



FAIRsFAIR

Fostering Fair Data Practices in Europe

Professionalising and embedding data stewardship FAIRsFAIR Training Activities

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FAIRsFAIR Roadshow Spain – 23 June 2021

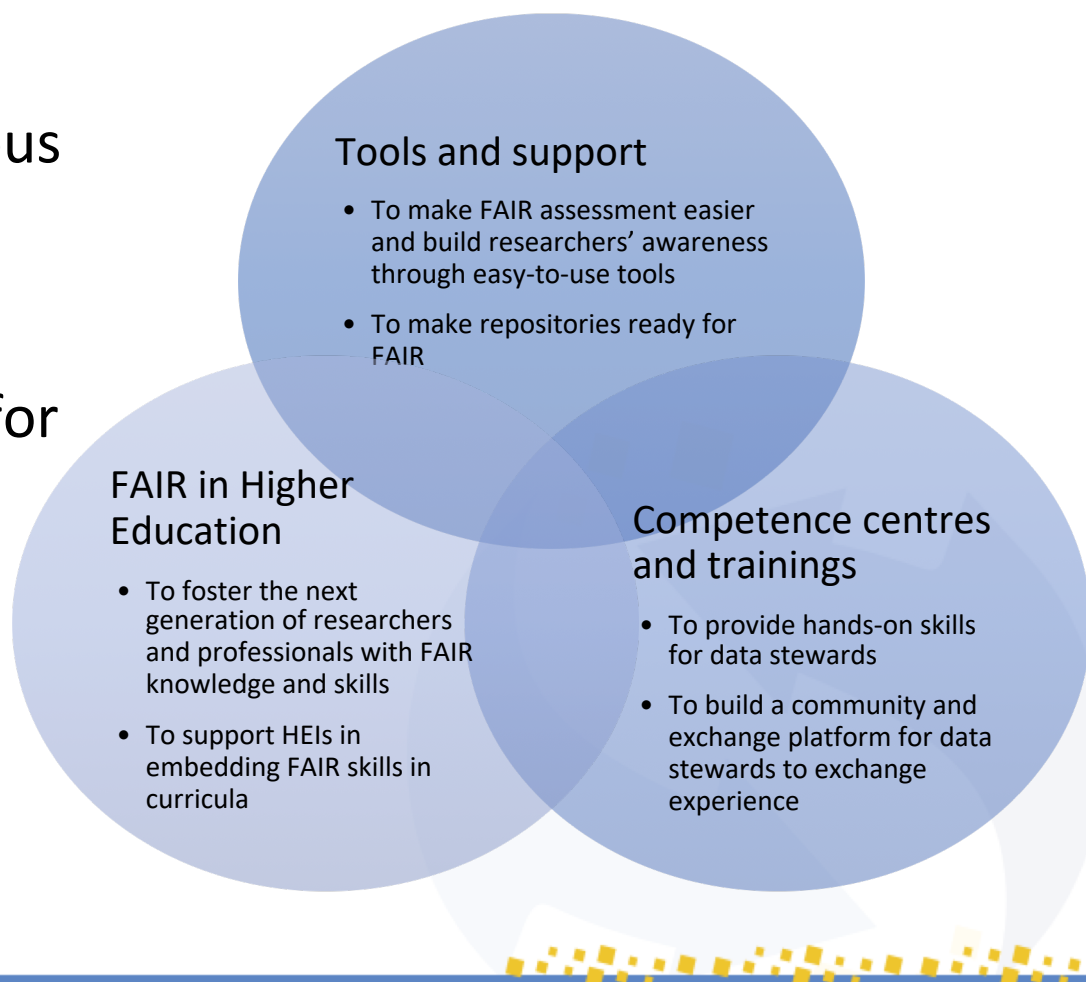


FAIRsFAIR "Fostering FAIR Data Practices In Europe" has received funding from the European Union's Horizon 2020 project call H2020-INFRAEOSC-2018-2020 Grant agreement 831558

Professionalising data stewardship through training and education

Support, tools, training and skills are embedded in various work packages of FAIRsFAIR

