- Welcome to The Carpentries Etherpad!

This pad is synchronized as you type, so that everyone viewing this page sees the same text. This allows you to collaborate seamlessly on documents.

Use of this service is restricted to members of The Carpentries community; this is not for general purpose use (for that, try https://etherpad.wikimedia.org).

Users are expected to follow our code of conduct: https://docs.carpentries.org/policies/coc/

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HOST: Please submit this form after the discussion session: https://forms.gle/fiN2NY7QvTReinMC7
PARTICIPANTS: Please complete this form after the session: https://forms.gle/TqBQ8yrLfsktr2F9A

US Midwest Community Call

Connection :
https://us02web.zoom.us/j/81573878113?pwd=ajU1VUIzV2NsMVlsNWdaN2ozSmxZUT09

Currently meeting the first Wednesday of the month at 12 pm CT / 1 pm ET

Our next meeting is Wednesday February 4 at 12pm CST/1pm EST/18 UTC

HOST: Please submit this form after the discussion session: https://forms.gle/fiN2NY7QvTReinMC7
PARTICIPANTS: Please complete this form after the session: https://forms.gle/TqBQ8yrLfsktr2F9A

December 3, 2025

Sign in: Name, institution, contact info/email (if you wish to share)
- Sarah Stevens (she/her/hers), UW-Madsion, sarah.stevens@wisc.edu
- Amanda Kis, University of Oklahoma, akkis@ou.edu
- Scott Martin (he/him), University of Michigan - Ann Arbor, samarti@umich.edu
- Brian Maass (he/him), Univ of Nebraska Medical Center, brian.maass@unmc.edu
- Jennifer Stubbs (she/her) Bradley University, Peoria, IL, USA, jastubbs@bradley.edu
- Chris Kirby (he/him) chris@glaseducation.org
- Mark Laufersweiler (he/him) Univ of Oklahoma Libraries laufers@ou.edu
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Agenda

- Introductions
  - Icebreaker: Favorite holiday food
- Announcements
  - We will not have a January 2026 Midwest Carpentries Call due to new year busy-ness!
    - The next call will be Wednesday February 4 at 12pm CST/1pm EST/18 UTC
  - Jennifer AW Stubbs will be hosting a community session titled "Exploratory Data Analysis (EDA) : pre-planning an idea for a lesson" on Tuesday January 13 at 8pm CST/9pm EST and Thursday January 15 at 10am CST/11am EST
    - Description of session, including any prerequisites: Do you get excited by unexpected discoveries in a dataset? The importance and techniques for exploring wild data effectively could become a lesson. Ideally language agnostic (R/Python) and activating the conceptual tasks after data cleaning and before (or complementing) existing lessons on Tidy Data or Reproducible Scientific Analysis. The outcome might be thoroughly exploring the shape of raw datasets before studying one anomaly, which might have been time saved if EDA were regularly practiced.
      - e.g. with global maintainers: 24 hour sprint around Docker
  - Sarah is running SWC in January online with an extra half-day to add workflows: https://uw-madison-datascience.github.io/2026-01-12-uwmadison-swc/
    - Reach out to Sarah (sarah.stevens@wisc.edu) for 50% off the gov/non-profit/edu ticket or if you are interested in seeing the extra half day of extra material or the other parts of the workshop taught
  - Mark: We have brought AI model into Sarah's Docker lesson: https://carpentries-incubator.github.io/docker-introduction/
    - Use Docker lesson (or podman) to introduce AI concepts on campuses without AI infrastructure.
      - possibly useful for the AI-lesson-plan workgroup
      - security issues
      - add an episode to play in the modules.
      - also taught the AI in GLAM incubator (less live-coding), need to get people to talk more, discussion points-heavy instead of live-coding.   Excellent level for people unaware of the nuance between gen, agent, data protection, etc. General faculty benefitted even though Librarians focus. Hulu/Netflix use ai.
- Discussion topic: What would you like to see from this community in 2026?
  - Are there any topics you'd like to find a guest speaker for? Or that you would be willing to lead a discussion on?
    - Tips for hosting a workshop
    - **Discussing how we host workshops on our different institutions**
    - Lesson development (later in 2026)
    - **Volunteering for other roles in the Carpentries community +1 (e.g., governance, training)**
    - **Teaching the workshops in different formats - a single lesson at a time, shorter sessions, etc**.
      - Sarah: https://uw-madison-datascience.github.io/2025-10-01-uwmadison-mini/

- Do we need a logo? (not much interest here)
    - Couldn't have a map so we don't exclude with different definitions of "midwest"
    - Sarah: not sure if I care about a logo
    - Brian: If a logo organically occured I wouldn't be opposed but not a priority
- **Do we need a website?**
    - Sarah: I'm for a website!
    - Amanda: would be interested in a website to learn more about making them
    - Mark +1
    - Chris: would be good to have something to point to. can add stuff to it over time. Do you have to make it with software we use in the Carpentries?
    - Sarah: GH pages might be most straightforward, find an existing template
    - Sarah: A project to work on together?
    - Chris +1
    - Do we need a GitHub organziation for MCC ?
    - Need to develop a mission statement for the website

Notes

November 5, 2025

Sign in: Name, institution, contact info/email (if you wish to share)

- Sarah Stevens (she/her/hers), University of Wisconsin-Madison, sarah.stevens@wisc.edu
- Scott Martin (he/him/his), University of Michigan, samarti@umich.edu
- Amanda Kis (she/her), University of Oklahoma, akkis@ou.edu
- Serena Touqan (they/them), University of Wisconsin-Madison, touqan@wisc.edu
- Jeff Woodford, Missouri Western State UNiversity, jwoodford@missouriwestern.edu
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Agenda

- Introductions
    - Icebreaker: One thing to look forward to about winter
- Announcements
    - We will have a December 2025 Midwest Carpentries Call (Wednesday December 3 @ 12pm CST), to talk about what you'd like to see from this community in 2026
    - We will not have a January 2026 Midwest Carpentries Call due to new year busy-ness!
- Discussion topic: Sharing "scary" Carpentries stories of when things have gone unexpectedly when teaching at a workshop (no code of conduct violation stories) and how you handled it (or didn't)

Notes

October 1, 2025

Sign in: Name, institution, contact info/email (if you wish to share)

- Sarah Stevens (she/her/hers), University of Wisconsin-Madison, sarah.stevens@wisc.edu
- Danielle Sieh, The Carpentries, danielle@carpentries.org
- Jennifer Stubbs she/her, Bradley University
- Yanina Bellini Saibene, she/her, rOpenSci - Austral University
- Serena Touqan (they/them/theirs), University of Wisconsin-Madison, touqan@wisc.edu
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Agenda

- Introductions
    - Icebreaker: What is something fun you have planned in the near future?
- Announcements
    - Next Month's Meetings - "Scary" Carpentries stories - sharing "horror" stories of when things have gone unexpectedly when teaching at a workshop (no code of conduct violation stories) and how you handled it (or didn't)
- Guest speaker: Yanina Bellini Saibene, Accessibility in Action: Practical Strategies I Use in Teaching
- Slides: https://docs.google.com/presentation/d/1Qpy9Om_I0g07Z7GWJg7cV4Oq-UQRLWmX1A1xooe1xiE/edit?usp=sharing

Notes:

Things that have happened and we found a solution and plan for the future
You don't have to invent this yourself - formal institutions might have student office or academic office, or accessibliity office where you can consult with expert resources for students that need acommidation
Carpentries has the Toolkit of IDEAS - Inclusion, Diversity, Equity, and Accesiblity Strategies - things to take into account when you are teaching/hosting a workshop in person or online
There are standards that you can use too - W3C WebContent Accessiblity Guildines - tool called wave that assesses your resource - for example google slides - and it gives recommendations to improve it - example don't use link to only the word "here" - when screen readers go though this they skip link to link and more context helps differentiate links
Start with accessiblity from the beginning, you will have to redo work otherwise - accessiblity chain concept - from the start through the end of the class
Don't assume, ask - people with the disability will know better what they need

- - Have registration form with specific question on disability - proper way to make question with washington group on disability statistics - can get information in advance for planning

Accessiblity helps everyone - every effort you put to make your teaching more accessible will have. apositive impact for all learners

- Use a large font - no one ever complains the font is too big
- Good contrast - wave will tell you about your contrast between fore and background - avoid accessive color as it can make the contrast less accessible
- Use Alt-text - add description of the image are using in your presentation, avoid "photo of" or "picture of" because this is unnecessary but the desciption should convey the meaning that someone viewing it will recieve
- Speaker notes - helps many people follow along, including those who may need to take the course asych later
- Frequent breaks - 10 min break every 50-60 min of classes, let people know the agenda from the beginning, you also take the break
- Each person participates in the way they prefer - choosing if they want to speak using microphone, in chat, or shared doc - also helps poeple who are not native speakers of the language of instruction
- Speak slowly, clearly, and be descriptive - esp needed for live coding, narrate what you are doing, so individuals who are not looking or who are visually impaired can follow along. also helps with automatic subtitles.
- Provide accessible materials available in advance, people can check it in advance and make sure they can access it or can ask questions about what they don't understand - web static format is an accessible format (when it is setup accessibly - contrast etc)

Do not assume people with disability will use the same strategies to learn (even if they have the same disability)
Be flexible and repsonsive, change format as needed
Examples from courses
Build friendly space - clear is kindess
Feedback after each class

Question: Sometimes accomodations that work well in one group might make things more difficult for another group. E.g. Etherpad in Instructor training can be useful because it helps them follow along and can participate without being verbal. Some people are overwhelmed by the etherpad because of the amount of text. How can we balance or address that?

- Give priority to the people that have the most need - what the person with the disability needs
- If it is a matter of no one needing a specific accommodation, let people choose how they want to participate. E.g. Let them know that if they choose not to participate in the shared doc, there will be another way for them to share and set expectations for that other way to participate
- Speak with individuals to help find the best way to accommodate everyone

Question: Coding in areas with a lot of white space can be difficult for individuals who have visual impairments. Have you had anyone bring tools to help them with coding?

- We ask ahead of time what needs they have and change what we can before the workshop
- Gave materials ahead of the workshop in html format
- When teaching, say what you are doing out loud
- Used IDE agnostic - R studio is not screen reader friendly
- There are tools to add a sound to your slides so you can hear when a slide changes. Share slides ahead of the workshop.

- Send learners into breakout groups to work on some exercises by themselves. This helps people relax a little more while they are working.
    - Focus on the most significant exercises and remove others
- Go through materials/exercises/tools ahead of time with a screen reader to ensure its works with what you are presenting
- Make sure everyone knows (including learners) to say outloud what they are doing/sharing on their screen for those with visual impairments

Other tips:

- Some learners would like the entire group to know about their disability and some are not. Ask ahead of time so you know!
- Use a microphone or headset
- We are lucky to afford multiple screens. Trying to get instructors, helpers to remember our learners may be flipping through multiple windows (something they may not be used to).
    - Give options:
        - If learners have a second device, recommend them joining the call there and working on the computer
        - A smart tv could be used as the second sreen
        - Teach learners to split the screen in two

Blog post - https://ropensci.org/blog/2024/09/05/screen-readers-tools/
* iRigMic Lav is very nice quality and it was less than 90 USD at the time (2020).

September 3, 2025

Sign in: Name, institution, contact info/email (if you wish to share)

- Sarah Stevens (she/her/hers), UW-Madison, sarah.stevens@wisc.edu
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- Danielle Sieh (she/her), The Carpentries, danielle@carpentries.org
- Justin Wadland (he/him), Michigan State University, wadlandj@msu.edu
- Chris Kirby (he/him) GLAS Education, chris@glaseducation.org
- Chris Phan (he/his/him), no affilation, cphan@chrisphan.com
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Agenda

- Introductions
    - Icebreaker: What's your favorite thing about autumn in the Midwest?
- Announcements
    - Amanda was featured in the latest Carpentries clippings newsletter for the Instructor

Training Leadership committee!

- Share: the Carpentries clippings has job postings and you can find them in the #jobs channle on slack
- Short workshops at UW in Oct - https://uw-madison-datascience.github.io/2025-10-01-uwmadison-mini/
- Justin and others had presentation accepted digital libraries federation format - working with Jennifer Stubbs and Jonathan Wheeler, focusing on how libraries support the Carpentries - in Nov. Here is a link to panel description: https://dlfforum2025.sched.com/event/26HLa/t03-the-care-and-feeding-of-the-carpentries-cultivating-inclusive-software-development-communities-in-libraries
- Presentation at USRSE - Sarah is presenting a poster and will talk on a panel at this one

- Discussion topic: How could Midwest institutions collaborate on our Carpentries workshops?
    - Sending learners between institutions - lower cost for students from midwest universities
    - Sharing trainings between institutions - either sending emails to share them or planning workshops together across institutions
        - On these two points above: How can regional carpentries be promoted? Is there a way to promte that and get it to others in the regtion?
    - Sharing notes for common workshops we teach - debrief and planning for new workshops
    - Sharing how we successfully recruit learners for workshops - marketing to researchers at your campuses
    - Meeting topic perhaps: as someone who is new to Carpentries and organizing it at my instution, particularlly intersted in what the organizational structure at an instutition is around carpentries, indiviual unit? group of departements?
    - Plan workshops together occasionally—fun to share, recruit teachers across institutions
        - In-person vs virtual could be a challenge
    - Is there a way to promote workshops and regional events to others in the area who might be interested in attending?
        - Slack channel
        - Email list (TopicBox)
        - It's good if these existing resources continue to grow! Maybe we should advertise them to other instructors/organizers?
            - Get more people to join the Midwest list
            - Invite people who attend workshops to join the list
            - Word of mouth
            - Blog posts to promote communities from Angelique - we should do one!
        - Do we want a broader email list to learners? Are there better options?
    - Might be worth making an even smaller regional community (e.g., Michigan)
    - Meetup of organizers at some central location (like a CarpentriesConnect)
    - Maybe we need a logo for the regional community
    - People from near by midwest, but not technically, might still want to be involved. How can we get them involved?
        - Some people may be in regions without a community, and they might come to us!
        - Make sure marketing lets everyone know they can come, even if they're not in a geographic region
    - Develop a lesson in the Incubator
        - Meeting about: What are people in the Midwest making or customizing?
    - Make it part of a workflow to advertise workshops to different people in the Midwest/same time zone
    - Have some "newbie" welcome sessions in the MCC

- Welcome
- What are your questions?
  - Have projects that committees (task force) could work on
    - Making a MCC website
    - Marketing packets—help them know how to get started and involved

June 4, 2025

Sign in: Name, institution, contact info/email (if you wish to share)

- Amanda Kis, University of Oklahoma, akkis@ou.edu
- Danielle Sieh, The Carpentries, danielle@carpentries.org
- Fabiha Khalid, NYU, fk2196@nyu.edu CHECKOUT
- Lisa Bryan, Western Iowa Tech Community College, lisajbryan78@yahoo.com
- Sue McClatchy, The Jackson Laboratory, susan.mcclatchy@jax.org
- Chris Endemann, University of Wisconsin-Madison, endemann@wisc.edu
- John MacMullen, Executive Director, Office of Data Science Research, University of Illinois (wjohn@illinois.edu)
- Ece (AJ) Turnator, MIT , turnator@mit.edu
- Barbara Williams, MIT, barbaraw@mit.edu
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Agenda

- Introductions
  - Icebreaker question: Answer one of the following.
    - How have you seen AI used during a Carpentries workshop? Or
    - How do you think AI could be used productively in a Carpentries workshop? Or
    - What concerns do you have about using AI in Carpentries workshops?
- Announcements
  - We are taking July and August off from Midwest Community Calls!
  - We will restart Wednesday September 3 @ 12pm–1pm CDT/1pm–2pm EDT.
- Discussion about AI/ML with Chris Endemann
  - Data Science Facilitator at the University of Wisconsin-Madison Wisconsin Institute for Discovery
  - Talk title: What You Need to Know About AI/ML to Get Started
    - Description: AI today is mostly very good at pattern recognition, not magic — but it's still worth understanding if you're teaching, supporting, or working with data-driven research. This session offers a realistic overview of what AI and machine learning actually are, how they work, and where they're useful. We'll cover topics like foundation models, reinforcement learning, explainability, and bias, with an emphasis on research applications and how Carpentries instructors can responsibly incorporate these topics into teaching.

UW-Madison's ML + X: https://uw-madison-datascience.github.io/ML-X-Nexus/Applications/Videos/
https://ourworldindata.org/grapher/artificial-intelligence-parameter-count
https://hai.stanford.edu/news/stanford-crfm-introduces-pubmedgpt-27b

Northeast
#local-us-northeast
https://carpentries.org/community/get-connected/, Carpentries US-Northeast

May 7, 2025

Sign in: Name, Institution, contact info/email (if you wish to share).

- Amanda Kis, University of Oklahoma, akkis@ou.edu
- Lisa Bryan, Western Iowa Tech Community College, lisa.bryan@witcc.edu
- Craig Gross, Michigan State University, grosscra@msu.edu
- Sarah Stevens (she/her/hers), University of Wisconsin-Madison, sarah.stevens@wisc.edu
- Chris Kirby, Glas Education , chris@glaseducation.org
- John MacMullen, Executive Director, Office of Data Science Research, University of Illinois (wjohn@illinois.edu)
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Agenda

- Introductions
  - Icebreaker question: What is something you enjoy doing in summer?
- Announcements
  - Next call (Wednesday June 4 12pm CT/1pm ET) will be a discussion of AI/ML—what you need to know as a Carpentries instructor
  - Plug: Jennifer Stubbs and Justin Wadland are recruiting for an upcoming panel at the Digital Library Federation Formul in Denver in November
  - Jennifer is hosting OneDrive skill-up conversations on May 12 and 14 (see Carpentries calendar)
    - https://carpentries.org/community/events/

Some discussion of US-RSE (and research software engineering movement in general): https://us-rse.org/

Suggestions for research software engineering reads:
https://third-bit.com/sdxpy/
https://alan-turing-institute.github.io/rse-course/html/index.html

An at-your-own-pace lesson we discussed: https://carpentries-incubator.github.io/python-intermediate-development/

A FAIR research software lesson we discussed: https://carpentries-incubator.github.io/fair-research-

software/

Introduction to Computational Thinking:
https://librarycarpentry.github.io/lc-computational-thinking/index.html

April 2, 2025

Sign in: Name, Institution, contact info/email (if you wish to share).

- Amanda Kis, University of Oklahoma, akkis@ou.edu
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- Mark Ciechanowski, University of Michigan, mciechan@umich.edu
- Sarah Stevens (she/her/hers), UW-Madison, sarah.stevens@wisc.edu
- Justin Wadland (he/him), Michigan State University, wadlandj@msu.edu
- Chris Kirby (he/him) chris@glaseducation.org
- Benson Muite, benson_muite@emailplus.org
- Jennifer Stubbs (she/her) Bradley University, jastubbs@bradley.edu

Agenda

- Introductions
  - Icebreaker question: What is a question you have about the Code of Conduct Committee?
    - How often do you look for more members to join the CoCC?
      - Not super frequently since there is low replacement rate. But they might be looking in Spring 2026!
    - Are there trainings I can point instructors to, to help them feel more comfortable with the CoCC and CoC? (Especially since I teach new instructors in Instructor Training)
    - How do you deal with CoC infractions during a workshop/live event?
      - Very situational, requires assessment in real-time
      - First, assess: Is this a physical safety situation?
        - Assess your own safety as well
      - Second, try to determine if the person involved needs help getting out of the situation
        - e.g., give them an out to leave
      - Third, acknowledge that something is happening
      - Communicate to the room that CoC still stands and we do not accept negative behaviors here
        - During breaks, have the CoC on the projector on a slide to send a clear signal that we have expectations and we care
    - Still feel new to Carpentries community, what are the origins of the CoC? And how has it changed over time?
      - Began with the Python CoC, has been revised and the committee formed since then
    - What is the most common infraction?
      - Not providing a welcoming community in some way

- e.g., talking over others, dismissing others, being rude, being disrespectful, not following the rules of the instructor
  - Tips for instructors for introducing the CoC and reminding people about it? Handling incidences?
    - Discuss the CoC at the beginning of a Carpentries event, can also show a slide, share in Etherpad, etc.
    - Ask if the person involved would like your support and help reporting
    - As event instructor/organizer, you have autonomy to enforce the CoC then and there
      - Please report anyway even if resolved!
  - How to gently steer people (if possible) or prevent things from escalating?
    - Discuss the CoC at the beginning of a Carpentries event, it sets expectations for behaviors
  - Should I practice (like a live coding demo) an error with a co-instructor to model good interruption? (JS)
    - Great idea! Karin is going to bring this to the CoCC as a resource!
- Announcements
  - Topic change: Next call (Wednesday May 7 12pm CT/1pm ET) will be a social gathering
  - plug : recruitinng for upcoming panel at Digital Library Federation Forum in Denver in Nov (Justin and Jennifer)
  - ad: OneDrive skill up conversations May 12, 13, 14 Jennifer (see Carpentries calendar)
    - https://carpentries.org/community/events/
- Discussion about The Carpentries Code of Conduct and CoC Committee

March 5, 2025

Sign in: Name, Institution, contact info/email (if you wish to share).

- Amanda Kis, University of Oklahoma, akkis@ou.edu
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- Sarah Stevens (she/her/hers), UW-Madison, sarah.stevens@wisc.edu
- Sue McClatchy, The Jackson Laboratory, susan.mcclatchy@jax.org
- Chris Kirby - GLAS Education - chris@glaseducation.org
- Danielle Sieh, The Carpentries, danielle@carpentries.org
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-
- Jennifer Stubbs stuck in a training for another hour; thanks for keeping it going!--plug watch for next quarter skill up or discussion about teaching OneDrive workarounds. I might need help; I just host the space to share. - Sarah is happy to help! - Send me an email to get it on my calendar please. done!THANKS!

Agenda

- Introductions
  - Icebreaker question: What is a question you have about The Carpentries community, teaching at a workshop, or planning a workshop?

- Announcements
- Tour of The Carpentries website
    - Please put your questions about The Carpentries below!
        - How does someone get brought into the maintainers group? How do you volunteer to be a maintainer? What does that entail?
            - Once a year, the core team puts out a call for new maintainers. You can respond to that call that you are interested. There is a maintainer on-boarding to help you get familiar with the skills that are useful for maintainers. This typically means you address contributions that come in via issues or pull requests in GitHub. I'm not sure about the exact time commitment but I'd say maybe 1-2 hrs a month. Once a year, you will get an email to check if you still want to be a maintainer.
        - Observation: Big difference between library carpentry and another workshop. Was very interesting
        - Carpentries workbench discussion: Just figuring out how to use it, big break through yesterday in rendering my webpages!
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        - JS asks: is there a link to a blog post, video walkthrough, or recording? I think there was and I welcome a reminder.
            - I will page back through the blog posts and see if I can find it! thanks!
                - I'm not finding a video on their YouTube. I found the following blog posts.
                    - https://carpentries.org/blog/2024/10/upcoming-website-and-handbooks-launch/
                    - https://carpentries.org/blog/2024/12/the-carpentries-handbooks-relaunched/
                    - https://carpentries.org/blog/2024/11/the-carpentries-websites-relaunched/

Feb 5, 2025

Sign in: Name, Institution, contact info/email (if you wish to share).

