

# DATA MINDFULNESS:

## Making the most of your dissertation

V5, May 2026

### RESEARCH DATA SERVICE

[data-support@ed.ac.uk](mailto:data-support@ed.ac.uk)

Author - Candela Sanchez

Edited by – Keith Munro



This work is licensed under a [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/).





## Contents

<b>PREFACE</b>	<b>5</b>
<b>1. WHAT IS A DISSERTATION?</b>	<b>7</b>
1.1. What does a dissertation look like?	7
<b>2. WHAT ARE DATA?</b>	<b>9</b>
<b>3. DEALING WITH LITERATURE</b>	<b>11</b>
<b>4. RESEARCH DESIGN</b>	<b>14</b>
<b>5. MANAGING YOUR RESEARCH DATA</b>	<b>17</b>
5.1. Storing your data	17
5.1.1. Using your university network storage (M: drive)	17
5.1.2. Remotely connecting to your M: drive	17
5.1.3. Using cloud-based storage options	18
5.2. Backing-up your work	19
5.3. Folder structure and file naming	20
5.4. Documentation and metadata	20
<b>6. Finding and accessing secondary data sources</b>	<b>23</b>
6.1. Examples of data repositories and data archives	23
6.2. Further resources on finding and accessing secondary data sources	24
<b>7. WORKING WITH SENSITIVE DATA</b>	<b>26</b>
7.1. What is classified as sensitive data?	26



7.2.	Obtaining informed consent from participants	26
7.3.	Privacy, confidentiality and disclosure	27
7.4.	Anonymisation and pseudonymisation	27
7.4.1.	Anonymising qualitative data	28
7.4.2.	Anonymising quantitative data	28
7.4.3.	Anonymising audio-visual data	28
<b>8.</b>	<b>WRITING UP: HANDLING UPDATES TO YOUR DATA FILES AND DOCUMENTS</b>	<b>29</b>
8.1.	Versioning your files	29
8.2.	Splitting your dissertation by chapter/section	30
<b>9.</b>	<b>WHAT ABOUT AFTER YOU HAND-IN?</b>	<b>31</b>
9.1.	Data preservation and Sharing	31
9.1.1.	Edinburgh DataShare	31
9.1.2.	Zenodo	32
9.1.3.	Figshare	32
	<b>WHAT NOW?</b>	<b>33</b>

## PREFACE

Hi there!

This workshop will, hopefully, help you start thinking about your dissertation journey. My name is Candela and I currently work for the Research Data Service putting together these training materials, although I am doing a PhD as well. I remember when I did my UG dissertation and how lost I was; and now I hope this resource will make you feel more prepared knowing some tips and information about what lies ahead, and also what things you should be aware of.



This workshop is structured following the journey you will go through, from thinking of a research question to writing up and dealing with your dissertation after submission. Keep in mind that this resource has been designed to suit all students from the University, and so there may be sections that are more or less relevant to your specific discipline. Additionally, this is only a starting point to get you thinking about your dissertation. The Library and Information Services have many more specific and in-depth courses that you may want to have a look at.

Best of luck with your dissertation! And have fun!

### **Candela Sanchez**

Research Data Service

Library & University Collections



## 1. WHAT IS A DISSERTATION?

Yes, what is a dissertation? And how is it different from a traditional essay you have written for one of your courses? Understanding this, even though it may seem unimportant, is crucial for conducting and writing an excellent dissertation. So, let us unpick this by parts:

First, what is a dissertation? A dissertation is about doing research, rather than writing about research that others have conducted in order to answer a question and construct an argument; and, although they may take many different forms depending on your degree and your topic, most UG dissertations do share that:

- The student chooses the topic and also approach to the topic of their work (unlike a course essay).
- This piece of work will be carried out in an individual basis — of course, you will have guidance from your supervisor.
- As I have mentioned already, a dissertation is about doing research, and so a UG dissertation will have a substantial component of research — whether this means collecting primary data, analysing existing data, or critically analysing text materials.
- And finally, it is long! Much longer than a traditional course essay. Most UG dissertations are around 10,000 words. And this means that it will also be much more in depth too.