In this session will cover the training for hands-on-skills for data stewards



How FAIRsFAIR sees data stewards

Data stewards: Support staff from research communities and research libraries, and those managing data repositories. Data stewards typically vary in the tasks they cover in three main areas:

- embedded and operational
- generic and advisory
- policy, strategy, and coordination



Data stewardship/stewards training

Summer Schools

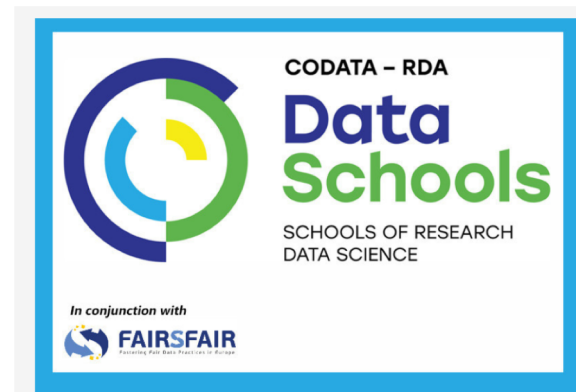
Building on the CODATA-RDA Research Data Science Summer School – Early Career Researchers includes topics related to FAIR.

2019

- Parallel strand for Data Stewards – first week common curriculum, second week ECRs and Data Stewards split.

Programme: <http://indico.ictp.it/event/8706/other-view?view=ictp timetable>

Pilot programme for data stewards – original plan to run it again in 2020 and 2021



Revised events

- Trainings delivered in November and December 2020
 - Manchester University – November 2020
 - UNA Costa Rica – December 2020

Major challenge

- Training needs to be re-developed for an online approach, not just “doing it on Zoom”

Data Steward Instructor Training

- Train-the-trainer activities aimed at instructors who will be delivering training within their own institutions
- Aimed at data stewards/ data support roles (generic and advisory roles) in universities and other research institutions
- List of topics to choose from - topics can be swapped around
- Online sessions conducted via Zoom
- Three half days spread over one week e.g Monday, Wednesday, Friday
- Materials shared in advance
- “Homework” to be completed in between times
- Discussion forum for each day using [FAIRdata Forum](#)



EOSC-Pillar **eOSC SYNERGY**
FAIRSFAR **GHENT UNIVERSITY**

Instructor training

7, 9, 11 June 2021
Online Workshop

REGISTER NOW!

07 June 2021 - 10:00 to 11 June 2021 - 12:00

Online

FAIRsFAIR, EOSC-Pillar, EOSC-Synergy and Ghent University Instructor Training Workshop



FAIRSFAR
Fostering Fair Data Practices in Europe

NORF
NATIONAL OPEN
RESEARCH FORUM

eOSC SYNERGY

FAIRsFAIR, EOSC-Synergy and NORF Data Steward Instructor Training

12th, 14th and 16th of July

Example: Aims and Learning Outcomes

Aim

This workshop aims to introduce participants to the key concepts and drivers for Open Science, Research Data Management (RDM) and FAIR data, to consider the existing local support service they can leverage and to identify areas where collaboration with peer institutions on support provision will be beneficial.

Learning outcomes

At the end of this workshop, participants will:

- Be able to explain some of the political drivers for RDM, FAIR and Open Data
- Be able to explain the difference between FAIR and Open Data to researchers
- Be able to develop training courses to be run at their own institution using open learning resources
- Understand the range of skills and knowledge associated with data stewardship
- Collectively identify areas where collaboration on service provision is most beneficial
- Have set training goals for the next six months
- Have established a peer network

Example: Programme Overview

Day 1: Introduction and key messages

- Introduction to RDM, FAIR and Open Science
- Introduction to pedagogy
- Course development activity
- Introduction to Data Management Plan (DMP) exercise

Day 2: Data Stewardship skills and knowledge

- Understanding Responsible and Open Research: Roles for Data Stewards
- Group discussion (DMP case studies)

Day 3: RDM service development and optimisation

- Introduction of RDM service models and functions
- Group discussion (RDM service development)
- Training activity based on RISE model
- Group activity to consider future goals and next steps



A bit more detail – example of a day

Day 1 - 10:00-10:20 Overall introduction to RDM, FAIR and Open Science

10:20-10:30 NORF background and national context

10:30-10:45 What does a data steward do?

