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Credit: Alex Proimos

DATA ENGAGEMENT FOR THE DATA-HESITANT LIBRARY WORKER

Or, How I Learned to Stop Worrying and Love the Data

ABSTRACT:

In today's library settings, there is an increasing focus on data skills and data literacy. In fact, many library job seekers consider data skills a ticket to success, and many believe that data-related competencies are more central than ever for the activities of library workers (this term includes all: library staff, librarians, student workers, etc.)

Library leaders now encourage widespread acquisition of data skills in order to have a corps of data-savvy library workers. But what happens to the data-hesitant library worker in this scenario? While data literacy is seen as a universal good and universally attainable, data-related training often assumes competency levels that are above the "rank beginner" status advertised. This means that for any push towards data-savviness, there are both library workers who resist, whatever the reasons for their hesitation, and library workers who want to engage but have barriers/uncertainty around beginning.

The questions included in this presentation will be: how to engage these library workers with data? Can we? Must we? Should we? An outline of critical data literacy will be followed by suggestions for how to engage "non-data" library workers with data training and activities in the library setting. The issues of how feasible/desirable it is to expect universal data-savviness, and how to empower library workers to choose their own approaches to the issue, both in the workplace and in their career planning, will be addressed. Finally we'll discuss training approaches and resources. Attendees will leave with ideas for implementing data initiatives in their settings which are inclusive of all levels of data comfort.

TODAY'S SESSION
(BASED ON ONE I DID FOR ICPSR)

❖ Data-savvy for all: Can we? Must we? Should we?

❖ Critical data literacy

❖ Empowering library workers to choose their own approaches

❖ Engaging data-hesitant library workers in training and other activities

❖ Training approaches and availability

❖ Creating your plan of action for future data activities

WITH THANKS TO ICPSR!!!

The ICPSR presentation:
▢ https://is.gd/DataEngage_ICPSR

The ICPSR slides:
▢ https://is.gd/DataEngage_Slides

The ICPSR collaborative notes document:
▢ https://is.gd/DataEngage_CollabNotes

CRITICAL DATA LITERACY: DEFINED

Credit: Harry McGregor

"I rarely talk now about just 'data literacy', and instead, I now frame it more clearly as critical data literacy.

The skills needed to copy and paste your spreadsheet into a great tool like Datawrapper or RAW seem far less urgent to me than being able to critically assess the limitations of your data and what it might make your viewer think; about who can access and understand that data, and what you want them to do once they have understood, to name just a few of those skills."

--Zara Rahman, "Getting Critical with Data Literacy"

EMPOWERING LIBRARY WORKERS: CHALLENGING THE STATUS QUO

"A challenge for any librarian[/library worker] in this area is intimidation, as well as data mystification. "Data" is seen as having special power in Western academic settings, and as something that can be interpreted only by experts in a given field. Although librarians[/library workers] work to enable access to information of all types, *there is a growing divide between "data librarians" and "non-data librarians" in academic libraries today.*"

--Pappas, Emmelhainz and Seale, "Critical Data Literacy Using Remittances"

Credit: Eye/See

EMPOWERMENT: REMIND OURSELVES, WE ALREADY KNOW HOW TO DO THIS!

❖ We already answer questions using data! Many tools on the internet that deliver answers are doing data analysis behind the scenes

❖ We are comfortable with classification and ordering of information—this is a fundamental data skill

❖ The ways we attack problems can translate neatly to data questions:
  ❖ We do a careful reference interview
  ❖ We evaluate sources for currency, bias, authority and reliability
  ❖ We know how to search to find out what's already been done rather than recreating the wheel

Imperial College London

The Continuum of Understanding

Joining of wholes

Formation of a whole

Connection of parts

Gathering of Parts

Context

Data · Information · Knowledge · Wisdom

Understanding

Researching · Absorbing · Doing · Interacting · Reflecting

understanding is a continuum (Cleveland, 1982):

EMPOWERMENT: CHOOSING OUR OWN APPRO

In our workplaces:

❖ Do you feel there is a good fit between your data competencies and your position?

❖ If not, do you need enhanced competencies, or are you being underutilized?

❖ Is there flexibility and support for professional development, and collaborative projects you could use to shift focus?

❖ Are there data-related initiatives or processes that you would like to be part of but aren't yet?

❖ Could you infuse data concepts and evidence-based decision making explicitly in your work? In instruction and programming if you are involved in those?

❖ Are there learning opportunities you feel drawn to?

❖ Are there like minded colleagues who might want to have regular meetings (they can be short!)?

