



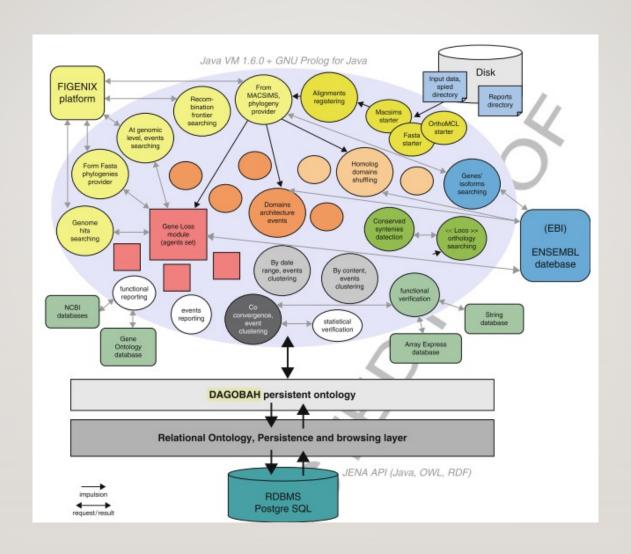
REPRODUCIBILITY

TESTIMONIAL



Testimonial as a learner

During my thesis (2008-2012)







What I thought I made



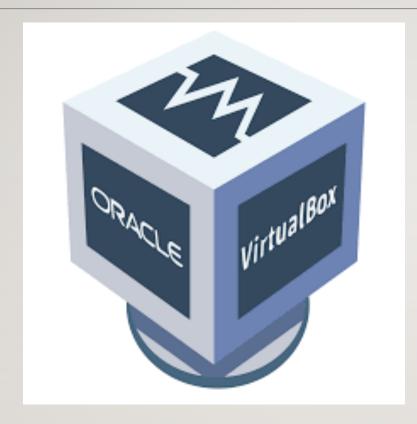
What I actually did







What I actually did



Difficulty

- to track bug
- to update tools
- to collaborate on the code
- to share (image >20Go)
- etc

Reproducibility is nothing withtout comprehensiveness

Version control system was quiet new. (Few around was using it, not learnt at school) Conda / Container didn't exist.





