Training Objectives and Learning Outcomes TRIPLE Open Science Training Series

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This document concerns the period going from March 2020 to June 2022.

Purpose

The purpose of this document is to provide an overview of the Training objectives and Learning outcomes for each training event. Their definition is an integral part of the design process of the training series as they ensure that clear objectives have been stated for the trainer and clear outcomes are identifiable by the trainee. The respective area of competency (Open Science, EOSC, GoTriple) is indicated to help users identify which training event best suits their needs.

Definitions

Training objectives are statements that define what the attendees are expected to learn.   
Learning outcomes complete the sentence “*After this watching this training you should be able to …*”

Note: Verbs were chosen based on this document <https://docs.google.com/document/d/1xWZ3K52xSpHOOXHbPI223picv3oZ5Eh-/edit>

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| **CLARIN Café on the Rights of Data Subjects in Language Resources** | | **Open science** |
| Training objectives | Provide an overview of the legal framework governing personal data processing in the European Union.  Present the rights of data subjects in language resources as a central element of the General Data Protection Regulation (GDPR) which entered into application on 25 May 2018.  Explain that the rights of data subjects are divided into restraining and non-restraining rights | |
| Learning outcomes | Explain what rights does the GDPR grant to data subjects.  Identify if these rights are limited when personal data is processed for the purpose of language research.  Identify who is responsible for handling data subjects’ requests related to the exercise of their rights. | |
| **The Open Access Publishing Platform Open Research Europe (ORE)** | | **Open Science** |
| Training objectives | Present Horizon Europe. Describe the European Commission’s strategy for assessing research in the Open Science era.  Explain the benefits researchers will gain from using the ORE platform.  Provide technical details on how the ORE platform works and a walkthrough of the platform. | |
| Learning outcomes | Explain what the ORE publishing platform is.  Identify the benefits the ORE platform provides to researchers.  Use the ORE platform in detail.  Discuss how the ORE platform will facilitate compliance to European Open Access terms of funding. | |
| **EOSC Onboarding** | | **EOSC** |
| Training objectives | Assist service providers in sharing services via EOSC with the EOSC Portal. Introduce them to some of the benefits of the EOSC Portal. | |
| Learning outcomes | Explain the minimum criteria to become a provider and the requirements to onboard services into the EOSC Portal. Apply the process of onboarding services into the EOSC Portal.  Gather information from the TRIPLE project to be taken into account for the next iteration of the Portal development. | |
| **EOSC State of the Art and Perspectives** | | **EOSC** |
| Training objectives | Describe the EOSC ecosystem and its actors and explain the recent changes in governance.  Provide insights on how to contribute to the EOSC, in particular through the EOSC Association Task Forces and the ESFRI Science Clusters.  Present the strategy of EOSC Future and the benefits it will provide to service providers and researchers. | |
| Learning outcomes | Explain the latest stages of the EOSC development. Describe the recent changes in the EOSC governance. Understand the next steps for the EOSC implementation. Contribute to the EOSC | |
| **FAIR Data in the Social Sciences and Humanities** | | **Open Science** |
| Training objectives | Define research data in SSH.  Explain the importance of FAIR principles for the management of research data in SSH.  Explain and show examples of FAIR principles implementation in SSH. | |
| Learning outcomes | Describe how research data is defined in SSH.  Demonstrate the importance of FAIR principles in the management of research data in SSH.  Apply FAIR principles to data and implement them in SSH. | |
| **EOSC Architecture** | | **EOSC** |
| Training objectives | Provide an overview of the EOSC Architecture principles, the EOSC Future guiding principles and the Minimum Viable EOSC.  Explain the main components of the EOSC Architecture (EOSC Core, EOSC Exchange, EOSC Support Activities and the EOSC Interoperability Framework).  Present the scope and purpose of the EOSC Interoperability Framework and its importance in federating the services that will compose the EOSC.  Provide information on challenges to achieving technical, semantic, organisational and legal interoperability and a set of recommendations. | |
| Learning outcomes | State the principles of the EOSC Architecture.  Describe the main components of the EOSC Architecture.  Analyse interoperability issues in the EOSC Architecture.  Name the projects and further developments of the EOSC Architecture. | |
| **Visual Data Discovery for the Social Sciences and Humanities Context** | | **GoTriple** |
| Training objectives | Present discovery challenges in the SSH.  Explain the different applications knowledge maps and stream graphs can have.  Present the discovery features of the GoTriple platform. | |
| Learning outcomes | State how knowledge maps and streamgraphs can help researchers overcome discovery challenges.  Visually explore research topics and recognize trends in research with GoTriple.  Produce and interpret knowledge maps and streamgraphs on the GoTriple platform. | |
| **The Importance of User-Centred Design for Open Science** | | **Open Science** |
| Training objectives | Explain the importance of user centred design.  Show the iterative process of understanding user needs.  Present the creation of personas and scenarios to extract user requirements.  Present the Cognitive Walkthrough method and the Artefacts Ecology Mapping method. | |
| Learning outcomes | Understand the importance of user centred design in the open science perspective.  Synthesise the main phases of the iterative design process.  Define user requirements, scenarios and personas.  Understand the main differences and complementarities of the cognitive walkthrough method and the artefacts ecology mapping method. | |
| **The GoTriple Trust Building System** | | **GoTriple** |
| Training objectives | Present the TBS and its main features.  Engage with the participants and collect their feedback on the TBS.  Explain how the TBS will be linked to the GoTriple platform. | |
| Learning outcomes | Create a profile.  Post a request.  Interact with peers (invitations, introductions, group creation). | |
| **Multilingual Vocabularies for SSH** | | **Open Science** |
| Training objectives | Present multilingual SSH Vocabularies and explain their importance. | |
| Learning outcomes | Explain what SSH vocabularies are and why they are so important.  Describe how to create a multilingual SSH vocabulary. Identify management needs related to the large variety of vocabularies in the SSH.  Summarise how to build an interoperable infrastructure for vocabularies. | |
| **The GoTriple Pundit Annotation Tool** | | **GoTriple** |
| Training objectives | Present the Pundit Annotation Tool and its applications in SSH research.  Show the process of using Pundit, from registration to annotating web documents. | |
| Learning outcomes | Know the purposes and functionalities of the Pundit Annotation Tool.  Understand how Pundit can be used in the SSH research context. | |
| **Copyright and Academia in the Digital Era** | | **Open Science** |
| Training objectives | Provide an introduction on the foundations of copyright, from material to digital.  Present the principles of ownership and economic exploitation of academic works. | |
| Learning outcomes | Understand what changed in the digital era regarding copyright.  Have an overview of international and European legislation.  Understand the principles of ownership and economic exploitation of academic works. | |

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