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DSpace @Cambridge

Cambridge University Library

DataTrain

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DataTrain

- Discipline-specific resources for face-to-face training
  - Focused on **Archaeology** and **Social Anthropology**
  - Target audience: post-graduate students
- Resources released under CC licence 2.0 BY-NC-SA: By Attribution, Non-Commercial, Share-Alike

JISC

ads ARCHAEOLOGY DATA SERVICE

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Aims and Objectives

Aim

- To improve research data management training available within UK HEIs by providing exemplars and resources for others to use

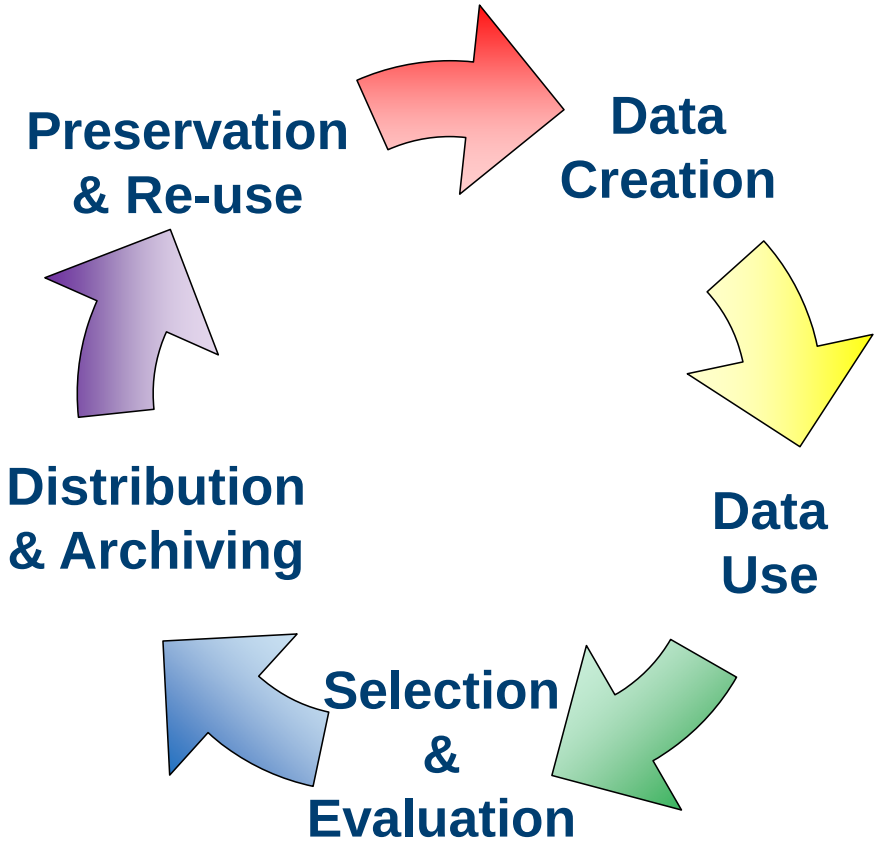
Objectives

- Investigate current data curation practices and requirements within the Departments of Archaeology and Social Anthropology
- Design and pilot data management course modules
- Embed the course modules within each department
- Deliver resources and findings for wider dissemination and use
  - ADS
  - DCC
  - JISC

Principle topics

Think in the context of their own research about:

- File structure and file naming schemes
- Hardware and software solutions
- Version control
- Strategies for backing-up
- Making decisions about what to keep and what to delete
- E-theses
- Intellectual Property Rights (IPR)
- Open access
- Freedom of Information (FoI)



Key differences

Archaeology

- PowerPoint presentations provide key information
- Examples from recent research, showing good practice (as well as not so good…)
- Focus on information about file types, particularly graphics

