2nd GESIS Summer School in Survey Methodology

Cologne, Germany

August 8 – 30, 2013
Surveys are the main method of systematic data collection in the Social Sciences. Surveys provide empirical data for researchers to analyse, and are an important source of information for business, charities and policy makers. There are numerous types of surveys suited for different purposes. Given the variety and complexity of survey research, designing and conducting a survey that effectively and efficiently serves a specific purpose requires specialised expertise and skill (as well as a good team).

Objectives of the Summer School

The GESIS Summer School offers high quality training in state of the art techniques and methods of survey research. It aims to equip participants with essential skills in the design, planning, execution, documentation and quality assurance of surveys of households, individuals or organisations. This summer school is unique in Europe with its focus on Survey Methodology and data collection.

The GESIS Summer School does not only give a broad overview of survey methods, but provides an opportunity to deeply engage with the different tasks of survey design and implementation (such as questionnaire design, sampling, nonresponse and fieldwork monitoring), different survey modes (such as personal interviews and web surveys), research designs involving surveys (such as mixed methods, factorial surveys, longitudinal surveys and cross-national surveys) as well as data management. The courses offer engaging instruction in state-of-the-art knowledge and application oriented skills, provided by an international team of survey specialists. Our instructors come from a diverse set of countries and fields, and we welcome applicants from all countries and fields.

Target audience

The summer school is designed for advanced graduate and PhD students as well as post-docs and other researchers interested in improving their knowledge and skills in survey methodology from all relevant fields, such as Political Science, Sociology, Economics, Education Science, Communication Science, Epidemiology, Demography etc. Professionals from outside academic research who are working with surveys are welcome to apply. It is the right place to go for PhD students and researchers planning to run their own survey, but also for those who analyse secondary data, want to know more about how the data came about, how to assess their quality, and those who wish to engage in methodological research.

We are very thankful for the cooperation with and support by the University of Mannheim. We also gratefully acknowledge the contributions made by our sponsors to a social and cultural program. It is greatly important to us that participants can meet outside the seminar rooms to have a good time and find new research collaborators and, indeed, friends. We aim to provide participants with a supportive social environment, a stimulating and academically rigorous program, and an exciting time in Cologne.

We hope you enjoy reading the program, and hope to see you in Cologne in August 2013!

The summer school team and the GESIS president:
Partner University

Center for Doctoral Studies in Social and Behavioral Sciences (CDSS)
Graduate School of Economic & Social Sciences
University of Mannheim
L 9, 7, Rooms: 4.01 to 4.10
D - 68131 Mannheim

Sponsors

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General Information

Structure
There will be four short courses and 15 one- and two-week courses in the summer school 2013. Most courses will be one-week courses.

The short courses running on August 8-9 are meant to prepare participants for the following longer courses. The short course Introduction to Research Data Management on August 26-27 is an add-on course to extend the knowledge of participants on how to manage and safeguard the data they collect.

The one- and two-week courses consist of four hours of instruction every day, either 9-13 (morning courses) or 14-18 (afternoon courses). You can only choose one course per week to allow time for individual study, assignments and networking.

A PC pool, a library and group learning space will be available for individual reading and to work on assignments. Instructors will also be available for individual support for a few hours outside the four hours of classroom instruction.

Courses consist of a variable mix of lectures, workshops, project work and practical exercises in small groups. To ensure high course quality, the number of places on each main course is limited to 20–25 participants. We therefore recommend early application.

In the evenings, there will be plenary sessions e.g. with invited speakers discussing various topics related to survey methodology throughout the three weeks. In the later evenings, there will also be the opportunity to meet up for networking and culinary explorations in a Cologne brewery.

A cultural program is finally scheduled for the weekends between the two course weeks (details will be made available on the summer school website).

Prerequisites
Participants benefit most from a course that matches their prior skills and knowledge. We thus recommend strongly that applicants check the course requirements indicated in the detailed description of each course.

All prospective participants need to have basic knowledge of empirical research methods and the survey process, such as from a Social Science Master’s degree class on empirical research methods (with the exception of the course Introduction to Survey Methodology). For general prior reading, we recommend: Groves, R. M. et al. (2009). Survey Methodology. Hoboken: Wiley.

Some courses may have higher specific requirements that will be indicated in the detailed program. In order to meet those requirements, participants can brush up their knowledge and skills in intensive two-day short courses on August 8 and 9. Furthermore,

- for the course Understanding and Modeling Measurement Error in Social Surveys it is highly recommended to participate in the course Introduction to the Structural Equation Modeling Framework in the previous week.
- For the course Factorial Survey Designs it is highly recommended to participate in the course Experimental Techniques in Survey Research in the previous week.

