AhaSlides

Data Stewardship Curricula and Career Paths

3 0

Data Stewardship Curricula and Career Paths

eosc | Data Stewardship Curricula and Career Paths Task Force

AhaSlides

Chairs

Celia van Gelder
DTL

Ilire Hasani-Mavriqi
TU Graz

Board Liaison

Wilhelm Widmark
Stockholm University

Members

Basalti, Chiara UNIBO	**Bianchini, Federico** University of Oslo	**Blümel, Ina** TIB	**Blumer, Eliane** EPFL
Bracco, Laetitia University of Lorraine	**Claes, Nathalie** KU Leuven	**Cournede, Constance** Université de Nantes	**Fazekas-Paragh, Judit** University of Debrecen
Forni, Monica University of Bologna	**Frontini, Francesca** CLARIN ERIC	**Galik, Małgorzata** Jagiellonian University	**Gurwitz, Kim** EMBL-EBI
Janik, Joanna CRNS	**Kalová, Tereza** University of Vienna	**Kuchma, Iryna** OpenAIRE	**Legat, Dunja** University of Maribor
Lindroos, Hanna Swedish University of Agricultural sciences	**Luetcke, Henry** ETH Zürich	**Meeus, Joke** FWO	**Pinnick, Jaana** NGCD
Szuflita-Żurawska, Magdalena Gdańsk University of Technology	**Thorpe, Deborah** University College Cork	**Ward, Robyn** University of Nottingham	**Wałek, Anna** Gdańsk University of Technology
Wildgaard, Lorna Copenhagen University Library			

- 25 members (+ 5 new members in 2022)
  - experts from 18 European countries and main stakeholder groups: universities, national organisations/initiatives/infrastructures, EOSC related projects, research infrastructures
- Co-chairs: Ilire Hasani-Mavriqi, Vera Matser (until April 2022), Celia van Gelder (from April 2022)

3 0

TF Focus & approach

AhaSlides

- **Focus** on the **role of data stewards, their core activities**, and **curricula** to ensure that they are internationally recognized and aligned
- Actively engage with stakeholders and build on previous work: **build**, **connect** & **consolidate**
  - Examples: the RDA Group on Professionalizing Data Stewardship, EUA, other EOSC-A Task forces, and relevant projects (Skills4EOSC, EOSC-Future, RI:TRAINplus)
- Identify (existing and new) **use cases implementing** data stewardship curricula and career paths
- Ensure a **co-creation** process between **theoretical** development and **implementation** examples
- Make current insights, experiences, implementation examples **available (in a usable form) for all stakeholders**

3 0

eosc | Data Stewardship Curricula and Career Paths Task Force

TF Activities 2022-2023

AhaSlides

Workstream Minimal Curricula

Workstream Career Paths

Expert Input to EOSC-A Board

- **Recommendations for Data Stewardship Skills, Training and Curricula with Implementation Examples from European Countries and Universities (submitted)**
  - 17 Recommendations for European and national policymakers, funders and governments
  - 13 Recommendations for Research Performing Organizations
  - Complemented by national and institutional use cases/case studies (Austria, Denmark, France, Hungary, Ireland, Italy, Latvia, the Netherlands, Switzerland and the UK)