Social Anthropology

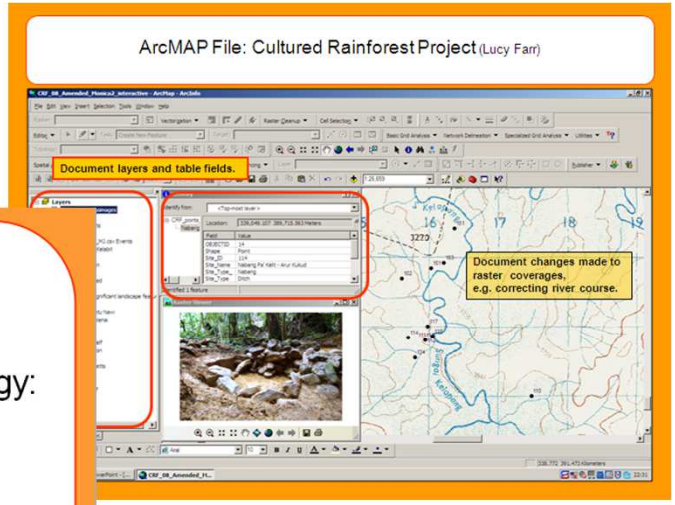
- Discursive style highlighting points for discussion
- Examples often from old styles of managing data – (paper archives) establishing parallels
- Lots of information on tools, software, hardware

Data Management in Archaeology

4 x 2 hr sessions for post-graduate students (Masters & 1st year PhD)

- Creating and Managing Data
  - Thinking about data and talking to each other
- Working with Digital Data
  - Practical stuff for doing a PhD
- Project and Professional Data
  - Larger research projects and the real world
- Archiving and Re-Using Data
  - Wrapping up projects, letting go and moving on

Example Archaeology slides



Creating and Managing
Digital Research Data in Archaeology:
An overview

Looking After Your Digital Research Data: Now, later, and long-term

DataTrain

http://archaeologydataservice.ac.uk/learning/DataTrain

Social Anthropology: Requirements gathering

- 16 people interviewed through semi-structured questionnaires:
  - Departmental Computing Officer
  - 5 academics (at various stages of their career)
  - 2 PhD students (post-fieldwork, writing up)
  - 7 pre-fieldwork PhD students (focus-group discussion)
- Key findings:
  - Limited departmental provision, especially at post-graduate level
  - More resources welcome, but not strict guidelines or policies
  - Reliance on pen and paper (often with no backup) across generations
  - Metadata and documentation not necessarily created or developed:
    - Lack of time
    - Research process seen as cyclical and continuously evolving; categories never stay the same
  - Reliance on memory

Data Management in Social Anthropology

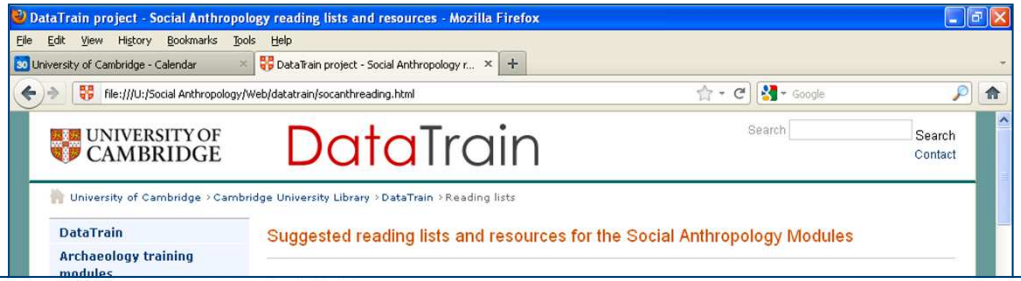
Organised as a 1-day course:

- Introduction – why this course?
- Participants introduce themselves and their research
- Data creation, capture and organisation
- Data organisation Part II
- Data Protection and Ethics
- Looking after data
- Working with data at different levels of research
- Group discussion and final wrap-up

Materials distributed as 3 half-day modules:

- Basic
- Advanced
- Session for students writing their thesis

Example Social Anthropology materials



A PhD student's experience - a case study of good and bad practices

During my fieldwork, I tried to take notes daily on my computer, in a single Word docur down what had happened, the people I met, their reflections, our interactions etc. I di documents into different sections, one for each month, and gave each entry a heading names of people, organisations, places I had visited) which I thought would help me r information later on. There are many days with no entry! But I still wrote down a few l even if I didn't write things down in full.

