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Skilling Up: Using Canvas to Teach Research Data Management

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Skilling Up: Using Canvas to Teach Research Data Management

Jenny Muilenburg
Research Data Services Librarian, University of Washington
30 March 2019

BE BOUNDLESS



Today

Introduction

- > Developing a Canvas class for online, asynchronous short -course RDM education
- > Content research and decisions
- > Tailoring to your audience

Using Canvas to Teach Research Data Management

- First: What is “research data management?”
 - > hello ambiguity...

UW Libraries Approach

Areas of focus:

- > development
- > class structure
- > students
- > participation
- > reviews & comments
- > next steps

Background

Use what experience your library has!

- > Previous RDM curriculum at UW
 - NECDMC pilot, one -off workshops
- > LIBID expertise
- > Grad student, two librarians, +LIBID

Background

Choosing (and editing) content

- > pull from existing curriculum
- > identify desired audience (and edit appropriately)
- > LIBID experience in:
 - editing into modules
 - graphics
 - writing

Course structure

Class timeline

- > 4 day class
- > commitment: around 1h/day
 - it's a non -credit class after all...
- > morning emails
- > tutor engagement

Course structure

Tutor structure

- > enrollment capped at 40
- > seeking a low student -tutor ratio (8:1 or so, minimum of 5 tutors)
- > online tutor training
- > tutors commit to specific hours each day

Course structure

Marketing/outreach

- > **desired departments**
- > **associated liaisons**
 - to be sent to department lists, interested faculty, etc.
- > **twitter/blog**

Class timing

Year	Multi-disciplinary class	Health sciences class
2019	Spring: April 15-18	Spring: April 15-18
2018	Spring: April 2-5 Summer: August 13-18	Spring: April 2-5 Summer: August 13-18
2017	Winter: January 30 - February 2 Summer: August 14-17	
2016	Summer: August 22-25	

A Look at Canvas

Home

Modules

Discussions

Q&A Forum

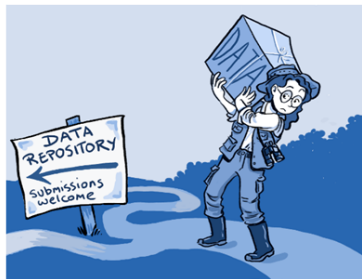
UW Libraries

Data Management Planning Workshop [SPR20...

Data Management Planning Workshop

Welcome to **Data Management Planning**, an asynchronous online workshop for UW community members engaged in research with data.

Over the next four days (Monday-Thursday), we will complete [four distinct modules](#) related to the management of research data. Modules typically consist of resources, an activity, and a peer discussion forum. To get the most out of this workshop, we ask that you complete all modules within a four day period, at an average pace of one module per day.



Note that our workshop participants include not only your peers, but a dedicated team of **librarian tutors**. These tutors monitor the discussion forums daily and can answer

 View Course Stream

 View Course Calendar

To Do

Nothing for now

Modules

Table of Contents

- Module 1: [Planning for Data Management](#)
- Module 2: [Active Data Management](#)
- Module 3: [Retaining, Sharing, and Archiving](#)
- Module 4: [The Big Picture](#)



To begin this workshop, please introduce yourself in our [discussion forum](#).

Modules: a closer look

Modules

Discussions

Q&A Forum

UW Libraries

▼ Participant Introductions

 Please Introduce Yourself!

▼ #1. To Do's Before Starting a Project

Prerequisites: Participant Introductions

 Why bother with data management?

 Module 1: Planning for Data Management

 Resources 1A: Data Characteristics

 Resources 1B: External Data Requirements

 Resources 1C: Roles and Responsibilities

 Activity 1: Characterizing Datasets

 Module 1 Discussion Forum

Navigation

- **Find it when you need it.** So you ran that analysis three times with three different initial variables and ended up with three output files. Which one were you supposed to work with, again? A logical and concise folder organization and file-naming convention will make it obvious.
- **Secure your data.** Will you automatically remember whether you shared that Dropbox folder with a collaborator from three projects ago? No worries - you'll have decided to use your department server instead, and you'll know precisely who has access.
- **Reuse your old data.** You get a flash of inspiration in the shower: what if I compare that one dataset I created last year with the one I'm creating now? Consistent metadata standards and thoroughly recorded protocols will make it easy.
- **Share your data.** You want to join the Open Science movement, or you just want to be able to share your data with your collaborator. Piece of cake - you'll have planned for the level you want to share and have found a distribution mechanism that works for you.



