

Information in the research lifecycle

Maximising know-how and impact

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*Vitae researcher development conference 2009: realising the
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September, 2009*

The 7 Ages of research

- Masters students
- Doctoral students
- Contract researchers
- Early career researchers
- Established academic staff
- Senior researchers
- Experts

New Review of Information Networking (2007) 13 (2) : 81-99

Early career researchers

- Apprenticeship - influenced by supervisors / tutors / mentors
- Skills and competences are defined (also funded and monitored)
- Different levels of control
- Transition from structured learning to self-organization
- Managing different roles e.g. other jobs, developing teaching skills
- Information consumer, objective is production

Established researchers

- Moving field / moving role / learning a different landscape
- Balancing teaching and research
- support / info guiding work management in different circumstances
- situating yourself / making your name / establishing credentials
 - locally (e.g. in department)
 - wider research community
- Need to be adaptable / avoiding isolation
- Starting to supervise other researchers
- Starting role in management / administration
- Information production and consumption
- Shift from systematic to pragmatic information retrieval

Research leaders

- Developing into/ having a significant role in research leadership and administration
- Leading research teams / research centres / research projects / mainstream management
- Supervising and examining theses
- Teaching research methods
- Plenary conference speaker
- Editorial board of journals etc.
- Refereeing / peer reviewer / specialist assessor
- Disseminating research practice or defining their field
 - Different IL skillsets for range of activities

Information in the research lifecycle

“The more you know, the more you realise that you don’t know, whereas if you don’t know you don’t know, you can be quite confident that you know”

So is there a “skills” gap?

“The range of skills defined by the Research Councils is comprehensive... but important dimensions of research **information skills** and competencies such as engaging with and **understanding** the **scholarly information system** are not included”

Mind the Skills Gap: information-handling training for researchers (RIN: July 08)

<http://www.rin.ac.uk/training-research-info>

Information in the research lifecycle

- What are researcher's information needs?
- When do they have a need?
- What do they need?

Information in the research lifecycle

Finding Information

- What do I need?
- Where to look/start?
- What is out there? What is here?
- “E” limits research to what is easy

Managing information

- Sifting through the pile
- Organising references
- Management of data
- Time wasting, quantity/ quality of information