Programming / Development < 2013

=> naming/
versioning

script.py
scriptFinal.py
scriptFinalV2.py
scriptUSE_THIS_ONE.py
scriptV2.py

=> comment

##############

Script v1. 07/04/2007

Author: Jacques Dainat

Modified by JD 15/02/2008 Add feature1

Modified by JD 27/11/2008 Add feature2

Modified by Colleaguel 11/08/2009 modify feature1 to fix error

=> readme

---- Script ---Purpose

Installation

Usage



Programming / Development > 2013









Readme Doc

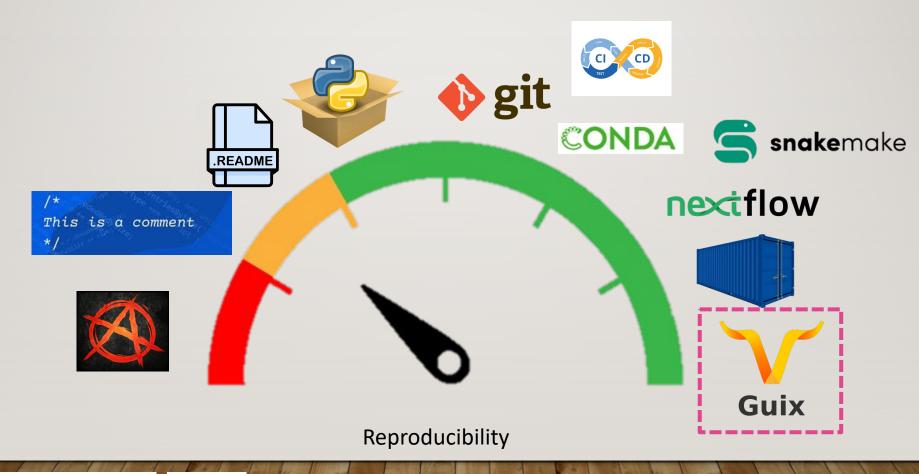






Programming / Development

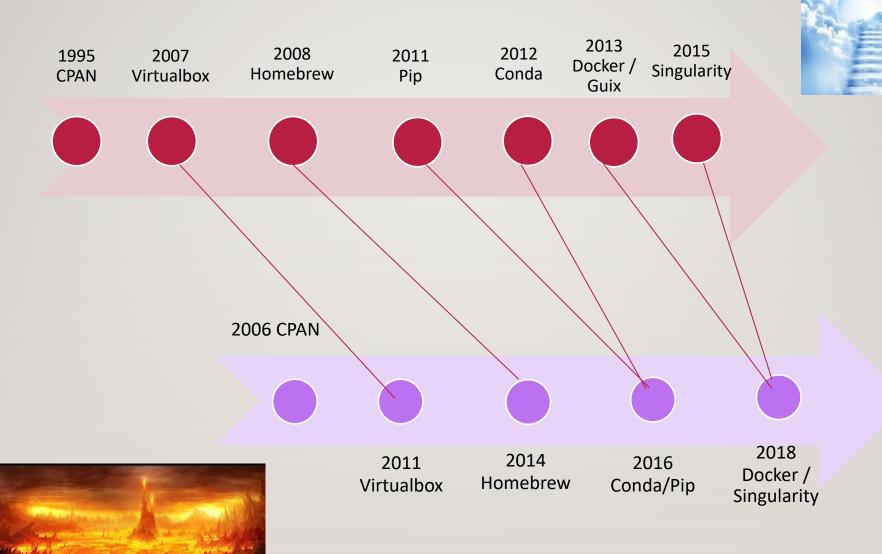
- Many tool available depending your needs (level of reproducibility)
- Keep an eye on new tools (future game changer), and decide when to make the step