### 1.1. What does a dissertation look like?

Your dissertation will be structured differently depending on your discipline and your topic:

THEORY OR TEXT BASED DISSERTATIONS	ARTS, HUMANITIES AND SOCIAL SCIENCES	SOCIAL SCIENCES (TRADITIONAL) AND SCIENCES
1. Introduction	1. Introduction	1. Introduction
2. Main Body	2. Literature Review	2. Literature Review
	3. Research Design and Methodology	3. Research Design and Methodology
3. Conclusion	4. Main Body	4. Findings
	5. Conclusion	5. Discussion
		6. Conclusion

Dissertations are structured in specific ways, depending on your discipline and on your topic; and this structure will be more or less prescribed (see the table above).

The structure of your dissertation reflects the type of research that you are conducting. For example, in the sciences and more traditional social sciences, dissertations tend to have a more prescribed structure; this includes a chapter that describes your research design and methodology; a chapter that describes your findings, without any interpretation from you; and a chapter or set of chapters in which you discuss and interpret those findings (see the third column in the table above). Now, this way of structuring your dissertation is built on the assumption — as most science and some social science research is — that you, as the researcher, are able to collect objective data and are able to describe those free from any values, judgements, social preconceptions and theoretical interpretations.

On the other hand, other disciplines and other research projects may have different assumptions about the research process and the way in which research data is collected or produced; and this is reflected in the way those dissertations or thesis are structured. For example, many social science or humanities projects would sit on the assumption that describing truly objective data is unattainable; and therefore, those projects are likely to have a set of chapters that both describe and interpret their findings (see the second column in the table above).

Theoretical dissertations have the least prescribed structure, as you will not normally have a methodology or results to write about. Your dissertation will be structured in chapters that all discuss literature and build towards your central argument. For example, my MSc dissertation was around the concept of power. It was a political theory dissertation in which I discussed the concept of ‘empowerment’ within the context of power theory. So, my dissertation structure took the reader from an overview of the literature on ‘empowerment’, to the theoretical problems with this concept, to a set of chapters in which I developed a theoretical solution to the ‘problems’ I had stated earlier.

Now, the key to a dissertation, no matter which type you are writing, is that you will have a) a research question; b) you will develop an argument to answer that research question; and c) you will base that argument on evidence that you will show and discuss. That evidence - or data - encompasses a very wide range of items and this is what we will look at next.

## 2. WHAT ARE DATA?

Research data encompasses a much broader range of items than we normally would think. Every single student who takes on a research project will produce and use research data, from those doing pure theoretical work, to those designing and running lab experiments, to those conducting art-based research, to those doing quantitative or qualitative research. All of us, no matter the project will produce some form of research data. And this workshop — and this workbook — aims at taking you along the research journey and showing you what issues you should be mindful of when dealing with your own research data.

So, before we go any further into this course, here are some examples of the kinds of data that you may be dealing with at each stage of your research project.

Remember, these are only some examples, and depending on the kind of project that you will be doing these will change, and it may also be that some aren't covered here. It may also be that, for example, if you are conducting a theory based dissertation you will mainly be dealing with texts and not thinking about data collection at all. Yet, you will still produce data — in the form of text, notes, perhaps mind maps — and knowing how best to deal with those is also part of this workshop.

THE RESEARCH JOURNEY	EXAMPLES OF DATA
Finding your Research Question	Literature Notes that you make Literature reviews Systematic reviews
Research design	Research plan documents Methodology notes Research diaries Consent forms Ethics forms Recruitment forms/posters/ads Experiment designs
Data collection	Observations Archival material Texts Still images, video, and audio Art artefacts Simulation data, models, software Sketches, diaries, notes Temporal data, land features Clinical data, biological data, specimens Protein structures, sensor readings Historical records, census records, opinion polls Economic indicators
Data production/handling/analysis	Transcripts Databases Notes Research diaries Texts Statistical results Theory notes
Write-up	Sections of writing Different versions

### 3. DEALING WITH LITERATURE

The first step in conducting your dissertation research is likely to be conducting a literature search. This will be both part of the research process — to enable you to find a gap in the literature, and thus justify your research; but also it will likely become either a chapter in your dissertation, or if you are conducting a theory dissertation, this will be most of the content of your dissertation.

You need to be conscious of not plagiarising the work of others, so it is important that you reference the literature you read correctly. You can find out more about how to avoid plagiarism by enrolling on the [LibSmart I course](#) and completing Module 5: Referencing and Avoiding Plagiarism.

