The WHAT and the HOW of Research Data Management

Towards a unified view of train-the-trainer competencies

Train-the-trainers courses and training modules for library staff, students and researchers were given in the context of the project "Train 2 Dacar" of the HEG Genève.

QUESTIONNAIRE MONITORING A short analysis of the needs realized a few A constant scientific watch is days before the start of the training allows essential in this changing field to keep up-to-date. to customize it for the participants. OBJECTIVES PERSPECTIVES LEVEL Learning objectives should The training should gear The level of the audience strongly closely to the professional impacts the conception of the be defined and communitraining. RDM may require considecated clearly in the light of requirements and rable pre-requisite knowledge in IT, very different expectations perspectives of the library science and of the academic regarding RDM courses. participants. environment. AUDIENCE WHAT? HOW? RDM covers a wide Mixed pedagogical methods should spectrum of varied train the trainer thematics. The training stimulate intercompentency can be structured action (essential in according to the stages RDM) as an of the Continuum model² audience of adults aining requires it4. or the DCC lifecycle³. likely Identify — From IM to KM Evaluate Value of Data Negotiation Skills Manage ___Promotion __Integration SEQUENevolutionary Standards repeated. Economic Issues Contingency ___ Mashing Development Advocation — CING Data Merging Modelling___ Manipulation Raising Plan Retention 📥 Once the This and Awareness ___ Provide Coordination Facilitation content to Documentation Meta Data of Practice defined, it is Marketing serialisation Data Preservation split in several Communication Context Scope Extracting Information Data Legislation teaching units, Complaints & Expectation with breaks for Management Monitoring Process Data Analysis 🗖 Access Authentication the participants. Risk and Disaster Conditions of Use Management Data Security Protect

REFERENCES

ON SITE

- 1. HEG GENÈVE. Projekt Train 2 Dacar. Filière Information documentaire, études bilingues [online]. 2016. [Accessed 19.09.2016]. http://campus.hesge.ch/id_bilingue/projekte/train2dacar/default.asp
- 2. TRELOAR, Andrew, GROENEWEGEN, David and HARBOE-REE, Cathrine. The cata curation continuum: managing data objects in institutional repositories. D-Lib magazine [online]. Vol. 13(2007), no. 9/10. DOI 10.1045/september2007-treloar
- 3. DCC. DCC curation lifecycle model. Digital Curation Centre [online]. 2016. [Accessed 19.09.16]. http://www.dcc.ac.uk/resources/curation-lifecycle-model

The on site mode allows the realisation of participa-

tive workshops, live customization of the course and

exercises with particular IT equipments for RDM.

4. CLLN. Principles of adult learning. Canadian Literacy and Learning Network [online]. 2016. [Accessed 19.09.16]. http://www.literacy.ca/professionals/professional-development-2/principles-ofadult-learning/

FEEDBACK

E-LEARNING

The e-learning mode is by

as are many parts of RDM.

definition anchored in the web,

At the end, the course is evaluated by the participants to allow an optimal serialisation process with a growing improvement curve.

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