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- Danielle Sieh, The Carpentries, danielle@carpentries.org
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- Tim Triche, VAI, Tim.triche@vai.org
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- Sarah Stevens (she/her/hers), University of Wisconsin-Madison, sarah.stevens@wisc.edu
- Jennifer Stubbs (she/her) Bradley University, jastubbs@bradley.edu
- Imraan Alas (he/him), formerly UW-Madison, imraanalas@gmail.com
- Mark Ciechanowski (he/him), University of Michigan, mciechan@umich.edu
- Steven Pryor (he/him), University of Missouri, pryors@missouri.edu

Agenda:

- Intros
- Announcements:
  - Tentative Meeting Schedule - Sarah/Amanda
    - March - Tour of the Carpentries - an informal orientation to the Carpentries organization and community - new folks welcome! and experienced folks encouraged to come and share their perspectives.
      - For March: I would appreciate a short list to highlight the changes: I struggle to "track changes."
        - Follow-up: Changes to the website in particular?
    - Could talk about/do a tour of AMY
    - April: Code of Conduct Discussion - with guest speaker Karin Lagesen from the Code of Conduct Committee
    - May: Implementing Feedback (on your teaching) Discussion
    - June: AI/ML - what you need to know as a Carpentries instructor
      -
      -
      -
    - Sept: Back to School Social
  - Possible other topics
    - Tips for building a local group
      - Some tips from The Carpentries Community Manager: https://docs.google.com/presentation/d/1MKtwjSzjzGBvjsC6l77IhCQlU9XP38jWsOXlX2emjlE/edit#slide=id.p
  - (Please add relevant announcements here with your name if you'd like to share verbally)
- Small group activity - 15 min in small groups (until 12:40 CT) and then report out and wrap up
  - What is an experience with The Carpentries you and your partner have in common?
  - Try to find a fact about The Carpentries that your partner didn't know about before!
  - Add questions you and your partner come up with here:
    - Request link (JS and Steven Pryor) for how to address OneDrive to home directory. I wasn't able to find it in SWC-Shell or Git (may have missheard the citation).

December 4, 2024

Sign in: Name, Institution, contact info/email (if you wish to share). Add 'checkout' if here for instructor training.

- John MacMullen, Executive Director, Midwest Big Data Innovation Hub (wjohn@illinois.edu)
- Amanda Kis, University of Oklahoma, akkis@ou.edu
- Mark Ciechanowski (SEE-CHAN-OW-SKI), University of Michigan, mciechan@umich.edu
- Grace Cagle, University of Wisconsin - Madison, gcagle2@wisc.edu 'checkout'
- Chris Kirby, GLAS Education - chris@glaseducation.org

Notes

- Suggestions for topics/guests for upcoming sessions:
  - "Tour" of the Carpentries for new members and new instructors (e.g., what are the lesson programs, what does an in-person workshop look like, what does an online workshop look like, how can I get involved or more involved, where to find up-and-coming lessons in the incubator and lab, etc.)
  - Talk about everyone's recent experiences in The Carpentries: What are they experiencing, what are their curiosities, what are difficulties they've encountered, etc.
    - This is nice with regional proximity to keep in touch about nearby events and opportunities
  - How to keep workshops on-track
  - How to get good feedback in a central place from workshops, especially when they are over days or weeks
  - Boost enrollment at workshops by learners; "marketing"
    - Maybe do this earlier in the year to help people prepare for summer workshops
  - AI/ML, especially for beginners
    - https://hub.datascience.wisc.edu/communities/mlx/
    - https://developers.google.com/machine-learning/crash-course
    - https://www.youtube.com/watch?v=G2fqAlgmoPo
  - Things that aren't emphasized in training but are important to know
- February 5 will be first 2025 call
  - Carpentries Code of Conduct; how to handle violations during a workshop? Karin Lagesen from the Carpentries Code of Conduct Committee will join
  - Possible future topics:
    - Accessibility
    - In-person vs. online workshops
    - Practice giving and receiving feedback
- We may need to do another poll as to when people are available in spring

November 6, 2024

Sign in: Name, Institution, contact info/email (if you wish to share). Add checkout if here for instructor training.

- John MacMullen, Executive Director, Midwest Big Data Innovation Hub (wjohn@illinois.edu)
- Amanda Kis (she/her), University of Oklahoma, akkis@ou.edu
- J.D. Graham he/him, Outreach & Engagement, Midwest Big Data Innovation Hub, jgraham@illinois.edu
- Jeff Woodford, Missouri Western State University, jwoodford@missouriwestern.edu
- Chris Kirby, GLAS Education chris@glaseducation.org - no zoom service today unfortunately

Notes

- Suggestions for topics for upcoming sessions:
  - In-person vs virtual workshops; what are the differences, pros/cons, etc
  - How to give/receive feedback during workshops
- February 5 will be first 2025 call
  - Carpentries Code of Conduct; how to handle violations during a workshop? Karin Lagesen from the Carpentries Code of Conduct Committee will join

October 2, 2024

Sign in: Name, Institution, contact info/email (if you wish to share). Add checkout if here for instructor training.

- John MacMullen, Executive Director, Midwest Big Data Innovation Hub (wjohn@illinois.edu)
- Sarah Stevens (she/her/hers), University of Wisconsin-Madison, sarah.stevens@wisc.edu
- Danielle Sieh (she/her/s), The Carpentries, danielle@carpentries.org
- J.D. Graham he/him, Outreach & Engagement, Midwest Big Data Innovation Hub, jgraham@illinois.edu
- Cody Hennesy (he/him) Univ of Minnesota, Twin Cities (chennesy@umn.edu)
- Thomas Cason (he/him), Unaffiliated (St. Louis), tecason@gmail.com
- Jennifer Stubbs (she/her), Peoria, IL, USA, Bradley University Library, jastubbs@bradley.edu
- Amy Koshoffer (she/her), Cincinnati, Ohio, University of Cincinnati, koshofae@ucmail.uc.edu
- Amanda Kis (she/her), University of Oklahoma, akkis@ou.edu
- Chris Kirby - GLAS Education chris@glaseducation.org

Q&A

Notes

- The Carpentries is reevaluating its membership model; updates next year
- HPC Carpentries is in the incubator; 1st workshop just ran at LLNL
- Updates to Library Carpentries pathways
- Sarah has been teaching collaborative lesson development training
- Software Carpentry Version Control with Git lesson updates: https://swcarpentry.github.io/git-novice/
- Hub winding down with calendar year: How to convert to sustainable, interdependent projects with horizontal leadership.
    - Transition to Carpentries Regional Community?
- Lesson Setup Task Force: focus vocab and cognitive load for novices to Bash, installing anything, computational thinking concepts (abstract rather than live-coded). Wrap up by January.
- MBDH Instructor Training
    - The MBDH is back with more scholarships available for 2025 to help you unlock the power of data science!
    - This 4-day virtual training program is your chance to gain the skills needed to bring Python, R, SQL, Git, and more into your classroom.
    - 🎓 No prior teaching experience required - just a drive to empower the next generation of data-savvy leaders.
    - 💰 The best part? The full cost of this transformative program is covered by our scholarship.
    - We're seeking dedicated individuals from underserved communities who are committed to building data science capacity across the Midwest. If that sounds like you, don't miss your chance to apply today at https://docs.google.com/forms/d/e/1FAIpQLSfBcU7mtStCKs6PSHnRM35xQh8Lfr-nIQtxzekAEruC27ddzA/viewform

- Topic Ideas for Future Meetings: Code of Conduct incidents and how to handle them, real life experience vs. what is being taught - technical things you've been dealing with and adaptations you have to make,

Next steps:

- MBDH will post a topic request to the Midwest Slack channel for upcoming sessions
- Danielle to check on any updates for matching people locally
- Sarah and Amanda to meet about planning future meetings (please let us know if you'd like to join!)

August 26, 2024

Sign in: Name, Institution, contact info/email (if you wish to share). Add checkout if here for instructor training.

- Amy Koshoffer - University of Cincinnati / koshofae@ucmail.uc.edu
- J.D. Graham he/him, Outreach & Engagement, Midwest Big Data Innovation Hub, jgraham@illinois.edu
- Thomas Cason (he/him), tecason@gmail.com
- Jennifer Stubbs (she/her), Bradley University, instructor/maintainer : jastubbs@bradley.edu
- John MacMullen, Executive Director, Midwest Big Data Innovation Hub (wjohn@illinois.edu)

Q&A

- Atlernate times to meet?
    - MBDH will post a poll in the #local-us-midwest Carpentries Slack
- How to be available as a floater for R (while learning)
    - watch Amy and the upcoming workshops and email Workshops@carpentry.org to volunteer

Notes:

July 29, 2024

Sign-in: Name, Institution, contact info/email address (if you'd like to share). If you are here for instructor training checkout, please add 'checkout' after your name

- John MacMullen, Executive Director, Midwest Big Data Innovation Hub (wjohn@illinois.edu)
- Jennifer Stubbs, she/her, Bradley University in Peoria, IL, jastubbs@bradley.edu
- Thomas Cason, he/him, tecason@gmail.com
- Brian Maass, he/him - Univ of Nebraska Medical Center, brian.maass@unmc.edu
- Amy Koshoffer - University of Cincinnati - missed but hope to be at the next one

Q&A
Have questions about the mission of MCC or sustainability? Drop them here:

Notes:

- Jennifer spoke with Cody Hennesy and the CAC committee on a pathways concept in Library Carpentries; identifying dependencies and topics that learners need to know prior to others
- Brian - NNLM support for Data Carpentries training in October; open to participants beyond U of Nebraska
- Upcoming Midwest Data Librarian Symposium in Oct 2024 in Lawrence Kansas: https://hsli.org/newsletter/save-the-date-midwest-data-librarian-symposium-in-lawrence-ks-from-mon-oct-14-to-wed-oct-16/

June 24, 2024

Sign-in: Name, Institution, contact info/email address (if you'd like to share). If you are here for instructor training checkout, please add 'checkout' after your name

- John MacMullen, Executive Director, Midwest Big Data Innovation Hub (wjohn@illinois.edu)
- Amanda Kis, University of Oklahoma, akkis@ou.edu
- Thomas Cason, Unaffiliated (St. Louis Area), tecason@gmail.com
- Amy Koshoffer, University of Cincinnati, koshofae@ucmail.uc.edu
- Brian Maass, Univ of Nebraska Medical Center, brian.maass@unmc.edu
- Jennifer Stubbs, she/her, Bradley Univ in Peoria, IL, jastubbs@bradley.edu

Q&A
Have questions about the mission of MCC or sustainability? Drop them here:

Notes:

- Do you have interest in helping to lead this group? Please drop a note here, or reach out to John MacMullen (wjohn@illinois.edu)
  - 2-3 co-leaders recruit guests or hold discussion space on relevant topics
  - poll for best time in Fall semester.
- How to ensure registrations result in attendance? Whether on-demand and organized by smaller group (department) to pick date and topic is more effective?
- How to gain confidence with R or more practice with Julia
- For Stubbs, MBDH helped by meeting Sarah Stevens who has been a great resource and validator. Connecting with Cody Hennessey to co-lead a workshop. Making all of Carpentries very approachable and real and human, connecting with Core and local movers and shakers of Carpentries.

May 20, 2024

Sign-in: Name, Institution, contact info/email address (if you'd like to share). If you are here for instructor training checkout, please add 'checkout' after your name

- John MacMullen, Executive Director, Midwest Big Data Innovation Hub (info@midwestbigdatahub.org)
- Thomas Cason, he/him, Unaffiliated, tecason@gmail.com

Q&A
Have questions about the mission of MCC or sustainability? Drop them here:

Notes:

April 29, 2024

Topic: Continued discussion of long-term sustainability planning for the MCC.

Sign-in: Name, Institution, contact info/email address (if you'd like to share). If you are here for instructor training checkout, please add 'checkout' after your name

- John MacMullen, Executive Director, Midwest Big Data Innovation Hub (info@midwestbigdatahub.org)
- Jennifer Stubbs, she/her, Bradley University, jastubbs@bradley.edu, Peoria, IL
- Michael Asfaw, APHL, michael_berhane@icloud.com
- Danielle Sieh, she/her, danielle@carpentries.org
- J.D. Graham he/him, Outreach & Engagement, Midwest Big Data Innovation Hub, jgraham@illinois.edu
- Maze Ndukum, Washington University in St Louis, ndukummaze@wustl.edu, checkout

Q&A
Have questions about the mission of MCC or sustainability? Drop them here:

Notes:
- Workshop website- experienced Instructors creating it or sharing the video
- Email sprint - 10 weeks to success
  - Can we make an interactive website to visit and follow personal progress
    - (edit, meeting, demo)
    - then once an instructor (amy, topic box, slack / channels, make a workshop page, look for a quarterly meeting)
    - And then this page could be revisited at need (annually) to remind/refresh (like the How to be an instructor part of the handbook) But with resettable, individual checkboxes for each workshop? (js)
- +1 to add a note in the Github for workshop pages: link to youtube of how to? Note that "as of 202x no longer part of initial training workshop so reach out to co-instructors to work together"
- For new Instructors or those who are hoping to get re-introduced:
  - The Carpentries Welcome Tip Sheet: https://zenodo.org/records/10785524
  - Instructor Meetings (every other month) https://pad.carpentries.org/2024InstructorMeetings
  - Welcome Sessions https://pad.carpentries.org/welcome-sessions-2024

March 25, 2024

Topic: Continued discussion of long-term sustainability planning for the MCC.

Sign-in: Name, Institution, contact info/email address (if you'd like to share). If you are here for instructor training checkout, please add 'checkout' after your name

- J.D. Graham he/him, Outreach & Engagement, Midwest Big Data Innovation Hub, jgraham@illinois.edu
- Jennifer Stubbs she/hers, jastubbs@bradley.edu LC-OpenRefine maintainer
- Silvia Di Giorgio she/hers, digiorgio@zbmed.de, BioNT
- Danielle Sieh, she/her/s, danielle@carpentries.org

Q&A

Have questions about the mission of MCC or sustainability? Drop them here:

What is important for promotional material (promoting the call)?

- Who is invited to come
- What is the purpose of the call
- How can we join

Notes:

- Announcements: Via Toby Hodges
  - **Join Maintainer Onboarding:** The Carpentries is calling for volunteers to become lesson Maintainers. 2024 Maintainer Onboarding will run in April, and you do not need to be an expert with Git and/or GitHub to get involved. Please apply by 5 April. Learn more in the recent blog post: https://carpentries.org/blog/2024/03/maintainer-onboarding-2024/
  - Submit Proposals for CarpentryConnect Heidelberg 2024: Submit your session proposals for the community event taking place in Germany in November! Learn more in the recent blog post https://carpentries.org/blog/2024/02/cchd24-call-for-proposals/ and send your proposals via the submission form https://survey.bio-it.embl.de/496554?lang=en
- Proposed language to promote CarpentryConnect Heidelberg 2024
  - Dear All,

  - The second European CarpentryConnect event will be held in Heidelberg (Germany) on 12-14 November 2024 under the theme "Community-led training beyond academia" with the aim to bring the Carpentries and BioNT community together to explore and discuss community-led software and data skills training as well as capacity building initiatives.

  - We are delighted to open the call for topic suggestions and abstract submissions for breakout sessions (1.5 hours long, conducted in a round table or general discussion format), skill-up or training sessions (developing new skills in sessions lasting 1.5 or 3

hours), workshops (sharing ideas and expertise in sessions lasting 1.5 or 3 hours), lightning talks/posters and mini-collaboration drive and curriculum development sessions (creating new lessons or refining existing ones) under the following general themes:

- - Widening career perspectives through training
- - Bridging sectors and fostering collaborations through skill-up training
- - Exploring the advantages and disadvantages of different formats with different training audiences, possibly comparing 'The Carpentries' with different formats
- - Empowering local and global training communities, considering their geographical distribution, as well as their distribution across topics and sectors
- - Expanding beyond the boundaries of one's community and engaging others
- - Sharing helpful tools for teaching and examples of using them in a workshop
- - Training on a range of practical skills
- - Running an effective online workshop/teaching effectively online
- - Developing novel or existing lesson/curricula, both Carpentries-style and from other training communities (on day 3)

- For more details, please visit our latest blog post

- You can find a draft program for the conference online here

- Abstract submissions and suggestions can be made using the submission form until April 19th, 2024. Notifications regarding the status of your application will be sent by April 20th, 2024.

- Looking forward to seeing you in Heidelberg in November!

- Best wishes,

- ------------------------------------

- Subject: Call for proposals open for CarpentryConnect Heidelberg 2024

- The call for proposals is now open for a highly-interactive conference around theme _community-led training beyond academia_ taking place in Heidelberg, Germany in November 2024. [CarpentryConnect Heidelberg 2024](https://biont-training.eu/event-details/CarpentryConnect2024) brings together members of The Carpentries, a community building capacity in software and data skills, with others from the [Bio Network for Training (BioNT)](https://biont-training.eu/) consortium and related communities sharing an interest in open, inclusive, and people-focused professional education.

- CarpentryConnect Heidelberg will take place at [EMBL Heidelberg] (https://www.embl.org/sites/heidelberg/) on 12 - 14 November.

- This event is for you if:

- * You are interested in continuous learning.
- * You work in or contribute to the delivery of training in digital skills to researchers and other professionals
- * You want to learn about and get involved in Open Source education efforts
- * You want to explore the similarities and differences in professional development needs and opportunities between academic and non-academic communities

- To build a diverse and highly-interactive programme, the organising committee is seeking your ideas for:

- * Breakout discussions
- * Skill-ups, training sessions, and workshops
- * Lightning talks and posters
- * Mini-collaboration drives and curriculum development sessions

- You learn more about each of the different types of session and find a link to the submission form in [the announcement blog post] (https://carpentries.org/blog/2024/02/cchd24-call-for-proposals/). Please [contact the organisers](mailto:programme-biont@embl.de) with your questions about the event and the call for proposals.

- Best wishes,

- How to make regional community cool in new promotional material
  - Invite Instagram posts? Invite TikToks? From new instructors?
  - Recruit faculty stakeholders/partners seeking foundational training for students on computational thinking, tidy data, and command line or RegEx.
- Continuing Regional Montly Meetings
  - Danielle Sieh will be talking to Carpentries memebers in the region about taking leadership role in continuing Regional Montly Meetings
- Quarterly Topics?
  - Weighing whether or not to have Quarterly Themes in the future
  - Reasoning
    - Consistency
    - Ability to prepare and recruit knowledgeable members
    - Easier to promote
- Promotional material
  - J.D. offered to create promotional material. The Midwest carpentry can use to advertise

future meetings

- He's looking for ideas of what members would like this promotional material to look like.

February 26, 2024

Topic: Long-term sustainability planning for the MCC

Sign-in: Name, Institution, contact info/email address (if you'd like to share). If you are here for instructor training checkout, please add 'checkout' after your name

- John MacMullen, Executive Director, Midwest Big Data Innovation Hub (info@midwestbigdatahub.org)
- Danielle Sieh, The Carpentries, danielle@carpentries.org
- Jennifer Stubbs, she/her, LC-Open Refine Maintainer, jastubbs@bradley.edu
- Brian Sanderson (checkout), University of Kansas, brian.sanderson@ku.edu
- Gregory Porter, Washington University

Q&A

Have questions about the mission of MCC or sustainability? Drop them here:

- Do people continue to see a need for a regional group that is focused on best practices, resource sharing, and capacity building?
- Is there a better day/time for this monthly call?

Notes:

- Differing audiences (undergrads, grads, postdocs, faculty, staff) have different needs that need to be addressed in different ways
- Examples of best practices for software development basics
- Lesson Incubator: https://carpentries.org/community-lessons/#the-carpentries-incubator

January 29, 2024

Topic: Long-term sustainability planning for the MCC

Sign-in: Name, Institution, contact info/email address (if you'd like to share). If you are here for instructor training checkout, please add 'checkout' after your name

- John MacMullen, Executive Director, Midwest Big Data Innovation Hub (info@midwestbigdatahub.org)
- Danielle Sieh, The Carpentries
- Chris Kirby, GLAS Education

Q&A
Have questions about the mission of MCC or sustainability? Drop them here:

- Do people continue to see a need for a regional group that is focused on best practices, resource sharing, and capacity building?
- Is there a better day/time for this monthly call?

Notes:

- Recent Carpentries reorganization: https://carpentries.org/blog/2023/12/saying-farewell-to-seven-carpentries-core-team-members/
- The Carpentries will think about how to communicate the regional group opportunities to new instructors during the onboarding process, so that they are aware of groups like MCC

September 25, 2023

Topic: Getting started with The Carpentries: How does instructor training work?
Guest: Karen Word, Director of Instructor Training, The Carpentries

Sign-in: Name, Institution, contact info/email address (if you'd like to share). If you are here for instructor training checkout, please add 'checkout' after your name

- John MacMullen, Executive Director, Midwest Big Data Innovation Hub (info@midwestbigdatahub.org)
- J.D. Graham, Outreach and Engagement Specialist, Midwest Big Data Hub, UIUC, jgraham@illinois.edu
- Karen Word, Director of Instructor Training, The Carpentries, krword@carpentries.org
- Sarah Stevens (she/her/hers), University of Wisconsin Madison, sarah.stevens2wisc.edu
- Chris Kirby GLAS Education - chris@glaseducation.org - www.glaseducation.org
- Reuben Addison, DePauw University, reubenaddison@gmail.com
- Emmanuel Nartey, Central Michigan University, narte1en@cmich.edu
- Lateefat Rufai-Adeyemi, Central Michigan University, lorufai@gmail.com
- Juliana Nnoko, Human Rights Watch, jnnoko@icloud.com
- + 3 unsigned in individuals (for counting purposes)

Q&A

- Have questions about instructor training? Drop them here for us to address on the call:

Notes

- Karen Word's slides: https://docs.google.com/presentation/d/16NlqEKAMfaZgC_ZOGYiD1h6uUdFV1u-1IDi7pbdwHhE/edit#slide=id.p
- Hub's Application for Carpentries Instructor training:
- https://docs.google.com/forms/d/1JQE24dB0jlQGpcqsvlT3SjlheL5QsLGQpqCJj1ZJRcQ/edit
- MBDH's Carpentries Instructor training Flyer
- https://www.linkedin.com/feed/update/urn:li:activity:7100570229038088192
- August 28, 2023

Topic: Data Curation Network (DCN) Data Curation Primers and Carpentries curricula

Guest: Mikala Narlock, Data Curation Network

Sign-in: Name, Institution, contact info/email address (if you'd like to share). If you are here for instructor training checkout, please add 'checkout' after your name

- John MacMullen, Executive Director, Midwest Big Data Innovation Hub (info@midwestbigdatahub.org)
- Jamene Brooks-Kieffer (she/her), University of Kansas
- Sarah Stevens (she/her/hers), UW-Madison, sarah.stevens@wisc.edu
- Mikala Narlock (she/her), Data Curation Network/University of Minnesota, mnarlock@umn.edu
- Stephen Appel (he/him), Geospatial Information Librarian, UW-Milwaukee, srappel@uwm.edu
- Jennifer Stubbs (she/her), Bradley University / Carpentries, jastubbs@bradley.edu
- J.D. Graham, Outreach and Engagement Specialist, Midwest Big Data Hub, UIUC, jgraham@illinois.edu
- Danielle Sieh (she/hers), The Carpentries, danielle@carpentries.org

Notes

- Full primers list: https://github.com/DataCurationNetwork/data-primers/tree/master
- Online learning modules, which follow the DCN CURATE(D) steps: https://datacurationnetwork.github.io/CURATED/
- Archiving and data management are not focus areas in the Carpentries curriculum, but the reproducibility issue is a good place of alignment
- Candidate for "Going further" links at end of Carpentry (tidy data or Unix/Shell) https://datacurationnetwork.github.io/CURATED/modules
- Jennifer Stubbs: May I a suggest a tool for the spreadsheet: https://vickysteeves.gitlab.io/2017-SciPy/#/ A colleague at NYU created this free package to manage many of these steps
- Upcoming in-person DCN training: https://datacurationnetwork.org/october-2023-data-curation-fundamentals-training/

June 26, 2023 - Fall 2023 session planning

This month we're looking for community input on our fall session topics and guests.

