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## RDA 25th Plenary Meeting [part of IDW 2025] Collaborative Notes

<b>Group(s) name(s) / session title</b>	Education and Training on Handling of Research Data IG - <i>Evolution of RDM Training to empower communities</i>
<b>Session link for more information</b>	<a href="https://www.rd-alliance.org/groups/education-and-training-handling-research-data/plenary-participation">https://www.rd-alliance.org/groups/education-and-training-handling-research-data/plenary-participation</a>
<b>Session programme time</b>	Wednesday, 15 October   01:30 - 03:00 UTC / 11:30-13:00 AEST, Breakout 3
<b>Presentation materials</b>	<a href="https://drive.google.com/drive/folders/1p7xk-P0z11JW_dfbGXw5_lbmEUQuJCFR?usp=drive_link">https://drive.google.com/drive/folders/1p7xk-P0z11JW_dfbGXw5_lbmEUQuJCFR?usp=drive_link</a>

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**Session summary (to be filled by group chairs):**

We will use the content in the table below to highlight your work to the RDA community in a report by the Technical Advisory Board ([RDA P24 report example](#)). **Please complete ALL fields below by Friday, 31 October, to be included in the report** and other communication. We also ask you to update your group webpage with the key takeaways from your post-plenary session.

<b>1.</b>	<b>Describe what your session is about in three sentences maximum:</b> <i>Example: This session focused on how education and training around handling research data are evolving, particularly with regard to research data management</i>
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	<p><i>programs. Specific areas included AI/LLMs, both using it and developing literacy around it; adapting training to different audiences, with a subset of gamification and teaching techniques; and thinking about building sustainable RDM programs.</i></p>
<p><b>2.</b></p>	<p><b>Highlight a maximum of five key outcomes/actions/takeaways of your session:</b></p> <ol style="list-style-type: none"> <li>1. <i>The community would realize a collective benefit from a set of good practices and techniques for using LLMs in Instructional Design</i></li> <li>2. <i>As instructors and designers, we are constantly adapting our materials for different audiences, and adapting in different ways to meet the expressed appetite for meaningful and practical examples for particular researchers' situations. Are there ways to make this more efficient and practical across the community?</i></li> <li>3. <i>Need a catalog of carrots and practical applications/examples for FAIR/ "building trust in research" (for those who have tired of FAIR)</i></li> <li>4. <i>There are SO MANY fun instructional resources: see list below</i></li> </ol>
<p><b>3.</b></p>	<p><b>What collaborations or synergies did you discover between your group and other RDA group(s) or external (outside of the RDA) organisations?</b></p> <p>[Note this information is used for creation of an interactive map (<a href="#">RDA P24 map example</a>) included in the post-plenary report. It is also used to enable further development of collaboration / cross-fertilisation knowledge exchange activities within RDA]</p> <ol style="list-style-type: none"> <li>1. <i>Libraries for Research Data</i> <a href="https://www.rd-alliance.org/groups/libraries-research-data/activity">https://www.rd-alliance.org/groups/libraries-research-data/activity</a></li> <li>2. <i>The Carpentries:</i> <a href="https://carpentries.org/">https://carpentries.org/</a></li> <li>3. <i>Professionalising Data Stewardship</i> <a href="https://www.rd-alliance.org/groups/professionalising-data-stewardship-ig/activity">https://www.rd-alliance.org/groups/professionalising-data-stewardship-ig/activity</a></li> <li>4. <i>RDA for Sustainable Development Goals</i> <a href="https://www.rd-alliance.org/groups/rda-sustainable-development-goals-ig/act">https://www.rd-alliance.org/groups/rda-sustainable-development-goals-ig/act</a></li> </ol>



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[ivity/](#)

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### Attendee Check-in

New to the RDA? Check out on where to start [here](#)

Get involved in the [RDA Community](#)

This meeting will take place in accordance with the [RDA Code of Conduct](#)

*Please complete this table to indicate your attendance (add rows as needed):*

Full Name	Affiliation	Location	Email
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**Collaborative Session Notes** *(To be used by participants and chairs during the session)*

## ETHRD-IG introduction & background

(15 min)

- xxx



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## Innovative and inclusive training approaches

(25 min)

Practical use of AI (LLMs) in Instructional Design,

Antje Manske

- 

Community contributions

- 
- 
- 

Number	Key Takeaways
1.	23 Training Things for AI-assisted instructional design <a href="https://doi.org/10.5281/zenodo.17237957">https://doi.org/10.5281/zenodo.17237957</a>

Number	Questions
1.	Which other AI tools do you use in addition to Perplexity?



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	- Midjourney for images. Notebook LLM is fun to play with.

