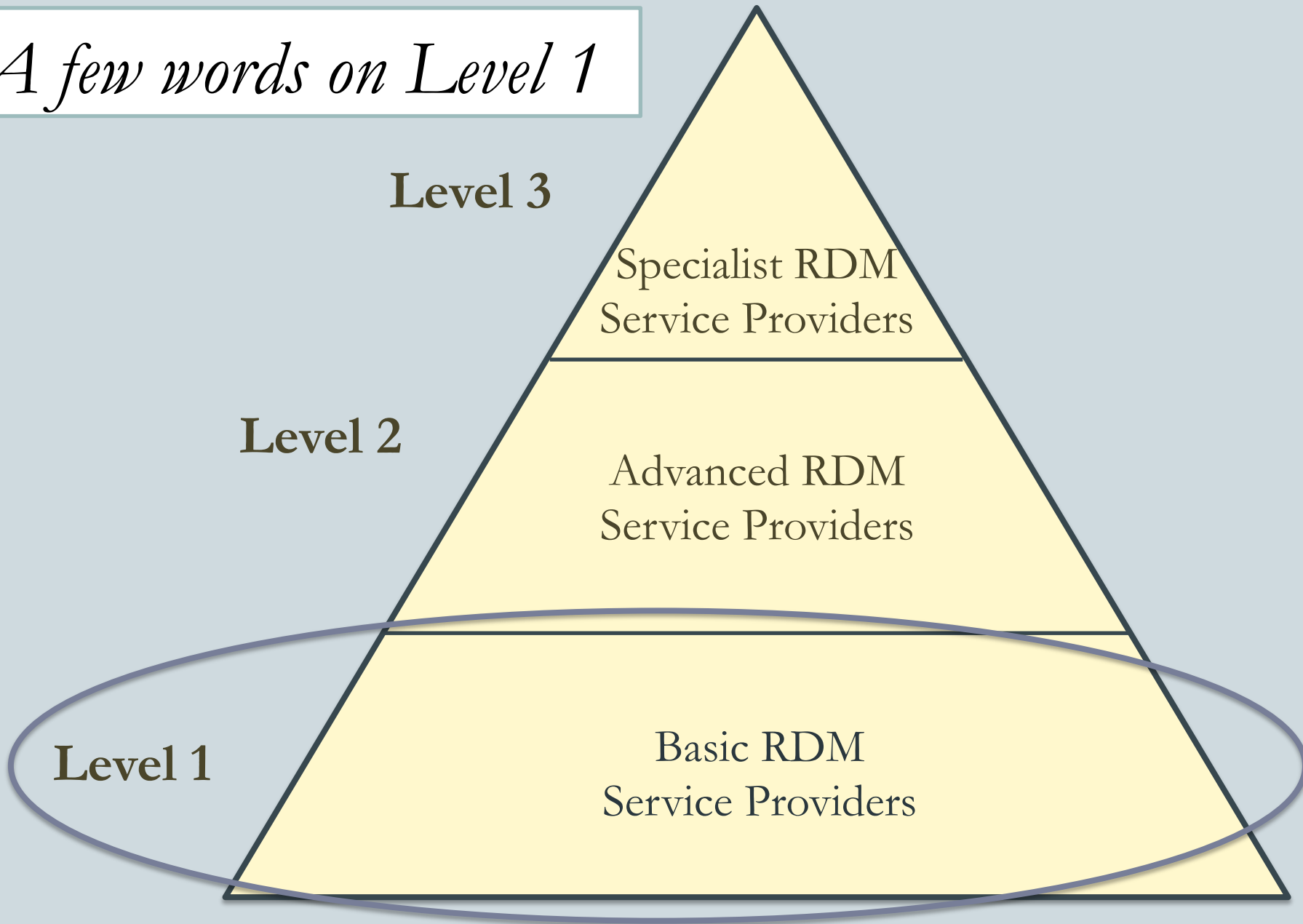Advanced RDM Service Providers

- 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)

Akers, K. G. & Doty, J. (2013). Disciplinary differences in faculty research data management practices and perspectives." *The International Journal of Digital Curation* 8 (2), 5-18. doi:10.2218/ijdc.v8i2.263

How can we as co-leads support RDM Service Team Members' development of these competencies?