In our careers:

❖ Understand yourself— how connected do and interested in data are you, really?

❖ Do you want to improve your data skills in your current position?

❖ If you aren't already, do you see yourself becoming a data-focused library worker some day? (or, even, leaving libraries for data)

❖ Do you feel ready/motivated to stay abreast of changing trends which are increasingly data-driven?

❖ Depending on the answers to these questions, what professional development opportunities, mentors, continuing education, etc. might you want to commit to?

ENGAGEMENT:
CIVIC DATA IS A GREAT PLACE TO START

ENGAGEMENT: THERE'S NO PLACE LIKE HOME

2018 OCT 31

Ebony Magnus, Jackie Belanger and Maggie Faber

0 Comments

TOWARDS A CRITICAL ASSESSMENT PRACTICE

"We worry about disclosing data, but often do not consider the implications of creating data." -Jeffrey Alan Johnson (2018, p. vi)

"A critical assessment practice starts with mindfulness." -Sonia DeLuca Fernández (2015, p. 5)
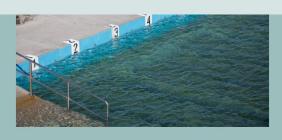
THE LIBRARY ASSESSMENT COOKBOOK

edited by Aaron W. Dobbs

ALSO:
❖ Online learning
❖ Forums (fora?) and listservs
❖ Collaboration/networks
❖ Mentors
❖ Events

  ❖ Love Data Week
  ❖ Reading Groups
  ❖ Live Watch Sessions

ENGAGEMENT: A THING OF BEAUTY (IN 26 ROWS)

Data Engagement Opportunities

This document is intended to provide ideas for library and information professionals in how they MIGHT progress in data skills in specific areas. This document should not be used as a position description for any one individual. Instead, it provides areas for how research data skills MAY be implemented across an institution depending upon individual, institutional, and programmatic goals.

Transferable Skills A	Research Data Lifecycle Phase B	Data Information Literacy Competency C	Engaged D	Collaborating E	Coordinating F	Measures of Success G
1	Reference interviewing; Usability; Document storage; Knowledge management; Human resources management; Projects management; Reference services; User education; Problem solving; Scholarly communication; Understanding user demands and information needs; Research skills, Communication skills; Working in a team; Knowledge of current developments; Strategic planning; Ability to change/agility; Service orientation; Lifecycle of information perspective; Long tail of information perspective; Systems of information perspective; Power dynamics inherent in information production perspective; Social dynamic of groups perspective	Creating Data	Data Management and Organization	Have a conversation with a researcher about their research process and data.	Organize projects to address identified RDM needs for a specific faculty member or researcher.	Embed in research projects as a grant-supported data manager; review policies and protocols	Upward trend in: * collaborations with researchers *number of templates available *institutional collaborations *number of grants awarded

2	Knowledge of current developments; Reference interviewing; Understanding user demands and information needs; Information literacy instruction; Lifecycle of information perspective; Systems of information perspective; Participation in networks and consortia; Knowledge of subject content	Creating Data			Cultures of Practice	Identify the research data management requirements for the most common grant funders for your disciplines.
3	Reference interviewing; Information literacy instruction; User education; problem solving; Scholarly communication; Strategic planning; Understanding user demands and information needs; Marketing; Communication skills; User interface; Knowledge of current developments; Digital collections; Archival practices; Security and privacy; Service orientation; Lifecycle of information perspective; Long tail of information perspective	Creating Data			Data Management and Organization	Speak with individuals about available tools and templates, such as DMPtool.org.
4	Knowledge of current developments; Reference interviewing; Understanding user demands and information needs; Information literacy instruction; Lifecycle of information perspective; Systems of information perspective; Participation in networks and consortia; ICT and emerging technologies; Systems of information perspective	Creating Data			Discovery and Acquisition of Data	Know the disciplinary repositories for your disciplines and teach them to students as likely sources for scholarly work.
5	Collection development/management; Evaluation of collections; Selection and acquisition of materials; Reference interviewing; Knowledge management; Financial resources management; Projects management; Transferring analog operations to digital operations; Reference services; Problem solving; Cataloging; Metadata; Research skills; Communication skills; Digital collections; Archival practices; Digitization; Ability to change/ Agility; Ethics and social responsibility; Service orientation; Long tail of Information perspective; Economics of information perspective; Knowledge of subject content	Creating Data			Discovery and Acquisition of Data	Locate existence of datasets a researcher needs and/or owns.

