

Instructor Notes

Opening: Allow a few minutes for introductions and for explaining the purpose.
(10 minutes)

Materials: Scratch paper, sticky notes, large paper sheets, pens/markers

Exercises: **Part 1: Case Study of a Technical Researcher (40 Minutes)**

1. Provide the written profile of Alice with questions. Ask participants to think about what else she might struggle with that isn't listed. (3 minutes)
 - a. Hand out worksheet A. Ask groups to list current resources and tools at your organization that Alice could turn to. Provide examples. *Ex: colleagues, friends, experts, databases, institutions, websites, the library and other places, etc.*
 - b. Explain that "resources" could be people, institutional services, organizational structures, web resources, etc.
 - c. In the notes, indicate any barriers to using that resource that Alice might encounter or any issues that should be considered.
2. Have participants divide into small groups of about 4 – 6 people.
3. Question 1: What currently exists on campus? (5 minutes)
 - a. Pass your worksheet to a neighbor.
 - b. In your neighbor's worksheet put a check mark in the last column if you are familiar with the service; put an x if you have used the resource. Share with all. Then give sheets back to owners.
 - c. In discussion, talk about currently available resources that might be useful to Alice or might not.
 - d. Transcribe the final list of resources onto individual sticky notes of one color. Put them on the board clustered by categories (ex: people, places or buildings, websites, etc.)

4. Question 2: What should exist? (5 minutes)
 - a. Clear your space from the prior exercise. In the same groups, discuss what would make it easier for Alice? What exists but isn't quite right? And what doesn't exist but should?
 - b. Imagine ideal resources that could be designed. These can be half-baked or just in their heads.
 - c. Capture those *shoulds* on sticky notes. (Different color)
5. Grouping of sticky notes & all-group (25 minutes)
 - a. Put the new sticky notes on the board clustered with previous categories. Add new category clusters if necessary.
 - b. Full group conversation.

Possible questions for discussion: What surprised you about this list of resources? Did you know about all these resources on campus or did you learn about any resources on campus? Would Alice have an easy or hard time finding who on campus can help her with her questions? Does Alice have any remaining questions that may not be addressed by these resources? Talk about what resources should be available to Alice. Why weren't some services we saw at our organization listed?

Part 2: Data Clinic Model (40 minutes)

1. Group Exercise: Design the Clinic (10 minutes)
 - a. Continue working in 4 small groups. What should be the mission of the Data Clinic? Have each group organize their objectives as bulletpoints on a whiteboard or large sticky paper.
2. All-Group Conversation (30 minutes)
 - a. Reactions... What would work? What wouldn't?
 - b. What other ideas came out in the process?
 - c. Question: Could Ethics be integrated into the process?

Part 3: ETHICS CONVERSATION (20 minutes)

1. One-minute brain dump.
 - a. What do you think of when we say “ethics”? (words, feelings, thoughts.) What issues arise in your day to day work that make you pause or feel uneasy or you worry about possible implications for individuals, groups of people, or the general public? Whatever comes to mind.
 - b. *Put sticky notes on board and ask people to elaborate. (If time)*
 - c. *How can ethics be integrated into the process of data research or building a data clinic?*
2. Further thoughts
 - a. Our finding: talking about ethics seems like a judgment issue. Folks are willing to integrate ethics into their classes. Everyone agrees that students need to learn ethics. But researchers don’t feel as though they need training.
 - b. Practitioners need people who will ask them hard questions. They turn to their peers and other informal structures. Formal structures like IRB aren’t doing this.
 - c. How do we integrate this questioning into practice? One of the reasons we’re thinking about the “data clinic” model is that it creates a practice-based interventions where issues understood as ethics can be addressed. Discussion question: Can support with ethical decision-making and societal implications of research be integrated into the Data Clinic drop-in model?
 - d. Thoughts? What else is missing?