A few words on Level 1

Level 3 — Specialist RDM Service Providers

Level 2 — Advanced RDM Service Providers

Level 1 — Basic RDM Service Providers

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.

Level 1

Basic RDM
Service Providers

http://d-scholarship.pitt.edu/26738/

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

SCHOOL OF
**Information
Sciences**

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

Computer Science
A DISCIPLINARY DEEP DIVE

PSYCHOLOGY RESEARCH DATA

HOW TO FIND DATASETS, DETERMINE STANDARDS, AND
IDENTIFY FUNDERS, REPOSITORIES, AND RESOURCES FOR
YOUR RESEARCH

OCTOBER 2015

10 minute presentations to University of Pittsburgh Library System colleagues and CMU Libraries colleagues

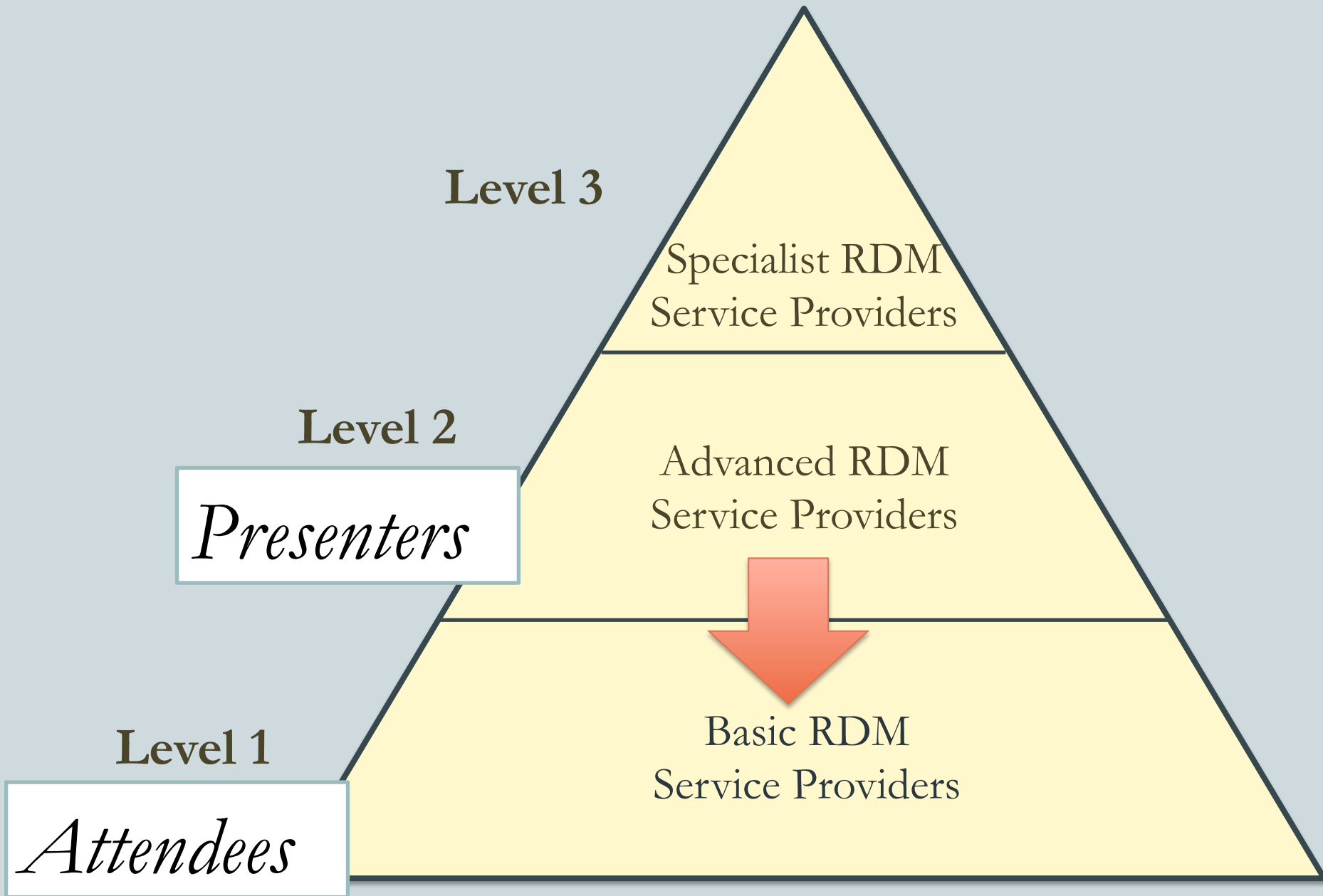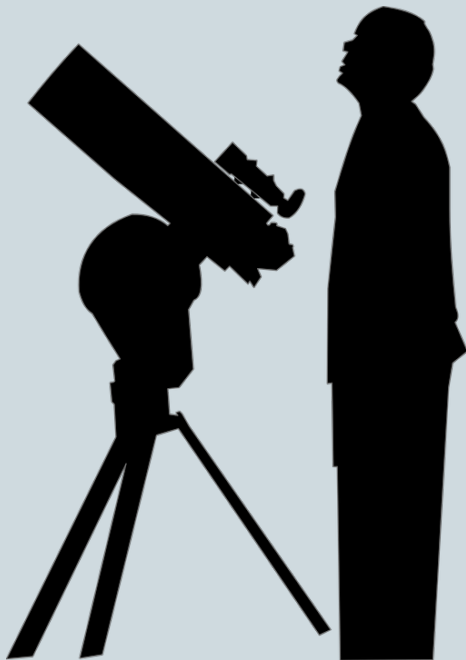Managing an Astronomical Amount of Research Data