When dealing with literature, it is too easy to download an article, read it, take notes, and then misplace it — or even forget which article those notes are about. I know I have definitely done that, and then cursed myself for not having a more thoughtful approach to dealing with literature. Another issue that seems to come up time and time again with students that I have taught is referencing; and by this I mean a) having a system to store and organise your sources, whatever those are; and b) referencing those correctly.

To avoid these issues, you should follow these three key steps.

#### 1. Think methodically about your literature search and storage:

Create a particular folder or folders for your literature and/or other sources. Now, this may be hard, because you may not know in advance which research areas you will be getting into, and the structure and organisation of your literature is likely to change as you read more and get more of a sense of, say, how all of your articles should be grouped together. However, thinking about this in advance will be beneficial in two ways:

- a) It will mean that you can **keep track of the literature you have read or thought may be relevant** for your research project (even if you don't actually read it straight away, save it!)
- b) Thinking about how to organise your literature will actually **help you in writing your literature review**. This is because the way in which you organise your literature — and I mean your files, in folders — is very much part of the process of making sense of the links and relations between those very papers; and that is at the core of writing a good literature review. Think of it like making a mind map of everything you are reading.

## 2. Devise a strategy for file naming - and stick to it!

When you download an article from an online journal, my advice is to always save it in the folder you designated for literature, and using always the same name structure. One I recommend my students is:

**Author\_Year\_Title of the article\_KEY WORD\_KEY WORD\_KEY WORD**

The reason for this is that creating a naming strategy will mean that you can:

- a) Find articles quickly, without needing to open each file to see what it is all about.
- b) Adding the KEY WORDS at the end of the file name will also enable to use your search function and sieve through all of your literature fast when you are looking for specific themes.

## 3. Start using referencing managers early on!

Referencing managers are pieces of software that allow you to collect, store and manage your references in searchable folders; insert in-text citations (as many of them will plug into Microsoft Word); and generate automatic bibliographies too.

They also allow you to:

- Capture related PDF's, web pages, files, or images or link to available full-text.
- Add personal notes and index PDF full-text.
- Format citations in a wide range of reference styles e.g. Harvard, Vancouver.
- Create user groups and share references for class and other collaborative research work.
- Take notes on articles and save them in your collection of citations.

If you are using a University-supported computer, it will have EndNote installed and so you can use it for free. If you need a reference manager for your own computer, you can:

- [Check whether your School has a license allowing you to download and install a copy of EndNote on your machine](#)
- You can use an open source referencing manager. Some open source – and free – options include Mendeley or Zotero, which you can download on your personal laptop or PC.

If you have never used a reference manager and/or would like to learn more about them, the library provides information and guidance on ['Referencing and reference management'](#).

There are also courses specifically on using EndNote, and you can find these courses and sign up on Learn.



	DATA EXAMPLES	SOURCES
Sciences	<ul style="list-style-type: none"> <li>- Meteorological data, ground water data, sensor readings, historical records</li> <li>- X-rays, clinical case studies</li> <li>- Chemical structural data, crystal structure, molecular calculations</li> <li>- Spectral surveys</li> <li>- Specimens, biodiversity surveys</li> <li>- Experiment data, observations, calculations</li> </ul>	<p>Generate your own data</p> <p>Obtain from other researchers</p> <p>Data repositories</p>
Social Sciences	<ul style="list-style-type: none"> <li>- Opinion polls</li> <li>- Surveys</li> <li>- Interviews</li> <li>- Mass media, social media</li> <li>- Laboratory experiments</li> <li>- Field experiments</li> <li>- Fieldwork notes</li> <li>- Demographic records</li> <li>- Census records</li> <li>- Voting records</li> <li>- Economic indicators</li> </ul>	<p>Generate your own data</p> <p>Obtain it from other researchers</p> <p>Data repositories</p> <p>Existing records</p>
Arts and Humanities	<ul style="list-style-type: none"> <li>- Newspapers</li> <li>- Photographs, video material</li> <li>- Letters</li> <li>- Diaries</li> <li>- Literature: books, articles</li> <li>- Church records</li> <li>- Court records</li> <li>- Maps</li> <li>- Art artefacts</li> <li>- Historic artefacts</li> </ul>	<p>Libraries</p> <p>Archives</p> <p>Museums</p> <p>Public/corporate/government records</p> <p>Data repositories</p>

This is not an exhaustive list, of course, but I hope that it gives you an idea of how extensive data can be, and also, that the places for sourcing data are almost as extensive. In the next section of this handbook I will go through some of the issues that you may want to think about when managing your dissertation data; however, before diving into that, there is two pieces of advice that I would very strongly encourage to take with you:



## 5. MANAGING YOUR RESEARCH DATA

The next step will be to 'collect' your data. Whether this is accessing secondary material, generating your own data or using only literature. This section will teach you how to manage your data well, including storing it safely while working on it and ensuring it is backed up.