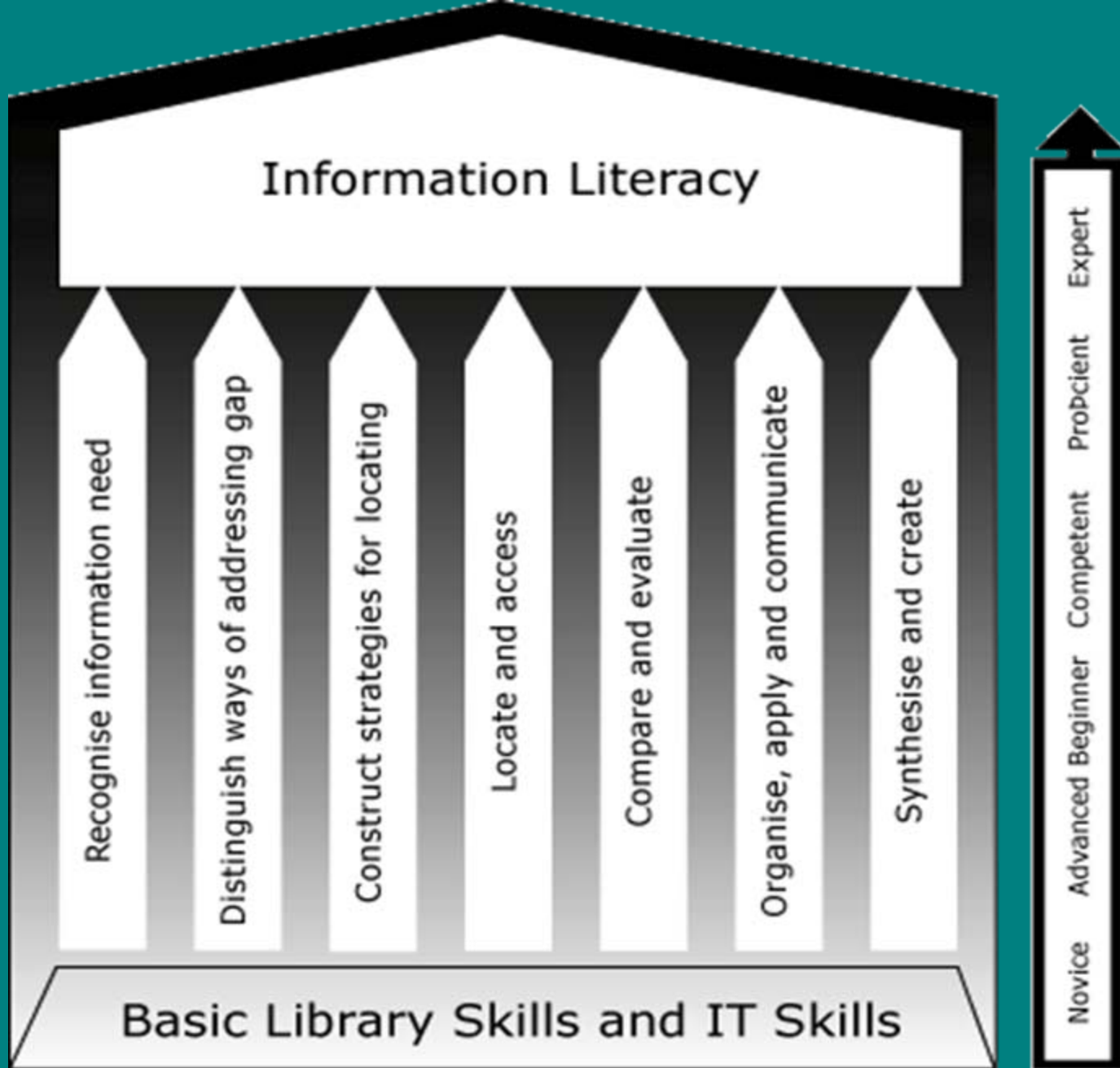
Information in the research lifecycle

Creating information

- Writing styles. skills
- Analysing/interpreting data
- Ethical/legal implications

Disseminating information

- Publishing – where and how
- E theses
- Open Access – RCUK mandates
- Making an impact/ making my name
- Measuring my impact/ REF
- keeping track of my publications accurately



SCONUL Seven Pillars Model for Information Literacy

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Information literacy - a new term ?

“Individuals building an awareness of how they “use, manage, synthesise and create information, in a wise and ethical manner, to the benefit of society”, as part of their learning life. Information literacy is central to learning and essentially involves changing attitudes and habits so that people understand how information fits into their learning life”.

Bent et al 2007

Supporting researchers' information needs – where are the gaps?

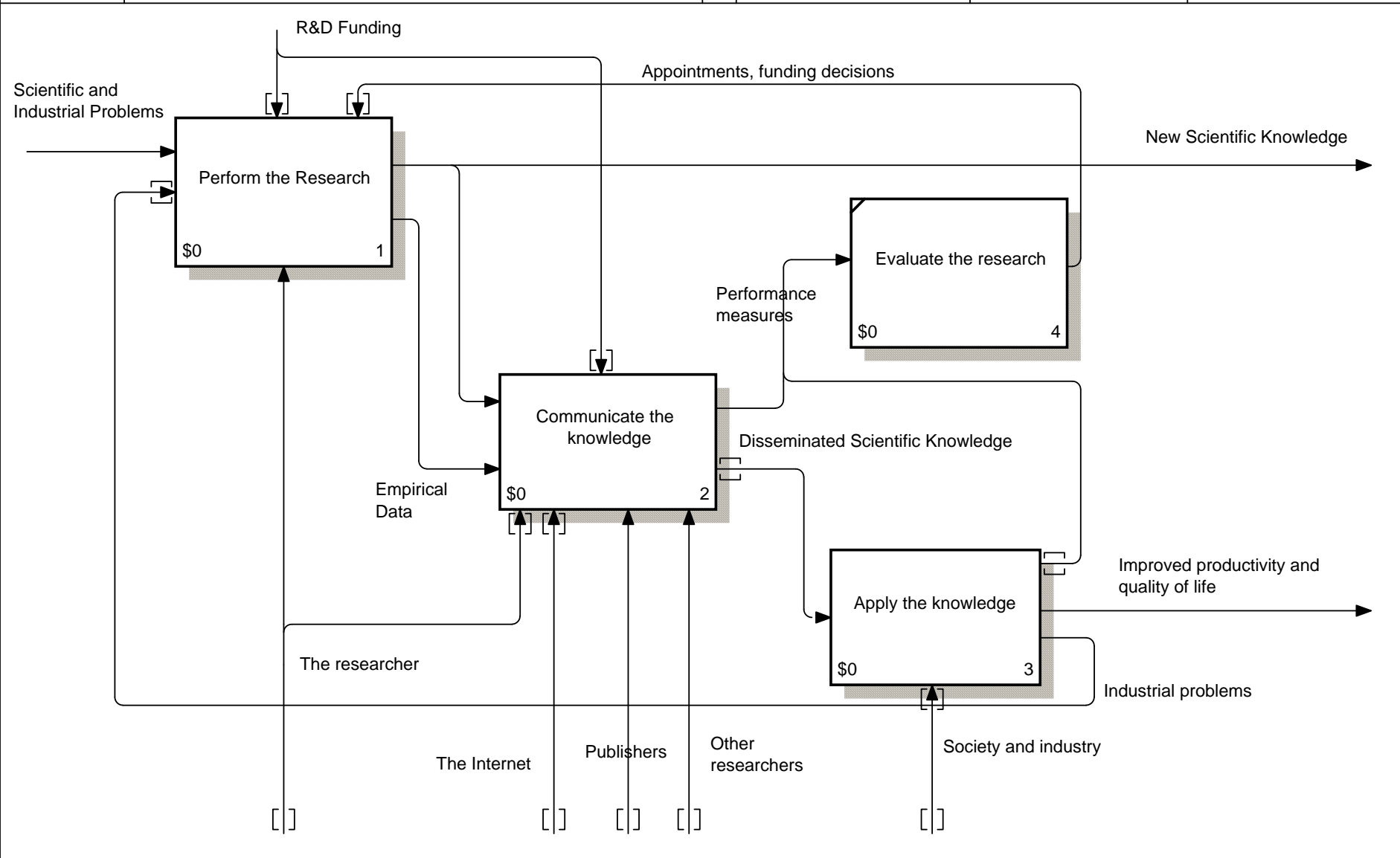
- More involvement in research proposals
- More information literacy development
- Understand REF/ personal impact measures/ metrics
- Access/ resource sharing
- Support writing for publication
- Help researchers to publish
- Develop expertise in data mining/data storage - E science / grid
- Support Repositories / Open access mandates