10:45-10:55 Introduction to FAIR Aware tool (<https://fairaware.dans.knaw.nl/>)

10:55-11:05 Short break

11:05-11:20 Group discussion of FAIR Aware tool

11:20-11:50 Introduction to pedagogy

11:50-12:35 Course development activity (Learning outcomes, design)

12:35-14:00 Lunch break

14:00-14:30 Feedback on course development activity

14:30-14:40 Introduction to DMP exercise

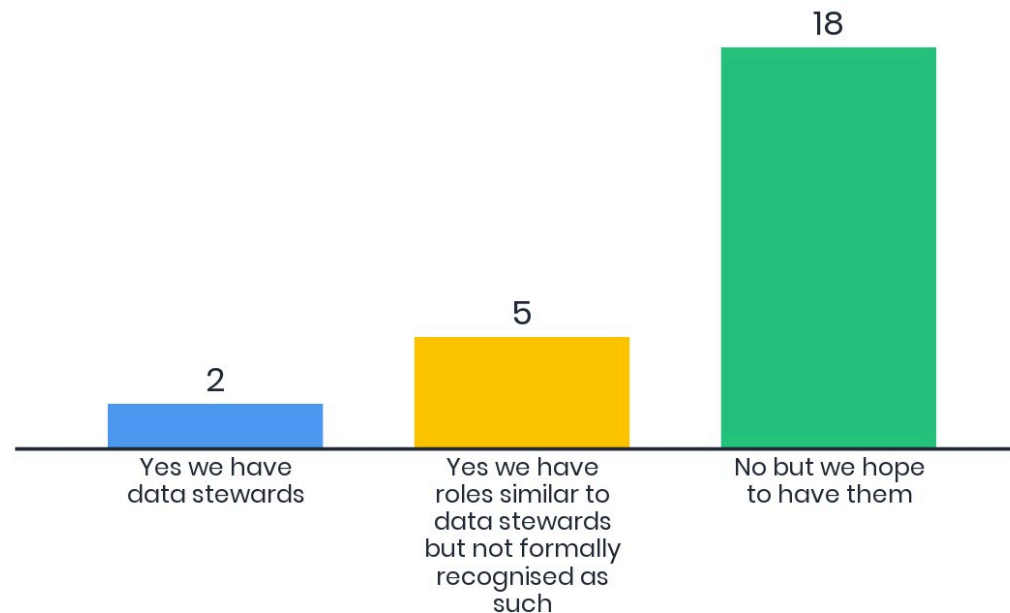


Some observations

- Increase in Universities employing data stewards/ related roles
 - Often working in small teams or singleton posts
 - Need for training and community building to support emerging roles
 - Desire to bring people together from different organisation to share experience and knowledge
- Repurposing materials for online delivery requires additional work but there are advantages
 - Lower direct costs for participants e.g. no travel costs
 - Easier for research support professionals to find the time – it would have been difficult for participants to attend a two week residential course
 - Able to increase the number of participants without increasing costs

Question?

Does your institution employ data stewards or similar support roles?



THANK YOU



Links:

- FAIRsFAIR – about training:
<https://fairsfair.eu/events/training>
- FAIRdata Forum: <https://fairdataforum.org/>
- FAIR Aware tool: <https://fairaware.dans.knaw.nl/> and further information: <https://fairsfair.eu/fair-aware>
- Article: Daniel Bangert, Joy Davidson, Steve Diggs, Marjan Grootveld, Frans Huigens, Sanjin Muftić, ... Shanmugasundaram Venkataraman. (2020). The CODATA-RDA Data Steward school. Presented at the 15th International Digital Curation Conference (IDCC20), Dublin, Ireland: Zenodo.
<http://doi.org/10.5281/zenodo.3609205>