- What discussion topics would help you in your Carpentries planning?
- Who would you like to hear from? Tell us about people who you think are doing innovative things around workshops, curriculum, outreach, etc. and we'll try to get them on the call to share!

Sign-in: Name, Institution, contact info/email address (if you'd like to share). If you are here for instructor training checkout, please add '**checkout**' after your name

- John MacMullen, Executive Director, Midwest Big Data Innovation Hub (info@midwestbigdatahub.org)
- Sarah Stevens (she/her/hers), UW-Madison, sarah.stevens@wisc.edu
- Jennifer Stubbs, she/her/hers, Bradley University, jastubbs@bradley.edu
- Stephanie Hill (She/Her/Hers), Checkout

Notes

- Revisit the cloud computing resources topic from Sept 2022
- Check in with the HPC Carpentry group
- Maybe an AI-related topic? (e.g., including hands-on tasks in a workshop)
- Update on changes to the checkout process
- Organize some free online Carpentries workshops via the Community to offer to folks at smaller institutions in the Midwest
- Potentially host a regional in-person workshop with travel support for underresourced institutions
- Outreach to people in the Midwest who have gone through instructor training to encourage them to participate (post to Discuss)
- Participate in the new Welcome sessions or at least have the Carpentries mention the regional communities as options
- What are the benefits to participation in the MCC that would be helpful to local instructors?
- How to manage the instructor training process at an institution and tracking professional development over time
- Best practices for recruiting workshop attendees, helpers, and instructors; regular outreach, identifying groups who may be interested
- Process / incentives / rewards for being an instructor at your institution
- Jennifer promoted Carpentries and this group at the ALA meeting
- Midwest Data Librarian Symposium meeting (https://mwdatalibrariansymposium.wordpress.com/) (posted to slack? check!)
- Jennifer could volunteer a fall/spring topic lead reporting on teaching faculty how to approach AI bravely
- how to explain to non R-1's their staff can attend these chats free; collect how or why non-R-1s can be supported (outreach, attendance, "counts towards professional development"?) because nationwide grant so no local funds required.
- ****(about one year left of grant: what is the plan for after that?

May 22, 2023 - Hands-on skill development with CodePath.org

This month we'll talk with staff from CodePath (https://www.codepath.org/about) about their approach to hands-on skill development for students and look at similarities and differences with The Carpentries model.

Sign-in: Name, Institution, contact info/email address (if you'd like to share). If you are here for instructor training checkout, please add 'checkout' after your name

- John MacMullen, Executive Director, Midwest Big Data Innovation Hub (info@midwestbigdatahub.org) / UIUC
- Geoff Ower (checkout), gdower@illinois.edu, Illinois Natural History Survey, Prairie Research Institute, University of Illinois at Urbana-Champaign
- Jessica Gross (checkout), jmgross@salud.unm.edu, University of New Mexico Health Sciences Center
- Jennifer Stubbs, librarian / instructor / maintainer
- Chris Kirby GLAS Education chris@glaseducation.org

- Sarah Stevens (she/her/hers), University of Wisconsin-Madison, sarah.stevens@wisc.edu
- Ashley Juavinett (she/they, checkout), UC San Diego, ajuavine@ucsd.edu
- Jared Fritz (he/him) Senior Manager, Strategic Partnerships -- CodePath, jared@codepath.org
- J.D. Graham, Outreach and Engagement Specialist, Midwest Big Data Hub, UIUC, jgraham@illinois.edu
- Yamin Ghowrwal (checkout), Colby College, yghowrwa@colby.edu

Notes

- The MBDH team is conducting an impact assessment of the Midwest Carpentries Community project and would like input from anyone who has participated
- The NSF External Evaluator for the MBDH will also be doing a broader survey assessing the outcomes and impact of MBDH over the next several weeks, so if you have participated in the MCC, you will likely receive an email invitation from them.

April 2023 - no meeting

March 27, 2023 - What's new in Library Carpentry?

This month we'll check in on recent work of the Library Carpentry Curriculum Advisory Committee, and explore other ways campus libraries are working with The Carpentries. Stephen Appel from the University of Wisconsin-Milwaukee Libraries and Cody Hennesy from the University of Minnesota Libraries will help lead the discussion.

Sign-in: Name, Institution, contact info/email address (if you'd like to share). If you are here for instructor training checkout, please add **'checkout'** after your name

- John MacMullen, Executive Director, Midwest Big Data Innovation Hub (info@midwestbigdatahub.org)
- Pariksheet Nanda, University of Michigan Medical School, pnanda@umich.edu, note-taker
- Chris Kirby, GLAS Education, chris@glaseducation.org
- J.D. Graham, Outreach and Engagement Specialist, Midwest Big Data Hub, UIUC, jgraham@illinois.edu
- Cody Hennesy, Librarian (he/him) University of Minnesota, Twin Cities
- Sarah Stevens (she/her/hers), University of Wisconsin-Madison, sarah.stevens@wisc.edu
- Stephen Appel (He/Him), University of Wisconsin-Milwaukee Libraries, srappel@uwm.edu
- Sandi Caldrone, U of Illinois, caldron2@illinois.edu
- Jennifer Stubbs (she/her), Bradley University
- Sher (she/her), The Carpentries, sheraaron@carpentries.org

Notes

- John: we'll have a couple of our members introduce themselves. Midwest Big Data Innovation

Hub is a co-sponsor.
- J.D.: with MBDH outreach and engagement. Spring is wet and windy :o)
- Sarah: Beautiful birds here! Spring, maybe.
- Chris: Astronomy outreach with GLAS education.
- Stephen: American geographical society at Wisconsin libraries. Nice and sunny.
- Cody: Librarian at Minnesota twin cities. Spring hasn't cracked here yet!
- Sher!: with Carpentries in Detroit. Yersterday was a beautiful day! Today rain for spring.
- Sandi: was pulling weeds yesterday! Other things will grow soon.
- Jennifer: with Bradley University. Gray rain all week. Volunteered to do a virtual workshop Saturday and Sunday.
- John: Quick announcements before main discussion? Other news?
  - Sarah: Small aside: In-person instruction training April 24-27. Come to Madison! No travel support. One person can stay in my guest bedroom. If you want to do in-person instructor training. We have a few seats left in the training and a few seats left in our membership, but if you have membership we could take 3-4 people from outside on their own membership. Email sarah.stevens@wisc.edu if you or someone you know is interested in joining for this training.
  - John: We also have instructor training and share seats when possible! Thanks for that offer [Sarah]
  - Sher!: our accessibility manager Carpentries events and tips - wanted to put on everyone's radar. The Community Discussion is April 4 @ 1300 UTC and 2400 UTC
  - Jennifer: Any hiatus or backend magic?
    - Sarah: Maybe a question for Zhian at the Carpentries?
    - Sher!: Will get you Zhian's contact info if you don't have it.
- John: Open discussion of library carpentries in general. Stephen and Cody, can you kick us off of what the advisory committee does?
  - Cody: Good to see everyone! We have a team of 20 instructors who for the most part teach software carpentry workshops on campus. I co-teach those and help organize them. I can say more if there's interest.
    - Libraries often paying member of the institution. Also get contributions from OVPR and Graduate School. Libraries great for sharing membership.
    - Libraries engagement with Carpentries - often *not* public facing liaison librarians. Often they are backend data specialists and have tools like python and R - just to let you know that they're out there.
    - Link to library carpentry lessons: https://librarycarpentry.org/lessons/ you can think of like Data Carpentry discipline of its own; topics covered are quite different. Unix shell and git in core lessons. If you scroll down to extended curriculum lot of variation from typical workshop. Will start with tidydata concepts: manage data in columns and rows, what variables are, how to clean dates. Working at cleaning up lesson paths - lots of content. If an institution requests a Library Carpentry workshop, hard to know what to include. Some lessons are stagnant. Stable curriculum is stable and core curriculum is definitely there. If LC is new to you, 90% grad students in campus, but we also teach LC OpenRefine lesson - very popular. Great in-between tool between using a spreadsheet and a python-pandas or R data frame.
    - Going back to paths, curriculum advisor committee is talking to Toby to make a smooth transition - depending on your interest - can be really different branches -if you're a metadata/cataloging person, if you're a data-cleaning person, or if you're a digital person that will have a path. I'm on a review committee and the chair of our

advisory committee is on an IMLS grant (US funding agency for lots of libraries) - we're taking applications now to create new open science lessons following the Carpentries model. Will go to the incubator if it's a suitable lessons and will try to port to non-Library Carpentry lessons, but mainly suited to library workers.
- Sarah: Will you be running Collaborative Lesson Development Training for the paid folks developing lessons?
- Cody: Summer institute for training team. Toby Hodges is working on onboarding videos for SWC, LC. So if you're new to that branch of the Carpentries it will describe the curriculum for you. Will record that soon in ~June. Will help you deep dive and give some history.
- Jennifer: Does your Data Cleaning With OR have any changes from the main lesson?
- Cody: No, we use it as is and call it something different. We've thought of changing the dataset of open access journal citations. Hasn't seem like it's worth the work, and sciences people don't mind even though it's not something they would work with everyday.
- Stephen: We're a good example of an institution that engages with LC. [Shows PowerPoint]
    - Univ Wisc Milwaukee has a dual mission of R1 and access. Main campus in Milwaukee and two branch campuses as part of restructuring. All very unique and have unique missions but under 1 board of regents. I work in American Geographical society. 1 physical building. Division of distinctive collections, archives, [more traditional] special collections of rare books and art books. Also have a separate digital collections and initiaitives unit: maps, documents, photographs, AV. Run out of Digital Humanities lab for planning events and curriculum and seen engagement with Carpentries out of DH.
    - Framed our strategic planning: initiative for leveraging staff research and teaching expertise. Sharing data science skills with others. Like Cody mentioned, not all of our librarians are public services. I do public services, but the rest are typically more backend digital collections.
    - Started participating in instructor training with Sarah [thanks, Sarah for inviting us!]. Virtual training. That's how I first got involved with the Carpentries. Madison is involved with the Carpentries, but UWM is not. In UWM libraries, 6 people either completed or going through checkout process. Got involved with Data Carpentry GeoSpatial advisory committee.
    - We've been involved in a few Carpentries workshops:
        - Minitex series last fall. Took place online. LC curriculum.
        - Software Carpentry with Git.
            - Used "Juncture" to use GitHub to build websites. Similar to Github-pages. For people interested in using GitHub as a web platform. Could make as part of LC curriculum.
        - People from Milwaukee and Madison collaborating on text analysis. Not sure if in incubator. Running in late April: Hybrid model workshop.
    - Next steps at libraries and UWM: like engaging with Carpentries for both professional development and professional services. Helps with tenure process for academic staff. Can point to collaborations and makes for easy selling points.
        - Have folks that attend sessions in the library. Maybe advertising thing. Have interest from HPC and trying to get them to help with workshops and get involved in instructor training.
        - Northwestern Mutual Data Science Institution could also help get more interest in UWM Carpentries.

- John: Questions for Stephen before open Q&A?
- Stephen: Registration link for text analysis: https://uwm.edu/libraries/digital-humanities-lab/dh-lab-events/dh-lab-registration-text-analysis-for-dh/
- John: A couple of things I took away are same audience with 2 different interests: librarians learning for their own work in the library, but also for teaching in the libraries and digital humanities. Have a research program of your own, personal work in the library, but also advocating for the larger community and helping them learn new skills. How do you think of those 2 communities or function in relation to LC in particular?
    - Cody: I get it! A lot of folks have the research agenda, but also teach people. I recommend the Carpentries, even if you are brand new to python you can be teaching the python lesson. On search committees, having python instructor experience weights a lot. Such a high interest in tools on the edges of the curriculum. Libraries well suited to teach things that people don't want to teach in their classes.
    - Stephen: Nothing to add. I feel the same way. We're teaching things that supplement or are not taught within the regular coursework. Git attendees are hungry for more, usually after doing GIS work. Have traditional 3rd space in the middle of campus with a coffee shop, so people come to the library. Our librarians have engaged with it [LC] as a method to skill up and keeping our data tidy and statistics up-to-date - LC curriculum has a lot to offer.
    - John: Libraries have a long history of doing workshops in classes or visiting classes for professors to talk about working with databases or managing references. Using tools for data for a particular field; GIS for example. Have you seen that from the library side in relation to Data Carpentry or Software Carpentry in teaching demand?
    - Cody: Ton of demand. We fill everyone of our SWC workshops. We do *not* brand them as library workshops which can work against the science grad students who may think it's not for them. Have had more demand from grad seminar courses where they want to embed parts of the Carpentries into their courses. Challenging to meet that need because of conflict of instructors and grad students not being part of their jobs to teach those classes. e.g. plant genetics agronomy stuff.
    - Stephen: Outreach instruction with GIS class - I try to mention we offer these workshops and the library offers them and is a thing to put on your resume. Not every GIS professor can teach a python class. Gives skills.
- John: Jennifer or Sandi: in your roles in libraries have you seen demand for particular skills from your communities?
    - Jennifer: I'm trying to write an editorial for "Against the Grain" librarian magazine that's only had 2 comments of the Carpentries in 5-10 work. Comments of "I'm trying to make Elma [information management] work". Carpentries would help with some of that pain. Also for faculty members who have to teach the undergraduates R. We're a small university, so will host a Carpentries workshop for marketing people - digital asset or institutional repository? Who knows, but need to teach the basics.
        - Stephen: Engaging with the Carpentries has helped me learn these skills myself. E.g. learning Git and GitHub. So much more comfortable working in that environment. Application deplots from GitHub. Skills learned through engaging in lesson development. That's how I sell instructor training to other librarians; so much more than what you learn in the workshop.
    - John: Sarah, is there a Madison library contingent?
        - Sarah: Absolutely. History of Carpentries here is why it's not based in the library. Reoccuring and regular instructors are librarians. Biggest pool of people from any campus area. Run our own variation at UW. Took Data Carpentry Ecology R lesson

> > and split into meaningful 2-hour chunks: ggplot, dplyr, intro R. Libraries host that and organize it. Get teachers and do scheduling. Also now teaching python from book "Automate the Boring Stuff" that's mixed in with Carpentries lessons.
> - Cody: I'm currently trying to get our nascent Data Science Initiative at UMN to take over (or help out with) the Carpentries coordination work!
> - Cody: Question for Sarah and Stephen for text analysis workshop. Do you need virtual helpers? I can help with that.
>   - Stephen: Not super involved with it, neither is Sarah. Ann Hanlon (hanlon@uwm.edu) Karl Holten (holten@uwm.edu) would be better to ask. Will add their contact information to the etherpad.
- John: Just a few minutes left. Cody and Stephen: you talked about Digital Humanities as one emeging area. New things can move into? Next steps we should be aware of in that space?
  - Cody: Minitex workshop that Stephen talked about was 2 weeks every month over the course of a semester. Minitex is a library consortium thing in Minnesota. Online LC workshops that are broken up is a good way to reach folks in libraries. Each campus may only have 5 people interested in. Getting 1 person is pretty good. Doing another in the fall. Looking for help co-teaching.
  - John: Can help you promote it. Online good for that audience with limited travel budget.
  - Stephen: They loved it was online and that it was a good sized group. Would encourage viewing parties because our librarians wished they were all working on 1 room to help cross that bridge. People wanted the hands-on help. Can make sure we have a helper there in the room. For DH as an emerging area, that's a strength at our library. Usually in the context of GIS, people in the humanities are looking to map their data or use story maps. DH good to involve folks outside of traditional intensive computing disciplines like Historians, etc.
  - John: Very different from bioinformatics / lifescience world that the Carpentries has traditionally looked at.
- John: Other comments / questions before we wrap up today? Thank you Cody, thank you Stephen or talking with us today. We will be meeting again at the end of April. April 24th. Still looking for topic and guests. Please reach out to me or J.D. to get that scheduled in the near term. Last thoughts before wrap up? Thanks everyone, see you next time!

February 27, 2023 - Training synergies with the Delta Gateway

We'll explore similarities and synergies in hands-on training between the Carpentries curriculum and related skill development for users of HPC and CI resources like the NSF-funded Delta system (https://gateway.delta.ncsa.illinois.edu/)

Sign-in: Name, Institution, contact info/email address (if you'd like to share). If you are here for instructor training checkout, please add **checkout** after your name

- John MacMullen, Executive Director, Midwest Big Data Innovation Hub (info@midwestbigdatahub.org)
- Chris Kirby , GLAS Education (he/him) chris@glaseducation.org
- Sarah Stevens (she/her/hers), University of Wisconsin-Madison, sarah.stevens@wisc.edu
- Danielle Sieh (she/her/hers), The Carpentries, danielle@carpentries.org
- J.D. Graham, Outreach and Engagement Specialist, Midwest Big Data Hub, UIUC, jgraham@illinois.edu

- Sher! (she/her/hers), The Carpentries, sheraaron@carpentries.org
- Gregory Bauer, National Center for Supercomputing Applications (Illinois) - gbauer@illinois.edu
- Monica Carroll, Engineering Librarian, University of Illinois Urbana-Champaign, monicac3@illinois.edu
- Brett Bode, National Center for Supercomputing Applications/University of Illinois

Notes

Monthly Carpentries Instructor Meetings: https://pad.carpentries.org/InstructorMeetings

Delta Science Gateway: Community use of GPU Resources
Computational resource that has project around it about more than just hardware. Furthering GPU adoption is a goal
Moving beyond POSIX as data using reliable/scaleable systems
Interface work - trying to improve usability and accessibliity with several efforts in the project
Team at UIUC reviewing the accessiblity

Delta is largets GPU resource in NSF portfolio
different scales - notebooks to more complex projects

Data resource that combines POSIX filesystems with new tech called Aurora platform - reduce relance on POSIX systems - lots of locks for readers and writers in the system - most users can use without modification

Partnering with Science Gateways Community Institute
Supporting existing science gateways and using other interfaces - Open OnDemand for example
Developing practices for blending interactive and batch computing - support more interactive (reserved nodes) than batch

UIUC team that is leading evaluation of accessibility - hopefully will find some improvements for web and non-web interfaces

340 nodes with over 800 GPUS - also some large memory resources - mostly NVIDIA with one testing AMD box

Delta trying to identify communtities that aren't using gpu accelerated computing - also looking across institutions
Worked with Science Gateways community institute to implement their gateways

January 30th 2023 - Challenges in scaling up Carpentries offerings

Sign-up and sign-in:
- Chris Kirby GLASS Education chris@glaseducation.org

- John MacMullen, Executive Director, Midwest Big Data Innovation Hub (info@midwestbigdatahub.org)
- Deborah Paul, Biodiv Informatics Community Liaison, UIUC PRI INHS SFG, former TDWG Chair
- J.D. Graham, Outreach and Engagement Specialist, Midwest Big Data Hub, UIUC, jgraham@illinois.edu

Notes

- Need for inviting administrators for initial part of Carpentries workshop to hear the data challenges that learners are facing, and how they're not often addressed by standard undergrad/grad curricula
- New technology is more powerful but can hide complexity that users need to be aware of
- Deborah's prior work on Carpentry skill demands:
  - https://www.idigbio.org/content/data-carpentry-please-can-we-have-some-more
  - https://www.idigbio.org/content/tales-data-carpentry-workshop-demand
  - https://www.idigbio.org/wiki/index.php?title=Field_to_Database
- Defining a progression of skills based on audience needs and experiences
- Looking to teach a class. 10-25?
  - You have taught in the past.
  - Would be comfortable with introductory material
  - Would like additional support for R & SQL
  - Would like to instruct in person but is open to a hybrid approach.
- Desires:
  - Meet/talk with other instructors.
  - How to get the Prairie Inst involved.
  - Can find some instructors but needs help finding others.
  - Lessons learned, needs regarding skills and "hiding complexity" as well as skills needs changing over time
- Your Questions:
  - How much to charge?
  - How to collect?
  - How many can be taught at once?

Fall 2022 Schedule:
Sept 26th: Midwest Carpentries Interests Discussion
Oct 31st: The Maintainers' Perspective: How to improve the checkout process from issue to completed PR - Host: Jennifer AW Stubbs
Nov 21st: Carpentries Workbench by Zhian Kamvar and Toby Hodges
Dec 26th: Canceled due to many University Holidays during this time

Spring 2023 Schedule:
Open to suggestions/nominations for topics and speakers. Send topics to wjohn@illinois.edu.

Nov 2022 - Carpentries Workbench by Zhian Kamvar and Toby Hodges

Sign-in: Name, Institution, contact info/email address (if you'd like to share), if you are here for instructor training checkout, please add *checkout* after your name

- Sarah Stevens, University of Wisconsin-Madison, sarah.stevens@wisc.edu
- John MacMullen, Executive Director, Midwest Big Data Innovation Hub (info@midwestbigdatahub.org)
- Erwin Lares – he pronouns –, UW-Madison, erwin.lares@wisc.edu
- Trisha Adamus, UW-Madison, adamus@wisc.edu
- Nik Sultana, Illinois Tech
- Chris Kirby, GLAS Education, chris@glaseducation.org
- Jennifer Stubbs, Bradley University
- J.D. Graham, Outreach and Engagement Specialist, Midwest Big Data Hub, UIUC, jgraham@illinois.edu
- Stephen Appel, Geospatial Information Librarian, UW-Milwaukee
- Sandi Caldrone, Research Data Librarian, U of Illinois Urbana Champaign
- Cody Hennesy, Journalism Librarian, UMN Twin Cities
- Mariah A. Knowles, UW-Madison, Data Science Hub
- Toby Hodges, Director of Curriculum at The Carpentries, tobyhodges@carpentries.org
- Zhian Kamvar, Lesson Infrastructure Developer at The Carpentries, zkamvar@carpentries.org

Announcements:

- No Meeting in Dec
- Looking for topics and guests for spring 2023! Send topics to wjohn@illinois.edu.
-

Notes:

Link to lesson currently using the workbench - https://carpentries.github.io/lesson-development-training/01-introduction.html - Collaborative Lesson Development Training

- For a side-by-side comparison of the same lesson using the old and new infrastructures, see:
    - "styles" version (old infrastructure): https://datacarpentry.org/r-socialsci/
    - Workbench version (new): https://preview.carpentries.org/r-socialsci

These sites look very different. Static website. By default looking at the "learner view", for going through the workshop or as a reference after the workshop.
List of the episodes on the left contents side bar and the main content of an episode. Sections are spaced out from one another.
Also have a button in upper right corner to switch to instructor view - it differs in a couple of ways - shows the estimated time, instructor notes (both inline and the full notes). Really nice to be able to see

the notes in-line as it gives them in the context of the lesson. All pages instructor notes are linked in the top bar. Fully markdown compliant, anything that can be written in markdown can be added to instructor notes - for example a table that you can copy and paste for participants to work with.

This is all rendered from the back end in Github - can click the button to edit the page and it goes to github directly. The header is now much smaller (compared to the previous styles template), after that there are questions which are in "fenced divs", open at least 3 colons with the type of section, closed with at least 3 colons. Instructor notes are also "fenced divs".

The official lessons are slowly being transitioned to this new format - they are in the beta phase of this project.

Can compare between the old syles template and the new workbench using this guide - https://carpentries.github.io/workbench/transition-guide.html

We are currently in the beta phase of this project, a few lessons have volunteered to try out their lessons in the transtion to the workbench. While in beta, there are two versions of these lessons, when you visit one you will be given the option to use one or the other. For instructors, if you have any upcoming trainings where you can use any of the lessons that are currently in the beta phase, please try out the workbench version and give feedback. Even if you don't use it please play around with them to help find issues while they are in beta. Lessons currently in beta phase - https://carpentries.github.io/workbench/beta-phase.html#timeline-lessons-entered-into-workbench-beta

Transitioning the lessons in April

If you have suggestions for how to improve the documentation please try it out and give feedback - https://github.com/carpentries/sandpaper-docs/issues/115

Questions and Answers:

Question for Zhian: Will we, as the maintainers, need to create the glossary and handouts in the Workbench? Or are those created through some markdown from the lesson itself?