The summer school will entirely be held in English; thus a good command of English is also expected. Please note that for some of the exercises, participants may have to bring their own laptop computers (please check course details).

Application, Fees and Payment Details

Application: To sign up for the summer school, please go to www.gesis.org/summerschool and select Registration and Fees in the left-hand menu. The registration deadline is June 1st.

Usually, GESIS training events fill up quickly and we need to operate waiting lists. We thus recommend early registration. Hotels in Cologne also fill up quickly; the earlier you decide, the higher the probability of finding affordable accommodation.

Fees: The summer school provides reduced rates for participants from academic institutions (including the public and non-profit sector) and gives a further reduction to students. If you want to take advantage of the student rate, please send your proof of status to summerschool@gesis.org before making your payment.

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Student rate</th>
<th>Academic rate</th>
<th>Commercial rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short courses:</td>
<td>100 €</td>
<td>140 €</td>
<td>280 €</td>
</tr>
<tr>
<td>One-week courses:</td>
<td>200 €</td>
<td>300 €</td>
<td>600 €</td>
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<tr>
<td>Two-week courses:</td>
<td>400 €</td>
<td>600 €</td>
<td>1200 €</td>
</tr>
<tr>
<td>Examination:</td>
<td>50 €</td>
<td>n.a.</td>
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Cancellation Policy:
- Cancellations made up to 4 weeks before the summer school (prior to July 11, 2013) without access to learning materials on the ILIAS platform: full refund of the participation fee.
- Cancellations made between 2 and 4 weeks before the course (between July 11 and July 25, 2013) or after access to learning materials on the ILIAS platform: refund of 50% of the participation fee.
- Cancellations less than 2 weeks before the summer school (after July 25, 2013): no refund.

Financial support:
GESIS currently does not have any bursaries for summer school participants. Please try to secure funding for your stay as soon as possible since we expect payment during or shortly after registration.

Students and Ph.D. candidates who receive a scholarship can often apply to their scholarship organisation or research council for a grant to subsidise or cover the costs of attending events like the GESIS Summer School. Please enquire with your scholarship organisation or research council.

Some university departments, graduate schools, doctoral programs and research training groups may also provide small-scale grants for attending training events. Please ask your local mentor or supervisor. Research projects funded through third-party funds may also include a budget to cover members’ training needs.
Certificates and ECTS Credits

Short course participants will receive a certificate of attendance. There is no formal exam and we cannot give European Credit Transfer System (ECTS) points for these courses.

For the one- and two-week courses, each participant will receive a certificate of attendance before leaving the GESIS Summer School. Participants completing a one- or two-week course have the opportunity to gain ECTS points from the Graduate School of Economic and Social Sciences at the University of Mannheim. 2 points can be obtained for regular attendance and satisfactory work on daily assignments in a one-week course (4 points in a two-week course). 2 further points can be gained by submitting a paper of about 5000 words to the instructors up to 4 weeks after the end of the summer school, after agreeing a topic with the instructors (submission deadline: September 27, 2013).

Applicants are advised to contact their home institution to enquire about the recognition of ECTS points from the University of Mannheim.

Timetable

**Short Courses A to C:**
- Course days: Thursday, August 8 and Friday, August 9
- Registration: Thursday, August 8, 08:00 to 09:00
- Course timing: 09:00 to 17:00 including lunch break

**Short Course D:**
- Course days: Monday, August 26 and Tuesday, August 27
- Registration: Monday, August 26, 08:00 to 09:00
- Course timing: 09:00 to 17:00 including lunch break

**One- and Two-Week Courses:**
- Course days: Week 1: Monday, August 12 to Friday, August 16
  Week 2: Monday, August 19 to Friday, August 23
  Week 3: Monday, August 26 to Friday, August 30
- Registration: Mondays, August 12, 19 and 26, 08:00 to 14:00
- Course timing: Morning courses: Monday to Friday, 09:00 to 13:00
  with free learning time Monday to Thursday, 13:00-18:30
  Afternoon courses: Monday to Friday, 14:00 to 18:00
  with free learning time Tuesday to Friday, 08:30-14:00
- Introductory meeting and reception: Mondays, August 12, 19 and 26 from 18:30
- Evening program: Tuesdays, August 13, 20 and 27, 18:30 to 20:00
  Wednesdays, August 14, 21 and 28, 18:30 to 20:00
- End-of-week party: Thursdays, August 15, 22 and 29 from 18:30
## Short Courses