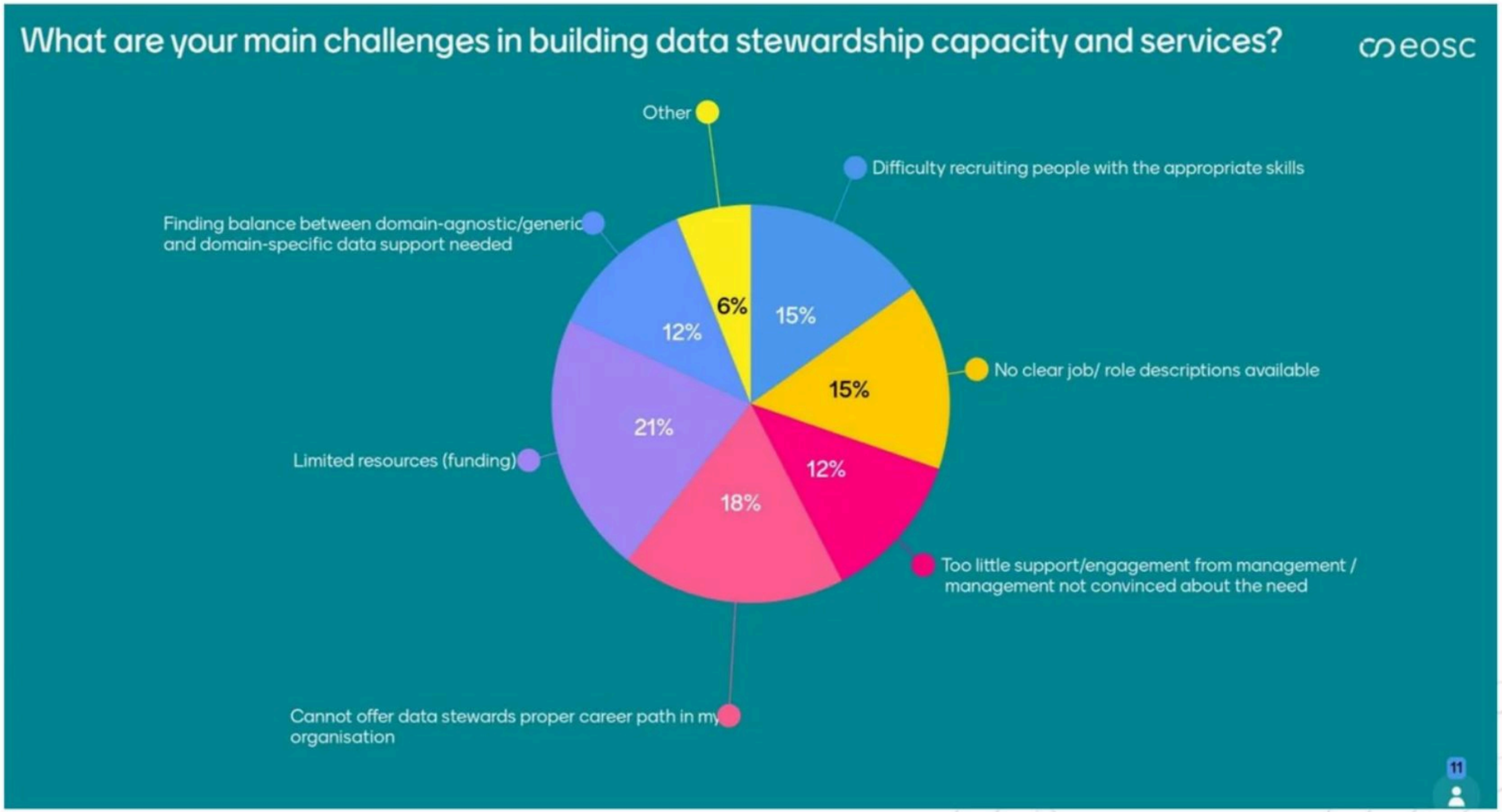
- **Data Stewardship Career Paths: State-of-the-Art Report and Recommendations (submitted)**
  - Overview and summary of relevant reports and papers, ongoing initiatives, projects and surveys related to career paths
  - List of recommendations, identifying activities that can be taken by the EOSC (partnership, association and projects)

- **Bring important topics related to data stewardship to the attention of the EOSC-A Board**
  - for Multi Annual Roadmap (MAR) 2023-2024 and 2025
  - for Strategic Research and Innovation Agenda (SRIA) 2.0

3 0

Challenges

AhaSlides



Challenges as indicated by EOSC Members and Observers during the EOSC General Assembly November 2022

3 0

Dreams as indicated by EOSC Members and Observers during the EOSC General Assembly November 2022

AhaSlides

Contact

- EOSC TF Data Stewardship Curricula and Career Paths: stewardship-tf@eosc.eu
- https://www.eosc.eu/advisory-groups/data-stewardship-curricula-and-career-paths