- A: In the styles version you have to make glossary and handouts manually and there are a few generated pages in the workbench - keypoints, instructor notes, and images. You can include high level instructor notes as well. Eventually I want to have a system where we incorperate the glossario project into the lessons so glossaries can be autogenerated, you would use a special link and that would be recognized and added to the glossery. Not quite there yet.

What are the motivations for this change?

- A: Wanted to make sure this met the new accessiblitity standards (WCAG 2.1 AA standards (https://www.w3.org/WAI/WCAG21/Understanding/)), we had someone come in to redesign with expertise in accessible design. Blog post about this process - https://carpentries.org/blog/2021/05/lesson-template-design-process/ Very tiny things that we didn't have in the styles infrastructure. Also designed pre-processes that detect if you have alt text and descriptive text links - those help the maintainer improve their lesson. Another feature is how the lessons are built - separate styling from content more. One benefit is more accurate credit for contributors count will more accurately reflect input from the lesson developers rather than the infrastructure developers too. Was hard to import and update indvidual lessons based on the styles repository. Can also host the lessons offline and work with them online - couldn't do this as easily before.

Volunteered to help with Central org workshop - library carpentries intro to the shell. Hadn't realized it was in beta here. Will plan to use the styles version because there was a hiccup in getting it into beta.

- A: The maintainers of that lesson have been busy so this lesson has taken time to move into beta. Will not enter a lesson into better without consent of the maintainers - delayed waiting to hear from the maintainers in this instance. All lessons in the beta phase, I have created work bench

website for them. They are all available as a fishtree attempt. https://fishtree-attempt.github.io/lc-shell/ If you want to teach from there it is fine and we look forward to the feedback on it.
- Updates come out in the "dovetail" series of blog posts for the Carpentries https://carpentries.org/posts-by-tags/#blog-tag-dovetail - update in a about a week and a half. If you want to see something, I can make it available on fishtree.

Please give feedback - https://github.com/carpentries/workbench/discussions/. In partiuclar, would like to get "friction logs", where instructors encounter difficulties, a narative of what you are going through when you are walking through something new. https://github.com/carpentries/workbench/discussions/2
For example, I want to go and find in a lesson if there are any instructor notes for any episodes, you would slowly walk through that process, recording your mental states - I'm fine with this, this is a little weird but not a bit deal, I want to through out my laptop I'm so frusterated. Example friction log - https://github.com/carpentries/workbench/discussions/33
What might change for isntructors not working closely with lessons or workshop hosts for the April change?

- A: The apperance will change but the content will not.

On the old system, there was a thing for a while where you could print the entire lesson in one page, is that in the workbench?

- A: Yes, it is at the bottom of the episodes list side bar, there is a "see all in one page" button. Also at aio.html address for each lesson. Also includes links back to where you are.
- Folllow-up: Do things print well? Many instructors still print the lessons when teaching.
- A: We haven't looked into a lot but will do so. Probably not a difficult update to make if needed. Changes to infrastrcture can happen without the maintainers having to monitor regularlly for these types of updates. Please let me (Zhian) know if there are issues with printing.
- Follow-up: Tried all in one page and have to remember to expand all to get the solutions into the pdf for printing
- A: yes there is a feature that will expand all the solutions so you don't have to click them one by one. When I look at the css for printing, I can add something to toggle that botton.

Note to Zhian: inside aio lookout, top "expand all" only opens the first episode.
Friction log - not the problems you encounter which you would just list on github as an issue/PR. More about what you are feeling?

- A: Comments on a PR/issue are more about reporting the symptoms to your dr. Friction log is really trying to dig down into the cause of that problem with the narrative structure.

October 2022 - The Maintainers' Perspective: How to improve the checkout process from issue to completed PR - Host: Jennifer AW Stubbs

Sign-in: Name, Institution, contact info/email address (if you'd like to share), if you are here for instructor training checkout, please add *checkout* after your name

- Sarah Stevens (she/her/hers), UW-Madison
- John MacMullen, Executive Director, Midwest Big Data Innovation Hub (info@midwestbigdatahub.org)
- Jennifer Stubbs, she/he, Bradley University, Peoria, IL, Instruction and Outreach Librarian, LC-OpenRefine Maintainer
- Pariksheet Nanda, University of Michigan Medical School , pnanda@umich.edu, Note taker
- Alycia Crall, she/her, The Carpentries
- Corwin Kerr *checkout*, he, University of Michigan, cbkerr@umich.edu
- Mariah A. Knowles (she/her), Data Science Hub, Information School, UW-Madison
- Gryffin Eason (they/them), Kansas Data Science Consortium, University of Kansas, g.eason@ku.edu
- James Deaton (he/him), Great Plains Network, jed@greatplains.net
- Total: 11

Announcements:

- **16 November**
  - Themed Community Discussion with @Danielle Sieh 3:00pm UTC
    - In person workshops are back! Join the call to learn more about what this means for the community
    - Sign up on the community discussion page! - https://pad.carpentries.org/community-discussions
- **18 November**
    - Themed Community Discussion with @Danielle Sieh 12:00am UTC
      - In person workshops are back! Join the call to learn more about what this means for the community
    - Sign up on the community discussion page! - https://pad.carpentries.org/community-discussions

Notes:

Introductions with ice breaker about what we're looking forward to in the winter season.

Jennifer was onboarded as a maintainer this June. Working on Library Carpentires lessons since July. Once a month meeting. Lucky to have Zhian Kamvar in charge of changing how the lessons look. Part of instructor onboarding process is suggesting an edit to a lesson somewhere. What does that look like on the maintainer side? See also Sarah's tutorial on editing on GitHub - https://youtu.be/BpEWDg8AbPc

First priоirity of a maintainer is to support you as instructors. Don't want your lessons to be completely different! We try to demonstrate the same experience the students are going through. Most edits are not

major changes: tend to be pedagogical suggestions of fitting this better in places e.g. earlier. Identifying conflicts between versions e.g. for OpenRefine. Sometimes discussion of what should be in instructions for students and for instructors to put in Alt text vs the Caption so that students have it available to review later.

Problem with current onboarding process is many suggestions have been made and explaining why we've stayed with an old source. When you open an Carpentries lesson there is a link at the top-right "Improve this page". Making it easy for instructors to make edits. 2-3 years before it had to be a pull request of only comments without follow-up. With this newer edit option you make specific requests with simpler process for instructors to make requests and maintainers to incorporate them. Creates a pull request on the maintainer side. Can comment on changes and can see edits.

Questions about this part of the process?

Q: What is the approx time commitment?
A: Not that much. If you're comfortable with GitHub, probably less. I'm still teaching myself and finding the coding language for making pop-up box and solutions box format correctly. I'm supported by needing to have service as part of my tenure track position. I can go through this experience and document where the friction points are. We prioritize what we do to catch up with our backlog in the library Carpentries lesson and document what we troubleshoot. Outside of that also passively think about what maintainers go through as a whole in this process. Time responding to individual comments in a lesson spikes after instructor training: 2-3 comments. Or something left over from a few months ago where we have time to get back [to a comment]. Reviewing pull requests to improve Zhian's process. Lots of outstanding issues that we're looking at sun-setting or labeling / discussing between ourselves. 3 hours a month with an extra hour or 2 if there are things to explore. Real part of a maintainer is guiding people to make these edits to have the agency to make a pull request so all we have to do is approve for it to come online

Moving onto the next part: how do we scaffold what we call "easy firsts". Was your experience with GitHub easy or intimidating and what made it easy or intimidating? Unmute or type in Etherpad.
Sarah Stevens: My experience was doing blog posts in GitHub during instructor training. I learned GitHub during instructor training. I was nervous about messing something up, which is something a lot of people are nervous about git. Messing up is harder to do with git especially if you don't have write permissions to a repository.
James Deaton: I'm a big proponent to Hacktoberfest for a lot of people to come out with Git skills and using that as encouragement to contribute to documentation. Hopeful it does have a big positive impact. You don't have to know git that well to comfortably do it.
Alycia Crall (Zoom chat): The Carpentries did Hacktoberfest in the past but decided not to do it this year.
Corwin Kerr: [missed taking notes :(]
Alycia: We do a lot within GitHub. I was never exposed to GitHub. Like Jennifer worked through things and learned as I went. Realized that use of GitHub is a barrier to entering the community. We don't want that to be the case. Recent conversations about updating the instructor checkout process. We're considering in community development to offer monthly or twice per month basics of using GitHub and walking through the process together.
Jennifer Stubbs: Good to hear this initial fear of "we're going to break it!" so that people can learn this assumed knowledge and understand that each lesson has their own sets of lessons. Whereever you choose to make your contributions. Struggled to learn the goals of OpenRefine of sticking to point-and-click because they'll move onto R, etc or to teach grell, etc. Has changed a lot on GitHub in the last 1-2 years. The GUI is much easier to make direct contributions. Less intimidating to think about fork / branch. I share Sarah's video about starting a pull request. Maintainers rarely go into making those changes

ourself. New version of workbench coming out, there will be a student and instructor version of the lesson pages that won't conflict with eachother, except that instructors see everything and students only see what they need to. They way you see a lesson is called "styles" which worked when we got started but now computer science developments allow us to do it this much better way going forward.

Sarah Stevens (Zoom chat): Here is an example of what the workbench looks like - https://carpentries.github.io/lesson-development-training/

Alycia Crall (Zoom chat): It's the new lesson infrastructure. Zhian has a series of blog posts about it. They start with "The Dovetail…" https://carpentries.org/blog/

John MacMullen (Zoom chat): The Nov 21 meeting of this group will be focused on the Workbench, with guests Zhian Kamvar and Toby Hodges

Jennifer: Heres my maintainer screen on GitHub. Pull request in our specific lesson. We can see the actual changes in "Files changed". Not just one maintainer making crazy changes; there is a review process. Once I became a maintainer I can make edits to OpenRefine. If you're not a maintainer you can only make branches and cannot merge. Any questions about this?

Sarah: I always think this is the polite way to collaborate on GitHub. I love getting someone else to review my changes before they're merged in. More of a suggestion instead of aggressively putting something in that's more reassuring.

Jennifer: For anyone who is less familiar with GitHub is there any suggestion for making it more clear that the change is a suggestion and not something that goes live immediately?

Sarah: "Suggest changes to this page"

Alycia: "Suggest an edit"+1

Corwin: A comment bubble instead of a pencil.

James: The suggest button looks blue for me. Theming?

Jennifer: "Suggest and edit" is concise. One doesn't need to be an instructor to do this. Even a student learner can make a suggestion.

Sarah (Zoom chat): I find the best time to suggest edits is when I'm prepping to teach. if I don't do it then I will probably forget

Jennifer: In addition to the videos or scheduling a time with me, what can we do to support new instructors to make lesson suggestions?

Sarah: Maybe themed discussion sessions would be good? Melissa Liz Stoke ran one but at a time that didn't work for me. "Introduction to making a contribution". We could support that group more regularly with a monthly call. Maybe Liz did the first hour of showing the contribution and then actually working on the contribution.

Jennifer: Maybe private e-mails between the 3 of us as discussions hosts come up between the quarter?

Alycia: That's what we are planning on developing/offering (a regular GitHub skill up) with time for making a contribution

Jennifer: Due to time constraints will skip last question of GitHub vs content. For me it was the hurdle of Git. I went through learning Git technically but the changes between how it looks between Git and GitHub and realizing what one can do in Git and GitHub.

Sarah: On content I'm always nervous about putting my thoughts out there. Being the Carpentries community has made me a lot more comfortable about this by giving perspective in a kind way. That's what I like about bringing a community of instructors together for making feedback for what's been tried but doesn't work to help me figure out what fits in the lesson. I unofficially maintain a few lessons in the incubator. Hard to decide as a maintainer what to keep and what to not keep. Not taking suggestions can be demotivating, but sometimes things don't fit. The docker lesson I maintain is the furthest along and there's a strong push to add material. Can make some content extra to teach e.g. to computer science students. Other people can help you make these decisions.

Alycia Crall (Zoom chat): Link to Incubator: https://carpentries-incubator.org/

Jennifer: There is a balance between maintainers and curriculums community to prevent lesson creep

(Curriculum Advisory Committees -
https://docs.carpentries.org/topic_folders/lesson_development/curriculum_advisory_committees.html).
Plug for contributing to Carpentries at the curriculum level about what we use a particular example or
dataset and if that's the most inclusive way to go about it. Some contributions should be extras or
instructor notes.
Sarah: Thank you Jennifer about your contributions as a maintainer and thinking about that "Improve this
page" in GitHub. Biggest changes for next month's meeting are accessibility improvements that Zhian and
Toby will tell us about. We're meeting at a different time next month, so we moved it up a week:
November 21st instead of last Monday.

Sept 2022 - Midwest Carpentries Community

Sign-in: Name, Institution, contact info/email address (if you'd like to share), if you are here for instructor
training checkout, please add *checkout* after your name

- Sarah Stevens (she/her/hers), UW-Madison
- Trisha Adamus (she/her), UW-Madison, adamus@wisc.edu
- Jamene Brooks-Kieffer (she/her), University of Kansas Libraries
- Jennifer Stubbs, Bradley University Instruction and Outreach Librarian. Presenting 2 Carpentry
  pieces in St. Louis on Nov 8 (1-5pm)
- John MacMullen, Executive Director, Midwest Big Data Innovation Hub
  (info@midwestbigdatahub.org)
- Mariah A. Knowles (she/her), UW-Madison
- Torin White (they/them) University of Illinois Chicago
- Chris Kirby (he/him) GLAS Education

What would you like to discuss at Midwest Carpentries Community Calls?

- Ins and outs of using cloud computing / remote computing services for Carpentries workshops+1
- Starting a Carpentries community at your local institution
- The checkout process: how it is changing (maybe for 2023)
- How Carpentries training fits within other research computing areas (research software engineers,
  CI workforce development, etc)
- Workbench!!!!! +1 +1

Starting a Carpentries community at your local institution

- Challenges and Opportunities
    - Jamene: trained with a co-hort luckily - those with a co-hort did better at building a
      community. Took that it is really hard to do it on your own as one person. Finding

community somehow at your insitution or a neighboring institution, regional group, MBDH. Don't do it alone - easier to say than to do though.
- Other possible partners include the Carpentries regional outreach activities, regional groups like the Great Plains Network - +1 for Great Plains Network

- Torin: Built up the community at UC-Santa Barbara - had dedicated session for UCSB for isntructor training. Not doing for indivudal institutions anymore?
    - Sarah: Can get around. Usually if you can get a trainer on-board. Sarah and Trisha are both trainers and happy to teach at a local training if you want to organize one in the midwest.
- Jennifer's questions: Two challenges: 1. How to introduce/explain to departments/colleges; 2. No idea about the costs or institutional responsibilities. 3. Is this all part of "membership"? 4. Realizing my own limits and may need to wait a few years
    - Membership page - https://carpentries.org/membership/
    - KU / Jamene - introducing and explaining part - I've found that Carpentries fills a niche that dept and diciplene training doesn't. Grad students don't get that software/version control/data handling training - expected to ahve it and curriculum doesn't have space for that level of stuff because there is so much diciplen stuff to learn. presenting carpentries as something that can fill that gap.
    - a la carte options before full membership
    - Centrally vs locally hosted workshops - confusion of roles, difficult/missing communication
        - Is more training needed? Carpentries Handbook has checklists and role descriptions for centrally-hosted workshops, but how well-known are these resources? https://docs.carpentries.org/topic_folders/hosts_instructors/hosts_instructors_checklist.html#
- UW-Madison Instructor Training application form - https://forms.gle/yWBhRDkuBhYmfLEL7
- Do you have any requirements for how often people have to be around? Help out with workshops?
    - UW-Mdaison - no requirements. We say we will prioritize people from UW-Madison or have helped/taught before but haven't had to prioritize.
    - KU - no requirements. just trying to use all the seats. No requirements for helping, some idea about

Spring 2022 Schedule:
Jan 31: Development of the new program to support community building/management hosted by Alycia Crall
Feb 28: Demo of making a lesson contribution using Github by Sarah Stevens
Mar 28: Workshop Administration: *How do other groups distribute the administrative duties for workshop planning and operation, etc?* - hosted by Kay Bjornen
Apr 25: Building the Midwest Library Carpentry capacity/community - hosted by Cody Hennesy
May 23 (moved up due to Memorial Day): Instructor training best practices - hosted by John MacMullen
June 27th: Workshop Assessment hosted by Jamene Brooks-Kieffer

July and Aug: Break for summer, will resume in Sept

Fall 2022 draft schedule:
TBD: Great Plains Network lessons learned
TBD: Data Curation Network - Alignment of Data Curation Primers with Carpentries lessons (https://datacurationnetwork.org/outputs/data-curation-primers/)

June 2022 - Workshop Assessment

Sign-in: Name, Institution, contact info/email address (if you'd like to share), if you are here for instructor training checkout, please add *checkout* after your name

- John MacMullen, Executive Director, Midwest Big Data Innovation Hub (info@midwestbigdatahub.org)
- Jamene Brooks-Kieffer, Data Services Librarian, University of Kansas, jamenebk@ku.edu
- Sarah Stevens, Data Science Hub (sarah.stevens@wisc.edu)
- Caroline Kisielinski, University of Kansas, caroline.kisielinski@ku.edu, checkout
- Cody Hennesy, University of Minnesota, chennesy@umn.edu
- Robert McCowen, Data Reference Specialist, Kansas State University (mccowen@ksu.edu)
- Kay Bjornen, Research Data Initiatives Librarian, Oklahoma State University (kay.bjornen@okstate.edu)
- Chris Kirby - GLAS Education
- Stephen Appel, Geospatial Information Librarian, American Geographical Society Library (UW-Milwaukee libraries) srappel@uwm.edu
- Carolyn Jackson, Scholarly Communication & OER Librarian, Kanas State Univeristy, csjaxon@ksu.edu

Discussion questions and notes:

- How do you and/or your Carpentries member site assess workshops? Or do you assess workshops at all?
- Does your member site assess your Carpentries program as a whole?
- What data do you collect, if any? If so, who does that?
- How/when is the data analyzed and reported?
- Are there reporting requirements for your host institution / funder that you need to comply with?

University of Minnesota -

- Rely on Carpentries Assessment tools - https://carpentries.org/assessment/
- End up writing an annual report to get admin to get money for membership
- Less how we can improve but more like, how many people, who's coming, is it growing
- Wrote a chapter about interdiciplinary model for Carpentries - did some assessment for that - Here's the book, which quite a few Carpentries folks contributed to (sorry I don't have an OA chapter handy): https://www-igi-global-com.ezp1.lib.umn.edu/book/academic-libraries-partners-data-science/280577
- For actual instruction, rely on one minute feedback during the workshops and instructor meetings

afterwards - built in check-ins along the way
- After the workshop don't do much - no other formal assessments, compile the Carpentries assessment for one meeting a year - but numbers are consistent and don't see much real change
- Student feedback during the sessions are what we respond the most to

MBDH - based at UIUC

- Membership paid for through NSF award and NSF is very interested in assessing what the impact of the Carpentries program is.
- In terms of assessment, instructor feedback, feedback on content of the course, looking further down the road at long term impact - outcomes assessment. Challenging to measure the long term impact

Madison - post-workshop debriefs, minute cards, some views of Carpentries post-workshop survey (less participation in this). Hesitant to add too much more survey stuff for learners; there's already minute cards and Carpentries surveys. Wishes could follow-up long term with learners to find out if learners are using skills - Carpentries does this but it's hard to get participants. Struggle with debrief feedback to carry workshop to workshop - if is same topic and dataset is confusing, that's straightforward to follow up with, but many feedback items are unique to each set of learners and each classroom.

Oklahoma State - also provide postworkshop survey, teaching online using the sticky note reponses. Talked about sending out a long term survey but haven't done. Want to know if people could find the help and resources they need to develop their skills after the workshop. In addtion to the thigns you've all mentioned, the other thing is you get conflicting reponses - too fast and too slow. Hard to know what to do but have continued with that. Also with the long-term survey. Tend to roll with our resources for what workhsops we teach - lots of python instuctors so we teach a lot of python but want to identify and meet learner needs instead. Good assessment could help us with that.

Thinking about the layers of assessment that can happen. Question: Folks who are doing the organizing at your institution, do you collect data for your folks who take instructor training seats? Or do any assessment in that regard? E.g At KU, for instructor training seats, I follow-up with that person to see what road-blocks they encounter or things they need. In terms of what they need. Also in terms of demonstrating impact having the data about how many of the people took instructor training, finished certification, taught a workshop, left KU (are they still active?).

Kay - do extensive amounts of that. because when you pay for a membership - the worst thing is people who ghost us. We do a lot of the following about the data. Thought about if we wanted to try to get a variety of skillsets/expertise but not enough applicants. Encourage them to do a practice teaching demo and send their dates and if they've completed certification. To avoid ghosting, developed an agreement that they sign before we give them seats. Try to make them aware of what they are committing to. If you use a seat, it costs us.

Sarah - Need for a mechanism for instructor peer feedback for improvement; a trained instructor can often give more constructive feedback than a learner

Carolyn - set up cohorts of learners to go through instructor training, and checkout together. Also putting together a workshop together at the end.

Robert - went through open instructor training, was dishearted trying to get a carpentries culutree started at KState, hoping working with Carolyn will be helpful. Trying to complete PhD in program evluation,

think about assessment a lot - strongest thing I'm hearing right now is following up with instructors, a lot can go wrong getting immediate feedback from learners in a workshop, but keeping track of people who go through your program. Very interested in hearing how people are working on that problem.

Sarah : Would people be interested in having a meeting to show our process and create and borrow things from one another.

Jamene: Lots of layers to the ways assessment can go. Organization of Carpentries at your institution is not your only job - and you could spend full time on it if you wanted to. Hard place for assessment would be.

Dorcas: We used to do surveys but throught the department we partner with but they've fail to give us the feedback so I basically get nothing. I would do my own using the Carpentries but require indiviual results which means about three surveys.

Add your name and email address here if you would like to meet together and work on our assessment and sharing our plans for improved assessment.
 - Robert McCowen (mccowen@ksu.edu)
 - Sarah Stevens (sarah.stevens@wisc.edu)
- Carolyn Jackson (csjaxon@ksu.edu)
  Kay Bjornen* (kay.bjornen@okstate.edu) * I will be retiring in August but hope to continue participating as a volunteer
- John MacMullen (wjohn@illinois.edu)
- Jamene Brooks-Kieffer (jamenebk@ku.edu) - will join if I can; lots going on

Jamene: How insitituions get new instuctors? How those seed new instructors? Interesting question, who is being really effective here?

Caroline: Based on my experience, I initally had a lot of hesiteancy about becoming an instructors. At KU monthly meeting, other participants who had done instructor training talked. Process seems really intense and involved, not sure as a grad student I had time for it. It was the work of the other grad students and post-docs who were just a couple steps ahead of me or were more established instructors, through their words - it is very feasible, don't worry about it. And they offered to meet with me. Hearing that from the local community that solidified me wanting to persue this.

Cody: Anecodtally, in terms of network effect, folks from other institutions who come to UMN, or folks who live here and work elsewhere. They google around and have had that start to happen more. Local co-hort is through this local node to connect to and teach. Have had more new instructors through a grad student using this in their stuff and their regular teaching and faculty are reaching out for us to teach workshop connected with a grad seminar. Hear from instructors that instructor training was huge for them in their teaching.

Sarah - processes for better communicating the local and regional opportunities for participation in the Carpentries instructor communities; can be challenging due to both Carpentries restrictions for privacy protection, but also abundance of opportunities (Slack channels, etc)

Things we should ask for from the Carpentries Team:
For organizers at individual institutions, have easier access to the instructor training seat usage. - This is

in progress (Kay reports)

Things we could contribute back to the Community:
Instructor Assessment processes and other reusable assessment products/workflows

Other:
Sharing seats across institutions.
Building co-hort of people in this group to support each other

How are you analzying the data you collect from your actvities? Formal methods? Eyeballs? Textual reporting.

