

Welcome to Carpentry Connect!

All Carpentry Connect attendees are expected to follow our code of conduct: https://docs.carpentries.org/topic_folders/policies/code-of-conduct.html

Agenda

9:45 - 10:00 in person participants arrive
10:00 - 10:15 Welcome to carpentry connect! - Megan Guidry
10:15 - 11:30 Theatre skills for Scientific Presentations - Joep de Ligt
11:30 - 12:00 How to leverage your carpentries experience - Jonny Flutey
12:00 - 12:45 Lunch and Mingling
12:45 - 13:50 Carpentries from a Community perspective - Lightning talks
13:50 - 14:00 Mini break
14:00 - 14:45 Guest speakers Serah Rono and Francois Michonneau (hybrid session)
14:45 - 15:15 Afternoon tea OR short break and icebreaker (for online attendees)
15:15 - 16:30 Unconference (hybrid session)
16:30 - 16:45 wrap up

Resources

- Blog post by Greg Wilson on History of Software Carpentry: <https://software-carpentry.org/scf/history/>
- CarpentryCon 2018: <https://carpentries.org/blog/2018/06/carpentry-con-report/>
- Carpentry con 2020: <https://2020.carpentrycon.org/>
- 5 year strategic plan: <https://carpentries.org/strategic-plan/>
- Communications Strategy: https://docs.carpentries.org/topic_folders/communications/resources/comms-strategy.html
- CarpentryConnect Planning Kit <https://carpentryconnect.org/>
- Community Facilitators Program: <https://carpentries.org/blog/2020/09/introducing-community-facilitators-program/#:~:text=The%20Community%20Facilitators%20Program%20is,activities%20by%20more%20community%20members.>
- Core Team Projects page: <https://carpentries.org/core-team-projects/>
- Help Wanted page: <https://carpentries.org/help-wanted-issues/>
- Incubator and Labs Program / community-developed lessons page: <https://carpentries.org/community-lessons/>
- Carpentries Conversations repository: <https://github.com/carpentries/conversations/>
- University of Florida Carpentries Club: <https://www.uf-carpentries.org/>
- How to be a great carpentries advocate: <https://carpentries.org/blog/2019/09/community-champions/>
- Curriculum development handbook: <https://cdh.carpentries.org/>

Theatre skills for Scientific Presentations

10:15am NZDT

- Zoom link (for guest host only): <https://nesi.zoom.us/j/96186164215>

How to leverage your Carpentries experience

11:35am NZDT

*****Lunch*****

Lightning talks 12:45pm NZDT

1. Megan Guidry (NeSI)
- 2.
- 3.
- 4.
5. Murray Cadzow (University of Otago)

Welcome Online Participants! 2:00pm NZDT

From 14:00 NZDT our virtual participants will be joining us. Here we will recap the Code of Conduct and the agenda for the rest of the afternoon

Discussion with Serah Rono and Francois Michonneau

Please login to www.slido.com and enter code #41387 to record your questions. This is a pre-recorded talk, but we will have live Q&A with Carpentries core team members Karen Word and Zhian Kamvar after the recording is finished

Unconference 3:15pm NZDT

Overview: First, attendees will think about topics that they'd like to discuss and make a list of these ideas, noting who will be the unofficial facilitator for this session (if it's your idea you are typically the facilitator). Next, we will each put '+' marks next to the topics we are most interested in discussing. Based on these votes we will create a schedule of breakout sessions so that attendees may discuss the topics most important to them.

Keep in mind the law of two feet! You are very welcome to move to a different conversation at any time

List of Possible Breakout Topics:+

1. Brainstorm: How to Keep up learner momentum after a workshop ++++++
2. Building a Sustainable Carpentries Community at your institution- what works/ doesn't work ++++++
3. How to engage with/ contribute to lessons on github +1
4. More on microcredentials - what are the opportunities +++
5. How does carpentries 'connect' to other opportunities (NCEA, Undergrad, Public sector capability, etc...) +++
6. Courses to add to the carpentries curriculum (Data science / AI / etc.)+++++
7. How to use videos for online teaching +1+
8. Activities for after you deliver the workshop ++
9. Customizing curriculum to institution/topic/hpc ++++1+
10. Work on your own device vs. Cloud/Server (what are we really teaching?) ++++++
11. Dealing with different skill levels in the same workshop ++++
- 12 capturing getting the learner -> helper -> instructor pathway ++

Vote (Each person gets 3 '+' marks)+

[copy and paste the topic list from above]

Top 9 sessions. Leaders of topics to discuss any sequencing or merging or ideas:

1. ~~Brainstorm: How to Keep up learner momentum after a workshop ++++++~~
 2. ~~Courses to add to the carpentries curriculum (Data science / AI / etc.)+++++ (Richard)~~
 3. ~~Work on your own device vs. Cloud/Server (what are we really teaching?) ++++++ (Joep?)~~
 4. ~~Customizing curriculum to institution/topic/hpc ++++1+ Liz~~
 5. ~~Building a Sustainable Carpentries Community at your institution- what works/ doesn't work ++++++~~
- Mark C
6. ~~Dealing with different skill levels in the same workshop ++++~~
 7. ~~More on microcredentials - what are the opportunities +++~~
 8. capturing getting the learner -> helper -> instructor pathway ++
 9. How does carpentries 'connect' to other opportunities (NCEA, Undergrad, Public sector capability, etc...) +++

Session 1 15:30 - 15:50

Topic for breakout room 1 (pod 6): Building a Sustainable Carpentries Community at your institution- what works/ doesn't work

Session Lead: Mark

Notes:

Carpentry workshops at ESR <https://www.esr.cri.nz/> - hard work keeping momentum on top of all other normal work. Need for dedicated person to keep driving data science offerings. Do have group of instructors planning future training. Broad range of skills and experience means that there is a good source of advice and plenty of people as potential helpers.

