RDMLA: Five Months Post Launch

Elaine Martin & Rong Tang

DataONE Webinar

February 11, 2020 | 9:00 PST/12:00 EST
Agenda

- Overview of RDMLA: What, Why, Who, and When
- Why is RDMLA valuable?
- RDMLA Usability Study
- Success metrics to date and the future
- What future plans are there for expanding RDMLA?
- Questions and Answers
What is RDMLA & Why is it Unique?

- An online education program offering individuals an opportunity to learn about research data management practices.
- Developed in partnership with industry, teams of librarians and LIS faculty who have expertise with RDM.
- Filling in a gap in RDM training
- Website: rdmla.github.io
The Academy offers **eight** units, which can be taken in sequence or out of order.

All units are hosted online via the Canvas Network platform under **CC-BY-NC-SA** licensing.

Website: [rdmla.github.io](https://rdmla.github.io)
Partner Institutions

Harvard University
Harvard Medical School
Simmons University
Boston University
Tufts University
Northeastern University
Massachusetts College of Pharmacy and Health Sciences
Brown University

ELSEVIER
Elsevier
(financially supports program)
The Role of Librarians in RDM

- Service Bucket
- Best Practices for Data Management Bucket
- Literacy Bucket
- Archives/Preservation Bucket
- Policy Bucket
- Community of Librarians
User-Centric Data Management Framework for Librarians

Community of Librarians
Challenges That Librarians Face in RDM Service Provision (N=54)

- Capacity/Bandwidth; Limited Staffing: 51 (80.95%)
- Data Sharing & Dissemination: 49 (77.78%)
- Data Discovery & Access: 42 (66.67%)
- Data Preservation: 41 (65.08%)
- Metadata: 41 (65.08%)
- Data Organization & Curation: 37 (58.73%)
- Data Visualization: 37 (58.73%)
- Protocol Documentation: 20 (31.75%)
Strategies to Address the Challenges

- RDMLA
- **Collaboration** with IT, Office of Research, and other stakeholders.
- Library directors need to **advocate** for fundings for their RDM services.
- **Partner** with other libraries and **share** experiences to build a community of RDM.
Why Was RDMLA Created?

- Researchers can benefit from a team member who can **organize and describe data effectively**.

- Librarians can transfer **content organizational and descriptive talents to data** along the different phases of the research lifecycle.

- Librarians currently have a continuum of skill levels with research data management (RDM); RDMLA was created for the **practicing librarian to enhance** their skill sets so they can be part of research teams.

- RDMLA can also be applied by researchers wishing to learn more about **RDM foundations and related software and tools**.
Why is RDMLA Valuable?

- **For Research Leaders:**
  - Understand the role of librarians in supporting RDM planning, and execution for their grants/projects (Unit 2: Roles of the Research Team).
  - Involve librarians in data curation, archiving, and reuse.

- **For Librarians:**
  - An extremely valuable resource for current library workforce to tool or retool themselves on RDM practices and projects.

- **For LIS Educators:**
  - A valuable source for teaching RDM courses in LIS schools or programs.
Who Developed RDMLA?

**Leadership**
Elaine Martin (Harvard)
Rong Tang (Simmons)
Jean Shipman (Elsevier)

**Project Staff**
Zhan Hu (Simmons)
Irena Fayngold, Ellen Berrigan, Madhu Narayan (Simmons)
Ashley Thomas (Simmons, Harvard)

**Simmons SLIS & Simmons Online**
Sanda Erdelez (SLIS Director, Simmons SLIS)
Kristen Palson, Courtney Bohr, Madhu Narayan (Simmons Online)

**Faculty**
See Next Slide
RDMLA Faculty

**Unit 1**  
Elaine Martin (Harvard), Julie Goldman (Harvard), Danielle Pollock (Simmons), Philip Coombs (BU)

**Unit 2**  
Andrew Creamer (Brown)

**Unit 3**  
Ceilyn Boyd (Harvard); Elaine Martin (Harvard), Mary Blanchard (BU), Eric Albright (Tufts), Richard Kaplan (MCPHS)

**Unit 4**  
Jen Ferguson (Northeastern), Rebecca Morin (Tufts)

**Unit 5**  
Rachel Lewellen (Harvard), Alison Thornton (Harvard), Danielle Adams (Harvard)

**Unit 6**  
Berika Williams (Tufts)

**Unit 7**  
Scott Lapinski (Harvard), Roger Vargas (Harvard)

**Unit 8**  
Jean Shipman (Elsevier), Julie Goldman (Harvard), Scott Lapinski (Harvard)
What Content Is Available In RDMLA?