Struggle to do this in a statistical way. Hard to get meaningful data - large sample set and well designed assessment.

Not something would want to try to do formal assessment on - longer = lower response rate. Suggest - Put togehter a one page, how did it work for you (1-5 scale), and look at qualitative comments. Lot more prep work to get something that is amenable to a stats analysis. Instead what is your sense of what has happened?

Minute Cards and the what worked well and could be improved after a workshop - At KU had that during our next co-hort meeting after a workshop. Hope that instructors, helpers and observers can help with that. Have found those to be very helpful. Esp as we started offering online workshops. Sometimes hyper local feedback - teaching online we were able to accumulate a set of practices that worked well. + delta informal discussions

May 2022 - Instructor Training Best Practices

Sign-in: Name, Institution, contact info/email address (if you'd like to share), if you are here for instructor training checkout, please add *checkout* after your name

- Host - John MacMullen, Executive Director, Midwest Big Data Innovation Hub / NCSA-UIUC (info@midwestbigdatahub.org)
- Kay Bjornen, Research Data Inititatives Librarian, Oklahoma State University (kay.bjornen@okstate.edu)
- Sarah Stevens (she/her/hers), University of Wisconsin-Madison (sarah.stevens@wisc.edu)

- Himanshu Sharma - University of Illinois at Chicago
- Chris Kirby - GLAS Education
- Hacer Karamese - Checkout - University of Iowa, hacer-karamese@uiowa.edu
- Quinn Asena - checkout - qasena@wisc.edu
- Kate Adams - Great Plains Network kate@greatplains.net
- Jennifer Stubbs, (no voice today, saving it for a workshop Wed) in between contracts, she|her seeking community about a November workshop for economics and the Fed Reserve, jenniferannewoodstubbs@gmail.com if available to help co-lead in November 8-10 in St Louis MO
- Sandi Caldrone, checkout

Relevant Carpentries links:
Become an Instructor
https://carpentries.org/become-instructor/
Instructor Training
https://carpentries.github.io/instructor-training/

Context:

- The Midwest Big Data Innovation Hub is focused on regional capacity building for Carpentries instructors at smaller and underresourced institutions in our 12 Midwest states
- Working toward a regular series of instructor trainings, starting this summer/early fall
- This is part of the Midwest regional community-building effort of the MBDH in partnership with UW Madison (this group)

Discussion questions and notes

- How do you select people from your institution to be trained?
  - UW-Madison: Started with The Hacker Within group; prior to formal Carpentries certification; 15-20 seats each year; annual spring local Instructor training; application via a public call; online training in the fall; rolling applications for 2022 for online Carpentries sessions
  - Oklahoma State: We don't run out of seats either, in fact we have been working to use them all. We recruit both in person and we have this page available: https://info.library.okstate.edu/carpentry/instructortraining (oklahoma state) - includes videso from past participants to encourage people to apply. We have a stable pool of instructors but have worked to expand it through regional universities. We do ask that they commit to teaching for us at least once per year. Reaching out to people who might be interested. Grad student teaching R for Undergrads independently - reached out to her to get trained. About half of pool is grad students which is in flux. Try to maintain an incoming group of grad students.
  - NYU (my last contract) had a google form for us to submit interest. Then last November I received an email saying my turn had come around. [I'm not sure about the Data Services' internal decision process.] And I could pick a December training that worked for me (I was in Shanghai at the time, so I attended a European timeslot).
  - Other option is open training applications. Unless you are assoicated with a membership org, it can take time to get in.
  - Chris: applied but didn't hear back for awhile. Got an email that said if you are interested,

and then put in my application again. Haven't held any own training events yet, due to pandemic, still hoping to in the future.
- What barriers exist to increasing the number of Instructors at your institution? Lack of awareness? Compensation? How might we use the unused seats?
    - Kay: Can speculate but don't know the answer. Recently, peoples commitments to things on line have been obsessive, so hard to get people to commit to sitting in front of a screen for several hours. Have done some work to try to recruit but to adequately cover all the seats. We had more seats but it is challenging to recurit. Concern about people who would otherwise be great instructors but are intimated, feel like they aren't capable. Communicate that we teach beginner instructors.
    - Quinn: Some experience from a different institution. Where I formerly worked, e research center. A lot of the interaction we got was them hearing about us through proximitiy or chance. We did put into a lot of effort for engagement. To create networks with supervisors, talking to grads, supervisors etc directly. Spoken to people here and lots of people don't know that the resources are available. Not sure about the infrastructure here at UW-Madison
    - John: Hard to have outreach with volunteer labor as it requires additional labor. Example Kay's testimonal videos. Baseline that the work just doesn't happen and relies upon that chance. Trying to focus on how we do better at that outreach and engagement process. Make sure people know we exist and can take advantage of the capacity we have available.
    - Sarah - building a recruitment pack with templates for reuse
    - Himanshu question: Does MBDH have materials to support?
        - John: These resources are in the Carpentries but not specifically in MBDH, but the Hub hopes to help bring the Carpentries into the larger region and provide those resourses where we can. Provide opportunities for isntructors to get trained, etc.
- Have any participants on the call served as Instructor Trainers? (https://carpentries.org/trainers/)
    - If so - what insights do you have about teaching new Instructors the process? What skills / experiences are beneficial for Instructor trainees to bring to the role?
        - Sarah: reluctance from those without a lot of technical skills / computational knowledge
        - teaching experience is actually more important
        - how can technical experts improve their teaching skills
    - from recent instructors - what did you bring into the training that helped you benefit from it:
        - from teaching experience, felt like a lot of the content wasn't new to me. That might be the case for a lot of people. learned more about the researcher and what the best research. the acutal methods.   maybe not quite the target audience
        - I felt the cognitive load metawareness helped me. When I teach technical workshops remotely in the past 2.5 years, I thought a lot about screen management, font size, if students won't have two monitors or may be using their phone to interact and laptop to work. I use a reflective practice before/after my own teaching, so I could observe myself: frustrated by staring at screen too long, etc. Really appreciated the instructor insisting on a full break to move every hour (lower back issue).
- What was most valuable about your instructor training experience?
    - Sandi: the cognitive load information was extremely helpful. It's hard to know how much workshop participants can actually absorb, especially in academia where we tend to force as much information into a workshop as possible
    - Hacer: I found curriculum valuable and focus on teaching skills is very helpful. I do have

technical experience but I don't know how to teach coding. And, I can easily assume that students may know some of the information and skip some steps. Having a well-layout curriculum will help me during the teaching sessions.
- experiencing that cognitive load (overwhelm and eye strain) at 4 and 8 hours of workshop virtually. REally helps me remember to take breaks
- What do you wish you had learned?
  - phrases to cue when to watch the zoom screen and when it's safe to leave and try on one's own--and adding that repetition /time padding into the workshop for virtual session.
- What would be more helpful in instructor training?
  - examples to live code/demo the spreadsheets best practices (it's very lecture heavy)
- Were the three instructor checkout tasks helpful? What was your experience? (https://carpentries.github.io/instructor-training/checkout/index.html)
  - TEaching demo and community meeting were very helpful. The lesson contribution is, I think, the most intimidating for non-technical people. I wish there was an alternative that was more accessible.
  - One other thing we do for our instructor candidates is to hold practice sessions where we encourage the message that it is NOT a test! We share all the tips and hints we can to encourage them.
  - yes, I failed my first teaching demo (which was probably more important for me to experience and survive recovery). And seeing how small/focused a contribution could be in Github (and how much less command line prompt heavy that process is now!). The sense of community by joining a discussion was huge! I could easily see myself disengaging if this weren't required because I'd be lost in my own head.
- Other suggestions:
  - Good to have someone you can talk to through this process - mentoring program?

April 2022 - Building the Midwest Library Carpentry capacity/community

Building the Midwest Library Carpentry capacity/community - hosted by Cody Hennesy

Sign-In: Name, institution

- Jamene Brooks-Kieffer (she/her), University of Kansas
- Wanda Marsolek (they/them), University of Minnesota
- Cody Hennesy, U Minnesota
- Kay Bjornen, Oklahoma State University
- James Deaton, Great Plains Network
- Sarah Stevens (she/her/hers), UW-Madison
- Stacie Traill (she/her/hers), University of Minnesota
- Chris Kirby - GLAS Education
- Stephen Appel - American Geographical Society Library, UW-Milwaukee (He/him)
- John MacMullen, Executive Director, Midwest Big Data Innovation Hub (info@midwestbigdatahub.org)
- Kate Adams, Great Plains Network
- Brian Maass, Univ of Nebraska Medical Center -- (had tech issues on my side - unable to join Zoom today)

Topic: Ideas for reaching wider Library Carpentry audiences across the Midwest and building LC communities.

- Cody and Wanda: Sharing LC activities at the U Minnesota, Twin Cities.
- Alycia: Building and sustaining subcommunities via the Carpentries (https://carpentries.org/blog/2022/02/building-sustaining-community/)

Notes:

Cody : Been to a few LC workshops at institutions and not a large enough audience from a single instutituion. 2-5 people at single institutions vs 30-40 at one. At UMN - have silver carpentires membership - 5/15 are people who work in libraries - public services, IT, cataloging and metadata (or similar renamed group). Discussed it would be nice to do something LC since there are enough of us to teach. This was March 2020. LibTech, regional conference devoted to all things tech. Had worked with them and were going to do a 2 day pre-conference workshop - sold out at 30 seats. Had to cancel. In Nov 2020, reached back out to the folks who had signed up and offered a free zoom online version. Did once a week mornings (eg. Thurs mornings) over Nov. Many did sign up. Ended up with 45 people registered after some other advertising opportunities. Did get people from all over the country, was public on Carpentries website. Looked back at registration number - few folks at UMN (twin cities and morris) and many folks from a lot of other small institutions. Not an opportunity for workshops like this at many of the smaller institutions. Been talking about what else we can do in this space. What are other folks doing? Ideas for expanding curriculum?

John: Can you say more about the goals for LC? Focused on internal library opperations? Learning it to help researchers on campus? Scope?

Cody: 3 branches of Carpentries, Software, Data, and Library Carpentry (LC), LC focused on library and information related roles. Dealing with library metadata in some of the lessons, other lessons on FAIR data, unix shell tidy data, git. In my role, benefit from this in supporting researchers. Training people to help support researchers. Working with researcher who is publishing their code and keeping track of changes. Can help people in a wide range of role in libraries, but focused less on tools and more on needs for these tools and research data management:

Sarah Question no notes

Kay: LC planning group OKACRL - encountered the same things as Cody - seemed pointless because there were a small handful of people at the institution. We have offered these workshops right after the end of the semester and had really good update on open refine and a few other things (R). Saw we didn't have as many last year as the first year. Does that mean we've depelted the audience or something else. maybe the problem is that a lot of people who are not data librarians don't really understand how this can help them. Decided to do short video of each of us speaking up about how we use thse tools in our job. Send that out to our memberhsip with a survey to see which tools they are interested in seeing workshops on.

Based on Kay's comments, maybe approaching state and regional profressional associations could be a way to identify a larger audience for workshops (ALA, SLA, ACRL, MLA, etc)

Cody: At UMN, had another person bringing the carpentries to the Uni. Arranged a lunchtime lightning talks about people using these tools. Similar to what Kay mentioned about making this relevant to different folks. And be clear that this tech is optional. Maybe do this more, reach back out again.

Caitlin: One of the reasons that was successfull is that it was grounded int he work folks were already doing. working with Spreadsheets - how open refine can make your life easier.

Cody: maybe market around the tools instead of Carpentries (I second this reccomendation to lead off with what is in it for attendees.)

Wanda: will talk with Stacy about pre conference workshp we did with tech services conference.
Stacie: Electronic resources minnasota - small conference. Electronic resources is a growning concern among institutions - lot they can get from this as most are working with spreadsheets. Virtual conference in late Jan 2022. Wanted a pre-conference workshop (very common for library conferences), having recently become an Carpentries instructor - shared all the options and they were excited. Specifically pointed them to LC open refine lesson and LC tidy data in spreadsheets lesson but any LC or SWC are possible. Planning commmitee excited by the tidy data workshop. Taught the one lesson in afternoon before conference, 61/100(some) registered for this session. Sponsoring org was minitex. Following on success of the pre-conference workshop. Minitex folks are intersted in working with us to identify regionally more opportunities to get people involved who could benefit from LC in general.   Lot of attendees were from small colleges, 2 year institutions, where they are one of a handful of staff managing everything in the library. They can really benefit from these skills to do their work more efficiently and effectively.
Wanda: Good to tag these workshops onto existing conferences. Sometimes workshops are misleading and this is really great because it is hands-on experience that people can take with them immediately. Reaching out to small conferences or other institutions. Can be really powerful to save time for folks. Midwest Data Librarian conference - saw Jamene's slow librarian talk - kind of the opposite of this. Held an open refine session at Minnnesota - no or few library staff. Some medical folks from labs were attending to ease their work. Seemed very please with the couple of hours we were together. More at academic instutions to reach out to labs and share tesimonals to help with outreach.
Cody: Agree pre-conference is a good setting to hook onto.
John: related to regional level contribution - regional and state professionals groups to achieve critical mass of people who can participate. already there, why not add on continuing professional development as a part of it
Cody: Folks who are here in libraries - do you teach LC?
Stephen: Had one LC workshop at UWM. We've been teaching git as a 2 day 4 hour workshop because that was in demand. LIbrary staff is generally more intersted in Carpentries. Put getting more instructors certified and reaching out to other units in stategic plan. More interest in Data Carpentry generally.
Jamene: Have taught LC here once several years ago - for library cataloging, aquisitions, and resource sharing; and apprached supervisors to get people involved. Bit of uptake because people have reached out for reminders after. Didn't bring in many library folks as instructors though. We do have some new folks who are interested. Regarding Regional e-resources conferences, have there been preconference LC workshops for ER&L, main conference? (https://www.electroniclibrarian.org/)
Stacie: No. Woud be a good opportunity though. As member of the ER&L community, will suggest to organizers in the future.
Cody: Hoping to shift from specific institution to more instructors who are intersted in co-teaching.
Cody: Question, been bringing on a few new people from the libraries as intructors which meets our demend. Not sure what the path is for people at smaller institutions. Opportunities to build an instructor community across these organizations.
John: Goal with the community we are building here - build capacity of instuctors across the region with empahsis on small insttutions. Including subcommunities like LC. Use leverage as a regional org to build capacity going forward. Would like to continue to talk about it.
James: We've maintained a Carpentries membership for a number of years to encourage instructor training. Informal monthly calls. Also approach to simplify for workshop setup - for example jupyterhub, compute nodes, so people at small institutions can turn on a jupyterhub instance and use post workshop.
Stephen: Add on that we first got intersted in Carpentries at UWM when we started organizing a community of practice around collections as data. We found that the library makes sense beacuse it has the interdiciplinary reputation where people come together from different parts of campus. Librarians

intersted as collections as data (using python in workflows and github pages as alt to libguides). Training up librarians in some of these things and serving as a reserach hub.

Building and Sustaining Carpentries Subcommunities - https://carpentries.org/blog/2022/02/building-sustaining-community/

Sarah: Plan a LC for the midwest carpentires community

Cody: happy to facilitate if folks would like to teach it.

John: happy to have the hub support that activity. Couple of options for support - through carpentries memberhsip or community development and engagement funding.

Short thoughts about putting together slow librarianship with computing skills. Let the computer do the computing things so librarians can focus on the people things.

Next Month: Hear more from Great plans or talk more about community engagement - one of those two topics.

March 2022 - Workshop Administration

How do other groups distribute the administrative duties for workshop planning and operation, etc? - hosted by **Kay Bjornen**

Sign-in: Name, Institution:

- Sylwester Arabas (he/him), University of Illinois, Urbana-Champaign (checkout, sylwester.arabas@uj.edu.pl)
- Kay Bjornen (she/hers), Oklahoma State University - kay.bjornen@okstate.edu
- Cody Hennesy (he/him), U Minnesota
- John MacMullen, Executive Director, Midwest Big Data Innovation Hub (info@midwestbigdatahub.org)
- Sarah Stevens (she/her/hers), UW-Madison (sarah.stevens@wisc.edu)
- Dean Karres: UIUC
- Chris Kirby

Objective: Share best practices, identify efficiencies, create sustainability - organizing shouldn't be a lifetime appointment.

Background at OSU Carpentries

-
- OSU Carpentries membership 5-6 years
- Began with OSU HPC leading and organizing
- Library pays membership, provides leadership and organizational infrastructure (registration, instructor recruitment and coaching, Zoom, guide, promotions, etc). Provides current co-coordinators.
- Communications include Slack with private instructor/helper channel, workshop channels, email   distribution list, promos shared through campus outlets by library communications and Carpentries   coordinators
- 3-4 workshops planned each semester, instructor training cohort organized late summer through

academic year, all workshop participants are invited to become active as helper or instructor. Invited to planning meetings.

- Especially since COVID and online workshops, we have engaged participants, instructors, beyond OSU   especially to other regional universities that may not be big enough to have membership or to have enough instructors to hold workshops independently. Several good instructors and helpers but engaging as organizers would require changing some things due to permissions for LMS (actually a small part of the effort).
- All but one of our workshops have been self-organized.
- Pre-Workshop organizing:
    - Confirm dates after planning meeting
    - Maintain Google sheet with workshop details - dates, instructors, helpers
    - Recruit instructors through Slack communications, emails and personal contacts. This has very rarely presented any difficulties.
        - About 1:10 ratio of helpers to learners
        - Dedicated helpers for online learners in a hybrid workshop
    - Set up meetings to clarify logistics
    - Work with campus HPC to create ID and passwords to use cloud software.
        - Temporary accounts for learners for the workshop period and a few days after
        - Ensures that all learners are on the same platform / version
        - Tradeoff of meeting facilitation vs importance of learners understanding how to install software, configure, etc.
    - Create workshop webpage
    - Set up registration link and library calendar entry.
    - Push out info to listserv and campus communications to announce registration is open.
    - Send emails to registrants with info about ID and passwords, workshop times, Slack workspace and workshop channels, etc
    - Record attendance for grad school prof dev program
- During workshop
    - Launch Zoom
    - Assist with troubleshooting
    - Provide links for feedback and surveys
    - Challenges in mediating instruction and questions during hybrid events for online participants' engagement and in-person participants' awareness of online learners input
- After workshop
    - Instructions for downloading scripts to personal devices
    - Links for feedback and surveys.
    - Answer questions
- Maintain library guide and promote across campus - "Introducing OSU Carpentries" through new faculty FAST START series.

Feb 2022 - Demo of making a lesson contribution using Github

Led by Sarah Stevens

Sign-in: Name, Institution. - if you are here for checkout please add your email address and *checkout* to the end of your sign in

- Sarah Stevens (she/her/hers), Unviersity of Wisconsin-Madison
- Dean Karres (he/him), University of Illinois, Urbana-Champaign
- John MacMullen, Executive Director, Midwest Big Data Innovation Hub (info@midwestbigdatahub.org)
- Chris Kirby - GLAS EDucation chris@glaseducation.org
- Jamene Brooks-Kieffer (she/her), University of Kansas
- Trisha Adamus (she/her), University of Wisconsin- Madison
- Isaac J. Galvan, University of Illinois at Urbana-Champaign

Links:
Help Wanted Issues: https://carpentries.org/help-wanted-issues/
Lesson Template Example: https://carpentries.github.io/lesson-example/
Carpentries Workbench: https://carpentries.org/blog/2022/01/live-lesson-infrastructure/

Notes:
Remind Sarah to Record the demo itself.

Additional Topics:
HPC Carpentry

Jan 2022 - Development of the new program to support community building/management (Take 2)

Led by Alycia Crall

Sign-in: Name, Institution

- Sarah Stevens (she/her/hers), University of Wisconsin-Madison
- Alycia Crall (she/her), The Carpentries, alycia@carpentries.org
- Kay Bjornen (she,her), Oklahoma State University
- Stephen Appel (he/him), Univeristy of Wisconsin-Milwaukee
- Chris Kirby (he/him) GLAS Education

- Rebecca Olson (she/her), University of Cincinnati
- John MacMullen, Executive Director, Midwest Big Data Innovation Hub (info@midwestbigdatahub.org)
- Rob Stupnisky (he/him), University of North Dakota
- Trisha Adamus (she/her), University of Wisconsin - Madison
- Jamene Brooks-Kieffer (she/her), University of Kansas

AGENDA

- Introduction to Community Development Program (5 mins)
- Describing *YOUR* Carpentries community (15 mins)
- Communicating activities and opportunities (15 mins)
- Supporting each other (15 mins)
- Open Discussion (remaining)

NOTES

- Discussion Questions
    - COMMUNITY: When you think about YOUR Carpentries community, how would you describe it?
    - COMMUNICATIONS: How do you currently find out about Carpentries activities and opportunities?
    - SUPPORT: https://docs.google.com/spreadsheets/d/1Brgk_7qdHQsijY2E0fto7eOpTZmWz_QWFOIBLB2hT5M/edit?usp=sharing

Q: How do you define sub-community?
A: This is any community that comes together under the Carpentries community. Includes local communities, regional, around a domain or other topic.

Q: Are you thinking about mechanisms for helping people identify shared interests and get connected? Challenge with maintaining privacy but finding people near them or interested in specific topics.
A: this challenge was identified in the survey, individuals have trouble finding the subcommunities. Subcommunity registry - information on all the different subcommuntities. Someone could search on different tags based on their interest and find info based on those sub communities. Challenge is putting in place infrastructure needed for this project. The Carpentries is also working on a new website so trying to build this procss into that. Timeline a bit uncertain.

COMMUNITY: When you think about YOUR Carpentries community, how would you describe it?
Sarah - UW-Madison Carpentries Community - Local community of instructors that help teach the Carpentries Workshops, develop new lessons, a continue to learn more and improve our teaching practice. Midwest community - group of individuals from a variety of instions in the region who help support the development of local Carpentries communities. 1st one is local, 2nd one is regional.
Trisha - A good of individuals across the campus (and beyond) that help and instrcut at Carpentries workshops. We also have a monthly Instructor Development meeting where we discuss pedagogy and ways to make our teaching more effective. A place to share ideas. Everyone is very supportive and engaging. Local to UW-Madison, with some extras :)

Stephen: I have a small community of people at my institution who are all new(ish) to Carpentries. But there is a wider community within our state with more experienced instructors willing to help. I'm also just starting out with a curriculum development community, and I hope that will develop into a more geographically distributed community of folks with similar interests. Local(ish).

Rebecca -I consider my community to be broad - there's only one other certified instructor on our campus, so I tend to gravitate towards regional communities (or online) for curriculum/pedagogy help and workshop teaching opportunities. I hope to become more active in the community in general once we relocate to Georgia.

Jamene: The community at KU is highly distributed - coordinated by the Libraries but dispersed among many different departments and units. We have tenuous connections to other institutions thanks to a sponsored project, but these largely depend on one person (me) for care and feeding. This regional group is really helpful for knowing other Carpentries participants in the region. The other regional group that is helpful is the Great Plains Network (GPN) Carpentries group. Here I'm describing local and regional communities.

Kay - Our community is active but ephemeral. Myself and another colleague in the library provide the structure and the administration with no support. We have been very successful recruiting instructor candidates and have worked hard to integrate our satellite campuses. We feel like it is healthy and growing but it would be great if we could distribute the initiative a bit more. This is our local community powered by the main campus. We have some contacts with other regional institutions which has been boosted by the dependence on the virtual workshops of the last two + years.