Other organisations have the opposite - people willing to run things but can struggle to find enough instructors and helpers

Uni Otago - people with key part of their role to drive this, likewise QCIF. But Uni Otago started off without that support - initially was community drive that pushed enough to justify (/force) getting people with it being a formal part of their role.

Massey - tentative start to workshops, being pushed by instructors rather than a central drive to run courses. Need 'champions' of Carpentries.

Some places, leadership doesn't acknowledge the importance of data science training. Helpful to look at institutional strategy documents to see where training fits in. Also can look at collaborative opportunities (ResBaz good way to introduce new members to the community).

How to lobby the budget holders - what is the benefit to the organisation of this training, not just to the researchers but strategically

Needs multiple people, not just one or two. Ideally professional staff with ongoing contracts to provide continuity of support and drive. Currently lots of enthusiasm comes from PhD students, ECRs, who tend to move on quickly. More growth of community regionally means that people moving on can keep involved because their new institution is also Carpentries-engaged. Can even attract and involve people moving in from internationally. One challenge is the privacy requirements of Carpentries meaning that it can be difficult to identify who is an instructor - you rely on them contacting you rather than being possible to reach out to them.

Keep scheduling regular events to keep up engagement.

Attending:

- Georgina Rae (NeSI)

Margo Lawrence (Massey)

Kate Stevenson (ESR)

- - Antje Lubcke (Uni of Otago Library)

Liz Stokes (ARDC)

Christina, Janet, Nick, Callum

Topic for breakout room 2 (pod 4): Courses to add to the carpentries curriculum (Data science / AI / etc.)

Session Lead: Richard

Notes: Good uptake at ESR, but intro courses only just whet the appetite

Why keep paying for Carpentries membership when low hanging fruit plucked

Lesson ideas: data dashboards, machine learning, geo-spatial etc

Where to draw the line between units versus carpentries- who's responsible for learning - where

Should the carpentries just be foundational?

Aus model? _ collaborative curriculum development across institutions

No one place where all the carpentries lessons are listed

Development ad hoc, rather than strategic coordination

Open lessons versus competitive advantage (interested in developing "open" materials but not making them freely available)

Topic for breakout room 3 (pod 3): Work on your own device vs. Cloud/Server (what are we really teaching?)

Session Lead: Joep

Notes:

- Continuity of learning / access to previous work and materials, i.e., who you're teaching will determine whether local/cloud is more useful
- Universities/CRI's/etc. have a responsibility to guarantee it: need to have clear support from institution supporting learners before you can rely on cloud
- Will people still be able to work on their own device?
- The global move is to go 'cloud'/online
- Jupyter can be blended
- Teach on a server to make it easier with self-guided local install
- NESI vs Amazon / Azure / Google /.... Carpentries??
- Documentation on options/expectations from learners
-

Session 2 15:55 - 16:15

Topic for breakout room 1: Customizing curriculum to institution/topic/hpc ++++1+ Liz

Session Lead: Liz

Notes:

pod people can you introduce yourselves here1 :)

Pod people: Nick, Callum, Richard, Roy, Svetlana

Kate Stevenson (ESR) (what is ESR?-Institute of Environmental Science and Research-provide sci services for public and environmental health and providing forensic services to NZ police)

David Eyers (UoOtago)

Matthias Liffers (Australian Research Data Commons)
Sara King (AARNET)

using the incubator for a docker lesson esp with containers when the tooling requires customisation looking for a way to signpost decision points in lessons where customisation is required by those who are going to teach the workshops (e.g., HPC workshops will require directions as to how to connect to the infrastructure being used)

So we have customisation at least on aspects of:

- Technical requirements
- Examples used within the lessons

Issue that customisations then have fixes to the lessons added, but that added material does not get contributed back to the original lesson. (Anecdotally, that's absolutely happened with the Docker lesson... and sounds like within the HPC lessons too)

Some way of separating out the generic content of a lesson from the customisable part - a bullet list or some instructor notes, a checklist something like that to help people make the adjustments needed to suit a particular institution or topic. Perhaps this can be in the README? It's in the repository but won't be in the lesson webpage. A pull request?

