Building a Bridge Among Experts: Data Boot Camp for East Asian Studies Librarians at the University of Michigan, United States

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University of Michigan
IASSIST 2018 conference
WHO I AM

- International Government Information and Public Policy Librarian/Mathematics and Statistics librarian (Interim)
- University of Michigan
- yangjw@umich.edu
- Information seeking behavior of academic researchers, international geospatial data discovery, research data services
2017 Workshop of Korean Data Services, Nov 15-16, 2017
Story what I want to share

- Why did we plan the data service workshop for the East Asian studies librarians?
- What did we provide for attendees?
- What kind of feedbacks we received from attendees?
- What I learned from the experience?
- What is our next move?
New roles of Subject/Liaison Librarians

An engaged liaison seeks to enhance scholar productivity, to empower learners, and to participate in the entire (academic) lifecycle of the research, teaching, and learning process – Jaguszwski & Williams (2013)

Emphasis on initial and ongoing training program and the development of information packet that characterize a library’s ability to offer support in key areas, such as scholarly communication, publishing, copyright protection, and academic computing – Kenny (2014)

Knowledge about institutional repositories and research data management service.
Current efforts

- Group approach:
  - merge between Asia Library and International Studies
  - Building a consultation team across units

- Encourage conversations with Faculty: especially research data management services

- Hire a data librarian(s) for data consultation/management services
Why do we need data literacy education for regional experts?

- Language Barrier for consultation services
- Collection Development: Copyright and license agreements related to international data
- Role of mediator: Information Seeking Behavior of Faculty
- Background Information about data
How to measure gender inequality?

- In case of African countries or India?
- In case of Japan and Korea?
How to measure gender inequality?

- In case of African countries or India?
  - Literacy rate by gender
  - Gender ratio of higher education enrollment

- In case of Korea?
  - Literacy rate – 98 %
  - Gender ratio of higher education enrollment – almost same
How to measure gender inequality?

- In case of African countries or India?
  - Literacy rate by gender
  - Gender ratio of higher education enrollment

- In case of Korea?
  - Economic participation rates and unemployment rates by gender and age
Exercise

Find the number from the dataset

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>64.7 (2016)</td>
<td>63.7(2016)</td>
<td>65.6(2016)</td>
</tr>
</tbody>
</table>

Data Interpretations
1. Compare 40-49 age group participation rate of male and female
2. Observe participation rate and unemployment of women in 2003:
   3. 61.3 +6.4 (2003)/ 65.6 +8.8 (2016)
4. Compare unemployment rate between 20-29 and 40-49 age group of male
Understanding the data

Why too many missing data in Gwangju?

<table>
<thead>
<tr>
<th>Item</th>
<th>Period</th>
<th>20-24 Years old</th>
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<td>Seoul</td>
<td>Busan</td>
<td>Gwangju</td>
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<tr>
<td>Male (Person)</td>
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<td>339,766</td>
<td>121,532</td>
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<td></td>
<td>2005</td>
<td>432,481</td>
<td>157,729</td>
<td>65,974</td>
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<td></td>
<td>2000</td>
<td>489,103</td>
<td>179,461</td>
<td>66,716</td>
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<td></td>
<td>1995</td>
<td>562,765</td>
<td>198,119</td>
<td>70,182</td>
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<tr>
<td></td>
<td>1990</td>
<td>567,342</td>
<td>190,954</td>
<td>63,191</td>
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<tr>
<td></td>
<td>1985</td>
<td>521,013</td>
<td>176,567</td>
<td>-</td>
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<td>1980</td>
<td>492,628</td>
<td>176,697</td>
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<td></td>
<td>1975</td>
<td>351,924</td>
<td>123,995</td>
<td>-</td>
<td></td>
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<tr>
<td></td>
<td>1970</td>
<td>287,692</td>
<td>86,477</td>
<td>-</td>
<td></td>
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<tr>
<td></td>
<td>1966</td>
<td>189,178</td>
<td>59,817</td>
<td>-</td>
<td></td>
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<tr>
<td></td>
<td>1960</td>
<td>133,956</td>
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</table>
2017 Workshop on Korean Data Services
The Beginning

- The Council of East Asian Libraries Meeting
  - Korean Government Information and Statistics - 2016 The committee on Korean Materials meeting
  - The Reference Service for Non-traditional clients of Asia Library – 2017 Committee on Public Service meeting
  - http://www.eastasianlib.org/

CEAL, The organization for East Asian librarians in North America
Working for East Asian Librarians since 1958
Planning the workshops

- Pre-demographic survey of attendees
  - Half of attendees (16 out of 31) serve multiple areas: Chinese and Korean studies, Korea and Japanese studies, East Asian studies, and Korean only (7)
  - Three faculty members of political science, Korean studies and school of information, two grad students, 26 librarians from US, Canada, Korea, and Netherland
Planning the workshop

- 12 Sessions
  - International data
  - Korean data
  - Chinese data
  - Japanese data
  - Social Science Data
  - GIS information
  - U-M library research data management service
  - ICPSR data related to Korean studies and data preservation services
  - Digital humanities in Korean studies
  - Text Mining
  - Programming tools for Korean catalog system
  - Wrap-up
Instructors

- Clark library for Gov. info, Map and data services (U-M)
- RDS, Social Science, Digital Scholarship (U-M)
- Asia Library (U-M)
- ICPSR & Princeton university
Planning the workshop

- Hands-on session: use real examples
- Provide data information of Korea, Japan, and China
- Introduce useful databases that attendees can actually use for their reference services: KOSIS, KOSSDA, OECD iLibrary, China Data Online etc.
- Provide information about strengths and weaknesses/limitations of the databases
- Add data visualization and research data management components
Feedbacks

- Google Form survey: 14 respondents
- Long Reports from grant recipients: 6 recipients
  - Two participants received IASSIST event sponsorship grants
- Very positive response about the hands-on sessions.
- Want more and longer classes: 90 minutes class was not enough, especially hands-on sessions, such as Korean Data and GIS.
- Detailed information about databases and strategies of how to conduct data reference services were well appreciated.

- “After coming back from the workshop, I already helped a student finding a report on Chinese rural areas using the OECD iLibrary.”
- Text mining
What I learned

- Class size matters for hands-on exercises
- Hans-on session helps attendees to understand data’s characteristics
- Discuss about the meaning of data gives an idea to area specialists how to conduct data reference service
- Data reference service: Group approach within a library does not work well in current stage for East Asian studies librarians. Collaboration across libraries works well for them.
- Data visualization and research data management sessions: enhance collaboration with data librarians in their universities
- Data literacy education for area specialists will significantly improve the quality of library service in the future.
What is next?

- Launch International Data Workshop series at the Clark Library, University of Michigan
- May 15-16, 2019
- International Data workshop : Latin America and the Caribbean Studies
  - July 2018 workshop at the SALALM conference
Thanks to

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Lynette Holter
ICPSR
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Endnote