Chris - anyone who is interested in Carpentries and who might want to share what they have learned. Also to find out what is going on more broadly. My only community is this one :)
I feel like this is a local community as it is all online and it doesn't really matter where you are based.
I think that when it is possible to meet face to face I think it will feel more local.

John: Primarily the regional Midwest community that this group reflects, but I'm interested in potential sub-groups that we may have as working groups, like around curriculum augmentation for specific disciplines. (Regional community, with the possibility for people from other geographic areas to participate in some ways)

COMMUNICATIONS: How do you currently find out about Carpentries activities and opportunities?

John: Mostly through the Carpentries Slack. And Sarah ;)

Kay: I monitor Slack and use it to share information with our community. I also use a listserv that is not Carpentries but is for other data events and information to push out info on workshops etc. We have a OSU Carpentries workspace in Slack. We have channels that are private for instructors and volunteers where we share info about organizing workshops etc. I get emails from a variety of the Carpentries functions as well.

Stephen: I keep an eye on the Carpentries Clippings for things that are relevant to my interests. I also just keep in touch with other Carpentries-involved folks at my univeristy and especially with the UW-Madison Data Science Hub.

Rebecca - I find out things from the Carpentries Slack. I wish there was an easier way to find out about subgroups. I found this one randomly while poking around the Slack channels. Also, I have to remember to check in on Slack - I always prefer passive email newsletters (but I'm old). I did just sign up for the Clippings email, so that's been helpful. Maybe there should be a "new carpentries instructor" tool kit or guide to find your communities, especially if you're a solo instructor at an institution.

Chris - From this group, and from any training that Sarah is doing, that I attend. I read the Clippings but just for interest.

Sarah - carpentries clippings (newsletter), carpentries blog, slack, discuss, EC meetings, trainer meeting, maintainer meeting, this group.

Jamene: From this group and various Carpentries listservs and newsletters. Membership information comes directly from The Carpentries, but I sometimes hear about new developments from regional groups first, e.g.: when I can't attend a members' council meeting.

Trisha - Local Carpentries Community, Instructor Trainers meetings, CarpentryCon meetings

Nov 2021 - Development of the new program to support community building/management

Led by Sarah Stevens

Sign-in: Name, Institution

- Sarah Stevens (she/her/hers), UW-Madison
- Kay Bjornen - Oklahoma State University
- Jamene Brooks-Kieffer - University of Kansas
- Cody Hennesy - Univ of Minnesota, Twin Cities
- Chris Kirby - GLAS Education
- Trisha Adamus, UW-Madison
- John MacMullen, Midwest Big Data Innovation Hub, UIUC/NCSA

Announcment: Dec Meeting canclled, next meeting in Janurary (Should we pick a new time?)
CarpentryCon 2022 will be virtual/global conference - two co-chairs for this hemisphere, 2 for the other hemisphere
- will do planning for the different areas for events across timezones
interested volunteering? you will be welcome - reach out to Trisha
planning starting soon

Lesson Development -
Jamene at KU - talked about lesson dev at least month's call - idea related to EPSCOR(sp?) grant - proposing idea to NSF to propose lesson development workshop for teams involved in team science - intended outcome will be some form of Carpentries lesson developed around the kind of data this project is producing. Various forms of microbio data coming out of intermittent streams (water that is sometimes there/sometimes not there). For NSF need this to be a bit more broadly - need to talk to Carpentries and Lesson Dev community about what kind of consulting would be avialble, who I should talk to? researchers doing team science in area of waters developing lesson materials

- - Sarah: (missed notes), can put you in touch with Michael who is working on some of these things

- - John: working on water as a theme (led by minnesota), working developing the community around water and working with Carpentries - might be able to help with this. Discussing building out Carpentries lesson in diciplinary areas. Examples that are closer to their work.
- - Kay : question - with regard to creating new lessons, is there any strategy? Asking becasue we have almost entirely done self-organized workshop. Did our first centrally organized workshop. Basically offer 3 workshops a semester (spring and fall). Tend to stick with the same ones because it is easier to get instructors who have taught this in the past. Recently been reaching out to expand to new topics because we recognize need for other topics. Thinking as hearing about water workshop, how does that have a big enough audience vs ecology lesson? Strategy?
- - Cody: interest at UMinnesota, faculty who are interested in working with water and exploring if the carpentries is a good model for it (yes it is!), finding a team across campuses for developing materials - this could be a prompt, have to have a team who is willing and there are local needs that make it relevant

Kay Centrally organized workshops topic -

- Was expecting better communication and feedback - hardest thing by far was getting people to commit - struggle to know who would be appriate to teach each part, 2-3 people from campus who are willing to teach it, took a while to sort it all out (first wanted to teach R), some people who volunteered to teach R but wanted co-instructor to represent genomics - did have convo with Danielle from the Carpentries - she said contact me - struggle to manage the planning and communicating - Submitted request early, time was not the issue, trying to get people on board was and commicate
- - Jamene, haven't done a centrally organized workshop but taught genomics DC with 6 half days. Long two weeks - fortunate to have a certified instructor with a genomics background who is currently working in the field - choose to swap out the R lesson with one more specific to genomics - had a lot of fall off because it is long and the data wrangling session can be a difficult. Carpentries did a good job at getting the AWS instances setup even over a holiday
- - Cody - centrally organized workshops - chatting with people before hand with instructors about what can be useful to know. gone into centrally organized workshops where there has been some discussion about changing it. Same for scheduling 2 full days are difficult. On central carpentries org - hard to find insturctors without dates but need to breakup. Networks about who has taught this before.

Topics for next year -

- Community building with Alycia
- Midwest Carpentries Community mentoring needs and resources
- Guests from other regional or special interest communities to talk about their activities or best practices
- Possible LC outreach to new instructors or under-served libraries around Midwest (I'm looking into the right Minnesota or Midwest orgs to support a possible shared membership devoted to this and would love to hear feedback) This was one of the main drivers of developing a mentoring program, to help smaller and under-resourced institutions develop capacity, so happy to talk more about this - John
- Using assessment for workshop improvements, anyone been intentional about this?
- How do other groups distribute the adminstrative duties for workshop planning and operation, etc? Differences between self-organized and centrally-organized workshops?

- More extensive training on using Github would be useful! - This also has come up from LC instructors: people would contribute more if they were more comfortable with Github. A hands-on walk through would be cool! -Cody

Action Items:
Sarah: Send email asking about changing meeting time to email list/slack

Oct 2021 - Midwest Incubator Lesson Showcase

Sign-in: Name, Institution

- Sarah Stevens, UW-Madison
- Jamene Brooks-Kieffer, University of Kansas
- John MacMullen, Midwest Big Data Innovation Hub
- Melanie Rodriguez, Midwest Big Data Innovation Hub

https://carpentries-incubator.org/

If you'd like to showcase your incubator lesson, please add your name and a link to your lesson below:

- Sarah Stevens, - many lessons

If you'd like discuss a particular incubator lesson, please add your name and a link to the lesson below:

Sept 2021 - Midwest Carpentries Mentoring Program

What should the mentoring program look like?   What help would you like to get from a regional mentor? Would you be interested in being paired up with a mentor to learn more?   Would you be interested in being paired up with a mentee to help them get started in the community?

Sign-in: Name, Institution

- Sarah Stevens (she/her/hers), UW-Madison
- John MacMullen, Executive Director, Midwest Big Data Innovation Hub / UIUC
- Chris Kirby, GLAS Education.
- Alycia Crall (she/her), The Carpentries
- Yuanxi Fu (she/her). University of Illinois at Urbana-Champaign

Notes:

Carpentries Mentoring program https://carpentries.org/blog/2020/11/Mentoring-2021-Cycle1/

Chris: New carpentries instructor, would have been helpful to have someone to talk to or practice against for the teaching demo. Just to touch base with another colleague who is on the same track and get feedback in advance.

Sarah: would be good to match mentors/mentees at end of instructor training before checkout

Yuanxi: Would be really helpful to have someone help with setting up the workshop website. Usually can do the bare minimum, don't feel very proficient with the website.

Sarah: is part of instructor training some times; Sarah will have follow up session to go over this with individuals; would be a good section to have a mentor serve along those lines

John: Liked Chris's idea of peer mentoring. The idea of two or more people at the same state where people can make progress together, and they understand the situation you are in. Should keep in mind for this program. Like that for this particular version of that. Liked that it might raise the percentage of poeple completing instructor training.

Alycia: Currently in the process of revamping the regional coords program. Looking to developing it more into community development. More structure around new communities coming together, regional or local, or around a particular domain. Each of these communites would have some specific leadership associated with them - community coord, CoC support person, Communications support person. Potentially setting it up where some person is in the role and someone is taking over that role and having them work together. Two people in the same role, one doing the actvities and the other one learning and then rotate. More related to community management, could be a model that we could use in this community that could be used later.

- You will get an email from me fairly soon as I'll be doing focus groups with communities like this to get feedback
- Working on developing the program this quarter, first quarter putting together training, piloting in q2 next year.
- Sarah: Could maybe use this for our Midwest Carpentries Community? Rotating out leading the group.

Chris: My comments don't follow the traditional route. Many trainers come to the course, take the course, then are a helper, then end up in training, and then become an instructor. We got in somewhat seperately didn't teach or go to the workshops prior to becoming an instructor.

Sarah: Important to realise that different people come to the community in different ways; with local community, maybe we can articulate various pathways to get engaged locally

John: Have another program in this region for seed workshops so likes the idea of coupling ideas together

John: What does mentoring mean? What granular details people might need assistance with?
Specific things mentees want to learn?

- Technical (specific tools, resources, maybe discipline-related)
    - Using git/github (both to teach it and so you can do a contribution for checkout)
        - We're seeing GitHub as a barrier for engagement for some community members not familiar with the platform; high level overview of how to contribute to GitHub, match experienced users with new users
    - Chris - I am taking Sarah's class on Wednesday because it look interesting :) - Docker!
    - Pilot workshops of new materials - Maybe include these in the workshop sharing program?
        - What lessons are in the incubator that are being developed by midwest institutions?
    - Silent disco - working through materials together by ourselves - goal setting at the beginning, and then work through materials and ask each other questions when needed, then wrap up - regular meetings
    - Chris: What other materials are being developed in the Carpentries Incubator regionally?

Could create a holding place where the group can provide this information on what is being developed locally
- Alycia: working on developing new member onboarding support - tips sheet - if you want to engage - here are some options - also monthly new member on-boarding calls with someone from each of the Carpentries Core Team teams (curriculum, workshop, etc.). Can ask questions to help navigate the Carpentries infrastructure
- Pedagogical (lesson development, instructional strategies)
  - The importance of starting a workshop on the right note + Practicing your workshop introduction
  - Systematically tracking the improvement of one's teaching. (e.g., "post-mortem" :) sessions, disucssing questions with someone with more experience, keep a teaching log).
  - A feedback support group (group of people who set goals for their teaching, and then observe each other teaching and give feedback to help support growth in our teaching practice/skill)
  - Reading a book about evidence-based teaching strategies together (book club!)
  - Lesson development training (working on piloting this with the Carpentries in Spring next year)
  - Discussion of different types of exercises and how they could be included in new or existing lessons
  - Exchange information who wants to do pilot runs of new workshops. (see https://carpentries-incubator.org/)
  - New lesson development or customizing existing curricula to include examples from particular diciplines
    - Sarah: discussion among instructors on how to modify curricula in various contexts; work through on how different instructors do this, providing examples
    - Yuanxi: do research/survey to understand skills of students so instructor knows how to make adjustments to course content; difficult to manage if do not have time to prepare for this
- Organizational (workshop logistics, outcomes assessment, community building, institutional buy-in)
  - Creating the workshop website
  - Professional development offerings will be made available through the new Community Development program being developed (e.g., community management, communications/outreach, meeting facilitation, accessibility)
  - How to run a meeting (online or in-person)
  - I think institutes with less community bases (non-R1) may need more help in terms of organization. Maybe the institute is so small that many sessions will be cancelled because of lack of participation. Then Carpentris would never take off. - Yes, this is an area the MBDH is very focused on supporting
  - How to publicize a workshop effectively?
- Others?
  - Supporting each other through the checkout process
  - Plan to initiate new member on-boarding calls next year; will provide high level overview of ways to engage in the organisation; someone from each staff team will be on the call to answer questions; perhaps new members complete a form on areas they could use support to help match mentor/mentee?
    - Also consider new members that are interested could have a form to ask people to ask for help in certain areas

- Arriving as a 3rd party its is not always obvious what the Carpentries house style is, I quess that comes with time.
- Curriculum differences between R1s, PUIs, nonprofits, government agencies, etc. based on audience needs/interests?

Next Month's meeting topic - Incubator lesson showcase? What lessons are you developing in the Incubator?

Action Items:
Sarah/John: Put together the list of topics and create a form for people to volunteer to get involved in these peer mentoring groups.
Sarah : Put a call out for people who want to showcase their incubator lessons next month

Aug 2021 - The Carpentries at Smaller (non-R1) Institutions

Aug 30th - noon ET / 11am CT / 10am MT
What are the unique needs for hands-on skill development at predominantly undergraduate institutions (PUIs), including community colleges, minority-serving institutions (MSIs), and Tribal Colleges and Universities (TCUs)? We welcome new participation from PUI instructors who are interested in developing data science curricula at their institutions.

Midwest Carpentries Community site: https://midwestbigdatahub.org/get-involved/midwest-carpentries-community/

Sign-in: Name, Institution, what you're hoping to learn today:
John MacMullen (wjohn@illinois.edu), Midwest Big Data Innovation Hub / NCSA, UIUC; interested in PUI perspectives
Sarah Stevens (she/her/hers) , UW-Madison, interested in learning more about how the Carpentries workshops/lessons have been used at other institutions and how we can help support new ideas of how they can be used
Jamene Brooks-Kieffer (she/her), University of Kansas, also interrested in Carpentries workshops in support of PUIs, TCUs, and MSIs
Alycia Crall (she/her), The Carpentries
Kay Bjornen (she/her) Oklahoma State University, interested in how to collaborate with partner institutions and in any movement back to inperson workshops?
Melanie Rodriguez- interested in how MBDH can work with other insitutions with data science needs
Mousa Ayyash - Chicago State University
Meghan Salmon-Tumas - Northland College. Hoping to get an overview of the landscape for support in incorporating big data in classrooms at small colleges.
Mike Renfro / Tennessee Tech University / renfro@tntech.edu

Notetaker: Sarah (others are welcome to help!)

Carpentries has worked a lot with the R1 system (often landgrant universityies) - really in the research unversity environment typically
Want to talk about instituions that are itnerested in hands-on data science training from the Carpentries but maybe don't serve graduate students/researchers
MBDH - 12 state region with potientailly hundreds of institutions that might not be aware or understand how to participate.
How can the Carpentries org bring in people who are new who don't have awareness of the Carpentries model? What are some of the needs in these spaces compared to the classic R1 model?
- in Research uni model, we have a lot of the learners are grad students / post-docs / earlier career faculty / research staff and instructors are similar. Many partners at undergrad institutions don't have grad students, etc - also may have different needs. Particularlly interested in engaging with TCU's and other institutions with 2 yr or 4 yr primarily UG focused - focus on skills that can apply to some particuar career path rather than skills needed to do research. specific needs for data science skill devlopment - one example Data management / data cleaning.
What have you seen as the interest for why learners come to the workshop?

- Sarah: To learn schools that they can apply to their research that they did not learn through their undergraduate/graduate programs
- Sarah: Open up seats in workshops to undergrads when when they are not full
- Jamene: Many of the typical attendees we see at KU workshops mirror what Sarah said above about grad/postdocs/reserach staff/faculty said
- Jamene: We did a workshop for the HERS institute (http://hersinstitute.org/) - funded program that brings UGs to Haskell (Haskell Indian Nations University) and KU - organizers asks us to run a Data Carpentry. Asked what they wanted in the Data Carpentry workshop - extremely adapted the Data Management in Spreadsheets lesson - because the interns were going to be managing data in spreadsheets as part of their work - still a half day. Wouldn't call it a cononcial Carpentries workshop because we never broke out of the Excel model. Used many of the same teaching practices - went well. Desired goals are a little different from the typical R1 / Research audience for a workshop
- John: sponored workshop with the tribal nations research group and they were interested in work force development model - folks in the community working to develop their computing skills to skill up for job development - was helpufl to have the carpentries model with lessons that could be customized and re-used for this workshop - flexiblity can be useful
- Kay: our usual workshops are very similar to what Jamene and Sarah described - with occasional UG participation - biggest obstical is scheduling - hard to schedule so that UGs can participate - full 2 days doesn't work - broken up to do half days on friday's throughout the month - these are more likely to get UG students. Recnetly offered a workshop through the langston university - new partner - minority serving UG institution - asked to run it on Saturday - small group from a specific research lab - very successful - decided to partner based on this experienece
- Kay: partnered with University of Central Oklahoma (UCO) for in person workshop - half dozen UG involved - working at it - trying but it is a struggle - best success is when a faculty member was itnerested and brought lab and promoted it
- Kay: our workshops are run through the library - main source of instructors and promotion - not heavily dependent on grad students
- John: natural partner in libraries for instructors and organizers for offering these workshops - also explored extension offices at land grant institutions - help to train their trainers to they can bring the knowledge to their universities. Has anyone partnered with libraries at your universities or extension?

- Mike: not partnered with libraries - no idea what they do besides traditional libraries stuff
  - Working in HPC - badged in late 2019 as carpentries instructor - ran workshop in 2020, and this summer - similar to R1 folks but we don't have as many research staff and postdocs
  - Running one next week that the ACM student chapter promoted - if trends hold we will have 50/50 UG to grad and then 2:1 CS people vs other domains - had some REU students this summer - we have some researcher here - talk up not having to do stuff as manually as usually
- John: Research computing staff is also a core instructional community. Like the idea of the ACM student group being one of the sponsors of that type of activity
- Meghan: New professor - 2nd year at Northland college - interestedin learning how Carpentries can help me to incorerate more data science into my teaching - no infrastructural support at my small school - no CS major - learn more about the Carpentries Workshops
- John: peers interested in your region - happy to connect you offline with people who are trying to build programs or use similar stutures
- Mousa - no data science program - alterations to cs program - no experience with Carpentries workshops - we have a library school and this discussion because we talked to them about how to integrate some of this into their curriculum
- John: for folks who are new - what are some of the options for training/instructors? Bringing a workshop to campus? Alycia or Sarah?
- Few options for being able to host workshops or pulling curricula into courses
  - Data Carpentry - https://datacarpentry.org/
  - Software Carpentry - https://software-carpentry.org/
  - Library Carpentry - https://librarycarpentry.org/
  - Incubator: https://carpentries-incubator.org/
  - Run curricula outside of course, do a self-organised workshop or have Carpentries help organise (for fee)
  - Can become a membership organisation
  - Can get into instructor training outside of membership as well - https://carpentries.org/become-instructor/
  - Alycia: reorganizing the Community Coordinator program to help focus on community building. Will hear more about it in the next few weeks
  - Alycia: did found out from NSF that we got funding from the IUSE program to create working groups of faculty at HBCUs and TCUs around data science education - what they are currently doing at their institutions and barriers that exist and how organizations like the Carpentries and MBDH can support that works - likely start date for Oct 1
- John: some folks have talked about community specific curriclum elements - have priority areas based on midwest centric areas - water quality, data in agriculture - interested in helping Carpentries build out curriculum based on those areas. Have data and examples and parts of cirruclum that are close to those projects - related to specific domain of research
- Alycia: Wanted to mention I also serve as community manager for the environmental data science inclusion network - got funding from code for science and society to pull together modules on culturally relevent environmental data science education - shared resources with each other - available on the edsin website - https://qubeshub.org/community/groups/edsin/ - also monthly calls on the First... MISSED DATE... of each month
- John: one of the other projects that the MBDH sponsors - building simiar content into the cubeshub and gala platform of education - environmental science or sustainablity
- Alycia: another initative - academic data science alliance - data lifecycle / data ethics tool - thinking about data ethics at teach stage of the data lifecycle - with case studies - working group

with in edsin to pull in environemntal case study as well - adding cultural relevance to some of the discussions - https://academicdatascience.org/
- Here's a link to the culturally relevant education workshop: https://qubeshub.org/community/groups/edsin/creeds
- Anything else we should spend a little time on?
- Are credits or certificates offered to students who participate in workshops or a series of workshops?
  - Mike: Not yet
  - Kay: Certificate program. Profeesional development 360 degrees - has levels - workshop is level 1, if they complete a product and submit it is a level 2. Began in the libraries and has devloped out of that
- Question from Kay about online element and opening up workshops at one instutituion to others
  - Historically the Carpentries was strongly in-person 2-day workshops, pivioted online at the start of the pandemic
  - Expectation that midwest hub will continue to do hybrid or online - hope that Carpentries will continue to offer online workshops - also interested in seat sharing model - making open seats available to others in the group - working on mechanis for that - also working on mentoring model where new instructors/ organizers can get help from others in the geographic region with more experience
  - Seat sharing - if you want to get into a UW-Madison workshop we can offer a discounted price on our gov/non-profit/education tickets (we offer a small portion of the seats out outside folks)
- Curious about Carpentries trained grad students and where they go.
- Also building a core community can be difficult with Grad students - sometimes need instructors who will be around the same institution longer.

Follow-up with Midwest Hub (John) if you are wanting to build a Carpentries Community or know of others.

July 2021 - (Fall) Semester Community Activities

What do your local communities do during the semester? Any workshops? Other community building activities? Lesson development?
July 26th - noon ET / 11am CT / 10am MT

Sign-in: Name, Institution, Would you like to talk about your local Carpentries community semester activities?

- John MacMullen, Midwest Big Data Innovation Hub / NCSA, UIUC
- Alycia Crall, The Carpentries
- Clare Michaud, UW-Madison Data Science Hub, sure!
- Sarah Stevens (she/her/hers), University of Wisconsin-Madison Data Science Hub, yes pls

Notes:

UW-Madison

Teach workshops in a bit of a different format - we organize "mini-workhshops", one lesson from various workshops throughout the sememster, typically a half-day every other week, people can pick and choose what they want to learn

- in the past Unix shell, SQL, Intro to Docker, Intro to Data (regex), - experiment with material we haven't taught in workshops.
- Evaluate new material and learner interest. Also a good chance to try new pilot workshops (plan for fall 2021). In the past we did this with the Docker lesson.
- Started mini-workshops when we were still in-person on campus and this was easy to transfer to online. Didn't require too much restructuring for scheduling. Where the full workshops we went from 2 days (in a row) -> 4 half days (every other day)
- Questions?
    - John: Resource commitment to regular Carpentries teaching? Small institutions that might not have those resources? What kind of resources are needed to maintain that sort of regular instruction capacity?
        - Clare: Instructor pool is primarily research support staff so people who are more or less permanent. Some grad students and there ismore turn over there
        - Sarah: when we first started teaching Carpentries workshops we did ~3/year because of the strength of our community at the time. Now we host 10+/year, but have committed staff members now, and a larger pool of instructors. Recommend getting the campus libraries involved because they serve everyone across campus and they're familiar with doing trainings. They've been able to do the hosting, providing space. Building up the community is helpful: asking people who want to help who aren't necessarily trained as an instructor, and then those helpers can eventually start teaching (as long as there's one trained instructors). Pre- and post-workshop meetings are important because they help people know that they have support in their instruction/helping
        - John follow-up: Part of role of MDBH, is helping to go out to smaller institutions and help them build capacity about data science instruction and what resources are needed at a place that is not an R1. Might have Staff or Libraians available to help (smaller schools don't have this). No graduate students. Trying to think through what would be helpful to help build instructional capacity in the next couple years. Getting feedback from people with experience is helpful.
        - Sarah: Also folks at non-R1 might not be teaching workshop but rather using the materials, pedagogy, and support to create courses that they can teach at the their institutions
        - John: we are thinking about adding examples from water to support
        - Alycia: Code for Science converations about what is out there or frameworks to support more inclusive pedagogy. Submitted a proposal to host two working groups of faculty from HBCUs and TCUs about what their needs are to have conversations. Hopefully will be putting together recomendations for activities and how to support lessons with this.
        - John: TCU community is large in the Midwest, so being mindful about their specific needs around data sovereignty. For example CARE vs FAIR principles
        - Alycia:
            - Community Call Info place holder - Alycia will fill in later
                - CARE Principles of Indigenous Data Governance community call, Thursday, August 5, 2-3 EDT
            - IndigiData Workshop

Instructor Development - Stable sense of community for instructors and helpers

- Monthly instructor development community meetings, each month a different member of the community volunteers to faciltiate that disucssion around a topic of their choice - pedagogy, new material to bring into curriclum, recruiting instructors/helpers, ways of reaching new audiences (lots of life science interest in the past but trying to reach out).
- Example of what we are working on for fall - https://docs.google.com/document/d/1Cd_YWrVr4cXcUASElCy1vrvE32G9YcUwxYbpPTg5-2U/edit

MBDHub - event in a box framework - for planning a meeting or event.
Carpentries Self Organized workshop info - https://midwestbigdatahub.org/midwest-carpentries-community/

Start of midwest Carpentries community webpage! https://midwestbigdatahub.org/midwest-carpentries-community/
UW-Madison also putting together an Instructor/Helper centric page about the local community

Action Items:
Sarah: ~~Send out new calendar invite!~~ Work on Agenda (maybe a different facilitator too?)
Clare: Invite UW-System folks we identified in the past that might be interested and Marquette indivudals (Max and maybe Heather James - though she is at a different uni now)
Alycia: Will attend next month and see if Carpentries org has people we can invite (folks who have put workshops together at smaller institutions)
John: Reaching out the folks at predominately undergrad institutions in the Midwest who might be interested in the region but have no idea what the Carpentries is.

