

Apr 3rd, 12:45 PM - 1:45 PM

Frameworks for a Data Management Curriculum for Science, Health Sciences, and Engineering Students


Donna Kafel
University of Massachusetts Medical School

Mary E. Piorun
University of Massachusetts Medical School

Siamak Najafi
Worcester Polytechnic Institute

See next page for additional authors

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

 Part of the [Curriculum and Instruction Commons](#), [Library and Information Science Commons](#), [Medical Education Commons](#), and the [Science and Mathematics Education Commons](#)

Kafel, Donna; Piorun, Mary E.; Najafi, Siamak; Leger-Hornby, Tracey; and Martin, Elaine Russo, "Frameworks for a Data Management Curriculum for Science, Health Sciences, and Engineering Students" (2013). *University of Massachusetts and New England Area Librarian e-Science Symposium*. 1.
http://escholarship.umassmed.edu/escience_symposium/2013/posters/1

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.

Presenter Information

Donna Kafel, Mary E. Piorun, Siamak Najafi, Tracey Leger-Hornby, and Elaine Russo Martin

Keywords

data management, curriculum, frameworks, students, sciences, health sciences, engineering

Creative Commons License

This work is licensed under a [Creative Commons Attribution-Noncommercial-Share Alike 3.0 License](https://creativecommons.org/licenses/by-nc-sa/3.0/).

Introduction

This seven module curriculum is designed to be a teaching tool for faculty and librarians to use when teaching data management to undergraduate and graduate students who are studying science, health sciences, or engineering.

Each module addresses components of the National Science Foundation Data Management Plan including:

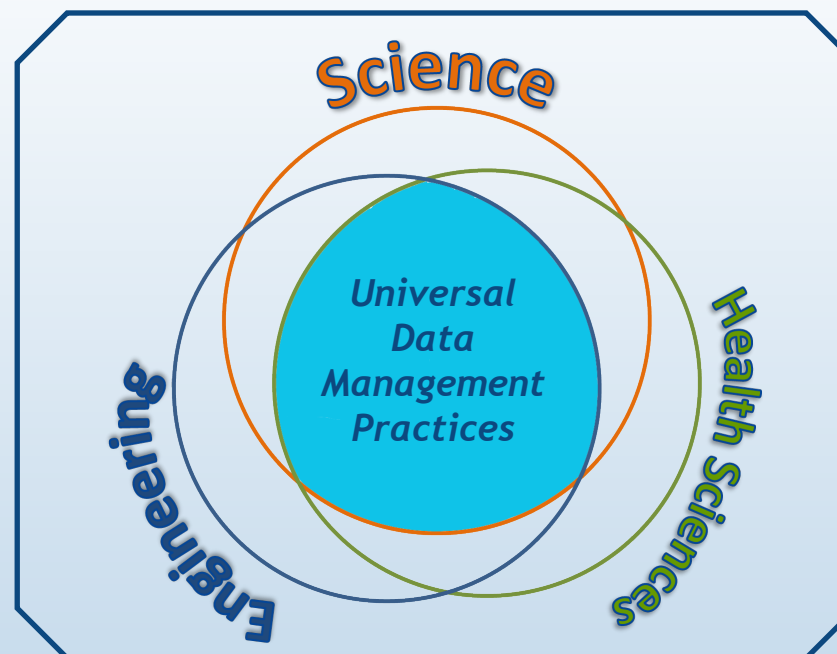
- Types of data
- Standards to be used for data and metadata format and content
- Physical and/or cyber resources used to store data
- Policies for access and sharing
- Policies for re-use, re-distribution, and production of derivatives
- Plans for archiving and preserving data

Delivery

There are multiple options for delivering course content::

- Online
- Face to face: individual or classroom
- All learning modules
- Specific learning modules
- For instruction by faculty
- For instruction by librarians

DOES RESEARCH DATA MANAGEMENT INSTRUCTION NEED TO BE DISCIPLINE SPECIFIC?



Learning Modules

Curriculum frameworks include lesson plans for these seven modules:

1. Introduction: Overview of RDM
2. Data: Types, Stages, and Formats
3. Metadata
4. Data Storage, Backup, and Security
5. Legal and Ethical Considerations
6. Data Sharing and Re-use Policies
7. Archiving and Preservation

Components of Learning Modules

- Learning objectives
- Lecture content
- Activities
- Readings
- Assessments

A simplified data management plan provides a template for student activity in Module 1.

Research Cases

Illustrate data management concepts in these real life research scenarios:

- Outcomes from Orthopedic Implant Surgery
- Regeneration of Functional Heart Tissue
- Improving End-of-Life Care for African Americans
- Characterizing a Component of a Rocket Engine used to Connect Satellites in Orbit

For each case, a summary of teaching points that relate to specific modules is included, and simplified data management plan provides a template for student activity in Module.

Assessment

By using case studies instruction can be customized for students in homogenous groups. An estimated 20% of RDM teaching can be tailored to emphasize a select few RDM issues for an audience from a specific discipline. The other 80% is generic, constituting good RDM practice that is applicable to all disciplines.¹