If you have time, please read this supplemental article on the [10 Simple Rules for the Care and Feeding of Scientific Data](#) [↗].






Click the "Next" button below to continue to the first page of [Module 1](#).

Image source: [Genpact](#) [↗]

◀ Previous

Next ▶

Discussions

	Module 3 Discussion Forum All Sections Last post at Apr 6, 2018 at 7:48pm	11 12 
●	Module 2 Discussion Forum All Sections Last post at Apr 6, 2018 at 7:45pm	29 29 
●	I have a question! All Sections	
●	Module 1 Discussion Forum All Sections Last post at Apr 5, 2018 at 3:41pm	31 31 
●	Please Introduce Yourself! All Sections Last post at Apr 4, 2018 at 2:15pm	37 37 

Design

What do we have here?

The first step in the data management planning process is to assess the **type** of data you are collecting: experimental, or computational. Your research methodology will have important implications for how you collect, how much of your **process** needs to be documented, and how easy it is to access.



Does a wildlife biologist (*observational data*), for example, need to keep the same level of detail that a chemical engineer (*experimental data*) can? Can they document directly into their workflow the way a theoretical physicist can?

It will also give you clues as to the **value** of your data for **sharing and long-term storage**.



Climatologists (*observational data*) will have use for data that have been collected by an astrophysicist (*computational data*) going to be interested in re-using it 10 years ago?

Technical characteristics

And then there are some nitty-gritty issues to consider:

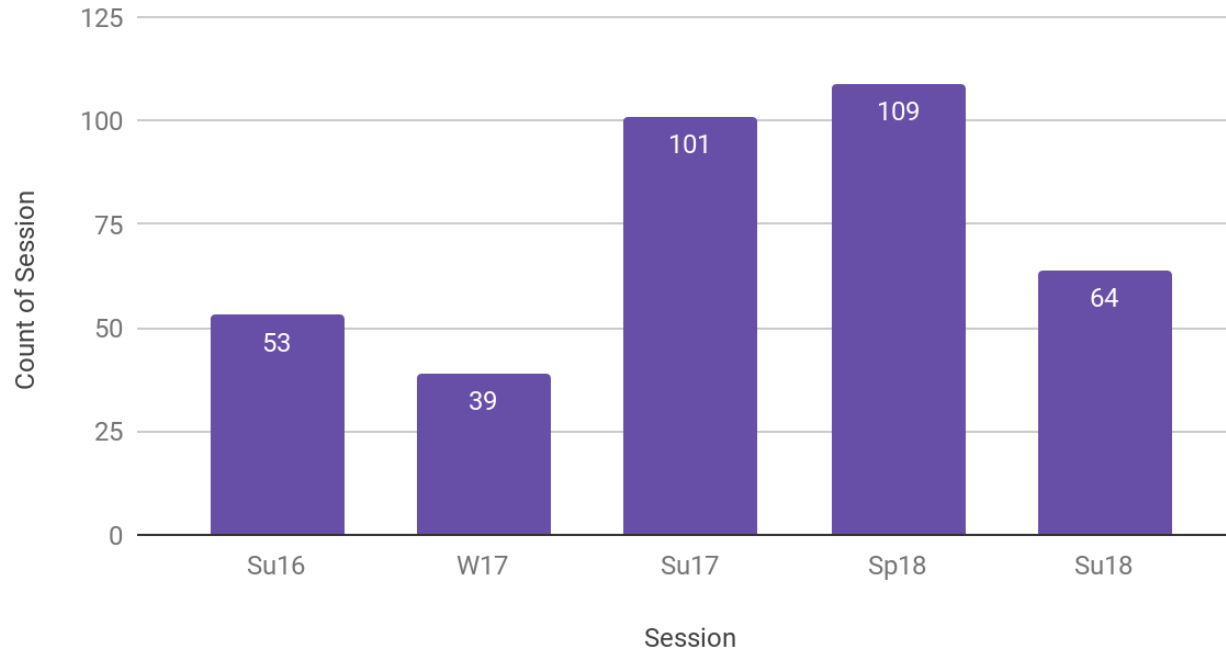


Format

How accessible is your data? Are you going to need to worry about your future self?

