Presentation by

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Training research output checkers

Date

Background

Motivation

- increasing demand for output checking in research facilities
    - very few fully rules-based => subjective judgment needed

- checker training mostly by 'grandfathering'

- guidance mostly from SDC literature
    - little on people management

⇒can we train checkers more formally?

Research outputs compared to NSI outputs

- research outputs
  - have much wider range of types
  - are transformed and subsetted in idiosyncratic ways
  - do not have the same requirements for consistency

- produced by individuals
  - to their own purposes
  - to their own standards of explanation
  - with limited training in SDC
  - with a different perspective on risk

- In summary: low risk but complicated

Structure

Learning objectives

1. Building confidence

2. Understanding subjectivity

3. Dealing with the unknown

4. Developing interpersonal skills

- (Developing output checking community)

Structure

- 60% of time: statistical skills

- 40%: understanding and managing users

- All based on group discussion
  - very little formal instruction

- Pre-reading (tested)
  - post-course reading (for reference)

Developing statistical skills

- Show groups a sample output

- Get them to
  - review
  - decide
  - draft points to be made to the researcher

- repeat with increasing complexity

- But: add pressure to make decisions

Developing interpersonal skills

- Groups identify 'top ten' user problems
  - and solutions

- Review types of users

Assessment

- 70% four outputs

- 30% for 400-word essay
  - Round 1: pros and cons of defining scatter plots as 'safe statistics'

Lessons learned

Statistical skills

- Very hard to break default-closed conditioning
  - possible risk vs meaningful risk
  - not utilising 'safe statistics' tool
  - 'chain of events' reasoning important

- Better at suggesting solutions to researchers

- Test results:
  - still default-closed for linear/descriptive stats
  - models: better but not using key lessons

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  - Unknown: is this still seen as an exercise?

Interpersonal skills

- Initially needed much more work
  - first pilot repetitive and unclear
  - 'top ten' developed on the fly in discussions

- Partially assessed
  - shows more guidance needed on how to draft emails

Learning objectives, post-pilot

1. Building confidence ✓ ✗

2. Understanding subjectivity ✓ ✗

3. Dealing with the unknown ❓

4. Developing interpersonal skills ✓ ✗

Next steps

- Material seems to work in class

- Exam shows possible ongoing problems with
  - taking responsibility
  - having confidence in guidance for models
  - default perspective?

$\Rightarrow$redesign facilitation to directly challenge

$\Rightarrow$review assessment
  - $\Rightarrow$reflective diary better?

- Looking for further input from other NSIs

Questions?

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