

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

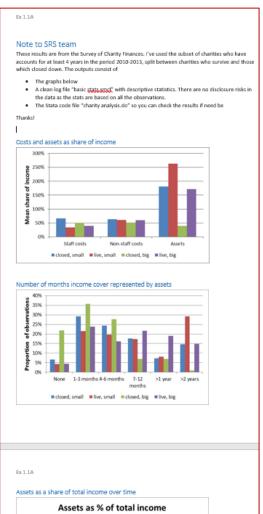
- All based on group discussion
 - very little formal instruction
- Pre-reading (tested)
 - post-course reading (for reference)



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

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
- 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
 - o default perspective?
- ⇒redesign facilitation to directly challenge
- ⇒review assessment
 - ⇒reflective diary better?

Looking for further input from other NSIs



Questions?

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