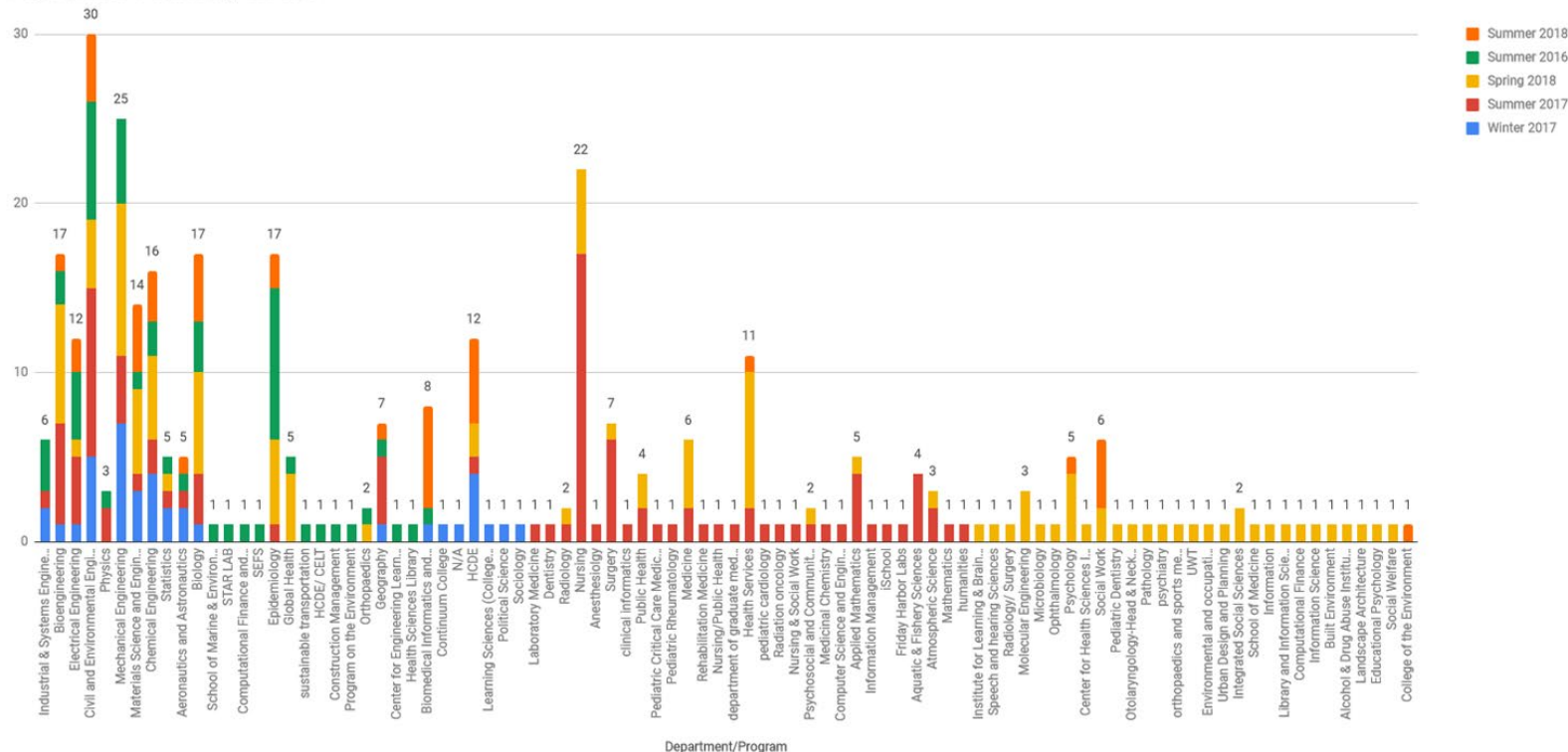
Enrollment/attendance

All Session Registrants by Workshop Session



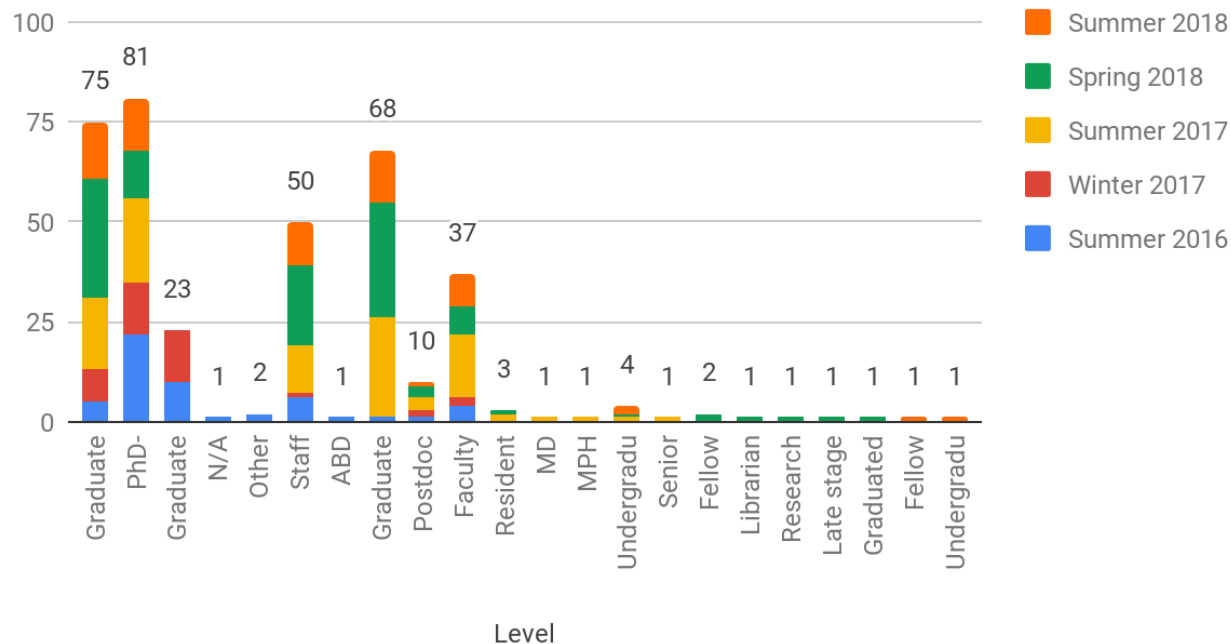
Departments

Departments Colored by Session



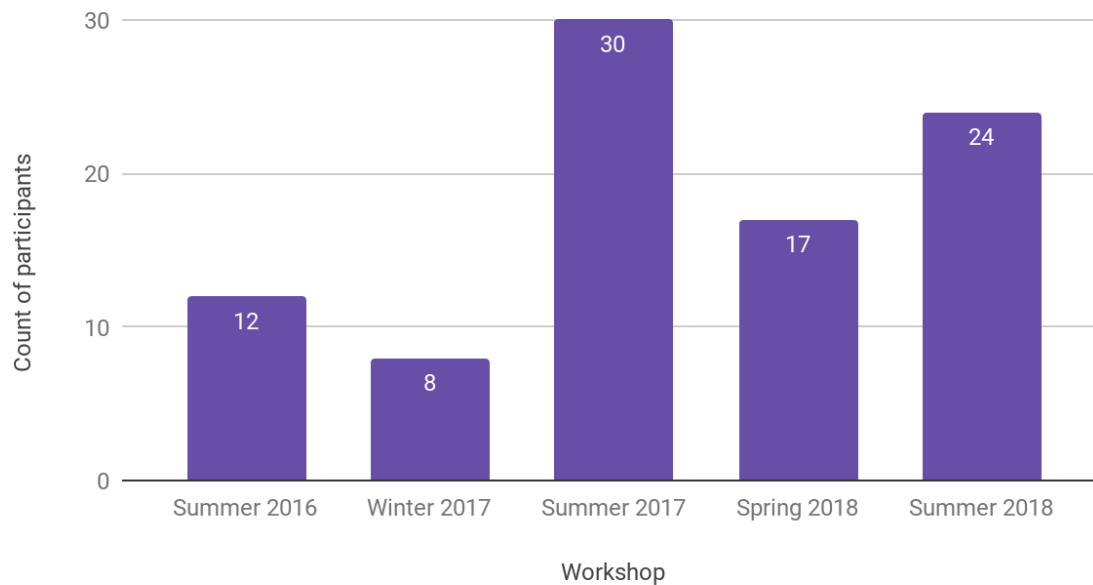