### A Survey Design
- Week 0

### B Qualitative Methods
- Week 0

### C Statistical Data Analysis Using R
- Week 0

### D Introduction to Research Data Management for Social Scientists
- Week 3

### One- and Two-Week Courses

1. Introduction to Survey Design
2. Unit Nonresponse
3. Mixed Methods
4. Introduction to the Structural Equation Modeling Framework
5. Item Nonresponse and Multiple Imputation
6. Cross-National Research: Data Collection and Analysis
   - Weeks 1 & 2
7. Understanding and Modeling Measurement Error in Social Surveys
8. Sampling and Estimation for Complex Surveys
9. Questionnaire Translation in Cross-Cultural Surveys
10. Experimental Techniques in Survey Research
11. Questionnaire Design
12. Factorial Survey Designs
13. Design and Implementation of Longitudinal Surveys
14. Data Collection: Interviewer Training and Fieldwork Monitoring
15. Web Surveys
Week 0

Survey Design

Course level: Introductory

Instructor: Peter Lugtig

Date: August 8-9, 2013
Time: 9:00-17:00

Target group:
Participants will find the course useful if they:
• would like to refresh survey methods;
• want to prepare for more specialised and in-depth courses in the summer school.

Course and learning objectives:
By the end of the course participants will:
• be familiar with the most important concepts in designing surveys;
• be prepared for more in-depth course in the later weeks of the summer school.

Course prerequisites:
• It is assumed participants will have completed one course in social science methodology.
• There is no need to read any materials before the course; rather, the refresher course will point to specific literature that will help you refresh (or acquire) knowledge on specific aspects of doing survey research.

Recommended reading:

Week 0

Qualitative Methods

Course and learning objectives:
By the end of the course participants will:
• have an overview of the most important qualitative methods in the social sciences;
• have gained some insight into the application of some of these methods;
• be able to choose the right qualitative method for their research question.

Course prerequisites:
• Basic knowledge about the qualitative and the quantitative tradition in empirical social science research;
• one basic course in qualitative methodology.

Course participants will not need to bring a laptop computer for this course.

Recommended reading:

Week 0

Qualitative Methods

Course level: Introductory

Instructor: Özen Odag

Date: August 8-9, 2013
Time: 9:00-17:00

Course content: Qualitative research is concerned with meaning – for instance, the meaning that events have for people, or the meaning of written texts or works of art. By applying qualitative methods, researchers seek to obtain an in-depth understanding of these meanings. This course examines the methodological foundations of qualitative research (partly in contrast to quantitative research), discusses how social scientists acquire qualitative data (for instance through interviews, focus groups, or observation), and reviews methods for the analysis of qualitative data such as various types of coding, content analysis and discourse analysis.

Depending on the demand, main focus of this course will be on two methods that are most often used by social scientists (often in conjunction with quantitative methods): the interview as well as content analysis. This course will provide the opportunity to try out some of the basics of these methods.

Target group:
Participants will find the course useful if they:
• wish to „freshen-up“ the tacit knowledge they may have about the methods that help us to discover meanings in-depth;
• wish to (re-)familiarize themselves with basic tools qualitative researchers have at their disposal for collecting and analysing data;
• wish to see in which ways qualitative research is similar to and/or different from quantitative research;
• wish to prepare for the Mixed Methods course offered as part of the GESIS Summer School.
**Week 0**
Statistical Data Analysis Using R

**Instructors:** Matthias Ganninger, Jan-Philipp Kolb  
**Course level:** Introductory

**Course content:** Modern data analysis is more and more focused on elaborate statistical techniques such as hierarchical linear models, generalizes mixed models and high-dimensional (interactive) graphical techniques. R as an OpenSource statistical computer program which suits the researcher’s needs for high quality, scientifically sound software tools. Its modular design makes it highly extensible and minimises the publication gap. This course is aimed at beginners who have some experience with other script-based statistical software packages such as STATA, SAS or SPSS. It will focus on the basic features of the software as well as introduce some more advanced analytical techniques such as design-based analysis of complex survey data. Apart from that, the course is aimed at participants who have some experience with other script-based statistical software packages such as STATA, SAS or SPSS.

**Course and learning objectives:**
By the end of the course participants will:
- be able to import and export data from/to foreign formats;
- know how to conduct simple descriptive analyses;
- be able to use graphical techniques to visualize patterns in data;
- understand how to take the complexity of real-world sampling designs into account in their analyses.

**Course prerequisites:**
- A course on introductory statistics is mandatory.
- Apart from that, the course is aimed at beginners who have some experience with other R packages.
- Be familiar with the packages foreign, survey and Hmisc.

Course participants will need to bring a laptop computer for performing the practical exercises for this course. The laptop should have the following software installed: RStudio, R (with the packages foreign, survey and Hmisc).

