

Research environment constitutes itself through clear infrastructure, policies, and procedures! (cf. ECoC 2017, p.5)

Description and background

This learning unit:

Introduces researchers to their institutional infrastructure

Enables an understanding of the relationship between infrastructure and good research practices

Challenges researchers to use (and demand) institutional infrastructure

Emphasises the importance of procedures and structures supporting responsible conduct of research

Role Model

Keywords

This unit has been prepared for interdisciplinary learning groups.

Learning Objectives

- 1** *Explain rules of data protection in research*
- 2** *Depict a research codex and explain procedures (infrastructure) in which your rule is embedded*
- 3** *Justify your procedure of data protection*
- 4** *Request that other disciplines follow your procedure of data protection*

Learning Stages

- 1** *Introduce the topic*
- 2** *Motivate by introducing an interesting story*
- 3** *Use data protection guidelines*
- 4** *Engage in storytelling*
- 5** *Reflect on rules, procedures and infrastructure in research*

“Quote about Research Environment”



1 Introduce the topic:

Homework (before the unit starts) or reading session

Find and read a codex or policy from your institution, discipline or country regarding data protection in research and in research institutions. Think about a data protection issue you have had lately and how you solved it. Find a corresponding rule in the codex or policy for your solution. Discuss the meanings of any unknown words.

2 Motivate by introducing an interesting story:

Read or recall together Hannah's story and briefly flesh out what happened in the conferencing meeting. Now read the following short story out loud. Use your imagination and describe the situation that Hannah is in.

Again Hannah just wanted to disappear. „Data Protection. Are you serious?“ asked her colleague. „Nowadays everyone's saying data protection this, data protection that....but nobody really knows what needs to be done! Do you?“ Her colleague's eyes looked directly into hers as she spoke. *What now*, Hannah thought, exhaling. She knew a bit about data protection, but not enough to explain which procedure was appropriate.

3 Use data protection guidelines:

Get into groups of 3 to 4 people from different disciplines. Share within your group...

- what data protection questions you have been able to find an answer to recently,
- which data protection guideline you found, and
- which procedure you used to protect data.

Make sure you understand each other by asking back. Take turns!

4 Engage in storytelling



Data protection

Write speeches in which you create heroes. Let your heroes explain your data protection issue, outline the appropriate data protection guideline, and highlight procedures on how to protect the data. Read your stories aloud in your groups and decide which story requests the audience the most to follow the proposed procedure!

Data protection is a broad field. Secondary data, big data, data on children or vulnerable individuals, social media data, photographs, audio and video recordings or stakeholder data play an important role in research. Data protection includes procedures such as handling data storage in a secure way e.g. via cloud storage, transferral of data, use of informed consent forms or notice forms, depersonalisation of data etc.

Outline the data protection rule of your chosen story by writing it on a chalk board or flip chart.

Together, make any final changes to your chosen story, and describe the infrastructure in it as clearly as possible:

- 1 Explain which issue of data protection is being addressed.
- 2 Depict which research codex or policy guides this issue.
- 3 Describe which procedure helps you to protect data.
- 4 Justify this data protection procedure.
- 5 Let your story end with requesting the audience to follow this procedure of data protection.

Read the stories aloud!

5 Reflect on rules, procedures and infrastructure in research:

Discuss the following questions together as a class:

Which of your colleagues' procedures (infrastructures) will you use in future to protect data?

Are there any data protection issues you cannot solve due to the absence of clear institutional infrastructure? What infrastructure do you need to be able to solve it?

Review which procedures and structures were discussed in this session that supported responsible conduct of research. Compare the story in which Prof. Weis destroys her original test results and plans to enter falsified results with the stories that you wrote.

