

Teaching Research Data Management (RDM) in an Online Environment: Best Practices and Support

with

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Nick Rochlin, UBC

Nick Rochlin is the RDM Specialist in UBC's Advanced Research Computing (ARC) team where he is working toward building RDM initiatives that support research with advanced computing needs. He is the co-chair of the Portage Institutional Strategies 101 Working Group as well as the Training Expert Group, and serves on the Portage Training the FRDR User Experience and Training Group. He has a background in adult EAL education, and prior to this position was the Business Librarian at Okanagan College in which instruction was a primary focus.



Melanie Parlette-Stewart, Portage Network

Melanie Parlette-Stewart is the Training Coordinator for Portage Network where she supports the Portage Network of Experts and is working towards developing a nationally coordinated research data management training program. She is seconded from the University of Guelph where she has worked in a variety of roles to support digital literacy, information literacy and elearning initiatives, most recently at the Digital Media Librarian where her work focused on the creation of a Digital Learning Commons and establishing a Library Media Studio service.



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Icebreaker

**“Have you had a technology
teaching fail?”**

IdeaBoardz



Introduction and context



Best practices for teaching online

- Practices
- Tools
- Engagement



Challenges and solutions for teaching RDM online

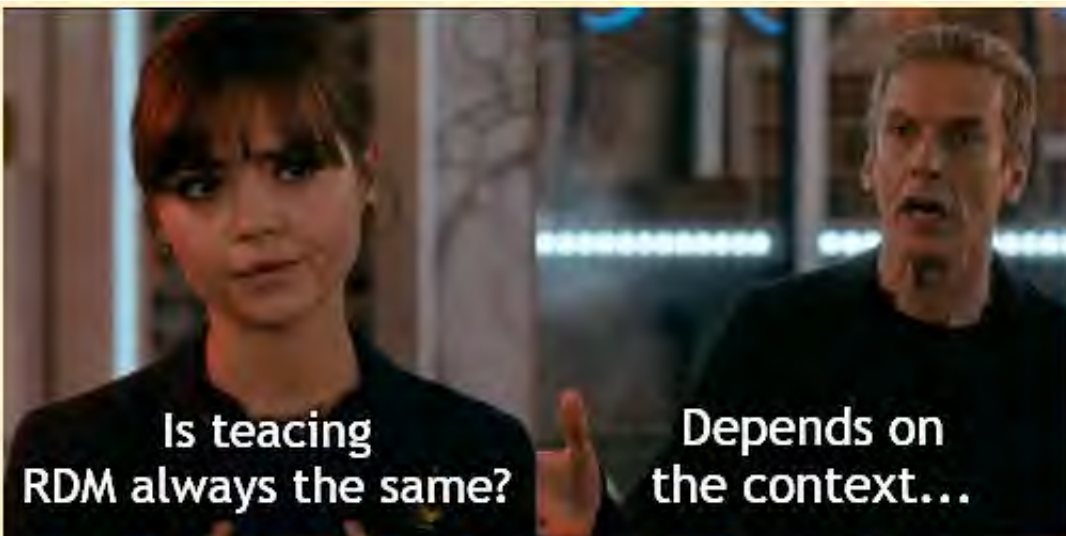
- 3 sample examples with exercises



Wrap-up

- Adapt our stuff!
- Let's make more stuff!







Material is conceptual

- Think about how you can use tools
- Think about how you could adapt / design exercises



Trying to start a dialogue

- What can be done to enhance online RDM instruction?
 - Practices
 - Materials
- How can efforts be coordinated?

Challenges and (hopefully) solutions:

Engagement

For the Learner

- With the content
- With the instructor
- With other learners

For the Instructor

- Getting feedback and questions
- Ensuring content is understood
- Forming relationships



Poll:

How many have taught
online before?



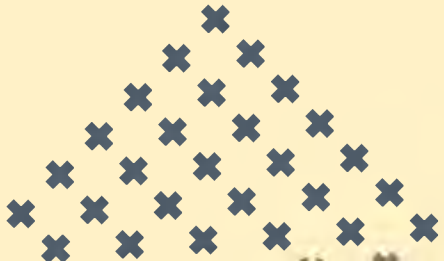
Developing Activities for Online Learning



- Identify your learning objective/intended learning outcome
- How long do you have? How long will it take?
- Will it be an individual activity? Collaborative? Or both?
- What technology and resources will you/the learners need?
- How will you provide feedback?
- How will you assess learning?
- How will you encourage participation?
- How will learners ask questions?