Skills 4 eosc

- Skills for the European
- Open Science
- Commons

AhaSlides

Minimum Viable Skillset and Curriculum Development

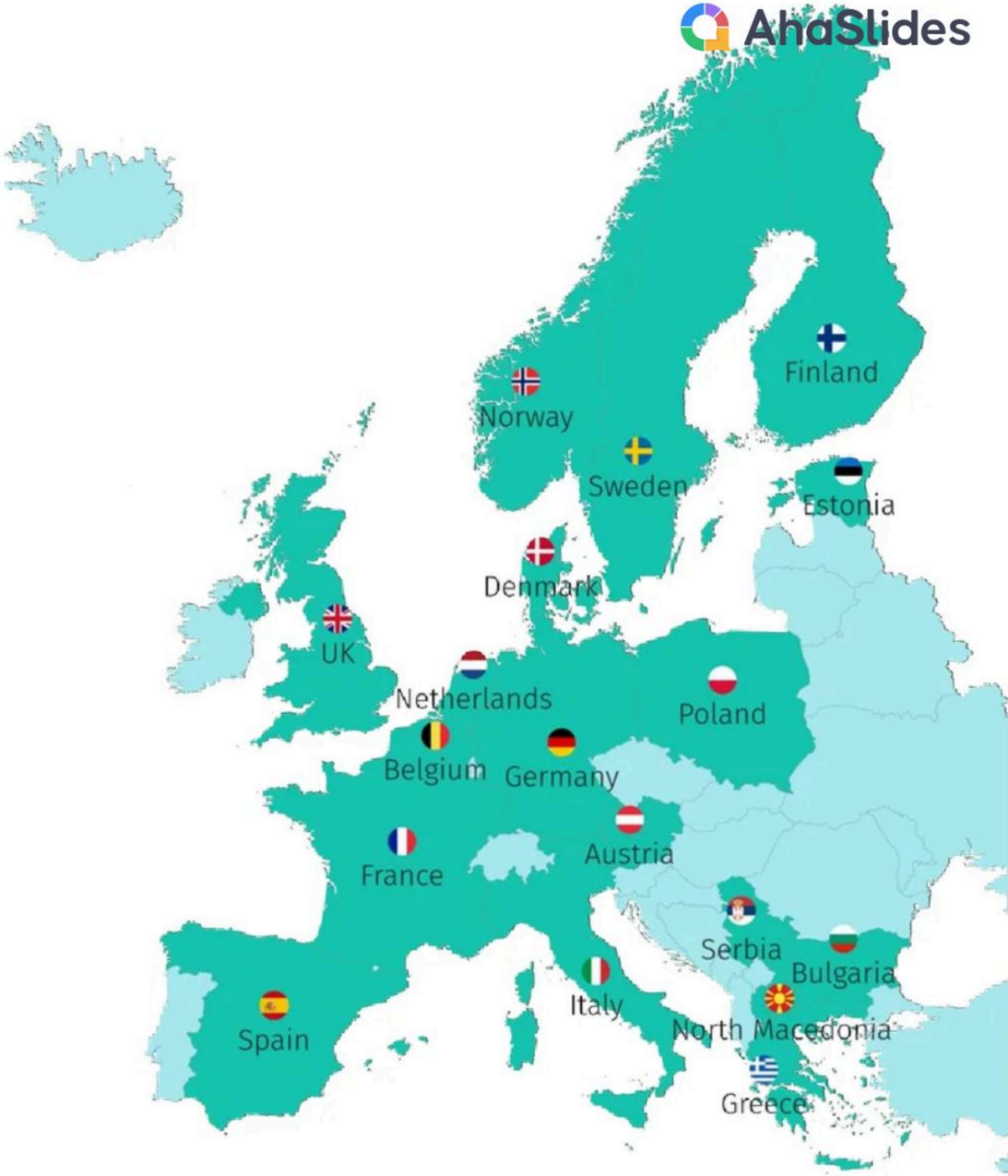
Angus Whyte - UEDIN-DCC
Emma Lazzeri, Consortium GARR
Nida van Leersum - TU Delft

3 0

AhaSlides

Skiils 4 eosc

- 44 **Participants**, 18 **Countries**
- "**Key doers**" in Open Science in their Country/Region/Domain
- 2 ESFRI Research Infrastructures
- 7 millions €, co-funded by European Union and UK Research and Innovation



Minimum Viable Skillsets

Building blocks for Open Science

EOSC SRIA describes 3 gaps relating to Open Science (OS) competences

- Lack of Open Science and data **expertise**
- Lack of a clear definition of data **professional profiles** and corresponding career paths
- **Fragmentation** in training resources.