### 5.1. Storing your data

#### 5.1.1. Using your university network storage (M: drive)

In the same way that I advised you to think methodically about how to deal with your literature, it is important that you think carefully about where you will store your data - whether that is simply your own typed notes, paper notes, artefacts, or a complex set of data.

All of those will be an important part of your dissertation work and avoiding any possibility of data loss is crucial. So, where do I recommend that you store your dissertation data?

The best option is storing it all in your university network drive (that is your M: student drive). You will be familiar with this by now. As you will know, all UG and PGT students are given up to 2GB of data storage that is managed by your own School and this is mapped as the M: drive. The benefits of using this storage is that these servers are centrally managed (and we will look at why this is important in the next section of this handbook), and periodically backed up; so if you accidentally deleted a file it would be easily recoverable. Documents and files saved on networks storage are also able to be rolled back to a previously saved version.

Now, if you normally work from the University's managed computers accessing your M: drive is very straight forward. If, however, you tend to work from home or on your personal laptop there is a way to link your personal computer to your M: drive. This may seem a little cumbersome at first, but you only need to do this once. After this initial set up, you will be able to very quickly access your M: drive from anywhere, as long as you have an internet connection.

#### 5.1.2. Remotely connecting to your M: drive

First of all, you will need to i) set up VPN access in your computer; and ii) find your own personal folder address. Once you have those two, connecting to your M: drive is pretty straight forward.

##### a) **Connecting to your VPN**



Open the link below. Click on your operating system, under 'Built-in VPN clients' and follow the instructions:

<https://www.ed.ac.uk/information-services/computing/desktop-personal/vpn/vpn-service-using>

b) **Finding your own personal M: drive address**

Open the link below:

<https://myadinfo.is.ed.ac.uk/MyInfo.aspx>

This will redirect you to the EASE log-in page. Enter your UUN and password, and once you have done this, you will be shown your account information, including your Active Directory Paths - for both Windows and for other providers (Mac, Linux etc). Make a note of this as you will need it in the following set of steps.

WINDOWS 11	MAC OS X
1. Connect to the University's VPN	1. Connect to the University's VPN
2. Open any folder	2. Switch to the Finder (e.g. click anywhere on the desktop)
3. On the left column, right click on 'This PC' and then click 'Map Network Drive'	3. Click on 'Go' in the menu bar, then click on 'Connect to Server'
4. Pick an available letter	4. Enter your folder address (this is your Active Directory Paths; it will start with smb://)
5. Enter your folder address (this is your Active Directory Path; it will start with \\)	5. Authenticate with your username in the form of <a href="mailto:UUN@ed.ac.uk">UUN@ed.ac.uk</a>
6. Authenticate with your username in the form of <a href="mailto:UUN@ed.ac.uk">UUN@ed.ac.uk</a>	

Once you have connected to your M: drive, you will be able to see it and access it from your own personal computer or laptop.

### 5.1.3. Using cloud-based storage options

All University students have additional access to Microsoft OneDrive. This is a cloud-based storage service integrated into Microsoft's Office 365 suite of applications. Full details on accessing and using OneDrive can be found in the [OneDrive for Business guidance](#).





- Data collection tools. A copy of the questionnaire(s), prompts, and/or interview schedule(s) used in the research.
- Database schemas and data structure. Variable labels and descriptions, an outline of relationships within the dataset.
- Coding schemas. Definition of coding conventions used – including information on missing data, categories, classifications, acronyms and annotations.
- Data modifications. Specification of any weighting used, identification of derived variables and the syntax used to create them, output files, and subsequent modifications to the original data.
- Quality control measures. Details on activities undertaken to verify and clean the data, an outline of formatting applied to the data, an explanation of file naming conventions, and if needed, a statement on known problems with the data.

