Data Information Literacy: Multiple Paths to a Single Goal

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Objective
What skills will graduate students need to be successful in managing, working with and curating their research data? This poster reports on initial results from a two-year project funded by the Institute of Museum and Library Services (IMLS) that is centered on exploring this question.

Methods
The project is comprised of five teams (each made up of a data services librarian, a subject or information literacy specialist and a faculty researcher) from four institutions. Each team conducted environment scans of the discipline and conducted interviews of their faculty partner and his graduate students. Using this knowledge each team developed an educational program tailored to their specific discipline and local practices.

Findings
Note: Due to the small size and use of convenience sampling these findings cannot be generalized beyond this project.

- All 12 competencies were seen as important by faculty and graduate students.
- Lack of formal training in data management
- Lack of formal policies in the research team
- Self-directed learning through trial and error
- Focus on data mechanics and local, immediate needs over deeper concepts or application outside of the lab.

Discipline
- Natural Resources (Cornell University)
- Civil Engineering (University of Minnesota)
- Ecology (University of Oregon)
- Electrical & Computer Engineering (Purdue University #1)
- Ag & Bio Engineering (Purdue University #2)

Identified Needs
- Data Sharing Databases
- Data Ownership Long-term Access
- Cultures of Practice Metadata Closing Out a Grant
- Data Sharing Protocols Metadata

Response
- Mini-Course
- Online Course
- Readings & Seminar
- Embedded Librarianship
- Workshops

Outcomes
- Faculty Engagement Application of Best Practices
- Completed DMP Improved Data Practices
- Awareness of Tools, Resources, and Best Practices
- Raised Awareness Resources for Evaluating Student Work
- Refine Existing SOPs on Data Checklist for Enforcing SOPs


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