Types of Learning Activities

- Lecture
- Self-Directed
- Discussion
- Mentorship
- Small Group Work: Discussions, guided design, games
- Case Study
- Collaborative Learning
- Synchronous v. asynchronous



Best Practices

→ Be human

“If you have any questions at all about what you are supposed to do on this assignment, please remember I am here to help. Reach out any time so I can support your success.”

vs.

“Questions? Post them in the Q&A discussion forum.”

Introduce yourself (include a photo and share any information that’s relevant).

Speak enthusiastically (digital can take some of the warmth out of our voices).

Best Practices

→ Organize Your Content

Where possible add additional reminders, context or instructions. You do not have the benefit of providing personal asides or comments to the same degree.

If learners feel discouraged or irritated they will be less likely to learn.

Chunk your content into manageable pieces

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Best Practices

→ Be accessible

Visual is great, but make sure it is Accessible (alt-text, etc.)

People have different abilities and not everyone discloses.

Consider processing time when presenting materials.

Consider how you will make your class materials available and Accessible while creating (much easier than after!)

Best Practices

→ Provide other follow up learning options

Additional reading, examples, resources, videos.

This will provide additional opportunities for learning to take place and learners to clarify.

source

Best Practices

→ Provide opportunities to engage / make the learning ACTIVE

Mix up lectures with activities.

Consider an icebreaker to get things going.

Focus on what you want learner to learn. The technology is just a tool

Establish the norms. What are your expectations about how they will behave and interact.

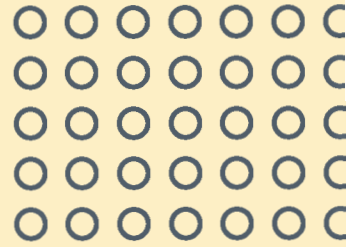
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Best Practices

→ Commit to continuous improvement

Learn from your experiences and make changes.

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Tools for Online Learning





Brainstorming/ Whiteboard

- IdeaBoardz
- Google Drive (Docs, Slides, Draw)
 - Padlet

- Mind map ideas
- Share and curate resources
- **Activity response:** Ask and question and have them post their response on the tool
- Provide headings for “**What they know**” “**What they want to know**” “**What they learned**” to get feedback throughout






Shared Documents and Discussions

- Your LMS (Brightspace, Canvas, Moodle, etc)
- Skype, Google Hangouts, Zoom, Microsoft Teams
- Shared Google Drive Folder (Docs, Slides, Draw)
- Google Classroom (if available for your school)
 - Floop

- Comment/markup a document
- Break into groups and complete activity worksheets
- Share resources for activities
- Use Floop to give learners feedback on their work (learners provide screenshots and you can engage!)



Polling & Surveys

- Mentimeter
- Google Forms
- Make it a game! Kahoot
 - Poll Everywhere

- Icebreaker activities - ask a fun question
- Determine prior knowledge or find out their expectations for the session
- Knowledge testing questions/check understanding
- Choose your own adventure teaching - have learners vote on what they would like to learn about
- Provide scenarios and have learners vote on the correct answer
- 1 word response (Wordle style view for presenting)
- Run Q&A session
- Check their tech experience (How comfortable are you using...)
- Create challenges and make it a game



- Test your activities in a browser you don't normally use to ensure all links work (check permissions where you aren't logged in!)
- Know your own comfort level
- What is the technology comfort level of your learners
- How many people will be in the audience
- Give longer than you think
- Expect to troubleshoot
- Understand free v. paid features
- Know your features
 - ◆ Ex: Breakout rooms only available in Zoom Room not Zoom Webinar

Research Data Management:

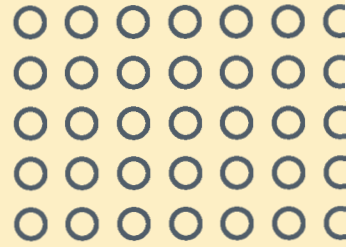
Explore existing resources that could be adapted for online learning

- Portage Network Training Resources
 - Digital Handouts (Brief Guides and Primers)
 - Modules (HP5, can be adapted for local context)
 - DMP Exemplars
- Mantra: Research Data Management Training
- UK Data Service: Data management training resources
 - Exercises on metadata, file formats and more



Do you have resources to share?