Keeping good track of your data documentation will enable you to make the most of your data — and your dissertation — for three reasons. First, keeping track of your documentation will make writing your methodology chapter much easier. In your methodology chapter you will need to include a discussion of your research design, your methodology, and the choices you made along the way. And, in many cases, keeping a methodology diary of all of these will mean that you can write with more certainty about those, rather than trying to rely just on your memory. Second, this will show a strong, reflexive and transparent piece of research. And this is key to any excellent dissertation. And third, documentation allows you — or anyone else — to make sense of any data that you collected. This becomes particularly important if you decide to share your dissertation data in a data repository, which is covered in the very last section of this handbook.

Because of all of this, I would strongly encourage you to keep whatever form of documentation is relevant for your dissertation project, and particularly a research diary.

**Metadata**, unlike documentation, is standardised machine-readable information used to describe your data. The reason why metadata exists is to allow for data preservation (if you were to save your data in a data repository); discovery for sharing; and data citation. Think of it as the equivalent of a library catalogue record for a particular book. Thus, metadata is likely to have mandatory fields (title, depositor, data type), others recommended (language, contact information), and some optional field (ownership, retention period).

There are various metadata standards, often tailored to particular types of need (archiving, librarianship) or disciplines. Metadata schemes are designed for computers to read, but human readability is not

excluded. The primary metadata standard for social, behavioural, and economic research is Data Documentation Initiative (DDI), designed to describe all stages of research in the social sciences by providing definitions (semantics) for every element of the data from conceptualization, collection, processing, dissemination, analysis, archiving, and, eventually, reuse.

## 6. FINDING AND ACCESSING SECONDARY DATA SOURCES

If you are interested in conducting a dissertation project using secondary data and secondary analysis (that is, reusing data produced by another project), key places which make data available for reuse are data repositories and dedicated secondary data archives.

Data repositories and archives are dedicated services designed for sharing and preserving research datasets, and are able to offer and manage access to data for secondary analysis (most of the time this is done online). Additionally, data repositories often provide other services, such as training and learning support; maintenance of data catalogues; and working to improve data interoperability and standardisation to enable data reuse.

You can find a guide to finding and accessing some key secondary data sources at the [Research Data Service site](#).

### 6.1. Examples of data repositories and data archives

- [Consortium of European Social Science Data Archives \(CESSDA\)](#)

The CESSDA Archives guide seeks to be a 'one stop shop' for European data (social science data, mostly). From the following link you will be able to access the CESSDA archives, as well as other European and international archives.

CESSDA also provides a very comprehensive [guide to finding and dealing with secondary data in data repositories](#).

- [Google Datasets](#)

You can also use Google Datasets to search for available data sources.

- [Inter-university Consortium for Political and Social Research \(ICPSR\)](#)

ICPSR is an international consortium of more than 750 academic institutions and research organizations, and maintains a data archive of more than 250,000 files of research data in the social and behavioral sciences. It hosts 21 specialized collections of data in education, ageing, criminal justice, substance abuse, terrorism, and other fields.



- [Video 2: Using existing, open, data for your dissertation research \(CSE & CMVM\)](#)

This video is from a session delivered by the Research Data Service on finding and accessing open secondary data sources, with a focus on students within the College of Science and Engineering and the College of Medical and Veterinary Medicine.

## 7. WORKING WITH SENSITIVE DATA

### 7.1. What is classified as sensitive data?

Sensitive data is:

- Data concerning human participants. This kind of data is often referred to as 'personal data'. Personal data identifies individuals, either directly (e.g. a name) or indirectly (when combined with other information to identify specific individuals). Some categories of personal data are more sensitive than others (e.g. medical data, clinical data) and they need to be dealt with even more carefully.
- Data relating to species of plants or animals. This is data that includes information on rare or endangered species, or other conservation activities.
- Commercially sensitive data. This is data where disclosure could cause economic harm or prejudice the interests of any person. This includes information such as references to ongoing negotiations, trade secrets, or data generated as part of a commercial funding agreement.
- Data that poses a threat to others. This is information which, if made available, would pose a threat to national security or would have a negative public impact.

### 7.2. Obtaining informed consent from participants

If your research involves collecting primary data from research participants, it is crucial to **obtain informed consent from participants**. Ethical and informed consent should be:

- freely given,
- informed,
- unambiguous,
- specific,
- and involve a clear affirmative action.

