



# **DLI Training Principles**

The pedagogical foundations of the DLI Training Program

## **Principle 1**

Training under this program is being conducted specifically for:

1. DLI Contacts at participating universities,
2. the staff who will provide services for DLI data at these institutions, and
3. Statistics Canada staff directly involved in the support of DLI.

### ***Notes:***

- Others may benefit from DLI workshops, but these above mentioned groups remain the focus in the design and delivery of DLI training.
- Each year one person from each institution is eligible to receive a financial subsidy, but a member institution can send as many staff as they wish to DLI training workshops subject to local circumstances.
- Depending on the availability of seats, institutions considering membership in DLI are welcome to send participants at their own expense.



## DLI Training Principles

### **Principle 2**

Training will be provided to all of those eligible under the first principle through a variety of formats, including subsidized workshops that are delivered regionally.

#### ***Notes:***

- This principle recognizes the importance of existing regional cooperation within the academic library community and specifically contributes to inter-institutional partnerships in the area of statistical and data resources.
- Conducting workshops regionally strengthens the network of data services providers by bringing them together at least annually face-to-face.
- Organizing training regionally helps overcome the vast geography of Canada and to address specific needs and interests of the institutions and DLI contact in Canadian regions.
- The DLI training program will:
  - Accommodate different learning styles.
  - Increase access to workshops by providing some financial assistance.
  - Employ a variety of formats.
  - Provide a repository of training materials.



## DLI Training Principles

### **Principle 3**

The first training priority is to establish a basic level of data service skills for new DLI Contacts. This training shall be considered the entry level required to work with DLI data. More advanced training will build upon previous levels. Priorities for advanced levels will be determined by the needs of those supporting data services and by the evolution of DLI.

#### ***Notes:***

- An established baseline of skill competencies in working with DLI resources is a first priority.
- Skills that go beyond the baseline competencies will also be provided through DLI workshops.
- The advanced skills will reflect both the needs of those providing data services support and new skills required to support changes in DLI products.



## DLI Training Principles

### Principle 4

Training priorities for Phase II will address varying levels of expertise and service within the DLI community. Special attention will be given to strengthening expertise in regions undergoing changes due to retirement or turnover among experienced DLI Contacts. Special attention also will be given to regions without a prior tradition or culture of data use or without a previous foundation in data services.

#### **Notes:**

- It is important to strengthen and to equalize the data culture in all four regions and to establish strong data service traditions.
- The focus for Phase II training involves an explicit goal to build a foundation of expertise within the four regions.
- This will entail strategies that identify the training and support of key individuals who will become recognized experts in their region.



## DLI Training Principles

### Principle 5

All training will be conducted from a 'service' perspective, that is, from a point of view that focuses on the clientele of DLI data. The purpose of this training is to prepare data services staff to assist university clients with DLI data.

#### **Notes:**

- A “service perspective” is important because it keeps training focused on knowing how to support DLI resources.
- DLI training is intended to transfer the skills needed by those individuals who will be assisting the end-users of DLI resources. The data service providers are not usually seen as the end-users.
- DLI training will teach some statistical and research skills to enhance understanding in providing data services but it is not intended to teach trainees how to become statisticians or social researchers.



## DLI Training Principles

### Principle 6

A global curriculum plan will guide the course content that is offered through this program. The DLI External Advisory Committee, through its Education Committee, will be responsible for maintaining this plan and for periodically reviewing its content and direction.

#### **Notes:**

- The EAC has an on-going Education Committee to recommend changes to the curriculum and to present other training policies and procedures for the EAC's consideration and approval.
- Training will take place within the context of a nationally agreed curriculum that should assist Regional Training Coordinators in structuring regional workshops.



## DLI Training Principles

### Principle 7

Training will address concerns appropriate both to small and large institutions.

#### **Notes:**

- DLI was established to provide affordable and equitable access to Statistics Canada's standard data products to all member institutions regardless of the size of institution, geographic location of the institution, or the instructional or research mandate of the institution. Therefore, training must be relevant to all institutional sizes, locations, and mandates.



## DLI Training Principles

### Principle 8

Training will be regionally based with regular national and international exposure when the opportunities arise.

#### **Notes:**

- Workshops provide an opportunity to network with colleagues in data services and help to create community among those providing support for DLI products. The strength of DLI training will remain with the regional delivery of its workshops.
- Data services also takes place within an international context. Therefore when the opportunity presents itself, DLI training will also be scheduled to allow those providing support for DLI to participate in an international data event (such as every four years in conjunction with the IASSIST conference in Canada).





## DLI Training Principles

### Principle 9

Whenever possible, trainers will be recruited from the existing Canadian data library community with the expectation that those who are trained may some day be called upon to train others. This perspective operates on the principle that as one learns, one will teach.

#### **Notes:**

- DLI training is based on peer-to-peer instruction because a peer not only is more likely to know what trainees face in their work, but will also be able to communicate more clearly the information and skills needed for the job.



## DLI Training Principles

### Principle 10

Outreach will be organized for Library directors, the user community, STC survey managers, and other general public to communicate the importance of statistical and data literacy.

#### **Notes:**

- The prospect of a healthy data culture in Canada is dependent on communicating information about DLI and data services to sectors related to our work. This includes the powers that fund and support our local data services, such as library directors, and the powers who create data in Statistics Canada and who determine its levels of access.
- It is also important to communicate this information to the potential end-users on DLI campuses.
- The importance of data and statistical literacy needs to be communicated to the general public because a society that practices evidence-based decision-making requires access to the data that constitutes the evidence.