Developing a Data Management Plan (DMP) in the Cognitive Sciences

Jessie Cass
Simmons College, Graduate School of Library & Information Science, cassj@simmons.edu

Follow this and additional works at: http://escholarship.umassmed.edu/escience_symposium

Part of the Cognitive Psychology Commons, Communication Sciences and Disorders Commons, and the Scholarly Communication Commons

This work is licensed under a Creative Commons Attribution-Noncommercial-Share Alike 4.0 License.

http://escholarship.umassmed.edu/escience_symposium/2016/posters/16

This material is brought to you by eScholarship@UMMS. It has been accepted for inclusion in University of Massachusetts and New England Area Librarian e-Science Symposium by an authorized administrator of eScholarship@UMMS. For more information, please contact Lisa.Palmer@umassmed.edu.
Developing a Data Management Plan (DMP) in the Cognitive Sciences

Jessie Cass
Simmons College
School of Library and Information Science

OBJECTIVE: To experience the process of using principles of scientific research data management (SRDM) to work with a researcher to create a data management plan (DMP). SRDM is an area where research in the traditional sciences intersects with information science. SRDM guides researchers throughout all stages of the data life cycle. A DMP is a document explaining how a study will progress through the data life cycle that is increasingly required by research funders. This project was undertaken as part of a class on SRDM through the Simmons College School of Library and Information Science.

METHODS: After corresponding via email with a researcher studying the cognitive and linguistic skills of deaf children with autism, a set of questions was created based on an interview instrument developed by the Digital Curation Centre and a Skype interview was conducted. Using the information gathered during the interview and in follow-up emails, as well as knowledge of SRDM principles learned in class and through independent research, a DMP (following National Science Foundation guidelines) was created. Additionally, aspects of the researcher’s study which proved challenging when creating a DMP were identified. RESULTS: A seven-part DMP was created. Challenging aspects were identified as a set of teaching points. These included: data being collected via video camera; children as subjects; subject IDs; repository requirements. CONCLUSIONS: This project was successful in teaching both this author and the interviewed researcher about SRDM and DMPs. This will improve the cognitive science community’s understanding of the principles and importance of SRDM.

Pictured above is a version of the Data Life Cycle. This is a concept used in data management to show what happens to data from creation forwards. A DMP addresses how the researcher will deal with their data throughout each of the steps. This requires the researcher to give some thought to their data and its management, which usually results in data of better quality.