June 2021 - Lesson Development and Study Groups

We will move this session one hour earlier and join the UK community! The meeting will be at 11 ET / 10am CT / 9am MT - Go to this HackMD page for connection details and notes for this session -https://hackmd.io/Yeo2FNMQSo-XHhF04gFGeQ?both

May 2021 - Teaching Debugging

Recommended Reading (not required!) : https://dl.acm.org/doi/10.1145/3408877.3432374
Some Summary Slides: https://mariakamenetsky.com/files/teachingdebugging.html

Sign-in: Name, Institution, How do you feel you learned debugging (or not)?

- Sarah Stevens (she/her/hers), University of Wisconsin-Madison, Think I did learn it a little in my first programming courses but it was a long time ago. I think my first programming course did have us look at code and try to debug it. My second one with python I think we talked about it a bit more formally. We also learned to use a build in debugger for python I think. Best practice at debugging is in my office hours.

- Nick Dunn (he/him) University of Minnesota. I learned debugging in grad school by trial and error, and researching best practices on my own.
- John MacMullen, Midwest Big Data Innovation Hub, University of Illinois - learned debugging by trial and error
- Yuanxi Fu, School of Information Sciences, UIUC -- feel I never "learned" debugging :D
- Clare Michaud, UW-Madison Data Science Hub, I never formally learned this, rather by trial and error
- Maria Kamenetsky (she/her), UW-Madison: Also learned through trial and error and friends
- Rob Ramos (He/Him), University of Kansas: Learned debugging informally by trial and error.
- Kay Bjornen(she/hers), Okla State, I was taught to Google problems, beyond that no formal training.

Notes:

- Slides review -
  - What is debugging? - https://mariakamenetsky.com/files/teachingdebugging.html#3
  - Previous Research - https://mariakamenetsky.com/files/teachingdebugging.html#4
  - Considered Approaches - https://mariakamenetsky.com/files/teachingdebugging.html#6
  - Principles - https://mariakamenetsky.com/files/teachingdebugging.html#13
- What do you think we do already in our workshops? What do you do when you teach? What works well, what doesn't?
  - Nick - struggled with debugging at UMN in Carpentries. Feesl like we waren't giving enough time for learners to reflect on what we are actuallyt rying to get them to do through the exercises. newer approach online - intentionally introduce bugs/typos into the code we are writing with the group, model the behavior for what we are trying to present, talking through what we are doing, then when we get to debugging section,3-5 min summary of what we have been doing to debug and problem solve and how you can apply these strategies, stressing asking peers for help.
  - Rob - in basic lesson in R (not carpentries) I don't introduce errors but they appear all on their own, havent thought about teaching it but going through my normal debugging proccess, decifering the error and walking through people through the process, want to add in intentionally introducing an error so you can know in advance. Pointing out keywords.
  - Neal - Two levels of challenge we have to help learners recognize and distinguish - minor bugs - type wrong, misplaced parens, indentation issues, return statements in the wrong spot - flow chart level thinking - these are reasonably straightforward to cover in workshops via intentional bugs or talking through new errors. Higher level debugging - something that is structurelly wrong with your programming and need to be refactored - often above the needs of novices in our workshops, might be better talking to someone who is a developer to help solve this issue, they can put this into context. Part of the problem in workshops, trying to stay here is the practice of debugging - simple steps but if you get beyond that what do you do next. What step do you take to not get caught in this trap. Been unable to point people beyond the simple steps.
  - Maria - liked Neals point about the levels of debugging. Wonder if there is a more universal approach for both types of learners. Location, expected vs observed output, more universal regardless of level. Learners move to that level and don't know where to start because they don't think they have the tools to do so.
  - Neal - We recognize that there is only so much you can do with learners in a workshop.

Getting people from novice to competent practioner. Is what you are thinking about an expert skill?
- Maria: What is the skill they learn? Rstudio/specific functions? Programming skill they can apply to differen't languages.
- Sarah : might depend on the level of the workshp - novices vs intermediate
- Neal: maybe puttting together a lesson - stand alone lesson or trying to go through a lesson we maintain and see if we can bake this into the materials a little more
- What other strategies for teaching learners debugging do you think could be incorporated into the workshops and how?
  - Yuanxi - working with undergraduate students, the problem is there is a sanity check, maybe different from data sicence and programming. Reading in a matrix and then looking at Xs but there are different X's and then this only reads in some of the Xs. Get a program and wouldn't know that this is an issue.
  - Rob - Agree with neal on the two levels of debugging. Then there is the issues like Yuanxi discussed, not reading in all the data, type issues, most important level of errors because this really frusterates novices.
  - Neal - If we wanted to work on the existing workshops, want students to walk away and coherently think about why does my code work the way it does? (or _not_ the way I expect it to)
  - John - one of the approaches that I use in data base design and literature searching was having a defined answer to the problem - small database, having the right answer available so when your statement doesn't find the right answers you are looking for, you know that has happened. Silent errors without seeing the bigger picture. Having prepared examples that allow that kind of instruction where the student can see the flow of what youa re trying to do, the outcome and see where you are missing things.
  - Sarah - Maybe more exercises that have learners go through the process and identify these bigger level errors.
  - Maria - In literature they have developed a flow chart to think about it. To have learners apply this flow chart, maybe in an exercise. WOrking through the workflow of identifying the problem, locate the problem, toolkit of print statements, etce. THinking about the process that they are going through.
  - Clare - thinking about it as something the occurs from inconsistencies in data. and thinking about the cleaning steps as mitigating debugging. Referring back to the raw spreadsheets when delving into R later in DC to show the signficiance to cleaning.
  - Rob - in my class, the data types in R with lazy typing in R, this can really get you in R, giving you stats that are wrong and give you silent errors. Couple things that I noticed that the type can make a problems but still give you an answer.

Actions -

Upcoming workshops at your Institutions? Add below, please indicate if these are open for registration outside of your institution. Sarah will send out a summary of the items below next week.

Need helpers/instructors for your online workshop, send requests to the email list or slack channel!

April 2021 - CANCELLED

March 2021 Meeting Agenda - Library Carpentry

What is your background with teaching/learning/facilitating Library Carpentry workshops? How have LC workshops gone for you and your learners? Any thoughts to share about the LC curriculum? What kinds of learners have the LC workshops worked best for? Do you have any hopes/plans for future LC initiatives or workshops? Interest in LC-related collaborations?

Sign-in: (name, institution, would you like to talk about LC?)

- Cody Hennesy, Univ of MN, yes
- Elizabeth Wickes, UIUC, yes (sorry I got the time conversion wrong)
- Sarah Stevens, UW-Madison, yes in that I want to participate in the conversation ☺ but no experience with it to share
- John MacMullen, Midwest Big Data Innovation Hub / UIUC; looking forward to the discussion
- Clare Michaud, UW-Madison, yes
- Melanie Moore, UIUC, MBDH
- Heather Shimon, UW-Madison, yes
- Cameron Cook, UW-Madison, yes
- Trisha Adamus, UW-Madison, yes

Notes:
Notetaker: Sarah (but everyone is welcome to contribute)

Cody - Helped to organize an in-depth library carpentry that he has done for libtech pre-conference. Lot of interest from people but the conference was cancelled, move it to online for free in the fall. Most interesting was that there were folks from a bunch of different institutions. Lots of public libraries and small institutions. more focus on social stuff about how you would use this at your institutions. I'm the only one from my dept who is interested. Contrast with UC Berkeley there were only a few people interested. Curious about match of the audience. Heard through the grapevine that when people try to bring it to a single library there are issues with the fit of the curriculum.

Trisha - Taught at UW-MKE in fall. Seemed like people were somewhat required to attend. Teaching the material, my background is as a data librarian. There were so many questions about "I don't see how this applies to my job. Why am I here? Can you make this more applicable to my work". Difficult to address these questions because not sure about how to connect it with reference librarian work. Maybe needs to be built into curriculum or the institution needs to go into it thinking about that connection ahead.

Cameron - 2nd Trisha's comments. Ran this back in 2017, ask came out of iSchool and customized a lot. Reuqest from faculty where A bunch of collections trapped in a pdf on a website. Got together with a few other faculty and focused on webscrapping, did tabula and other customizations. Put that at the forefront. Used the collection from the faculty member. That was super popular. Faculty was able to use it as part of her project. Also did what makes a good spreadsheet and open refine as those were typically good tools. Called it "Collections Carpentries". We got good turn out, including researchers and grad students. Think some of the success is related to the rebranding.
Heather - mostly historical society and research staff, maybe not lots of reference or catelogers, more archivists, special collections. Some Cancer research maybe.

Cameron - there was a surprising diversity of researcher/domains represented based on it. Lots of people with use cases, and forefronting the webscraping

Cody Q: Mostly research or reference librarians? for Trisha

- Trisha: mostly. The public services reference librarians were the learners, metadata librarians were helpers
- Cody yeah we mostly have meta data librarians and MISSED OTHER

Cody - most every case I've taught we've subbed out the intro to data lesson with regex with a tiny 1 hr quick intro on regex or more likely the tidy-data (spreadsheets and best practices) as the intro. Great for some folks but if you are a data librarian this might not be as new. Seems to resonate with others. At another workshop - online over course of spring - where 3/4 of it is really python for social scientists but is for library folks. Like what Cameron said about putting it out under webscraping to get a particular audience.

Heather - Attended Cameron's workshop but curious. RDAP had a workshop about Data Literacy and Carpentries. Filenames that I see from my co-workers make me cringe. Lots of special characters. If we are doing webscraping, how are we ordering the data on the back end. Not really in SWC/DC but know that Librarians do still struggle with organizing their data, google drives and shared drives for examples. Can see this being highly relevent. Folder naming / hierarchy. You are getting this data, how are you oraganizing it.

Trisha - Curriculum does have a very small lesson on that. I've shoved this into intro to data when I teach it. Feel like the data management part is really importnat. Hearing from everyone that the curriculum is good if you modify to your audience. The situation I've had when teaching it, the host institution is like "lets go with the standard LC" and it doesn't quite work with out modifying it appropriately. Maybe more modular.

Cody - Also the titles are weird - tidy-data makes people think about R. Doesn't get into filenames (this does get into in unix shell but rows/columns. Maybe new lesson could start to address this. On LC advisory committee, curriculum should be better where you can just offer it, also want to make it clearer and more modular.

Sarah: timeline on the LC changes? Maybe midwest LC across institutions would be helpful?

Cody: not sure on timeline, thinking about who might be interested in each lesson to help with audience. With Midwest workshop maybe we could do this to pilot some of those modules. LIke the idea of finding the right conference with pre-conference. Specific audience of library staff. Maybe reach out to those networks a little more broadly and reach the cataloging group for example. For data librarinas, maybe they already hav these skills

Heather: lots of new data librarians that would find this useful

Clare: hosted 3 hr session on MISSED THIS session, and that got a mix of people who generally work with text data.

Cody: For pre-conference there might be a 3 hr short session, so that might make sense.

John: Discussion of alignment between academic libraries and curriclum, Had Chris Erdman who taught LC, science librarians and MISSED THIS librarians were most interested in the curriculum, mostly new librarians. 5% of learners went onto being an instructor. What would motivate people to becoming an instructor? Thoughts about what motivated you? Are you compenstaed by your institution? Passionate about the topic?

Cody: not compensated but part of the job. This varies at different institutions. With our membership we can get 6 new instructors. Getting difficult to find new poeple to teach because we've tapped the most

obvious candidates. There are graduate students but their motivation is different. Difficult to make those connections if you aren't connected with an LIS program. Seems like this is how it worked at UCLA and UW-Madison.   Not sure how many of those students are going on, might depend on their job. Seeing on my job ads, wasn't on mine but then was asked about it. Is there a motivation that would make you want to do that? The right fit? not as relevant?

Heather: Though we do have a library school, we don't get a lot of library students in the Carpentries. Don't feel like it aligns with what they do. I got into this for research support. I don't really use these skills but teach them to researchers to help them.
John: Elizabeth Wicks has been involved in connecting with library students here at UIUC.
Cody: Sometimes strange gulf between library school and library at some institutions. Not often people from the libraries teaching library students. Drawn to conferences as and thinking about how to reach new folks who are in these communites.

New instructors at UW, potential online library carpentry instructors

Hopes or plans about possible collaborations? Are you doing similar work in terms of teaching computational skills (affilated with Carpentries or not)?

Trisha: Running workshops on R and python through the libraries, loosely based on the Carpentries but gets a bit more in-depth, 4 2-hr sessions a week or two weeks apart. Has been very popular.
Heather: Some library staff to help. Other thing is we have an informal study group for python in the libraries. That has been very succuessful and has helped get more helpers for the workshop
Cody: hard to measure, there was an existing group that was teaching some R/ python/ etc. but were teaching it in an "old school" lecture style with difficult exercise at the end but have transititioned to more Carpentries style workshops.

Clare: Development of the text analysis of python workshops we are working on. We did consider using items from UW-MKE digital collections but the data cleaning would have been a bit unwieldy for the scope of the workshop. Taking a bit more of a Software Carpentry approach to that one. Focusing on python for the whole workshop. Could be adapted in the future to use something from digital collections.
Cody: Would that be a data Carpentry lesson?
Clare: Started with the idea that it would be a Data Carpentry lesson. But using the swc gapminder lesson to introduce python for 1 day and then on the second day introducing them to text based modeling. More conceptual info about text model and then NLP toolkit
Sarah: not sure where this will go in terms of lesson programming
Cody - Like the model of using library collections. Would be interested in looking at it.
Clare - Decided to use Project Gutenberg using the api from the NLP toolkit for now.

Vision for building LC into these hubs? collaborations? connections?

John: Looking at alignment for research communities on campus.   maybe starting with development with specific research communities. The question of where a module fits. Might fit in both with customizations for librarians or researchers. Another component are FAIR and CARE principles for data. Also looking at univeristy extention audience. Thinking about partnerships between libraries and extention in R1 institutions.
Cody: https://librarycarpentry.org/Top-10-FAIR/ Doesn't fit into the curriculum but it is a nice reusable module.

Cameron - having a text analysis for humanities lesson could be a good bridge. The lessons don't focus so much on text and the Humanities researchers could be useful.
Cody - not having a tool based lesson for this can be helpful

John: very interested in capacity building particular around instruction, trying to bring that to smaller institutions. Most of Carpentries is R1 but doing a lot of outreach for community/tribal collage institutions.

Cody: Interested in putting something LC together for the midwest, would like to get these smaller institutions involved as they might have a really unmet need. Anyone here interested?

Cameron - at a lot of the smaller institutions have many roles so it is hard for them to find the time. Might want to incentivize this in some way. Compensation? Support? Online workshops?

Feb 2021 Meeting Agenda - Instructor Training

How do you recruit and train instructors at your institution? Host local instructor training? Join in an online training? How to you decide who gets the seats for your Carpentries membership? Do you use all your Carpentries instructor training seats? Would you like to see shared midwest instructor training(s)?

Sign-in: (name, institution, would you like to talk about isntructor training at your institution?)

- Sarah Stevens (she/her/hers), University of Wisconsin-Madison, if time but would like others to go first
- Clare Michaud (she/her/hers), UW-Madison, happy to talk but would encourage others to speak first
- Cody Hennesy (he/him), Univ of Minnesota, Twin Cities; Sure!
- Melanie Moore, University of Illinois, no thank you!
- Nick Dunn (he/him) University of Minnesota, Twin Cities
- Jamene Brooks-Kieffer (she/hers) University of Kansas; sure

Notes:

March Topic : Library Carpentry

Action Items:
Cody: Help with prompt questions for LC Meeting next month and invite others
Everyone: invite others who are interested or knowledgable about LC
Sarah: Setup etherpad for next month, invite Trisha and other local UW folks about LC meeting, send reminders

April/Future Meeting Suggestions: Regional cooordination/ MBDH goals and ideas etc.

Jan 25th, 2021

Jan 2021 Meeting Agenda - What are the Carpentries? How can the Carpentries Workshops and Community be useful for your institution?

Introductions (5-10 min)
What are the Carpentries? - Sarah Stevens (10 min)
Shared experiences from the Midwest Carpentries community (3 for ~5 min each) - Some possible questions to answer: *How have the Carpentries been beneficial to your organization? How many and what types of workshops have your run? How does your community organize workshops together? How many instructors teach the workshops at your organization?*
Sign up to share your experience below (name and institution):

- - Jamene Brooks-Kieffer / University of Kansas
- - David Naughton / University of Minnesota
- - Sarah Stevens / UW-Madison

Q & A (20 min)

Sign-in: (name, institution, one thing you are hoping to learn from this session)

- John MacMullen / Midwest Big Data Innovation Hub; What are your biggest challenges in providing hands-on data science training to students? (info@midwestbigdatahub.org)
- Sarah Stevens (she/her/hers) , University of Wisconsin-Madison, I'm hoping to learn more about other institutions in the midwest who are intersted in the Carpentries. - sarah.stevens@wisc.edu
- Jamene Brooks-Kieffer (she/her/hers), University of Kansas; how other institutional members recruit and/or select new instructors
- Cody Hennesy (he/him) U Minnesota; just hoping to reconnect with folks!
- Diana Shull (she/her/hers), University of Wisconsin-Whitewater; hoping to hear about training opportunities
- Nick Dunn (he/him), University of Minnesota Twin Cities - Hoping to hear about others' experience running workshops & meet new folks
- David Naughton (he/him), University of Minnesota, naughton@umn.edu
- Melanie Moore, continuing to learn about the carpentries

Notes:

- KU - got 3 certified isntructors from Great Plans network. Had ~2? workshops a year for 2018-2019. Became a Carpentries member of their own in 2019. Currently 8 certified instructors. Mostly Software Carpentry. In 2020 had first online workshop in July/Aug. Have been planning Data Carpentry Genomics workshop for the first couple weeks of Jan 2021. Plans for Data Carpentry Social Sciences workshop in spring. Trying to tailtor workshop presented to expertise of instructors. Have 6 instructor training seats to fill this year to get new instructors training. Work Carpentries included in with NSF EPSCoR grant. 9 instructors to in train from the grant across 8 institutions.
- Minnesota - From an instructors perspective getting involved in the caprentries. Not a researcher, software developer, libraries web development dept. Thought I would be doing more teaching of the researchers but learners have taught me a lot. Learned about reserachers/learners needs and their

perspective. Best way or one of best ways for people like me to get invovled is as a helper. Having some expertise in software can make the teaching more difficult sometimes. Leaners can relate a bit more with instructors who are also reserachers. Esp. in teaching online. What we've done to make online teaching easier - ask learners to put their questions in the zoom chat (for helpers), questions from the most advanced learners come into the chat (beyond the curriculum) - hard to answer this in the main lecture (can get off topic or demotivate learners) so better in chat. One learner asked lots of questions about research project - first tried to talk to him in a breakout room (as his many quesitons were distracting others), eventually said this is not the best time to answer this question and instead request a 1:1 consultation to answer research specific questions. Found in in-person workshops we spend a lot of time with setup. Expected this would be more difficult on zoom. So we provided alternative online, using jupyterhub service that anyone could log into. Created docker images for jupyter hub to use for teaching. Put all the material that they would normally download in the docker images. Used as a back-up if they didn't install things ahead of time. One last thing about teaching/helping. Try to participate more as a helper than an instructor, it is still helpful for people to do instructor training. Very valuable, esp the emphasis on respect/empathy for everyone and practical ways to achieve that.

Questions!
- For Jamene or anyone: Outreach to depts for dicipline specific workshops: What kind of outreach are you doing? How do you build those networks?

- • - Jamene: A lot of our dicipline connectinons are with ecology, evoluionary biology, moleular biology, (lot of R users), those connections came about by accident. One of our instructors who brought may people into the community. That expansion is very useful. Also from social science, learners who are interested in becoming instructors. Some office of IT folks. Would like more office of research involvement. Would like to have more participation from all of those partners. From libraries, if you have dicipline specific liaisons that is something that you could leverage.
- • - Sarah: Bio science researchers believe they need these skills. Digital Humanities are growing in this area and we are still learning how to help them or connect with them.
- • - Follow-up question from John: Water focus for Carpentries - Specific insights into how UMN address that issue of a particular domain wanting Carpentries instruction for their specific domain? Specialization in a particular area but across institutions.
  - • Jamene: water specificity interesting, intermittent streams grant. People involved with the grant will work on develop or contribute to lessons based on what is learned from the grant (sensing data).
  - • Cody: Adam Wilke connected at UMN. To integrate a new group/domain, bringing in an expert in that area who is willing to each. We can help with coordinating workshops, helpers, etc.
  - • Sarah: Can use the existing lessons and build from that - Health Science Data Carpentry example. or use the Carpentries Lesson Development Model.
  - • Nick: At super computing institute, we have lots of subject matter experts and have requests form a group to put together something for a specific technology. Good to have the expert template their workshop off of the Carpentries style. Put together something that is useful and similar to other lessons.

- Future Meeting topic

- • - For new institutions - More on how can I get this started at my institutions? FOcus on small institutions and their unique challenges - Maybe March or April's meeting? Maybe reach out to Great Plains Network
- • - Hear from more folks who are doing Library Carpentry. Ideas for reaching more library workers

with workshops, and bringing on instructors from a greater variety of institutions (small, large, public/academic, etc.)