Students

All levels colored by session



Assessment

Number of Exit Surveys Completed



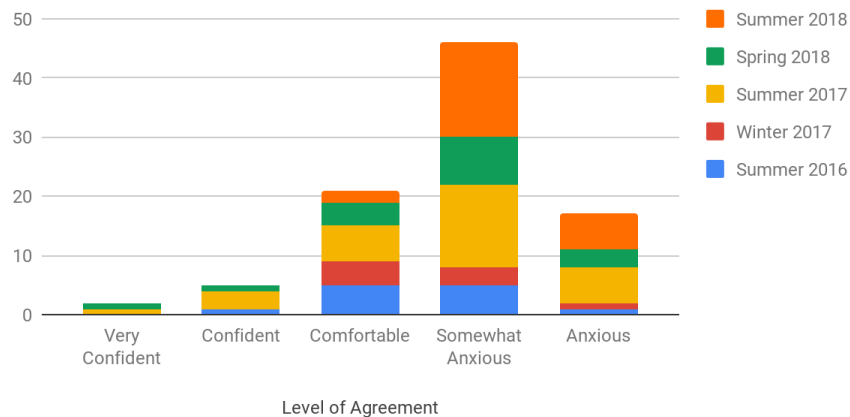
Assessment survey

Questions asked

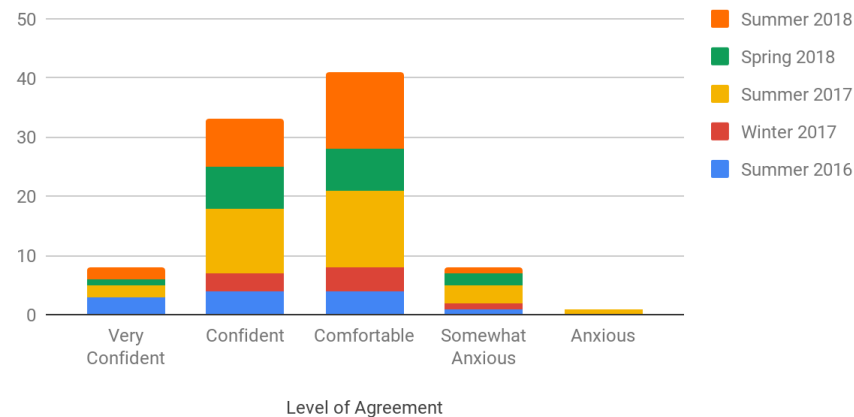
- > level of comfort with various concepts
- > clarity of purpose
- > desired outcome
- > effectiveness of tutors

DMP Confidence

best describes your comfort level before this workshop with generating a data management plan