Scientific communication life-cycle model

Professor Bo-Christer Bjork
Swedish School of Economics and Business
Administration, Helsinki

As presented at the JISC International
Colloquium, London 21-22/6 2005

http://www.jisc.ac.uk/uploaded_documents/Bo-christer%20Bjork.ppt



Lifecycle connectivity: it's a web not a wheel

- Failure to meet grant requirements could reduce future research options
- Effective communication of research outcomes could support knowledge application e.g. industrial partnership, government policy
- Lack of understanding of copyright at the start of a project could hinder dissemination
- Research evaluation criteria can influence research activity and communication

Publishers - example from Sage (26/8/09)

What are my rights as an author?

- You may circulate or post on any repository or website the version of the article that you submitted to the journal (i.e. the version before peer–review) – ‘**version 1**’.
- You may post on any non–commercial* repository or website* the version of your article that was accepted for publication – ‘**version 2**’. The article may not be made available earlier than 12 months after publication in the Journal issue and may not incorporate the changes made by SAGE after acceptance.
- <http://www.uk.sagepub.com/authors/journal/permissions.sp#7>

Research Councils

MRC policy on data sharing and preservation

“Our policy builds on the central principles of the Organisation for Economic Co-operation and Development (OECD) in its report “Promoting Access to Public Research Data for Scientific, Economic and Social Development”. These are that publicly-funded research data are a public good, produced in the public interest, and that they should be openly available to the maximum extent possible”

<http://www.mrc.ac.uk/Ourresearch/Ethicsresearchguidance/Datasharinginitiative/Policy/index.htm>

Institutions

Aims

- Maximise research funding and impact
- Raise profile of institution
- Retain star researchers/groups

Policies and practice

- Requirement to deposit research institutional repositories
- Profile success stories
- Seek effective collaborations for large scale research activity

Research assessment

- Research impact - public visibility, economic impact, social contribution
- Bibliometrics to inform REF review for some disciplines – increased interest in citation profiles and modelling in institutions
- Broader focus on research assessment and infrastructure, not just about the REF

Training collaboration

“**Librarians** and other information specialists, **academic staff**, and **central training units** should join in developing and delivering training programmes which recognise the strengths of different training approaches and techniques, and seek both to **enhance understanding** of the information landscape and to **develop skills** in the use of specific tools”

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Maximising the potential of research support collaborations

- **Who can/should collaborate?**
 - SCONUL, RIN, RLUK, Vitae
 - ???
- **What about the RCUK joint skills statement?**
 - Information literacy?
 - Scholarly communication?
- **Are there key groups?**
 - International students
 - Research supervisors

One thing....

- One thing you plan to do
- One thing to share

Thank you

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Slides and “one thing” feedback:

<http://blogs.ncl.ac.uk/moira.bent>

