

Integrate FAIR Data science competences in higher education curricula: the role of academic and research libraries

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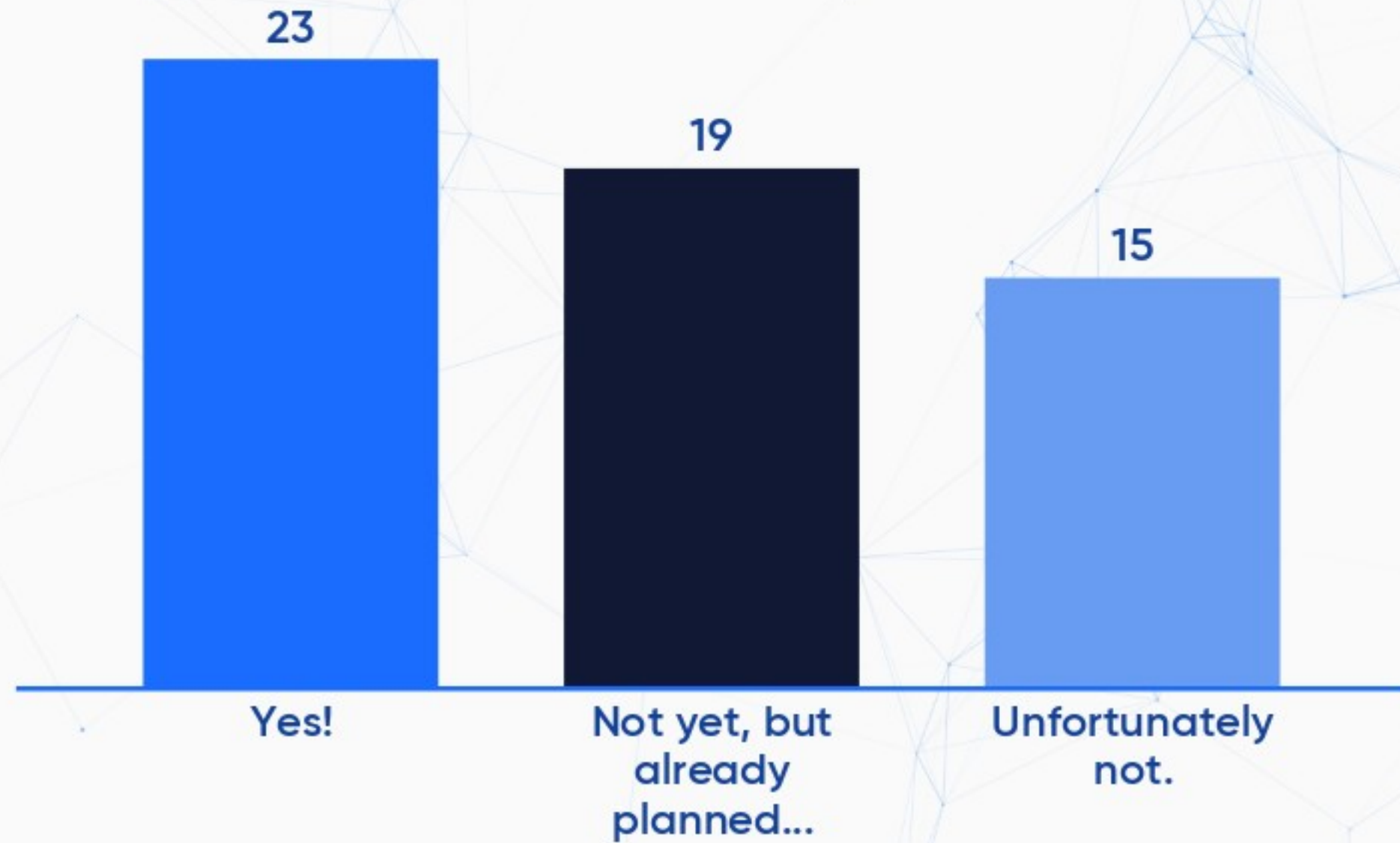


Main elements of the role of research and academic libraries on supporting FAIR data education and training

Does your library play a ROLE with implementing FAIR data principles in an Open Science context?



Does your Library have a dedicated TRAINING addressing FAIR competencies?



What are the most relevant elements of the role of libraries on supporting FAIR data education & training:



What are the most relevant elements of the role of libraries on supporting FAIR data education & training:

Working across the campus and across disciplines to connect initiatives and ideas.

Metadata and standards for making data Findable

metadata

knowledge/skill base of FAIR

Guidance and support the researchers

Provide information on FAIR

build respository

central contact point for all disciplines

awareness raising, guidance, training

What are the most relevant elements of the role of libraries on supporting FAIR data education & training:

raising awareness, DMP training

Provide FAIR support infrastructure

DMPs training and support

Support policies

Partner of education and Open resources to academy

create operational synergies with other research services

Keep up to date with new tools and approaches and help in translation to researchers

spread an openness culture

Redirect students and scholars to experts on specific aspects of FAIR



What are the most relevant elements of the role of libraries on supporting FAIR data education & training:

We have offline and online courses and also DMP guidance. We also produce infrastructure for the data's metadata and DMP.