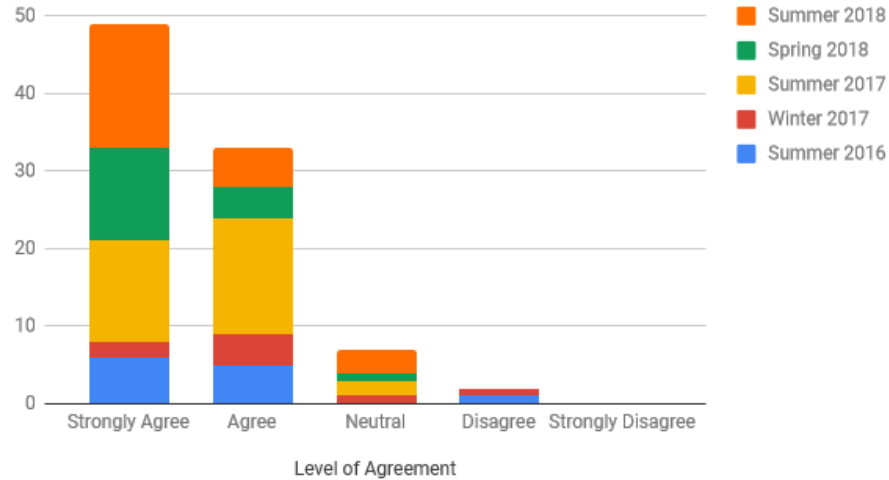


best describes your comfort level after this workshop with generating a data management plan



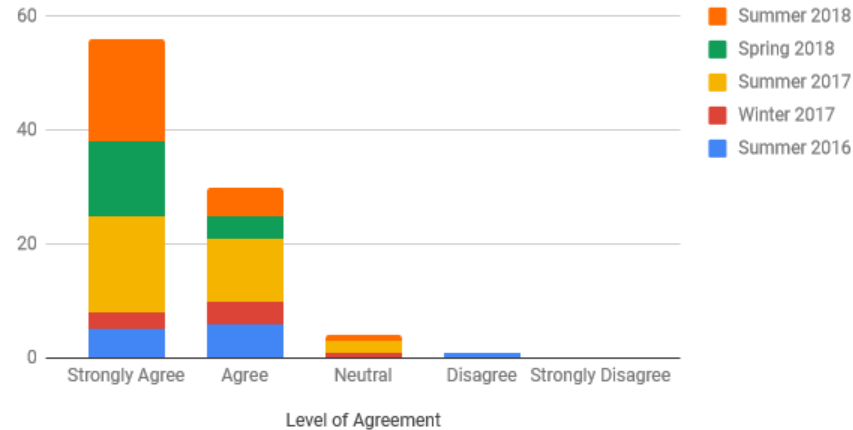
Clarity of purpose

The purpose of this workshop was clear.



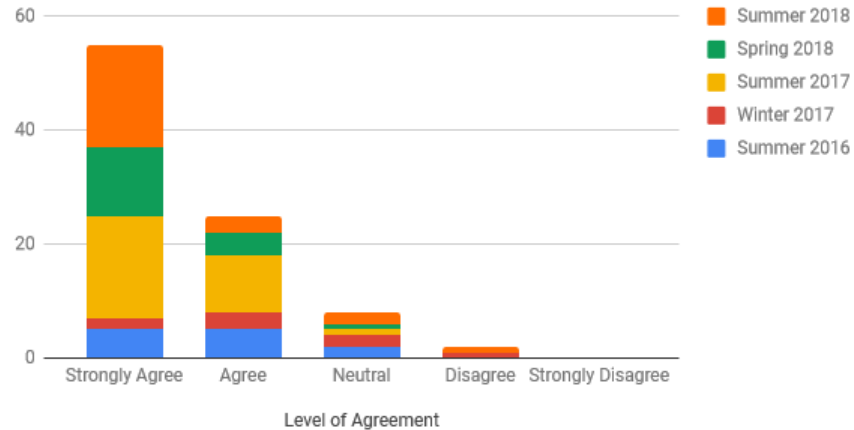
Clarity of Material

The workshop presented the subject matter in a clear, understandable, and organized manner.