Action!: Use the/a docker lesson in the incubator to model a Customise This! component, including a checklist in the read <https://github.com/carpentries-incubator/docker-introduction>

dme26 (David Eys on GitHub)

(CallumWalley on GitHub)

Roy Costilla (University of Queensland), r.costilla@uq.edu.au

Liz Stokes (ragamouf on github)

Topic for breakout room 2: Dealing with different skill levels in the same workshop +++++

Session Lead: Ngoni

Notes:

Attending:

Mark Crowe (QCIF)

Margo Lawrence (Massey Uni)

Matt Plummer (VUW)

Eric Burgueño (Plant and Food)

Ngoni (Genomics Aotearoa)

Christina (ESR)

Jorge (NIWA)

Antje (Otago Uni Library)

Don't rely on people reading instructions - have active "state your skills" first

Relying on helpers

Make content available in advance, even before registration, so people can clearly see what they are

signing up for.

Inclusion of additional exercises to provide challenges/something to do for more advanced learners

More infrequently run workshops might be more affected - people will sign up because they won't get another chance, even if they don't have all prerequisite experience

Encourage more advanced learners to support slower ones, not just rely on helpers. An unexpected benefit of online training - anyone can answer a question in the chat so you don't need to be sitting next to each other to help out. Can be replicated in face to face using Etherpad-type collaborative notes as a question board.

Topic for breakout room 3: More on microcredentials - what are the opportunities +++

Session Lead:Free4ALLL (expect chaos, and microcredentials)

Notes: Great idea but getting to the accredited stage seems involved/painful

If it is required by Profs/the Uni/ it should be credited

Just 'expecting' people to know/learn something is not enough, then you need to teach them as well (Carpentries model)

You don't want only/all microcredentials

Carpentries linked badges: GitHub / Programming (R, Python, C++, LISP) / Data / Stats

Multi level/tiered badges

It all stands or falls with the community and the assessment and the regard it is held in

Session 3 16:20 - 16:40

Topic for breakout room 1: Brainstorm: How to Keep up learner momentum after a workshop 1

Session Lead:

Notes:

Slack Channel and Hacky Hours

Assessment split into sections from the course - choose to do in own time with provided dataset

Find ways to have a daily practice - only works for motivated

Preparation for the next workshop - need to know certain things before you come back (this requires a plan so that there is actually a workshop coming up)

Librarians hate Slack - Not everyone likes joining in with teams or channels

Get a project done soon after the workshop so people revisit the material

Is there a difference btw Data and Software Carpentry in terms of reviewing the workshop? Is one more general than another?

It helps having people from the same lab group or team or place come do the workshop together - this creates a group outside of the workshop that they can continue to maintain - though WFH has affected how many people drop in for help

Virtual drop in sessions? How to manage time to be available

What's the follow up session? Will there be one?

Beginner level is very generic but when you want to get to the next step it starts being more specific and less transferable to as many people

Some people return to the same workshops to try to maintain skills, but this is a problem for management (they don't want people returning to the same training over and over).

Sounds like organisations also have a part in helping out here - allowing more time for the adjustment to new skills, investing in the time for people to become proficient.

Incentives

Topic for breakout room 2: Brainstorm: How to Keep up learner momentum after a workshop 2

Session Lead: Matt

Notes:

Kate Stevenson (ESR)

Margo Lawrence (Massey Uni)

Eric Burgueño (Plant and Food)

Do you need better recognition of helper role and specific training?

Online training for helpers: How to manage zoom rooms, what to discuss with instructors ahead of time, how to provide constructive feedback to instructors. Accreditation?badges

Topic for breakout room 3: How does carpentries 'connect' to other opportunities (NCEA, Undergrad, Public sector capability, etc...) +++

Session Lead: Mik

Notes:

ok who's here!

Liz

Mik Black (University of Otago)

Wes (NeSI)

Syet (National Library)
Roy (UQ)
Christina (ESR)
Joep (ESR)
David Eysers (University of Otago)

schools and undergrads - David uses carpo for undergrads already.
David: (uses it in Undergrad), good starting point, all nicely laid out
Mik: has expanded/adapted to be more Genomics focussed

- Carpentries as a format to use in teaching

Liz: it should become a formal part of teaching (future perspective)
"The carpentries undergrad"

schools - the turing tumble.

Libraries / museums : applied AI <https://ai4lam.org> > there's an au/nz chapter hosting webinars,
Public sector - long way to go, yet huge variation in data skills. large potential gains to be had
Taster sessions for high level decision makers

Feedback

Please tell us what you enjoyed about this event and what could be improved for next time:
https://docs.google.com/forms/d/e/1FAIpQLSc1jN3OUctB0PU9JMwNU9e6-demnT7gR35K-odk8YZiDzRfiw/viewform?usp=sf_link

Tools that have been discussed

hackmd <https://hackmd.io/> - collaborative editor
cocalc <https://doc.cocalc.com/> - tool for shared teaching (less terrible than teaching via Zoom, etc)
mural <https://www.mural.co/> - online collaborative white board (also <https://miro.com/>)
slack <https://slack.com/intl/en-au/> - chat tool
- NZ Data Science Slack <http://nzdatascience.slack.com/>
- The Carpentries Slack <https://swcarpentry.slack.com/>
google docs - <https://www.google.com.au/docs/about/> - online Google alternative to Microsoft Office