Photo by Randy Laybourne on Unsplash

AhaSlides

Building blocks for Open Science

- Considering the OS mission and planned outcomes, what skills are needed?
- Need to summarise the OS ‘essentials’
- High-level guidance for curricula, trainings
- Adaptable to contexts or domains, or as case study template - how skills developed in a role

3 0

AhaSlides

Convergence on competences

Minimum Viable Skillsets (MVS)

Based on *review* of competence frameworks and skills resources, MVS have 4 main parts

- Open Science (OS) mission
- Outcomes for communities and organisations
- Activities involved in delivering outcomes
- Essential skills for activities - adapt to contexts or domains

Our report describes MVS approach and examples

3 0

AhaSlides

Scope of the skills in MVS

Derived from the [Horizon Europe Programme Guide]

AhaSlides

Which roles?

Current Minimum Viable Skillsets

Available
- Policymaker
- Data Steward
- Legal Expert
- Undergraduate
- Ethics Advisor
- Masters student
- Knowledge Broker
- Senior Researcher
- Research Policymaker
- Early Career Researcher
- Research Infrastructure Professional

Progressing
- Museum Curator
- Scholarly Communications Specialist
- Librarian/ Information Professional

Inviting
- Data Analyst
- Data Scientist
- Data Engineer
- Research Manager
- Research Software Engineer
- Digital Preservation Specialist

Interested in co-creating? - please get in touch a.whyte@ed.ac.uk

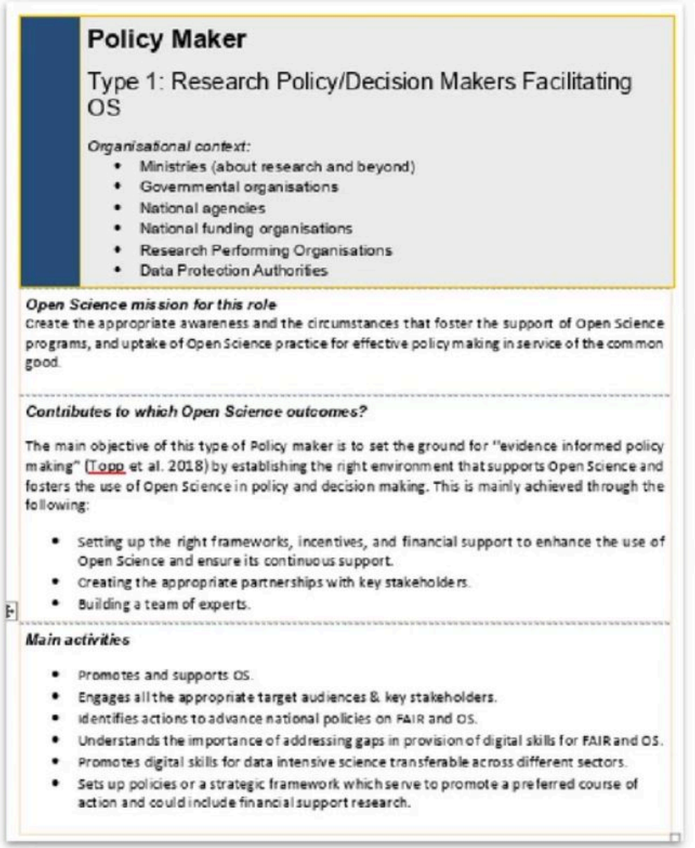
AhaSlides

Policymakers MVS - Story so far

What gap was the MVS aiming to fill?

What competence frameworks were referred to?

How did the MVS inform the training plan?



Policy Maker

Type 1: Research Policy/Decision Makers Facilitating OS

Organisational context:

- Ministries (about research and beyond)
- Governmental organisations
- National agencies
- National funding organisations
- Research Performing Organisations
- Data Protection Authorities

Open Science mission for this role

Create the appropriate awareness and the circumstances that foster the support of Open Science programs, and uptake of Open Science practice for effective policy making in service of the common good.

Contributes to which Open Science outcomes?