Add to the list.



Exercise 1

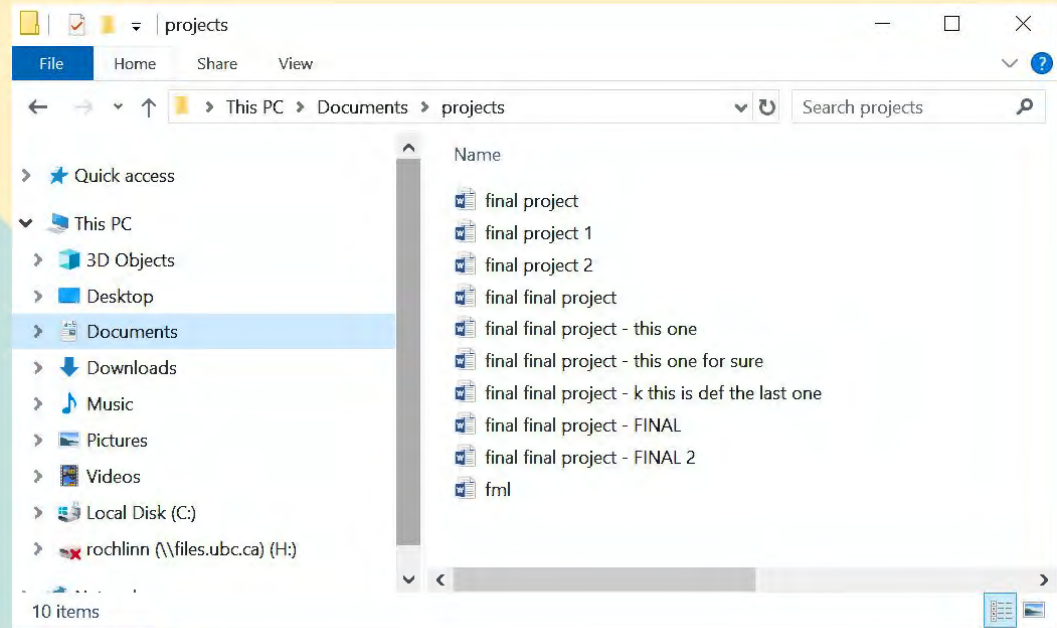
File Naming Conventions

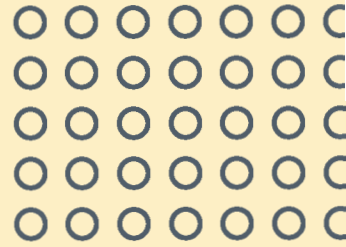


Challenges:

- Learners engaging with the content
- Instructor ensuring content is understood

Tool: Padlet





Exercise 2

Finding Data



Challenges:

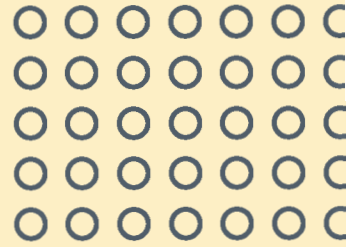
- Learners engaging with instructor
- Instructor getting feedback and questions

Tool:

Poll Everywhere



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Exercise 3

Intro to DMPs



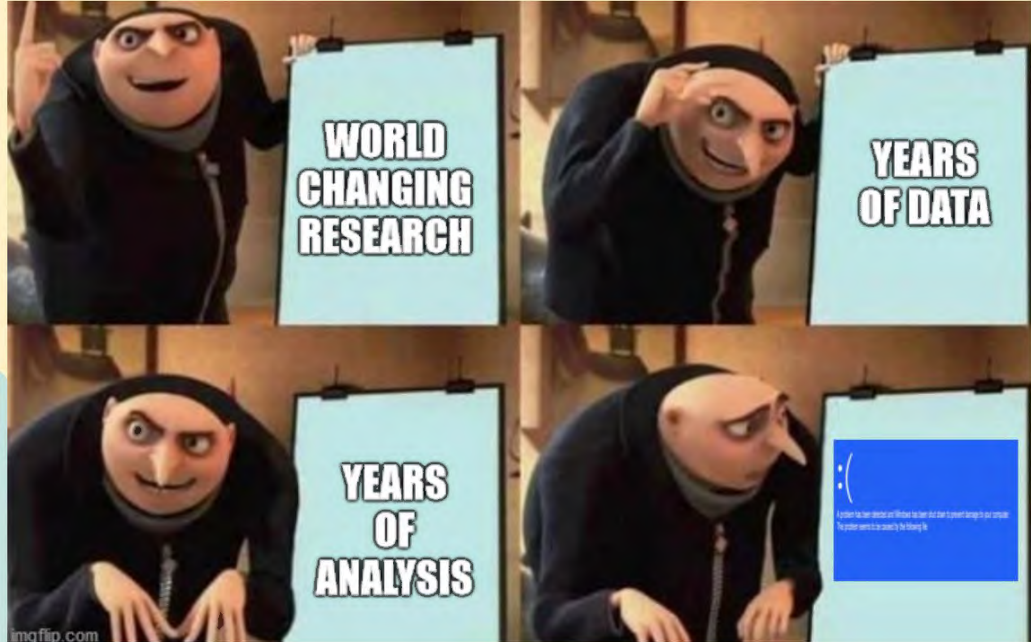
Challenges:

- Learners engaging with other learners
- Forming relationships



Tools:

Padlet

Zoom Breakout Rooms



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- 
- 
- What was the most useful thing that you learned today?
 - What is something you would like to learn more about?

What was the most useful thing that you learned today?

- There are a lot of different tools but they are not as easy to learn and use as you seem to suggest.
- Tips on how to engage participants and have interactive sessions
- List of tools provided
- Some of the tools and examples for online learning
- Seeing new tools I haven't heard of before (excited to check out Floop!)
- Ideas for integrating teaching tools with RDM learning objectives!
- The introduction to the tools such as Padlet.
- idea that you will have to do trouble-shoot tech with your attendees because everyone has different devices, browsers etc.
- really enjoyed seeing the various tools in action
- IdeaBoardz was neat.
- Online tools to use for audience engagement
- It gives me a lot of idea...
- examples of activities was useful & thought-provoking
- The different types of technology that can be used to engage learners.
- Specific activities
- Online learning tips
- the different tools out there to use to make the teaching interactive
- Exemplary pacing and timing

What was the most useful thing that you learned today?

- Sample exercises
- New tools (Padlet, Pool Everywhere)
- DMP exercise example
- Example of specific exercises on RDM. Didn't have to teach that subject yet so it's interesting for me
- Tools such as Padlet and Ideaboardz
- The 3 exercise/activity plans that Nick shared
- The importance of the voice "enthusiastic"
- Be human! Because you don't sound the same in person and online.
- the lesson plans with detailed mode of delivery
- The three exercises we could use in our teaching RDM
- Padlet, approaches to learner engagement online
- Cool new tools for collaboration & learning.
- Combining tools (e.g. Padlets with Zoom Rooms) to achieve more effective engagement
- different types of exercises on RDM
- New tools such as Padlet
- Padlet is a very interesting option for online collaboration
- Incorporating the 3 things: What do you want to learn, what did you learn and what was missing
- Tools

What was the most useful thing that you learned today?

- The variety of platforms
- How effective a presentation can be when the presenters prepare well, and deliver the content with verve and enthusiasm . . . as you both did! Well, done!
- some online teaching details that I have missed before; and some new tools.
- Awesome lineup of tools and strategies
- New resources for online teaching and especially ways to make use of them
- The whole thing was great. I'd say the exercises were very practical examples and I might steal them!
- Thinking about the time it take for a learner to open an application and in consequence letting more time that what we think at first
- I liked learning about the various tools available (Padlet etc)
- New tools for collaboration (padlet, Floop), and some good activity recommendations
- availability of customizable pedagogical forms and tools for teaching RDM and DMP
- the tools; general online teaching tips

What is something you would like to learn more about?