Embedded solutions

Connecting expert knowledge about tools, services and information with the wishes and needs of researchers

awareness

Finding data in open repositories

Communicating up to university management to help make case for FAIR data and across to researchers using their domain knowledge.

support, coordination, lobbying,

Links with publishing strategy training

engaging researchers

What are the most relevant elements of the role of libraries on supporting FAIR data education & training:

information, collecting best practices, coordination, assessment

Direct support for researchers, dmp support and training

Gather and dissemin best practicies of patrons

presence, ability of organization

researchers can meet the FAIR requirements

Training, rise awareness, provide personal support

Metadata management, data rights, choosing right repositories, etc

Opening research data support & training

Libraries have high awareness of open science and can be ambassadors. Awareness of differences between different parts of the uni - different cultures. Also, the libraries have specialised knowledge of metadata etc making sharing more efficient.



What are the most relevant elements of the role of libraries on supporting FAIR data education & training:

Policies, spread awareness, basic training, support of institutions in implementing FAIR data principles in their training and their research

Support research with Open resources and to BE a really partner of high education

engaging with stakeholders in order to make training sessions relevant for researchers and institutions

already answered

Be the experts in the field...

help in submitting data following the FAIR principles. Finding controlled vocabularies and ontologies to describe data and make them easily findable and reused

awareness, training on DMP, resources support

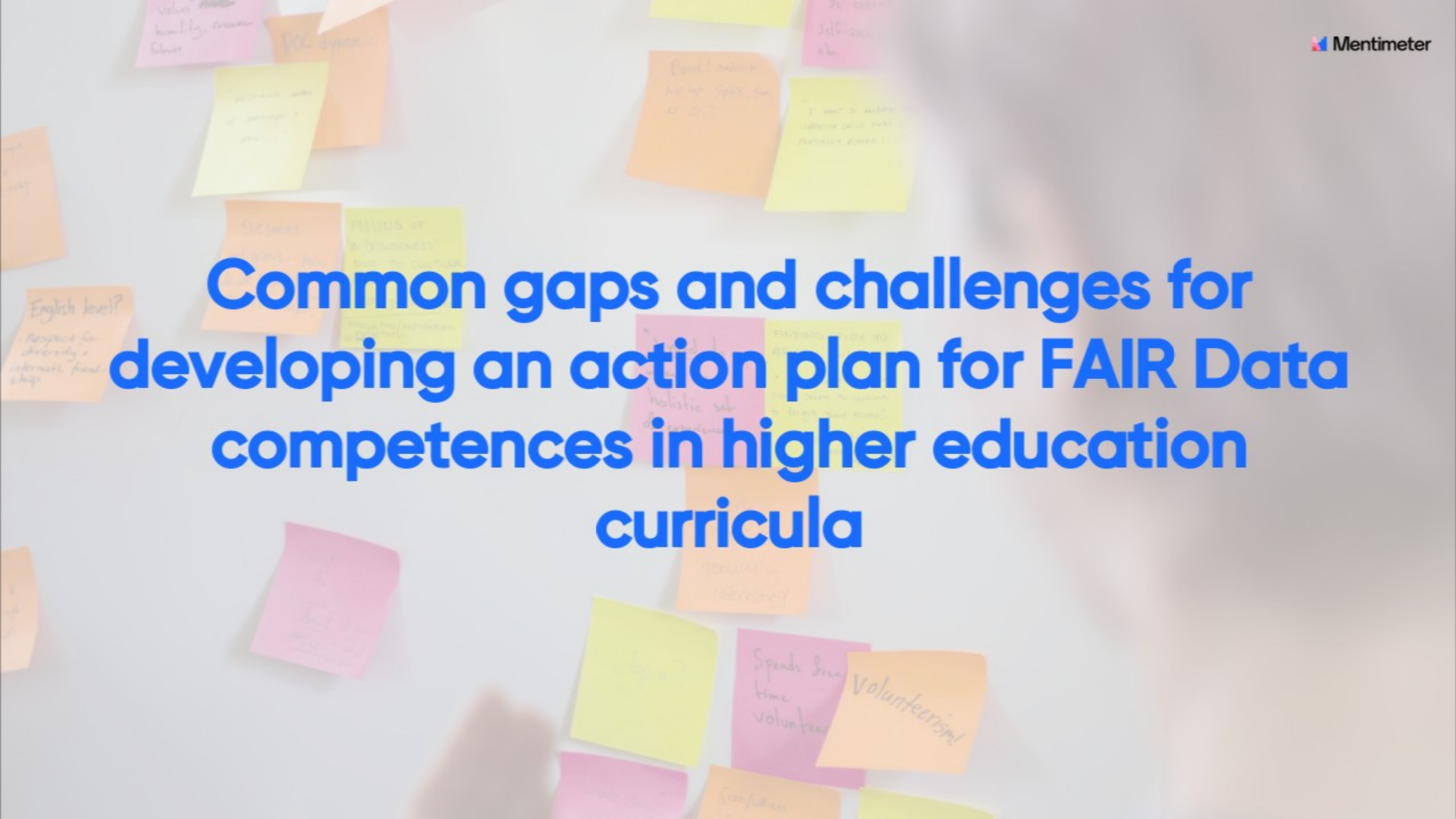
data awareness from the very beginning of research projects