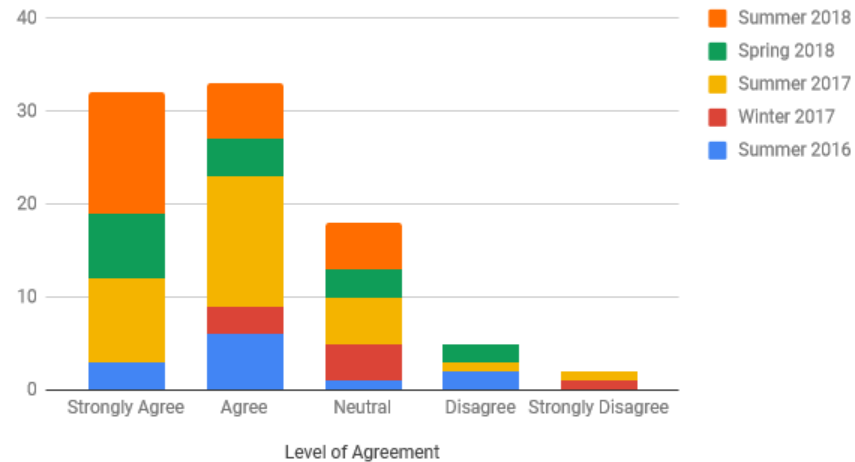
Supplemental Material

The supplemental materials (videos, websites, documents) were helpful.



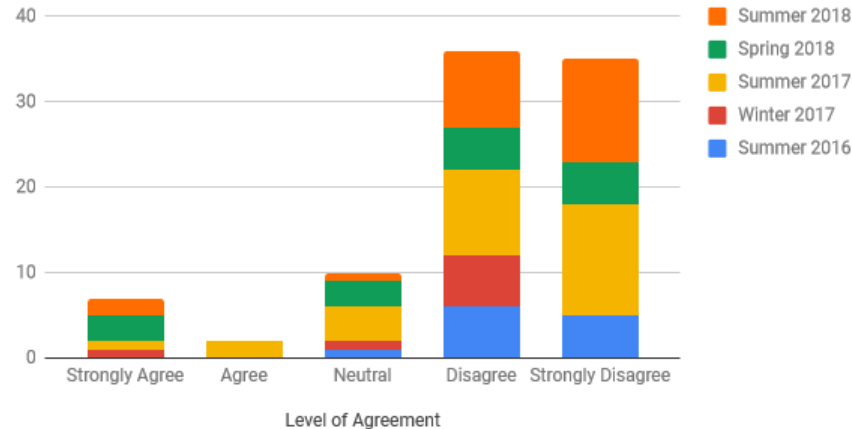
Expectations

The class met or exceeded my expectations.



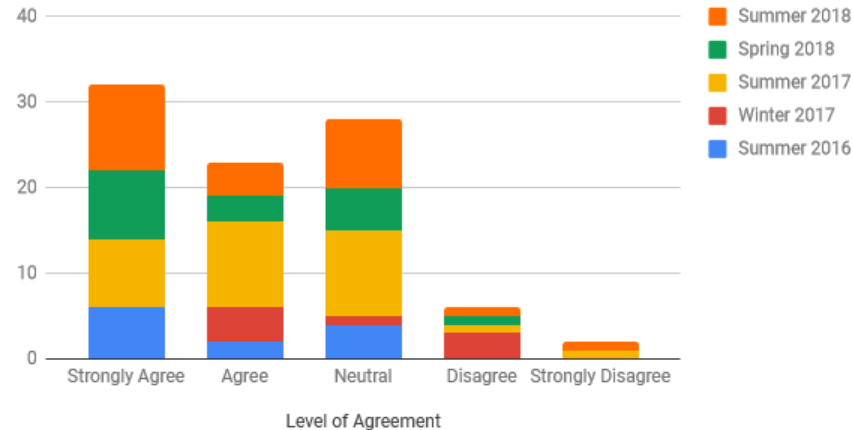
Learning Outcomes

I didn't learn anything in this workshop. I already knew everything that was covered.



Student - tutor Interaction

The level of interactivity between students and teachers was helpful.



Future Plans

Keep on keeping on...

- > Next up is April 15 -18, 2019
- > Twice -annual check -ins and editing
- > Possible future versions:
 - engineering standalone
 - social sciences/digital humanities

Thank you

Q&A

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