



Engaging Researchers with Data Management The Cookbook

CONNIE CLARE, MARIA CRUZ, ELLI PAPADOPOULOU, JAMES SAVAGE,
MARTA TEPERER, YAN WANG, IZA WITKOWSKA, AND JOANNE YEOMANS



<https://www.openbookpublishers.com>

© 2019 Connie Clare, Maria Cruz, Elli Papadopoulou, James Savage, Marta Teperek, Yan Wang, Iza Witkowska, and Joanne Yeomans



This work is licensed under a Creative Commons Attribution 4.0 International license (CC BY 4.0). This license allows you to share, copy, distribute and transmit the text; to adapt the text and to make commercial use of the text providing attribution is made to the authors (but not in any way that suggests that they endorse you or your use of the work). Attribution should include the following information:

Connie Clare, Maria Cruz, Elli Papadopoulou, James Savage, Marta Teperek, Yan Wang, Iza Witkowska, and Joanne Yeomans, *Engaging Researchers with Data Management: The Cookbook*. Cambridge, UK: Open Book Publishers, 2019, <https://doi.org/10.11647/OBP.0185>

In order to access detailed and updated information on the license, please visit, <https://doi.org/10.11647/OBP.0185#copyright>

Further details about CC BY licenses are available at, <https://creativecommons.org/licenses/by/4.0/>

All external links were active at the time of publication unless otherwise stated and have been archived via the Internet Archive Wayback Machine at <https://archive.org/web>

Updated digital material and resources associated with this volume are available at <https://doi.org/10.11647/OBP.0185#resources>

Every effort has been made to identify and contact copyright holders and any omission or error will be corrected if notification is made to the publisher.

This is the eighth volume of our Open Report Series

ISSN (print): 2399-6668

ISSN (digital): 2399-6676

ISBN Paperback: 978-1-78374-797-9

ISBN Hardback: 978-1-78374-798-6

ISBN Digital (PDF): 978-1-78374-799-3

ISBN Digital ebook (epub): 978-1-78374-800-6

ISBN Digital ebook (mobi): 978-1-78374-801-3

ISBN XML: 978-1-78374-802-0

DOI: 10.11647/OBP.0185

Cover image: Photo by Johannes Groll on Unsplash, <https://unsplash.com/photos/mrIaqKh9050>

Cover design: Anna Gatti.

3.3. Engaging with RDM through
a PhD Course on Academic Integrity
and Open Science at
UiT The Arctic University of Norway

Author: Yan Wang
Contributor: Helene N. Andreassen

UiT The Arctic University of Norway engages with PhD students by embedding modular RDM training in its academic skills course, and ensuring close alignment with its other transferable skills training.

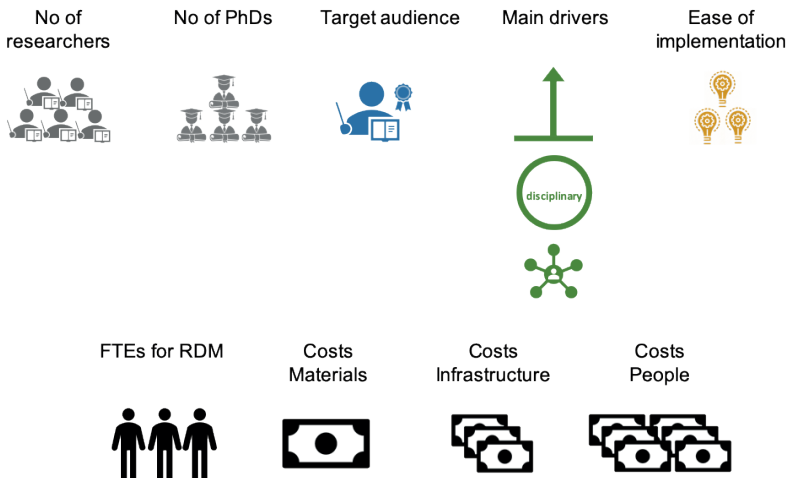


Table 3.3, CC BY 4.0.

Why PhDs?

‘PhDs are in most cases very positive about new developments and we should motivate them to do what is expected or required,’ explains Helene N. Andreassen, the Head of Library Teaching and Learning Support at UiT The Arctic University of Norway. One of the courses Helene and her team provide is a bi-annual multidisciplinary seminar series³ with a focus on academic integrity and open science, available to all PhD students at the institution. Since it began in 2015, participants have come from a rich variety of disciplines, and since 2019 the seminar series has been made obligatory for law students. What’s more, an increasing number of participants choose Research Data Management (RDM) topics for their final essay, which is required to complete the course.

What Works? Good Content and a Thoughtful Course Layout

In order to prepare the content of the course, the team works closely with other groups at the university, such as the research administration and the IT department. While the overall approach and the reading list are multidisciplinary, the course design still takes disciplinary differences into account by including activities that allow reflection on similarities and differences across disciplines and methodological approaches. In the RDM session participants can choose between different modules based on the type of data they deal with in their research.

After a general introduction, the course is split into groups focusing separately on data with sensitive information and data with non-sensitive information. There might not always be a perfect format that suits everyone given the heterogeneous nature of research and the increasing number of interdisciplinary studies. Nevertheless, Helene and her team continuously work on improving the content and how they deliver the course.

3 Information about the bi-annual multidisciplinary seminar series is available at <https://uit.no/ub/laringsstotte#linje2>



Fig. 3.3 A moment during the PhD course. © Erik Lieungh/UiT The Arctic University of Norway, CC BY-ND.

Course Preparation is an Educational Process Itself

Ten people teach and develop the content of the whole course, with three dedicated to the RDM modules. These teachers coordinate with staff responsible for PhD programs at the faculties that give credits to students, as well as the High North Academy,⁴ a special unit that coordinates all doctoral courses on transferable skills at UiT. Teachers also devote time to promoting the course through formal and informal information channels, and evaluating the exam essays.

The course preparation is, in itself, a team-building and professional development activity. The teaching group meets every month to read relevant papers and reflect upon how to support PhDs. Development of the reading list for the course is a joint task.

Contributing to the development and execution of the course is a lot of work and requires people's time and commitment. 'It is all voluntary, but very good for the team spirit, and I think we will continue doing it,' says Helene.

4 High North Academy, <https://site.uit.no/hna/>

RDM Training as an Institutional Effort

RDM is an emerging subject requiring joint efforts across the university to help develop and promote it. In addition to working on their own course, the team is also in close contact with leaders of related courses, to share materials and ensure consistency of message across the curriculum. For instance, supervisors attending a course on supervising PhD students are now encouraged to send their students to complete the RDM training. The team also talks about RDM training to the university's vice-chancellor of research, whose support contributes in raising awareness across the various departments of the institution.