Unit 1: Foundations of Research Data Management (RDM)
Unit 2: Navigating Research Data Culture
Unit 3: Advocating and Marketing the Value of RDM in Libraries
Unit 4: Launching Data Services in Libraries
Unit 5: Project Management and Assessment
Unit 6: Overview of Data Analysis and Visualization Tools
Unit 7: Overview of Coding Tools
Unit 8: Overview of Platform Tools
The Match

Community of Librarians

User-Centered Data Management Framework for Librarians

- Services
  - Environmental Scan
  - Identify Needs
  - Develop Services to Meet User Needs

- Best Practices for Data Management
  - Naming Convention
  - E-Notebooks
  - Privacy
  - Lab Management

- Literacy
  - Principles of Data Management
    - R
    - Python
    - Tableau

- Archives/Preservation
  - Institutional Repository
    - LOCKSS
    - CLOKSS
    - bepress

- Policy
  - Standards
    - National
    - International
    - Institutional
Welcome to the Research Data Management Librarian Academy (RDMLA)

Welcome!

This course explores research data management (RDM) best practices. The RDMLA consists of 8 units, which can be taken individually, or as a complete program. Every unit includes text and video-based content. For most units, you will be required to take a short summative quiz at the end. We recommend starting with Unit 1, but the units may be taken in any order. For continuing education credits, the completion of all 8 units is a prerequisite. Please plan to spend approximately 1 to 1.5 hours to complete each unit.

To get started, simply click any of the unit titles below. You can also navigate by selecting "Modules" in the left navigation panel. The Module view offers you a high level navigation of each unit and the sections within.

Please note that some elements of our frame page may not be viewable on mobile browsers. For an optimized experience, we recommend viewing this course on your computer.

For general questions that are not answered in the course materials or in the Canvas discussion, please visit the FAQ.

This table includes built-in navigation blocks for the course.

RDMLA Introduction
In Unit Three, we will focus on advocating for RDM Libraries. Our instructors include Ceilyn Boyd, Elaine Martin, Mary Blanchard, Eric Albright, and Richard Kaplan.

**Unit Objectives**

- Describe common institutional RDM stakeholders, including advocates and potential partners.
- Describe common institutional and organizational barriers to implementing RDM services in the library.
- Compare common successful and unsuccessful strategies for advocating for RDM services.
 Evaluate how their institution might fit with various data service approaches and models.

- Describe the stakeholders and groups to consider when launching and managing data services in libraries.

- Design an action plan to establish data services in their institution.

Instructors

Jen Ferguson

Rebecca Morin
Timeline

**PHASE 1**

Summer-Fall 2018

- A needs assessment survey
- A LIS educator short survey
- A competency scan
- An inventory of training and formal RDM curricula

**PHASE 2**

Spring-Summer 2019

- Course unit design and development
- Video recording, implementation of exercises and interactive learn objectives
- Establish Simmons CE system

**PHASE 3**

Fall 2019

- QA tests
- Usability and UX tests
- Formal launch of RDMLA on October 7, 2019
- Simmons SLIS CE credit issuance (start February 2020)

**PHASE 4**

Spring 2020 forward

- Launch CE
- Additional units
- Collaboration with DataONE
- New Partnerships
Phase 4 Activities

- Complete usability testing sessions and product quick fixes recommendations
- Launch Simmons CE Program (available February 5, 2020)
- Adding new units to RDMLA:
  - Data Copyright
  - Data Ethics
  - Data Curation and Archiving
- Collaboration with DataONE
- Exploring international partnership for translations for multilingual versions
- Using learning analytics to improve and enhance RDMLA
RDMLA CE Launched

Continuing Education Credit: Welcome!

Thank you for your interest in the Continuing Education (CE) Credit!
Below, RDMLA co-leaders Elaine Martin and Rong Tang, and Sanda Enteman, Director of the School of Library and Information Science at Simmons University, welcome you to the CE portion of the RDMLA course.

Hello!
On behalf of the RDMLA faculty and development team, we would like to congratulate you on completing the RDMLA course. We hope your learning experience has been positive and rewarding.