This means that, all consent forms should be accompanied with a comprehensive and clear information sheet including:

- a) a summary of your research project;
- b) what taking part in your research will involve;
- c) how the data that you collect will be used, analysed and by whom;
- d) how the data will be anonymised (if applicable);
- e) how the data will be stored and disposed of/or shared (if applicable) after the project is over.

If appropriate, you should also include how the results of your research will be used — for example, if you plan on presenting at any academic conferences.

If you would like some examples, the UK Data Service has the resource [Dissertations and their data: promoting research integrity in undergraduate projects \(PDF\)](#) for students undertaking their dissertations, and this includes a good example of a consent form.

### 7.3. Privacy, confidentiality and disclosure

Research participants have the right for their data to remain private, and therefore any handling, storage and sharing of their data must be managed carefully to preserve the privacy of the subject. It is your responsibility, as the researcher in your dissertation project, to ensure that any sensitive data is treated confidentially at all times. Now, to ensure this, there are two (main) steps to take. The first is storing your raw data appropriately. And the second is to anonymise your data so that it is no longer sensitive (i.e. any possible identifiers of a particular individual have been removed).

The University regulations require that you store your raw data (non anonymised data) on your University managed storage (your M: drive or OneDrive) or on an encrypted laptop or external hard drive. You should never use third party cloud-based storage providers. All non-digital pieces of sensitive data should also be stored securely (e.g. in a lockable cabinet or drawer).

### 7.4. Anonymisation and pseudonymisation

It is important to mention that there is a difference between anonymising your data and pseudonymising it:

- **Anonymisation** is the complete removal of any identifiers (by either blanking out, or by replacing them with other words). This means irreversibly preventing the identification of the individual to

whom the data relate. This individual will not even be identifiable anymore when linked with other information which is available or likely to be available.

- **Pseudonymisation** is, essentially, the same process as anonymisation — replacing any identifiers with pseudonyms — except that in this case, there will be a key to re-identify the individuals, which will be kept separately.

Think carefully about which approach you will use, and why.

#### 7.4.1. Anonymising qualitative data

- Think about what identifiers should be removed and create a plan for anonymising your data (this way you will anonymise your data methodically and in the same way. For example, will you identify any replacements that you make? And if so, how (e.g. with footnotes, brackets?).
- Avoid blanking out. Use pseudonyms or replacements.
- Avoid over-anonymising. This means removing or aggregating information to the extent that you are distorting your data or making it misleading.
- A good practice is keeping a log for any anonymisation changes that you make to your data, and keep it separate from any anonymised data files.

#### 7.4.2. Anonymising quantitative data

- Remove direct identifiers (e.g. names, address, institution).
- Reduce the precision or detail of a variable through aggregation (e.g. birth year instead of date of birth; occupational categories rather than job; area rather than village).
- Standardise free text fields where possible (e.g. occupational expertise).
- Restrict the ranges of a variable to hide outliers (e.g. income or age).
- Combine variables (e.g. create non-disclosive rural/urban variable from a place variable).

#### 7.4.3. Anonymising audio-visual data

You can manipulate your audio and image files to remove any personal identifiers (e.g. voice alteration or face blurring). You can also design a plan to avoid including personal identifiers earlier in the research process, as part of your research design. For example, if you would like to conduct and film walking interviews, you could make sure that the research participant's face does not appear in the video.

## 8. WRITING UP: HANDLING UPDATES TO YOUR DATA FILES AND DOCUMENTS

Once you have gathered all the data that you need to answer your Research Question — whether this is just literature, secondary data, artefacts, or primary data, the next step will be working with that data. That process will vary incredibly from dissertation to dissertation, however, generally it will involve working with your data in some form and creating new files — whether in the form of text, as sections of your dissertation main body; or other data files which you may then analyse again.

For example, from your original interview transcript, you may produce other files that contain sections of that interview organised by themes; and you will then work on those secondary files. Regardless of the particularities of your own dissertation project, it is likely that you will produce a new set of files during both your data analysis and also your writing-up processes. And, as in the previous sections of this workshop, I strongly suggest that you think about those in advance, and plan methodically how you will handle them.

### 8.1. Versioning your files

When working with a file you should ensure that you version your files to help you keep track of the progress you have made. Versioning your files means saving your progress by saving new versions of your files as you work on them, and adding a version number to the file name.