Dependencies HELL







DATA



on demand

on hard drive

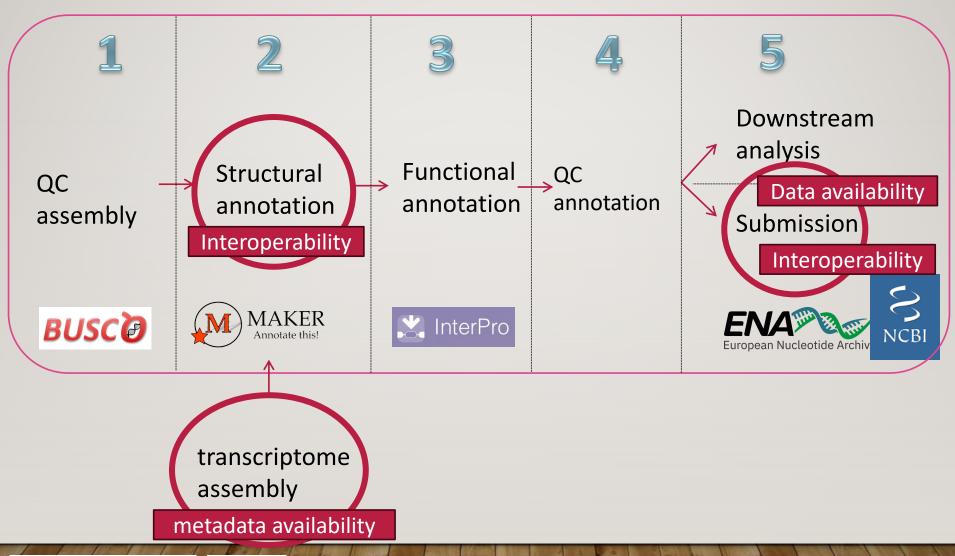




NBIS

data

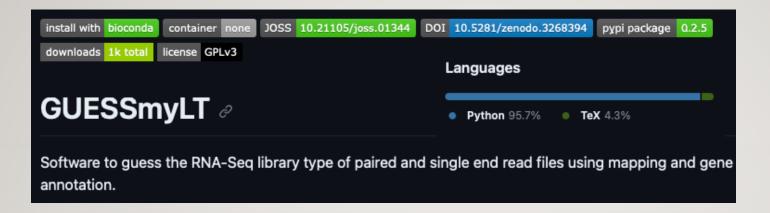
The main steps in genome annotation





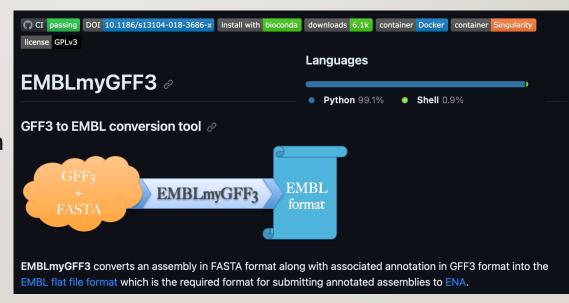


DATA



! Data submitted to ENA was not exactly what ended up in the DB...

Discrepancies between publication and data in public archive for the functional annotation.









Guiding Principles for scientific data management and stewardship



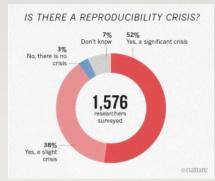












(https://doi.org/10.1038/533452a)









Data Management Planning

(ANR 2019)







2014-2020

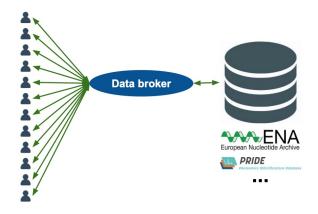
When I think about it



4 FTE staff dedicated to data managment

13 FTE Systems development

Un data broker



Intermédiaire entre le producteur de données et la ressource internationale de stockage/archivage

Rationalisation des échanges

35 FTE Support

12 FTE Training

•••

AG IFB, 26/11/2020, chacun chez soi mais l'IFB pour tous





Testimonial as

a teacher



Tools for Reproducible Research

10 courses since may 2019



























Tools are one thing, but you need to know how to you use them properly...





(check license!)

- Git hosted static website
 Rendering: ReadThedocs => Mkdocs
- Lectures: .Rmd compiled => PPTX
- Nextflow Snakemake 50/50 => 20/80 => 0/100
- We choose to ask help from IFB via Thomas Denecker
- We added Quarto
- We choose to install tools during the course (conda, then conda env)

Make the course your own

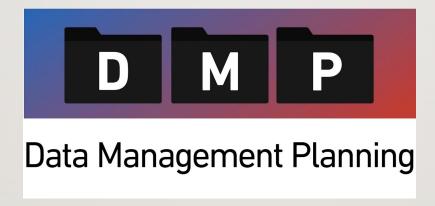
It is time expensive

- numerous meeting
- split course according to knowledge of each teacher
- check material
- update slides
- adapt material (command git, problem with conda)



What we experienced

Surprised by the appeal of data management (Round table)



We did not have expert for that and questions were beyond our expertise.



Conda was a mess!!! (Remind: Conda share pre-compiled binaries.)



=> We should have prepared a environment file and test them for each OS (windows, linux, macOS).



architecture

VS



ARM (Apple Silicon)

- => We checked conda was working on ARM but didn't check that all dependencies were available for this architecture.
- => All the course was based on conda environment





What we experienced



Version beta but worked fine



ARM (Apple Silicon)



 Must install UTM (VM) to install a Rocky Linux (Linux OS ARM architecture) to install singularity



What we experienced



ARM (Apple Silicon)



Images from biocontainer are not all ARM compatible (cross-plartform compilation)

Emulation of x86 platform can make tools very slow Rosetta2 for emulation works great (but need to be present on the macOS computer)



Avoid the pitfalls

- teach conda but avoid to use it outside this part of the course
- Teach container early in the course
 => Use container for all part of the course
- Introduce computer processors architectures?
- Teach Cross-Compilation container (or check rosetta2 presence for macOS users)
- Test (CI?) on all



Overall impression

- Greater cohesion within the team that set up the course
- Networking with students, useful feedback
- Transfer of skills between teachers
- Awareness of reproducibility limits





Is setting a second session of the same course as demanding?





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