Give training to use tools so people can implement



What are the most relevant elements of the role of libraries on supporting FAIR data education & training:

guide cultural shift towards FAIR & open data



Common gaps and challenges for developing an action plan for FAIR Data competences in higher education curricula

English level?
Respect for diversity & internat. friendship

Values: humility, respect, future

POC dynamic

Does it include...
not for...
of...?

I want to...
...
...

FEELING OF
"OTHERNESS"
DUE TO CULTURE

holistic set
of competences

FEELING OF
"OTHERNESS"
DUE TO CULTURE

Volunteerism!

Spends free
time
volunteering

Successful

What are the main challenges for developing an action plan for FAIR Data competences in higher education curricula:

Buy-in from higher management within the library

addressing different levels of knowledge and interest

knowledge resources

missing connection to the curricula planners and the researchers at all

recognition of the crucial role of FAIR data in research

finding best practices and who can teach them/how to teach them

Faculty awareness, culture

Explaining the importance of FAIR and its application

lack of institutional support/strategy

What are the main challenges for developing an action plan for FAIR Data competences in higher education curricula:

Missing specific discipline knowlegde to support researchers at a specific level

align different policies (funders, institutions...), then align policies and practices

Faculty and authorities support

Getting buy-in from management and other areas of the University that provide services that impact on FAIR, e.g. IT services

lack of infrastructure - hard to teach how to do something when it's not really possible to do :)

Evolve all actores, to get open resources and promotor
Critical thinking

disciplinary difference in FAIR data

Researcher do not want open their data.

domain differences, broad scope of topics

What are the main challenges for developing an action plan for FAIR Data competences in higher education curricula:

Organizational challenges concerning e.g. attitude: How to make FAIR seen and understood as an important part of research. How to make training for it compulsory for the PhD students.

ignorance

Identifying priorities

Research culture, institutional culture

insufficient knowledge of FAIR principles with teachers

lack of awareness in Russia, lack of support from funds, few partners in the country

Each individual institution has limited teacher capacity - collaboration between institutions is necessary

link to the curriculum service

Acquiring the knowledge to support the researchers and keeping up to date with the developments



What are the main challenges for developing an action plan for FAIR Data competences in higher education curricula:

the interoperability and reuse of the data are the most difficult to be achieved in the FAIR principles and maybe the most important. The data needs to be annotated using a controlled vocabulary. Finding vocabulary is a very important competence

The ongoing status of data management and information literacy as invisible labour

Embedding as part of high quality research practice.

Data Literacy

Lack of leadership and directives

Competences could be general as much as technical and one single service can not provide all





**Key elements of an institutional strategy
towards the integration of FAIR Data
competences in curricula**

Is there a policy that is institution-wide? Or are there limited policies (faculty level?)



Are there institutional RDM strategies / policies and what do they say? Provide some of the key elements:

no

Strategy under development

Nope

ownership, responsibility

No strategies / policies :-{

yes

No

Mandatory dataset registration in institutional information system

no

Are there institutional RDM strategies / policies and what do they say? Provide some of the key elements:

Write a Data Management Plan Adequately
document data Securely store & process data
Preserve relevant data for min. 5 years Provide
access to data

Researchers are encouraged to follow best
practice guidelines, e.g. FAIR

RDM support integrated into the standard
workflow for research project support

In progress

HDR (PhD) students in Engineering must
complete a DMP at the start of their research
project

Good research practice and research ethics
require sound RDM

support and consulting is offered from the
library is offered in the policy

under development and probably it will work
only for departments with quantitative data

Published RD policy is from 2016 and does not
ref FAIR.

Are there institutional RDM strategies / policies and what do they say? Provide some of the key elements:

Training initiatives and advise on deposit of datasets (data curation)

FAIR data

FAIRsFAIR Recommendations

YOUR PRIORITIES



How do you prioritise the following FAIRsFAIR recommendations related with POLICIES & SUPPORT



Thanks for your participation!

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