Make sure you have a strategy so you are certain which file is the current draft. Old drafts should be kept as a backup and not worked on again. It is recommended to save a new version of your file whenever you have made a substantial change, with the version number increasing each time. It is common practice to use consecutive numbering for major version changes, with decimals used for minor changes (v1; v1.1; v2.1; v2.2).

By versioning your files, you will keep a record of the development of your dissertation and data files, and help you to easily identify earlier versions when needed. This will help you if you need to recover information from work you did earlier, for example if something happens to the latest version you are working on, or you decide to re-use something you worked on previously but have since changed.

## 8.2. Splitting your dissertation by chapter/section

To help ensure that you don't lose a lot of work if something should happen to your files, I recommend working on each chapter of your dissertation, or even sections of a chapter, as separate files, rather than working on a single file for the whole dissertation. This will help you to avoid losing a lot of work if something bad happens to the file you are working on with everything in it. Remember files do sometimes become corrupted!

It is also far easier to work on a number of smaller files, rather than trying to work on a section buried in the middle of a 10,000 word document. When you have completed work on all the separate sections they can be combined into a single document.

## 9. WHAT ABOUT AFTER YOU HAND-IN?

Finally, this last section will cover what you can do with your dissertation data after you hand your dissertation in, and after you leave University. The University of Edinburgh will only store your data for a limited amount of time after you graduate. And after this time has passed both your M: drive and your cloud storage will be emptied and your data deleted. Now, if you would like to preserve your data, safely and potentially share it for it to be re-used by other students or researchers, or even to have it archived, you may want to explore the option of data repositories.

### 9.1. Data preservation and Sharing

Data repositories are digital services designed to allow research data to be uploaded, preserved and shared with others. There are a large number of data repositories, from dedicated discipline-specific services designed with particular types of research data in mind, to more general data repositories that accept a range of data types from a range of disciplines.

The benefits of sharing your data using a data repository are:

- The data will be **preserved** - even for your own future use.
- The data submission process creates a **permanent record**, a **persistent identifier** (commonly a **digital object identifier**, or **DOI**), and a **data citation** so that your work can be formally attributed when used by others.
- Your data will be **discoverable through search engines**, helping to maximise visibility and impact. Data repositories can provide usage statistics so you know when your data has been downloaded.

If you plan to explore sharing your own research data, the following data repositories may be suitable for your sharing data.

#### 9.1.1. Edinburgh DataShare

[DataShare](#) is an open access digital repository of research data produced at the University of Edinburgh, hosted by Information Services. DataShare predominately accepts research data from research staff and students at the University of Edinburgh, although undergraduate students may upload their data by arrangement and should discuss this with their dissertation project supervisor.

### 9.1.2. Zenodo

[Zenodo](#) is a general-purpose open-access repository developed under the European OpenAIRE program and operated by CERN, allowing researchers to deposit data sets, research software, reports, and any other research related digital artifacts.

### 9.1.3. Figshare

[figshare](#) is a repository where users can make all of their research outputs available in a citable, shareable and discoverable manner.

## WHAT NOW?

I hope that you have found this handbook useful and you have picked up some helpful tips ahead of (or during) your dissertation journey! Before you finish reading this handbook, I thought I'd give you a few links to more resources.

- [Data Mindfulness: Making the most of your dissertation data \(PDF\)](#)

You can download a PDF copy of the full handbook for this course using the link above.

- [MANTRA: Research Data Management Training](#)

MANTRA is a course that has also been created by the Research Data Support team at The University of Edinburgh. MANTRA is a free, online non-assessed course with guidelines to help you understand and reflect on how to manage the digital data you collect throughout your research. It covers a lot of the topics that I have covered here, but in more depth; plus many more. I have taken this course myself, I found it very useful, and I very much recommend that you have a look yourself too.

- [Institute of Academic Development courses](#)
- [Research Data Service website](#)
- [Academic Support Librarians](#) can help you to find resources and training to help you carry out your research. You will find the names and contact details for the academic support librarian supporting your subject, as well as subject guides, videos and other resources to support your studies and research.

In particular, you may find the following useful:

- The library runs the [Dissertation Festival](#) twice a year which offers a series of online events exploring how the Library can support you to make the most of the dissertation experience.
- [Literature Searching Resources](#)
- [Referencing and Reference Management](#)