## How RDM training adapts across disciplines and regions, in response to institutional priorities, policy shifts, and evolving researcher needs

(15 min)

### Community contributions

- Training for different audiences and different flavors for these instances, that require different considerations, eg., privacy,
- Have explored the implementation of PAI-C created by UNSW, Australia <https://ardc.edu.au/project/principles-aligned-institutionally-contextualised-pai-c-research-data-management-training/>
- how to share data
- Importance of use of open licenses
- The Carpentries Instructors at the RPDM department, using LiaScript to write lessons, incorporate activities inside the workshop so participants stay active; NFDI4Microbiota offers the biometadata workshop introduction to metadata and ontology terms. More general workshops like Introduction to Python and Python for Data visualization [The Carpentries](#)
- Adapting to the audience, e.g., difference b/t academic researchers & government data creators. Gov't staff did not want to hear about FAIR



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- Sometimes difficult to get RDM into the curriculum when what the audience really wants is data science
- Needs for practical applications
- Social sciences in global south - may find that the geosciences have grappled with and come up with guidelines for the inequities in gathering / credit for research data over many decades.
- Data responsibility guidelines (2025)
- UniBE - Adapt training – do it more interactively with real examples. “Fake” examples do not work much, except Transferable Skills course in RDM, we are developing and give PhD students and PostDocs task to create a DMP using ChatGPT without providing any confidential and personal, sensitive info and after the course “Introduction to RDM” researchers compare their real developed DMPs with real DMPs developed during the course; Lego exercise, Bern data talk with the specific topics in RDMs, researchers speaks to researchers in RDM. Works well. We wish to have more interaction with researchers, enhance research community building.
- 

Number	Key Takeaways
1.	
2.	The concept of not making RDM seem like a new thing but more like a process of standardizing what was already done to create a consistent workflow
3	



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Number	Questions
1.	

## Long-term capacity building

(15 min)

### Community contributions

- Reframing RDM/FAIR to “how to build trust in research” and invite research support professional staff, stakeholders, schools/faculties to collaborate, discuss and evaluate approaches.
- Combine policy, infrastructure, and training. Less focus on compliance - not a burden.
- Researchers are tired of ‘rules’. Focus on the carrot.
- Need a catalog of carrots and practical applications/examples for FAIR
- What about sustainability of training materials
- (didn’t have a chance to share earlier) At SMU Libraries, we’ve been experimenting with supporting researchers during the analysis stage (or conduct workshops on



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related topics), eg. locally hosted AI audio transcription, Python/R, data cleaning, topic modelling with BERTopic, etc. This helps us build visibility, trust and relationships with ECR, thereby leading to RDM more naturally. I'd love to connect or exchange notes if you're interested (Danping, [dpdong@smu.edu.sg](mailto:dpdong@smu.edu.sg))

Number	Key Takeaways
1.	<a href="https://forschungsdaten.info/praxis-kompakt/spiele-mit-fdm-bezug/">https://forschungsdaten.info/praxis-kompakt/spiele-mit-fdm-bezug/</a> → Gamification for RDM (its not all German ;-))
	Lang, K., Gerlach, R., Rex, J., Neute, N., Annett Schröter, Schwartz, V., Assmann, C., Lehmann, A., Boelter, S., & Meyer, R. (2023). <b>Research Data ScaryTales (4.1) [Data set]</b> . Zenodo. <a href="https://doi.org/10.5281/zenodo.10281701">https://doi.org/10.5281/zenodo.10281701</a>
	KU Leuven Libraries Research Survival Game (board game). Designs on <a href="https://zenodo.org/records/14228197">https://zenodo.org/records/14228197</a>
	LEGO® Metadata for Reproducibility by University of Glasgow <a href="https://eosc-pillar.eu/data-stewardship-resources/lego%C2%AE-metadata-reproducibility">https://eosc-pillar.eu/data-stewardship-resources/lego%C2%AE-metadata-reproducibility</a>
	Open Science Against Humanity - <a href="https://zenodo.org/records/10058056">https://zenodo.org/records/10058056</a>
	A blogpost sharing a few gamification RDM trainings: <a href="https://library.hkust.edu.hk/sc/rdm-games/">https://library.hkust.edu.hk/sc/rdm-games/</a>



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	Researchers, Impact & Publications (R.I.P.) Game data (01-2020) by University of Bristol <a href="https://research-information.bris.ac.uk/en/datasets/researchers-impact-publications-rip-game-data-01-2020">https://research-information.bris.ac.uk/en/datasets/researchers-impact-publications-rip-game-data-01-2020</a>
	Research data management good practice self-assessment tool <a href="https://doi.org/10.5281/zenodo.4756404">https://doi.org/10.5281/zenodo.4756404</a>
	Delineating the successful features of research data management training: a systematic review DOI: <a href="https://doi.org/10.1080/1360144x.2021.1898399">10.1080/1360144x.2021.1898399</a>
	DANS card game on RDM - <a href="https://dans.knaw.nl/en/dans-data-game/">https://dans.knaw.nl/en/dans-data-game/</a>

Number	Questions
1.	Which game works well in an online workshop? Which game works well in an in-person workshop?



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## What work needs done?

(15 min)

- Who?
- Timeline?

## P26 Plans (on-line)

(5 min)

- P27 (UK) ?