ULS RDM SERVICES
OCTOBER 5TH 2015

Level 3

Specialist RDM Service Providers

Level 2

Presenters

Advanced RDM Service Providers

Level 1

Attendees

Basic RDM Service Providers

Assessment of Active Learning Model and Recommendations

Focus group with team

Survey of library colleagues in attendance

qualtrics

re3data.org
REGISTRY OF RESEARCH DATA REPOSITORIES

LibGuides

D|C|C because good research needs good data   **Search**

Home | Digital curation | About us | News | Events | Resources | Training | Projects | Community | Tailored support

Home > Drupal > Resources > Metadata Standards

Disciplinary Metadata

In this section

Briefing Papers
How-to Guides & Checklists
Developing RDM Services
Curation Lifecycle Model
Curation Reference Manual
Policy and legal
Data Management Plans
Tools
Case studies
Repository audit and assessment
Standards
   Disciplinary Metadata
   DIFFUSE
Publications and presentations
Roles
Curation journals
Informatics research
External resources
Online Store

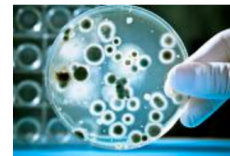While data curators, and increasingly researchers, know that good metadata is key for research data access and re-use, figuring out precisely what metadata to capture and how to capture it is a complex task. Fortunately, many academic disciplines have supported initiatives to formalise the metadata specifications 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.

Search by Discipline

Biology

Earth Science

General Research Data

Physical Science

Social Science & Humanities

Recommended modifications based on assessment

Increased engagement with researchers

Timing

Enhancement of peer learning component
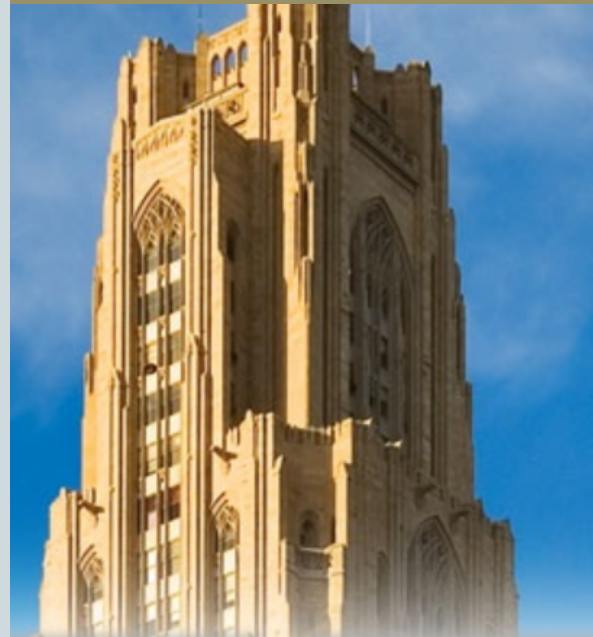
Acknowledgement and Thanks

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

IDCC Reviewers and Attendees

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