Credit: Megan Sapp Nelson and Abigail Goben,
ACRL RDM Road Show

TRAINING: A TEMPLATE

https://is.gd/Glusker_DataEngage_UCLibForum

Credit: Alex P

GETTING STARTED WITH DATA

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A basic one-hour workshop to use with library workers who want to get started but are hesitant…

HOW ARE DATA CREATED? CASE STUDY: BIRTH

Washington State Birth Filing Form

MORE TRAINING FOR THE DATA BEGINNER

Credit: Andy Roberts

❖Data Equity for Main Street https://data-equity.org/

❖Coursera, edX and other MOOCs (the levels may vary!)

❖Lynda.com if available through your library (or local public library)

❖May work best to find basic statistics or even numeracy/math courses rather than starting with data, such as https://onlinecourses.science.psu.edu/statprogram/review_of_basic_statistics *or* https://www.ipracticemath.com/learn/basicmath

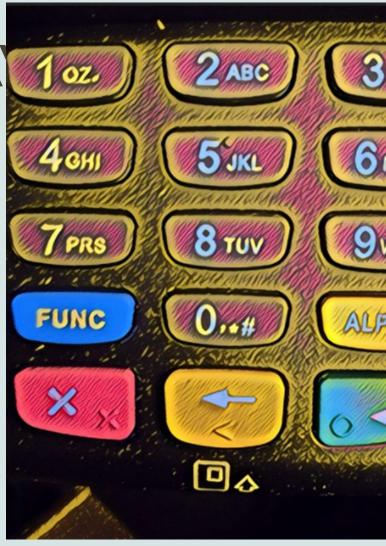❖Or look for resources for specific topic areas, such as Basic Data Analysis for Health Programs https://www.measureevaluation.org/resources/training/capacity-building-resources/basic-data-analysis-for-health-programs

TRAINING FOR THE DATA-SA[VVY]

❖School of Data https://schoolofdata.org/

❖Data Journalism Handbook http://datajournalismhandbook.org/1.0/en/index.html

❖Open Data Institute https://theodi.org/courses

❖Open Data Handbook http://opendatahandbook.org/resources/

❖Data 101 https://www.neighborhoodindicators.org/data-tech/course-catalog/data-101-data-visualization-data-literacy-and-storytelling

❖Also, check out offerings on your own campus! *AND ICPSR!!*

❖And, there are many online courses related to research data management—contact me if you want to know more

Credit: Damian Gadal

CREATING A PLAN OF ACTION

Credit: Zilupe

❖ Ideas for implementing inclusive data initiatives in your settings: 1) Refer to the engagement grid; 2) encourage individual approaches! That said----

❖ An individual not making a data engagement plan is a valid choice! But…if you want to encourage data confidence…

❖ Ask library workers in your setting to consider:

   ❖ What is realistic for your setting and job, and/or personal life?

   ❖ Who would be natural collaborators?

   ❖ What appeals to you? (at work or not)

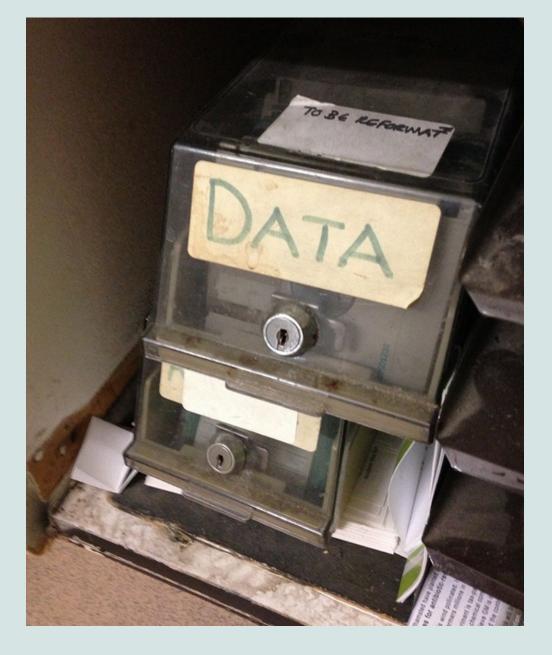❖ Then– if they want to engage, set goals! 1, 3 and 6 months…???

MINE:
   🙂 1: Read *Data Feminism* book
   🙂 3: Take a class, "Power Pivot Data Modeling in Excel"
   ❌ 6: Create my own template of library assessment data relating to my departments, that I can update yearly

QUESTIONS?

Slides and training template:
https://is.gd/Glusker_DataEngage_UCLibForum

Email me!
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Credit: Janet McKnight