The main objective of this type of Policy maker is to set the ground for "evidence informed policy making" (Topp et al. 2018) by establishing the right environment that supports Open Science and fosters the use of Open Science in policy and decision making. This is mainly achieved through the following:

- Setting up the right frameworks, incentives, and financial support to enhance the use of Open Science and ensure its continuous support.
- Creating the appropriate partnerships with key stakeholders.
- Building a team of experts.

Main activities

- Promotes and supports OS.
- Engages all the appropriate target audiences & key stakeholders.
- Identifies actions to advance national policies on FAIR and OS.
- Understands the importance of addressing gaps in provision of digital skills for FAIR and OS.
- Promotes digital skills for data intensive science transferable across different sectors.
- Sets up policies or a strategic framework which serve to promote a preferred course of action and could include financial support research.

Skills 4 eosc

- Skills for the European
- Open Science
- Commons

Supporting eosc

AhaSlides

Co-funded by the European Union

UK Research and Innovation

Skills4EOSC has received funding from the European Union's Horizon Europe Research and Innovation Programme under Grant Agreement No. 101058527 and from UK Research and Innovation (UKRI) under the UK Government's Horizon Europe funding guarantee, Grant No. 10040140

Thank you!
Questions?

contacts

To cite this presentation, please copy and paste:
<Surname, Name. (Date). Pres title, occasion of the presentation.
Link to presentation in Skills4EOSC community on Zenodo>

CC BY

This presentation is released under a CC-BY 4.0 license

3 0

AhaSlides

FAIR-by-Design Methodology for Learning Materials Development

3 0

FAIR learning materials

Developing engaging learning content takes lots of time and effort.
Collaborate on and improve the existing content to achieve high-quality results.

AhaSlides

3 0

AhaSlides

Learning content

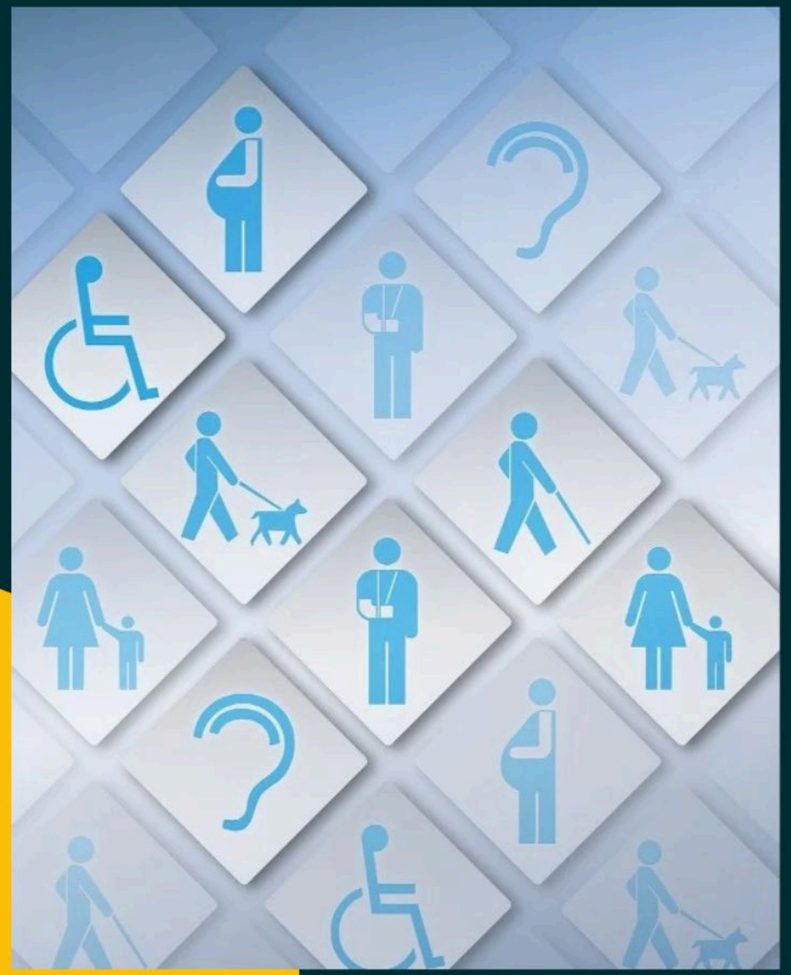
All that you need to provide to make the learning process effective and interactive: attractive syllabus, appealing lessons, engaging activities, ...