- If they are privacy issues about some of these tools? Do you have to get these tools approved for use by your institutions?
- Tips for co-delivering sessions (with one or more colleagues) and also for longer workshop style sessions.
- How to approach teaching about DMPs without starting with a scary perfect exemplar?
- More examples
- Strategies for getting back on track when online sessions go off the rails
- What are others doing or planning right now (in terms of teaching RDM online)?
- How to develop or what suggestions you have for online class/course exercises for pre-recorded lectures? This would be for students accessing course content on their own schedule or time (but not a MOOC). Thanks
- some more practical tools to make demos easier in an online learning environment
- asynchronous options
- I am not as comfortable as many faculty with my school's LMS. LMS integration (Canvas in my case) with these activities.
- Tips on how to use the tools - Get others to share how their experiences went.
- It's just a question of habit to be competent. Merci!
- accessibility techniques

What is something you would like to learn more about?

- Is there RDM content that would not scale to online?
- More in-depth use of the online tools
- to try out some of the tools
- More about Padlet
- More details on these
- e platforms
- Managing breakout rooms
- Giving feedback on the results/outcome from those exercises/activities
- share with others lesson plans
- I would like to be able to practice with you guys! Would be nice to have a class to practice ourselves.
- more lesson plans!
- How to use the online tools mentioned in today's session (e.g., Padlet)
- Moving back and forth between resources
- Dynamics of breakout rooms and reconvening effectively.
- How to provide training about data security and storage
- Incorporating privacy guidelines into the use of online tools and to signal to participants that they are covered
- Advanced use of tools

What is something you would like to learn more about?

- If assessment is part of a lesson plan, some strategies for assessing and providing feedback in an online environment.
- practise the new tools
- More detail on best practices for when to use which tools
- how to be so engaging!
- Know more about the softwares we can use for webinars
- I think more demos on how to use the various tools would be helpful
- It would be interesting to hear about the different kinds of RDM content that others are teaching/being requested to teach. How often are other's refreshing their content/themes of interest.
- comparison of teaching environments (zoom vs teams vs webex vs LMS)

Next Steps

- Are you interested in collaborating in the development of new lessons and/or adapting these lessons for online teaching?
- Are you interested in helping to develop an online RDM workshop for faculty this summer?
- Sign up! We'll be in touch.



Questions + Discussion



Resources

Reminder: Your local Teaching and Learning Centre can typically provide a wealth of tools and resources with local context.

Developing Online Learning Activities for Blended Courses by the Centre for Teaching Excellence, University of Waterloo

Online Instructional Activities Index by the ION Professional eLearning Programs, University of Illinois, Springfield

Instructional Strategies for Online Courses by the ION Professional eLearning Programs, University of Illinois, Springfield

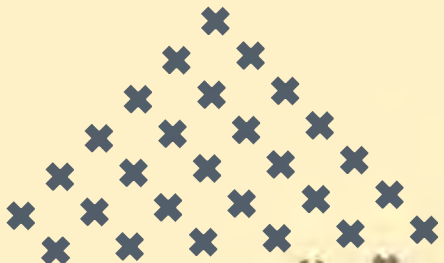
Resources Continued

[How to Be a Better Online Teacher: Advice Guide](#) by Flower Darby,
Chronicle of Higher Education

[Effective Teaching Online](#) by Inside Higher Ed

[Coronavirus Tech Handbook](#)

[Moving Your Classes Online? Here's How to Make It Work](#) by Wired

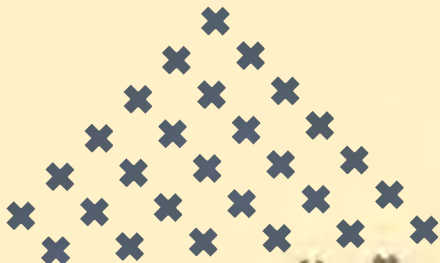


Resources Continued

Five tips for moving teaching online as COVID-19 takes hold by Nature

Pandemic Resources for Academic Libraries: Distance Education and Engagement by ACRL

Distance Learning: A Gently Curated Collection of Resources for Teachers by Cult of Pedagogy



Resources Continued



[Example DMPs: University of Toronto](#)

[DCC Example DMPs and guidance](#)

[Portage Example DMPs](#)

[Metadata Dictionary](#)

[Metadata Best Practices](#)

[File formats](#)

[Naming conventions](#)

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[Readme File Template](#)