Background
The New England Collaborative Data Management Curriculum provides materials for seven 90 minute sessions covering topics on data management. The opportunity to implement a curriculum of that magnitude is not always available. We adapted the content of the curriculum to a one 90 minute session, emphasizing the practical aspects of the curriculum, and adding a personalized and unique readme and laptop swap activity.

UCLA workshop

Why manage data?

Tools for sharing and storage
• Box, UCLA - Google drive, IDRE - CASS

Who owns your data?
• UCLA data policy

Best practices
• File naming
• Readme: in-house designed example
• Laptop swap activity (see below)

Protocols
• Best practices for completeness

Metadata
• Definition
• Mapping an example to familiar documents

Funder policies
• NSF DMP
• Response to OSTP memo

Data management plans
• Adapted and abridged NECDMC case study activity

NECDMC

Overview of research data management
• Objective: Motivation and resources for data management
• Activity: Data management plan, institutional survey

Types, formats and stages
• Objective: Standards, quality control, stages of research data
• Activity: Case studies, file organization

Contextual details
• Objective: Metadata
• Activity: Case study, repository template

Data storage and backup
• Objective: Importance of storage and backup, best practices, planning
• Activity: Case study, checklist

Legal and ethical aspects
• Objective: Ownership, privacy
• Activity: Case study, local IP policy, anonymization

Data sharing and reuse policies
• Objective: Motivation, obstacles, policies, standardization, citation
• Activity: Local policy, publisher policy, citation

Repositories, archiving and preservation
• Objective: Use repositories, understand storage vs. archiving, data context
• Activity: Appraisal, retention

Feedback
Fourteen percent of feedback survey respondents (6 out of 42) from the first session highlighted the hands-on opportunities in their comments. • “Exchanging laptops for partner to find data was illuminating” • “Useful to trade laptops with another + see/figure out their method.” • “I thought my folder structure made sense, but apparently not that much to other people.”

A majority of participants agreed that they would recommend this workshop to their peers (the evaluation forms provided by the Office of Postdoctoral Affairs in the Biosciences used two different scales: average score 4.45 out of 5 for the first workshop, 85% of respondents for the second workshop).

Future directions
• Provide a choice of DMP case studies to increase relevancy to more disciplines
• Describe workshop content in detail in the promotional materials
• More practical/applicable Q&A time
• Partner with Science and Engineering Library to include physical sciences and engineering

Acknowledgement
Lamar Soutter Library, University of Massachusetts Medical School.
New England Collaborative Data Management Curriculum.
http://library.umassmed.edu/necdmc