Trainer's notes for module 6:
Tools, training and support

Good practice in research data management

# Session Details

## Aims and Objectives / Learning Outcomes

By the end of this module participants will have:

* Understood the range of tools, training and support available

## Session Topics

* Newcastle University research tools
* Additional training and further support

## Structure

This module is planned to be delivered via one session lasting 30-45 minutes with a group of 12-20 attendees. The expectation is that these are postgraduate students and/or early career academics.

The approach is to demonstrate the range of tools available and to signpost to further training and support, rather than providing detail re. each tool or resource mentioned.

### Indicative timings

|  |  |
| --- | --- |
| Newcastle University research toolsActivity: The right tool at the right time? | 18 minutes15 minutes (optional) |
| Additional training and further support | 10 minutes |
| Session review  | 2 minutes |
|  | 30-45 minutes total |

## Set-up

Slides are provided as detailed in the "notes to accompany slidedeck". Note the use of hidden slides by default for optional activities and slides offering further detail on a topic. (Hiding/unhiding slides is best done in 'slide sorter' view; select slides, right-click and toggle 'hide slide')

Activities are indicative rather than prescriptive. The assumption is that you are used to tailoring training outlines to meet your own needs, space and available resources! (Post-it notes, pens, flipcharts etc.)

# Notes to accompany Slidedeck for module 5

## Newcastle University research tools (slides 3-20)

### Slide 4: Introduction

This slide introduces the section, emphasising the Newcastle commitment to and provision of tools and systems for research excellence.

### Slides 5-20: Presenting and demonstrating tools

You should decide the pathway you wish to take through describing these tools.

1. The default option (slides 5-15) is to follow the presentation of "tools by topic" in line with the way they are described on the RDM@Ncl website: <http://research.ncl.ac.uk/rdm/tools/>
2. The alternative option (Slides 16-20) is to present tools grouped for different stages of a project (planning & proposal, during delivery, nearing completion) This is potentially a shorter option, which may be preferable if time is short. If you chose this option, you will need to unhide the slides.

Both sets of slides are more text-heavy than previous modules; the assumption is that the trainer will be familiar with the tools and will select an appropriate sub-set to click-through and demonstrate.

Activity: The right tool at the right time? (Optional, 15 minutes)

If you intend to run this activity, unhide slides 21 and 22.

End the session by running a 15 minute activity, asking attendees to associate tools, as they understand them, to the different stages of the UK Data Archive's data lifecycle.

You will need enough printed copies of the handout (06 Handout tools through data lifecycle activity.docx), one for each attendee.

1. Distribute the handouts and encourage participants to spend 5 minutes annotating the handout with the tools they'd use at different stages of the data lifecycle.
2. After 5 minutes, ask them to form pairs to compare approaches.
3. With a couple of minutes remaining, reform the group and run a short feedback exercise.

## Additional training and further support (slides 23-27)

### Slides 24: Internal training

This slide provides links to the training offered by RES and SDU. Be sure to visit the listings in advance, noting relevant topics to highlight to the group (e.g. " Protecting Results and your Research Interests - Understanding Intellectual Property Results" on the SDU page.)

### Slides 25: External training

This slide provides links to the training offered by the DCC and UK Data Archive. Click-through and demo as appropriate.

### Slides 26: Further support

This slide highlights the RDM@Ncl site, which should be the first point of reference for researchers at Newcastle University wanting to know more about RDM and related issues, guidance and support.

### Slides 27: Research Data MANTRA

This slide highlights Research Data MANTRA, a series of free interactive online training modules covering key research data management issues.

The modules are designed for postgraduates and early career researchers. The course describes itself as being particularly geared towards people working in geosciences, social and political sciences, and clinical psychology, but don’t be put off by this – in fact much of the course material is relevant to all research disciplines.

Click through and demonstrate the tool as time allows. Highlight that Research Data MANTRA is a good resource to visit for attendees to consolidate their learning and understanding of RDM.

## Session review (slides 28-30)

### Slide 29: In summary

This is a round up slide, with one summary point for each of the topics covered – you may wish to edit to align with your particular emphasis.

### Slide 30: Acknowledgements

Cited here are acknowledgements for resources used to create this module.

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