

Research Data Management online Training (RDMoT): What does it mean to me?

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ABSTRACT

Research excellence requires a strong foundation in research data management (RDM). However, researchers seldom know what constitutes good research data management practices and how to act upon those practices (see Kennan & Markauskaite, 2015). As such, RDM training is now an emerging initiative, and key imperative, in the higher education research sector (Bryant, Lavoie, & Malpas, 2017). While there are a number of studies that explore researchers' reactions to RDM (e.g., Hickson, Poulton, Connor, Richardson, & Wolski, 2016), there are few studies that examine research staff and higher degree research candidates' (e.g., PhD candidates) experiences of a structured RDM training. Additionally, the pedagogical/instructional approach behind RDM training is seldom discussed in the RDM literature.

The University of New South Wales (UNSW), Sydney, has embarked on a project based on the presupposition that effective training (i.e., to incite behavioural change) requires a theoretically-, and/or evidence-, informed pedagogical/instructional approach (Blaj-Ward, 2011; Hattie, 2012). This presentation will (a) outline an adapted participatory design approach (DiSalvo, Bonsignore, Yip, & DiSalvo, 2017) to the design and customised development of RDM training, and (b) present findings from a pilot test of the Research Data Management online Training (RDMoT) with 483 UNSW higher degree research candidates. Broadly, findings from the pilot testing strongly supports a case for developing training with extensive involvement with end-users that contains highly contextualised content as it contributes to the overall satisfaction of the learner as well as learners agreeing that the training helped them to navigate the RDM landscape (e.g., completion of a research data management plan). In this way, RDMoT means 'a lot' to me (i.e., both end-users and the project). The presentation will also showcase the RDMoT.

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