Now that you have completed all the RDMLA units, we would like to introduce to you the opportunity to obtain three continuing education (CE) credits from Simmons University’s School of Library and Information Science. To earn these credits, you will pay an administrative fee of $100 USD and pass a final online assessment. You will have two chances to pass the assessment with a score of 75% or higher. Upon passing the assessment, you will receive an electronic certificate recognizing and acknowledging your CE credits.

We wish you the best of luck as you pursue the CE credits and in your future RDMLA endeavors!

Best Regards,

Elaine Martin and Rong Tang

Continuing Education Credit Test - First Attempt

You are now ready to demonstrate your knowledge.
In order to receive continuing education credit, you will need to successfully complete this cumulative assessment test.
To pass, you will need to receive a 75% or higher.

Questions come from all units' content, including lectures, readings, and activities.
You will have 90 minutes to complete the test. Questions will appear one at a time, but you are able to return to questions you skipped, or to review your answers before submitting.
Usability Study

- **Overview of usability sessions:**
  - **Online remote usability sessions** with 42 participants ran from September 3 to December 12, 2019. 41 online sessions were video recorded.

- **Future of RDM in libraries:**
  - Twenty participants (47.62%) emphasized the importance and potential of RDM and they also indicated that RDM is growing in the LIS field.
  - Eight participants (19.05%) saw LIS professionals taking on a bigger role in the RDM area.
  - Seven participants (16.67%) asserted that LIS professionals need to provide training and educational programs to users including students and faculty members.
  - Seven participants (16.67%) mentioned the value of acquiring RDM knowledge and skills in order to provide quality services.
Usability Ratings Across Units
Usability, Usefulness & Satisfaction (n=42)

- Overall Usability: 6.26
- Usefulness to Learners: 6.55
- Satisfaction with Course: 6.26
- Satisfaction with Course Units: 6.45
Comments by Usability Participants

Positive Reactions to RDMLA

- P027: “I saw Tufts and Harvard and Simmons, Boston University, of course, Elsevier ... There were several very prestigious organizations involved. It makes me feel like this is a really nice joint effort.”

- P031: “It’s self paced ... I like the course objectives, I like that it’s on there because now I’m getting more of like, alright this is what we’re going to be talking about.”

- P035: “I know a lot of librarians that would find this useful. Especially if it’s going to stay with the Creative Commons license. It’s cool, I really like it!”

Usability Comments

- P001: “It looks very nice and very simple. I like the layout of the individual units ... It’s very clearly laid out.”

- P004: “The quiz automatic grading does not provide explanation for why certain option selected is wrong.”

- P031: “I will say, now that I’m here [Unit Overview page], I wish there was some kind of overarching hierarchy tree, on the side of the page. You know if I were coming back ... I know on the front page you can like skip around.”
I would like to commend you (and the others involved) on a really excellent and much needed course on RDM. I felt that it was well organized, and a good blend of different types of materials (e.g. video, text, exercises). I am looking forward to doing the rest of the modules.”

“I wanted to thank you so much for your work on this project and making it available as an open education resource. I am going to enroll immediately. I also teach the Introduction to Research in LIS course and the Seminar in Advanced Research and will definitely either encourage students to use this resource, build a small assignment using it, or both. This is wonderful.”
Success Metrics to Date

October 7, 2019 to February 11, 2020

- Active Students: 2,277
- Discussion Forum Posts: 809
- Quiz Submissions: 4818
- Course Completion Badges: 78
Where In the World Are RDMLA Students?

Based off of 1,371 geolocation points provided by Canvas Network

North America: 45%
- 613 students
- 7 countries

Central America: .4%
- 5 students
- 4 countries

South America: 5%
- 65 students
- 7 countries

Africa: 8%
- 108 students
- 21 countries

Middle East: 4%
- 54 students
- 11 countries

Asia: 14%
- 196 students
- 25 countries

Europe: 18%
- 253 students
- 36 countries

Oceania: 5%
- 75 students
- 4 countries
RDMLA Development: Recipe for Success

Collaboration
Fostering additional collaboration

Partnership
Unique and strong partnership with:
- Practitioners
- Education
- Industry

Community of Practice
Develop a Community of Practice in RDM

Instructional Designer
Collaboration with Instructional Designer

Team
Motivated and dedicated team
Potential New Partners

- Simmons University
- National Taiwan University
- DataOne Skill Building Hub Unit

- RDMLA CE Credits
- Chinese Version of RDMLA
Check out the Course at:
canvas.net/browse/simmonsu/courses/research-data-management

Please help us spread the word!

Questions?

@TheRDMLA  @The_RDMLA