Nov 2020 Meeting Agenda - Growing and supporting your local instructor community while virtual
Share your strategies for supporting and growing your instructor community. *Do you still have new instructors/helpers joining the community? Hosted any virutal events for your instructors? How has your community changed while virutal?*
Attendees:

- Sarah Stevens (she/her/hers), University of Wisconsin-Madison
- Neal Davis UIUC
- John MacMullen (MBDH)
- Clare Michaud (she/her/hers), University of Wisconsin-Madison
- Jill Naiman (she/her/hers), UIUC
- Melanie Moore (MBDH)

Discussion:
- Short discussion - Mentorship program interest

- - UIUC has done some work with students/faculty at Ill State uni and purdue, think there is some regional work that is relatively low lying fruit
- - Scripts for approaching a new university, how to get groups involved.
- - Maybe work on running the mentorhsip program right after a MBDH instructor training in spring semester

- Monthly Topic Discussion - Growing and supporting your local instructor community while virtual
Share your strategies for supporting and growing your instructor community. *Do you still have new instructors/helpers joining the community? Hosted any virutal events for your instructors? How has your community changed while virutal?*

- - UW-Madison
    - - We've continued our monthly instructor development meetings where we discuss strategies and tactics for virtual teaching. Esp 6 months ago when we first went virutal. Lots of discussions around the platforms and how to use them effectively. Open dialog about questions or issues that might come up teaching virtually.
    - - Still working on ways to create a supportive environement outside of the instructor development meetings. Before things close down we had less formal social events to get isntructors to know each other. Still working on making sure those opportunities exists. We did try a social in spring but working on improving for fall
- - UIUC:
    - - Jill new to community. Interactions have been very focused on development of the Ag workshop. Did like the getting to know people who are interested in teaching tech. Nice to have that community of people. Like at this meeting that we can talk to other people in the midwest about how teaching tech relates to the region.
    - - Community built originally, Neal was training coord and then instructors moved here, and then about 6 people of instructors who could cover every lesson area. Robust

oporating network for all areas of campus. Run ~14 workshops a year in 2018&2019, fulled by Elizabeth Wickes and Neal training new instructors. Not doing instructor training as much this year. Running into the problem of people moving on from campus but don't have new pipeline of getting new people involved. Connections on campus are a bit different as well. Onboarding new instructors has become a bit more difficult. Facing issue of moment in the instructor pool.

- - Issue with bringing in new instructors
  - - Maybe getting our existing instructors to
  - - Teaching support for PhD students/post who might be interested in getting involved and not have support in their depts.
  - - MDBH issue with teaching workshops across multiple institutions so not specific to a group. Working on list of institutions in the region that we'd like to bring into the community.
  - - **Idea for Jan meeting** - reaching out to these intitutions to come to this call and learn more about the Carpentries community and why and how they might start one at their institution.
    - **Orgs to reach out to about this meeting** -
      - -
      - - Illinois State
      - ? Eastern Illinois
      - - Purdue
      - - UChicago
      - - UIC
      - ? ITT
      - - UW-System schools?
      - -
- - Reaching out to instructors - is it too late
  - - maybe a social event?
  - - still think it is okay to cold email
- - Question from MBDH: Have you done assessment of the community needs for different types of workshops? Surveys? Other ways to get community input about what people are interested in learning?
  - - Ag specific, we talked to people at extension. Expressed interest in using it for continuing ed. Not sure what data they have about the need but think they have some data about it
  - - UW-Madison, we've done more what instructors think are lessons that we need. With Digital humanities we did poll to find out what topics we should include in this lesson and it helped us narrow in on text analysis
  - - UIUC Need more eyes on Data Havesting for Ag lessons
  - - UIUC Working on adapting new material about how to adapt the Carpentries workshops to classroom settings. go.illinois.edu/eng498im (link broken at moment but will come back soon)

Action Items:
- Sarah: ~~Update the calendar invites for jan-may and cancel the Dec meeting~~
- All: think about other people/instituions you think we should invite for next month's meeting
- Sarah: Make agenda and template email invite for Jan Meeting.

Next meeting is Oct 26th, 2020, 12am EST / 11am CT / 10am MT
Connection :
https://us02web.zoom.us/j/81573878113?pwd=ajU1VUIzV2NsMVlsNWdaN2ozSmxZUT09

Oct 2020 Meeting Agenda - Running online workshops
How has your transition to online workshops gone?   What worked well?   What could be improved?
What were your biggest challenges and successes? Did you follow the Carpentries recommendations
(https://carpentries.org/online-workshop-recommendations/)? Any feedback we should submit to the
Carpentries?
Attendees:

- Sarah Stevens (she/her/hers), University of Wisconsin-Madison
- Neal Davis, UIUC
- Jamene Brooks-Kieffer (she/hers), University of Kansas
- Jill Naiman (she/hers), UIUC

Want to talk about your experience so far? add your name here

- Jamene Brooks-Kieffer - https://kulibraries.github.io/carpentries-instructors/2020/08/17/meeting-notes.html
- Sarah Stevens
- neal davis

Next meeting is Sept 28th, 2020, 12am EST / 11am CT / 10am MT
Connection :
https://us02web.zoom.us/j/81573878113?pwd=ajU1VUIzV2NsMVlsNWdaN2ozSmxZUT09

Sept 2020 Meeting Agenda
Attendees:

- Sarah Stevens (she/her/hers), Data Science Hub, UW-Madison - sarah.stevens@wisc.edu
- Jamene Brooks-Kieffer (she/her), University of Kansas
- David Naughton (he/him), University of Minnesota
- Clare Michaud (she/her/hers), Data Science Hub, UW-Madison
- Jill Naiman (she/her), University of Illinois
- Katie Lee (she/her), UIUC/WashU
- Yuanxi Fu (she/her), University of Illinois
- Maxim Belkin, University of illinois
- Neal Davis, University of Illinois

Introductions
Topic of the Month: *Community Lesson development*

- Does your carpentries community develop new lessons? How does it work? What lessons do you have in development?

UW-Madison - Sarah/Clare

- Docker lesson

- Data Carpentry Health Sciences lesson (adaptation of DC Ecology with an Alzheimer's dataset used at UWM) - not available for Carpentries Incubator because the data is not truly open; emphasis on data use agreement for health sciences professionals
- Jekyll and GitHub static sites (lesson sprint model)
- Theme is making changes after using the lesson to adapt it over time
- Community-developed Digital Humanities Carpentry lessons - text as data, developing by instructors at UW-Madison and -Milwaukee
- Tendency of debate and delay in any group that's working on a big project like this - effectiveness of a lesson sprint approach to moving forward

Motivation for lesson development and goals?

- Contribute back to The Carpentries
- Use of Carpentries Lesson Template is a plus

Carpentries Incubator - is the community driving lesson development, or are these more local needs?

- Whatever you are interested in. Toby Hodges is now managing the community around the incubator, supporting lesson developers.
- DH lesson already in the Incubator; UW is borrowing some of the elements but doing a lot of new content
- Questions of why an instructor would choose one over the other

UIUC - Jill and Neil

- UIUC has a robust Carpentries community; has the luxury of acting on things they would like to teach that are locally meaningful.
- DC Agriculture / Data Harvesting for Agriculture - not the same audience as a typical Carpentries workshop
    - Small group from Ag, Tech, Information Science, begun Feb/March 2020
    - 2 workshops with farmers, got good feedback
    - Programming with R / Using agricultural data
    - Potential future topics, e.g. Irrigation
    - Consider integrating with UIUC Extension
    - https://github.com/carpentries-incubator/data-harvesting-for-agriculture
    - https://carpentries.topicbox.com/groups/curriculum-agri
    - Status: Alpha 2 - ready to teach; need more refinement
- Python and SQL for Business
    - written primarily by a non-Carpentries TA; "non-Carpentries voice" has largely been revised out
    - Fairly mature lessons; missing piece is a half day: .5 day SQL, 1 day Python
- Lessons are pretty mature

Questions:
Who helps develop lessons? Carpentries instructors/helpers? unaffiliated? Thinking about local community needed to develop lessons.

- Mostly Carpentries-affiliated people
- Common theme is "getting it" in terms of the Carpentries lesson template and framework
- Unaffiliated folks have interest but don't tend to follow up as quickly
- A way to meet people in a new community, learn a new topic

Opportunity to learn about research and what researchers need
Carpentries as a way of not having to individually develop lessons or curricula
Lesson developers and maintainers need exposure to researchers, learners, and workshops to understand what to explain more/less. Cognitive load is a grounding concept in lesson development. Shared vocabulary provided by Carpentries instructor training helps with this.

Carpentries Incubator versus Carpentries Lab?

- Carpentries Lab maybe lessons The Carpentries have developed with universities
- Potential for peer review process to get lessons from Incubator to Lab

This regional call will soon be part of a community for the Midwest Big Data Hub - this is Sarah's project

Oct Meeting topic: Running online workshops

August 2020 Meeting Agenda
Attendees:

- Sarah Stevens (she/her/hers) / sarah.stevens@wisc.edu
- Angela Li (ali6@uchicago.edu)
- Jamene Brooks-Kieffer (she/hers) / jamenebk@ku.edu
- Clare Michaud (she/her) / cmichaud@wisc.edu
- Cody Hennesy (he/him) / chennesy@umn.edu

Introductions
Topic of the Month: *How things work at your institution*

- Each person has 5-10 min to talk Carpentries at their institution: how many certified/noncertified instructors, organizational structure/who organizes them, how workshops work/how many workshops do you do, mentoring across institutions (??), etc
    - Jamene Brooks-Kieffer, University of Kansas
        - Thanks Cody for sharing this monthly meeting!
        - 9 certified instructors at KU. Got started self-organizing workshops + training instructors under GPN (Great Plains Network). Last year was first institutional membership. Trained 6 instructors. Renewed at the Silver level. Worked membership into biosciences grant for next 4 years = 9 additional people a year/5 states. Supported through NSF capacity building for underresourced states (EPSCoR).
        - Mark L at Oklahoma = Carpentries mentor. Oklahoma has strong Carpentries program
        - Cross-departmental group of instructors organized by Jamene. Strong recruitment out of biological disciplines. Other folks from IT, and 2 from libraries, hope to have more.
        - Next goal: get usage data as to which learners come from which departments
        - Qs from us:
            - What other activities do you do besides organizing the workshops together?
                - A few years ago, had a library sprint. 4 people did their first PR! Have not repeated.

- Instructors' cohort meets monthly
- Where, organizationally, is the membership situated?
  - Libraries Dean was instigator of membership + formed funding group with CIO + Vice Provost for Research. Funding stream is 3 groups. For first year, libraries took on more of cost. This year, split it equally. Grant money can fund the membership level increase.
- How did you get in on the grant? How did you find out about the grant opporutunity?
  - Know the PI and she had attended a Carpentries workshop and her husband had attended and helped too. Started with could there be some data carpentry workshops are part of this grant. Because workforce dev is required for this grant type. Had a informal meeting about it in Dec. Then went back to the writing team and ended up being a co-PI on the grant. "On ramps to data science .." is what the grant team is calling the Carpentries portion of workforce development in this grant. They buy out some time to organize but then ease out to other PI's supporting the workshop development.
  - Follow up Q: what grant programs have onramps to DS portions? Could be really good for us to know about
    - "On Ramps to Data Science" is what this grant team is calling the Carpentries component of the grant activities, plus some other data science training for undergraduates, graduate students, postdocs, and ECRs (Early Career Researchers). In general, this would be a good question for an Office of Research person who works closely with NSF (or other agency) opportunities, to see which have requirements for inclusive science or technology training or other workforce development requirements. These may be easier to find in EPSCoR states. The NSF REU program is probably a good example; sounded from the call as if Madison is already heavily involved in those summer programs.
- Clare Michuad, UW-Madison
  - Data Science Hub at UW-Madison hosts and organizes all workshops. About 10 a year, mostly over the summer. Annually host some subject specific workshops - health sci, genomics, geospatial and then regularlly DC ecology and SWC. Also hosted DC and SWC specfically for Undergrads / REU students. Our workshops are mostly geared grad students / postdocs. For fall, will have 5 mini-workshops, half days over the course of the fall semester on a variety of topics (unix, sql, github, jekyll, intro to docker). Also currently doing lesson develpment on digital humanites workshop working with text data to pilot in spring/next summer.
  - About 50 instructors on the email list...maybe half certified, and half regularlly volunteer at workshops. Grad students, postdocs, librarians, research computing facilitators. Stretches across campus.
  - Instructor community is very active. Monthly instructor devlopment meeting where an instructor facilitates a meeting/discussion on a topic of their choice. Recently, teaching in a digital/virutal settings. Coming up topic on stereotype threat and implicit bias in classrooms, carpentrycon. Try to cultivate social atmosphere among the group for folks to connect outside of the workshops. Try to hold social event each semester. Trying to make that happen in a virtual setting

right now.
- Angela: I've been very impressed at how the UW instructor community has really turned into a place for professional development for its members and instructors, would be interested in learning more in the future as to how this works.
- Questions:
  - Are the Jekyll/Docker mini-lessons mentioned official Carpentries lessons?
    - Carpentries Incubator lessons. Taught in mini-workshop on Docker in the spring, will teach again in fall. Trying to move forward to a stable state. Jekyll workshop underway. Using workshops as deadline to get things done
- Angela Li, University of Chicago
  - Moving on from UChicago. Staff turnover has been an issue, finding an advocate for Carpentries long term. As soon as we have a structure, someone leaves.
  - Private insttution, incentives for training are different. Lots of silos. Pilot workshops for SWC were done in 2013 but since then it has been really ad hoc. One dept in genomics will run them since 2014 but no one else ahs been benefiting from it
  - Heard about this and became an instructor/trainer and tried to scale up individually with own capacity. Have about 15 instructors on campus (bio folks from before and social sciences). Ideally would be research computing center or libraries. but each of the sciences depts build their own capacity within the dept. Tried to build some research computing connections but person left.
  - Trying to pass on to other staff/grad students. Have Carpentries Club (INSERT LINK). Would be nice to have intitutioanl support but will need to find grant. My group has benefited from training instructors but working across silos has been problematic. Had instructors trained at other instituions joined and then leave.
  - Think the Library might be a good place to host the community
  - Sarah has been a great mentor for me as we build this up. Long term I can't be the only person pushing this forward.
  - Quesitons:
    - Has there been any formal mentorship?
      - Angela was able to trade some of her work for a membership as maintainer lead.
      - Finding a group to fund it together has been tough
    - Where did you leave it when you left?
      - Maybe weren't strategic in who we trained. Did pass it to other staff members at instution. Not sure if there is going to be that one person to drive things forward. Need staff investment, preferablly from the library.
- Cody H, U Minnesota Twin Cities
  - Started at uni in nov 2018 and another librarian had started a pilot where a few poeple had been trained and had run a centrally organized. Similar issues with Staff turnover. Got trained in the pilot but then inherited this role but not part of job initially.
  - Have about 12+ certified instructors. Silver membership for a couple years. Certified instructors that are leaving, more grad students and postdocs. Had been channeled through library leadership, "why train grad students who might leave?". Challeng "why do we want to invest in commuinity building?". Budget issues

about who will pay for it each year. Office of research and grad school have been equal partners in funding.   Even split of librarians / minnesota super computing group, few grad students. Lots of college IT staff. Geospatial department staff also.

- Since we've been going, been teaching SWC only. 2 full 2 day workshops a semester, about 5 a year. This smester we are doing mini-workshops, 2 hrs at a time. Python, numpy and pandas, R, missed other ones...
- Been hard doing anything beyond the workshops. Admin in the library does the registration, space and food. Been support but doesn't feel like it is coming from the community. They show up and teach but don't have a sense of ownership.
- Questions?
    - Have you asked the instructors what they want to teach?
        - Tried a couple of times but the way it started we are doing SWC regardless and so we just do that.
        - Library carpentry group has more community.
- Share workshops. If you want to help or know someone who wants to help please contact the person below.
    - UMN SWC this semester: https://dash.umn.edu/events-and-news-page/software-carpentry/ = contact Cody chennesy@umn.edu if you're interested in helping/sitting in
    - UW-Madison mini workshops this fall: https://uw-madison-datascience.github.io/2020-09-16-uwmadison-mini/ (contact facilitator@datascience.wisc.edu
- Topics for next month:
    - Community Lesson development - Sept
    - Running online workshops - Oct

July 2020 Meeting Notes

Attendees:

- Sarah Stevens (she/her/hers) / sarah.stevens@wisc.edu
- Angela Li (ali6@uchicago.edu)
- Cody Hennesy (chennesy@umn.edu)
- Nick Dunn (he/him/his) / dunn0404@umn.edu
- Mark Laufersweiler (laufers@ou.edu)
- Nathan Moore (he/him/his) (nmoore@winona.edu)
- Wanda Marsolek (mars0215@umn.edu) - not available for July, but future calls
- Pete Wiringa (wiringa@umn.edu)

July 27, 2020 Agenda

Introductions

- Sarah S - UW Data Science
- Cody H - UMN, Librarian
- Nick Dunn - UMN, Supercomputing Institute
- Nathan M. - Winona State, Physics

- Peter W - UMN, USpatial
- Angela L - in transit from U Chicago

Questions and Needs Discussion

- Sarah S submitted a proposal for Midwest data hub to build midwest community - https://drive.google.com/file/d/1yY_D64hsdqazrJ62G18aGrUQdBSFshyk/view?usp=sharing
  - Idea is that they will do some connecting
- What are folks' plans for the fall? (Cody)
  - UMN had a very short summer set of workshops
  - Thinking about doing more interactive set of exercises. Potential ability for cross-university collaboration?
  - Sarah: UW did 2 DC workshops, and additionally did a flipped classroom
    - Health Sciences DC in June
    - Flipped Geospatial Curriculum in July
      - Setup - https://www.youtube.com/playlist?list=PL90vX4e9ORqfzAY5IngLRM8OeyBS2ZYU6
      - Raster Vector - https://www.youtube.com/playlist?list=PL90vX4e9ORqeGADdAEDcM88TOgfijTzIo
    - Genomics Carpentry (August) - do every other day 1st 2 weeks of August
    - SWC (Python) in August
  - In the fall, planning to do mini-workshops
    - Found that long workshops
  - Nathan: teaching a seminar for physics (undergrad) students. May run through shell materials and do intro to Python (do over 3 months). Also a maintainer on the gapminder lesson - encourage to contribute to lessons
  - Angela: Geospatial lesson - Ryan Avery is looking for help, contributors
    - Python geospatial Incubator lesson: https://carpentries-incubator.github.io/geospatial-python/
    - https://carpentries.org/blog/2020/03/teaching-a-new-geospatial-python-lesson/
    - Same dataset as R geospatial, but ported to Python
    - Limiting online workshops to 3 hrs/day seems to work best
    - Used modules to structure 1 hour/week mini-sessions on data wrangling topics in person (lunch seminar, or skill up)
  - Sarah: $300 for out-of-network, $100 for nonprofits for workshops -- perhaps instructor/learner sharing across institutions
  - Cody: Many unmet needs around Carpentries topics. Waitlist was very long. With small group of instructors, might not be able to meet the need. No real facilitator/coordinator role. There's no person who will make sure that we'll ramp up. Idea of sharing online workshops/instructors.
    - How to use intro-level workshops + integrate workshops to other things
  - Cody: LC workshop was scheduled for March, might be good to invite other librarians in the Midwest
    - Very different needs for LC
    - https://librarycarpentry.org/
  - Sarah: Could potentially be interesting to put together materials for different library groups. Seems to be a common issue.
    - Trying to put together more digital humanities lessons - putting together a survey of researchers, ask them what skills they need.
    - Idea of text analysis workshops + bonus modules

- Trying to meet every week in the fall semester and work on those materials
- Nathan: Have you interacted with https://programminghistorian.org/en/
- CarpentryCon session on Text/Data communities: https://2020.carpentrycon.org/schedule/#session-26
  - re: Text as Data Practice Group https://libguides.umn.edu/text-data-group
- Nathan: 1) Are we still interested in tips for teaching online?
  - 1. Carpentries recommendations - https://carpentries.org/online-workshop-recommendations/
  - This video in particular was very useful for the framing of how to teach online https://education.rstudio.com/blog/2020/03/teaching-online-on-short-notice/
- Nathan: 2) Is there a community working with Arduino? Physical computing?
  - 2. Some incubator lessons I think - https://github.com/carpentries-incubator/IoT_arduino_nano
    - https://www.reddit.com/r/arduino/comments/2ij0d5/til_arduino_was_named_after_a_bar_in_ivrea_italy/
- Angela: bonus 3 hour modules on how to use Zoom, how to plan online course, etc.
  - https://carpentries-incubator.github.io/instructor-training-bonus-modules/
- Cody: are we interested in sharing instructors, workshops
- Angela: U Chicago has a new cohort of instructors who could probably benefit from co-teaching with more experienced instructors; 10-15 individuals who recently went through.
- Sarah: Carpentries only allows experienced instructors to do training for centrally-organized workshops. Want to figure out how to have new instructors teach and get experience teaching.
- Cody: How do I contribute to the Carpentries Incubator?
  - Sarah: Incubator lessons are a good way to share lesson material that doesn't necessarily fit into the SWC Carpentry/standard Carpentries curriculum
  - Instructions for the Carpentries Incubator (README): https://github.com/carpentries-incubator/proposals#readme
  - Styles repository - start with this lesson template: https://github.com/carpentries/styles
  - Lesson example - https://carpentries.github.io/lesson-example/
  - Idea: write things - figure out how to use materials others have used, share lessons so others do not have to go through the pain of re-writing things from scratch
- Sarah/Angela - can negotiate institutional memberships based on contributions from individuals
  - Blog post on Maintainer Community Lead/how Angela negotiated a Platinum Membership for my work:https://carpentries.org/blog/2020/07/maintainer-community-lead/
- Cody: Would be helpful to sit in on Data Carpentry workshops and watch how they're run virtually before jumping in, and watch how they work.
- Sarah: Taught at different institution - useful to watch folks teach. UW workshops are open to any individuals
- Midwest email list would be great to share upcoming workshops - Sarah TODO in terms of sitting in. Also useful to share upcoming Instructor Training events.
  - Perhaps sitting in on Instructor Training would also be available to early-stage faculty members. Trainings that would be useful to faculty members as an onboarding for faculty members

- Topics for next meeting (Aug 31):
    - How things work at your institution (how many certified/noncertified instructors, organizational structure/who organizes them, how workshops work/how many workshops do you do, mentoring across institutions, etc)

June 29, 2020 Agenda

Present:

- Idea: proposal to http://midwestbigdatahub.org/cde/?
    - Due July 24 - Sarah to draft
    - What do we need from them?
        - Sarah staff time for helping onboard instructors in Midwest + coordination within ppl in community?
        - Opportunities for new instructors to instruct?
- Need to bring on people at July meeting
    - Goal: Introductions, needs, kicking off the coalition
    - Blog post to publicize by July 13
- Next steps:
    - Blog post about Midwest group, share meeting info (Sarah draft, Angela feedback)
        - Need more people to help organize, recruit for this as well (Angela + Sarah to reach out to folks)
        - Draft: https://docs.google.com/document/d/1tcvg42UU4t5Pdzz_CJHK0VqdNj6vl8G4c2KxqCLDTVI/edit
    - Kickoff meeting on July 27 at 11 am Central time (TIME AND DATE LINK) (Angela draft agenda, Sarah feedback)
        - Intros (10 min)
        - Breakout (15-20) - what is Carpentries like at your institution
        - Debrief (30) - common needs, what are common? What are next steps

    - How to build Midwest Carpentries Champions community
        - New mailing list + Slack channel - local-us-midwest!
            - Inviting folks, getting the word out
        - Monthly Midwest US Champions meetings (what to discuss?)
        - Midwest-wide directory?
    - Updates on June 8-9, 2020 Instructor Training
        - Status of checkout (Angela to email and check in on status of instructors - let us know how you're doing in Instructor Checkout! If you have questions let us know)
        - Giving new Instructors a chance to teach

May 25, 2020 Notes

Present: Angela Li, Sarah Stevens

- Idea: start Midwest Champions list, host, monthly check in to get inspired, make connections!
- Angela and Sarah to co-teach Instructor Training on June 8-9
- Idea: running Instructor Development meetings: https://docs.google.com/document/d/1LKpoY4ZoYiJuopALdKeBX36clXsqYqIgUrHFN0EH6Eo/edit#heading=h.2l5luuk9lzn5