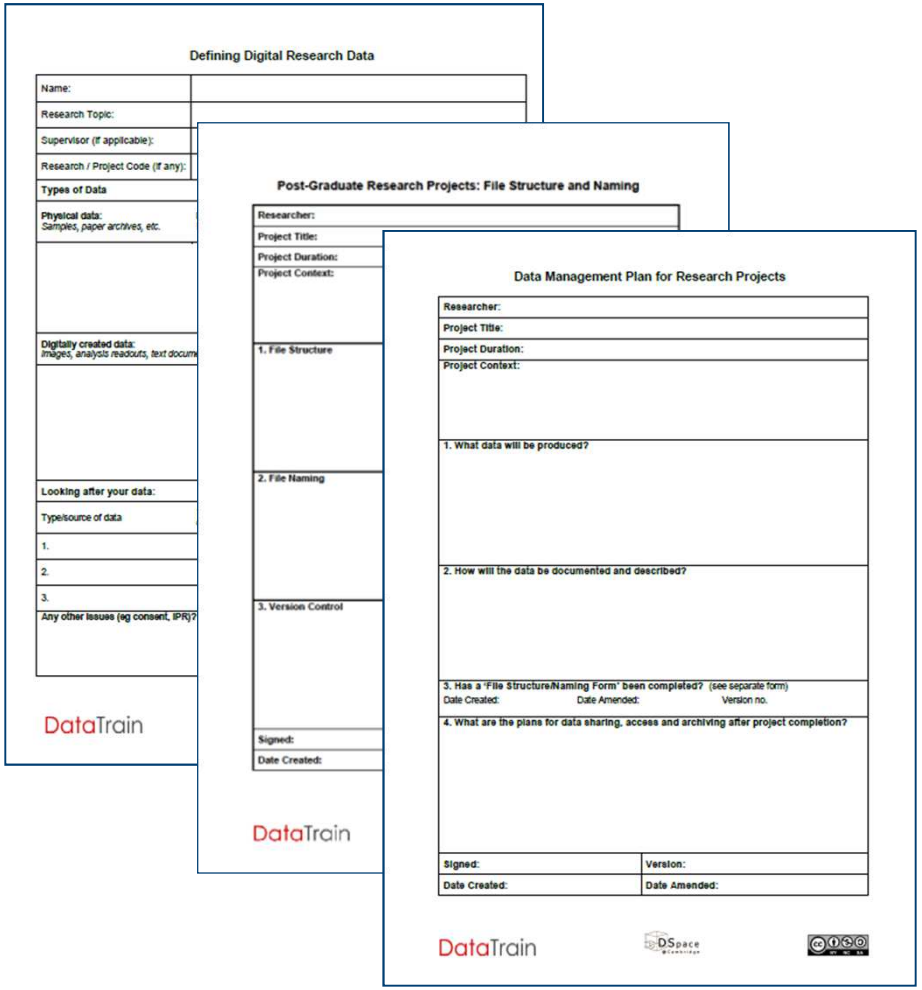
I also collected fliers, books, films and photos (in analogue and digital format), which I indexed, not very systematically; I audio-recorded some events and some conversatio you might want to call 'interviews'); and took handwritten notes whenever that seeme convenient and appropriate. Most of these were also listed in the electronic notes, eitl keywords or in the main text, referring to the specific notebook and the themes/event same with any interviews, mentioning file name and location.

The archive always works, *a priori*, against itself.

Derrida, J. 1995 'Archive Fever: A Freudian Impression.' *Diacritics* 25(2): 9-63, p. 14.

http://www.lib.cam.ac.uk/dataman/datatrain/socanthintro.html

- Use discipline-specific illustrations and examples where possible
- Draw comparisons with physical data/paper archives, non-work digital data
- Include exercises that relate to their own research that they can go away and use
  - File naming schemes, draft data management plans



Lessons learned

- Be clear about your target audience and their needs
- Information needs to be seen to be useful
  - Need to make sure that the approach is consistent with what the researchers want and expect
  - Dialogue with researchers to check context/provide examples
  - Relevance of generic information needs to be clear
- Discussion helps to draw out the relevant points
  - Get people to think about their own research
  - Share ideas, experiences and best practice