Instructor kit

Detailed information that empowers people to reuse the content, including how-tos and

3 0

AhaSlides



Why is accessibility important?

- Accessibility ensures equal opportunities for all individuals, including those with disabilities.
- It promotes inclusivity, diversity, and social responsibility.

3 0

AhaSlides

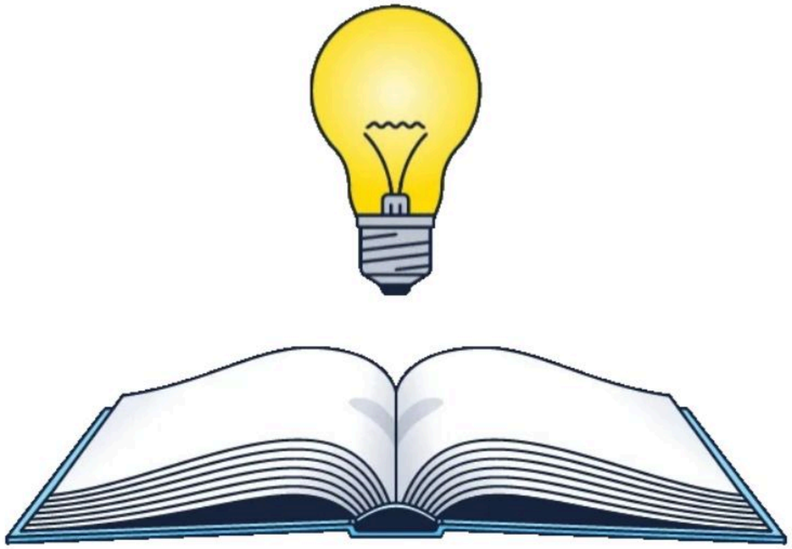
FAIR-by-Design Methodology

Backward Instructional Design Empowered with FAIR principles

focusing on both learners and peer instructors

3 0

I need more...



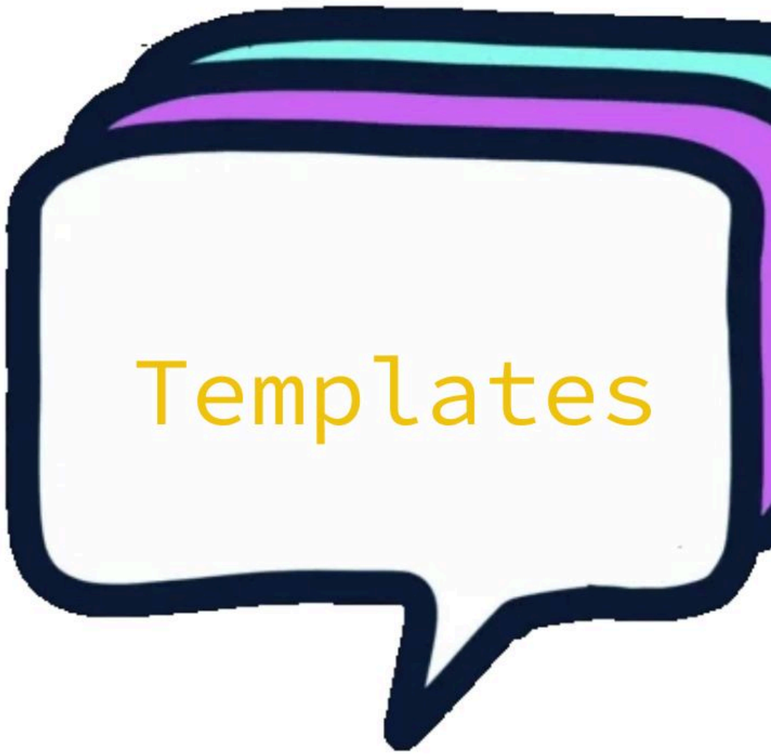
FAIR-by-Design Methodology

GitBook

IT'S TRAINING TIME

FAIR-by-Design Methodology

Practical Training of Trainers



FAIR-by-Design Methodology

Templates

AhaSlides

3 0

What about a shortcut?

Or maybe I need a redo?

AhaSlides
3 0