**Recommended reading:**

**Week 3**
Introduction to Research Data Management

**Instructors:** Laurence Horton, Sergiu Gherghina  
**Course level:** Introductory

**Course content:**
Are any of these questions relevant to you?
- Ever lost research data?
- Do you know if your research data is stored securely and backed-up?
- Did you have troubles with coding and documentation of data?
- Are you confident you would understand your data sometime in the future?
- Considered sharing your research data to increase the visibility of your work?
- Thought, why would anyone be interested in my research data?
- What to do with your research data after a project?
- Encountered problems working in a collaborative setting (teams, co-authors etc)?
- Need arguments to persuade your institution about the necessity of research data management?

If so, this course will be useful for you. Designed to address the needs of social science researchers, it discusses ways to maintain the security and integrity of research data. Good research data management practice minimizes the risk of data loss, ensures research integrity and facilitates replication; it enhances data security, research efficiency and reliability, and over the long-term, saves time and resources. Moreover, data management planning and data re-use is increasingly a requirement of funding organizations.

Course sessions include a basic conception of data management, advice on writing a data management plan, licensing data for reuse or to reuse, consent and ethics for data reuse, file formats, documentation and metadata, data storage, back-up and security, data management in collaborative research, and archiving your data. The workshop promotes an interactive hands-on approach to looking after your research data and encourages discussion amongst participants on sharing problems and experiences.

**Target group:**
Participants will find the course useful if they:
- are social science researchers working with qualitative or quantitative data

**Course and learning objectives:**
By the end of the course participants will:
- have gained a basic understanding of research data management in social science research (e.g. general rules, tools, role, benefits);
- be able to write and implement a research data management plan;
- be aware of data re-use in the social sciences and ways to enhance your own research.

**Course prerequisites:** None.

**Recommended reading:**
About the Instructors of the Short Courses

Dr. Matthias Ganninger is researcher at the GESIS – Leibniz Institute for the Social Sciences in Mannheim, Germany. For his doctorate from the University of Trier, he has worked on design effects and published many articles in international scientific journals. He is currently authoring a monograph on Data Analysis using R. He has also taught specialized courses on survey methodology, weighting and data analysis in Germany and elsewhere in Europe.

Dr. Sergiu Gherghina works for the Training Centre within the International Data Infrastructure team at GESIS. He is currently involved in a project on the data availability policies of academic journals in social sciences. He has previously worked as a PhD Researcher and Lecturer in Political Parties and Research Methodology at the Department of Political Science, Leiden University. His fields of research and expertise include: political parties in Central and Eastern Europe, democratization, voting and legislati-ve behavior, and political trust.

Laurence Horton works in the GESIS International Data Infrastructures team construct a training centre in research data management and archiving for European social science research. Before joining GESIS he was employed at UK Data Archive on a project supporting the data infrastructure of large-scale research centres and prior to that worked in data acquisition and preparing data collections for the archive.

Jan-Philipp Kolb is researcher at the GESIS – Leibniz Institute for the Social Sciences in Mannheim, Germany. For his doctorate from the University of Trier, he has worked on synthetic data generation. He was research and teaching assistant at the Economic and Social Statistics Department of the University of Trier. There he has taught specialized courses on survey sampling, and modeling. frequently makes use of mixed-methods designs.

Peter Lugtig, PhD, works as an assistant professor and senior research fellow at Utrecht University and the University of Essex. His research focuses on improving and evaluating data quality in surveys, particularly longitudinal surveys. He has published articles on the measurement of change, mixed-mode surveys, attrition, and data collection techniques.

Dr. Özen Odag is a lecturer of empirical methods at Jacobs University Bremen and coordinator of the Methods Center of BIGSSS (Bremen Graduate School of Social Sciences). Her research interests include qualitative methods and methodology, mixed methods, media psychology, cross-cultural psychology, and the empirical study of literature. In her academic work and publications, she frequently makes use of mixed-methods designs.
Week 1  

Introduction to Survey Design

Course 1

Instructors: Annelies Blom, Peter Lugtig
Course level: Introductory

Course content: This course gives an overview of the design and implementation of surveys from the initial planning phase to the data preparation as a final step. Topics include survey mode assessment and selection, sampling frames and designs, nonresponse, interviewer effects, questionnaire design, cognitive pretesting, assessing measurement errors and data editing. The course is taught from a Total Survey Error perspective weighing up data quality at each step of the process against associated costs.

The course is taught through formal lectures in which the theoretical foundation in the literature is discussed, less formal presentations and discussions of survey design in existing survey research as well as personal tutorial meetings that give participants the opportunity to discuss exercises and their own survey designs. Each day will discuss a specific topic that each focuses on one or more aspects of survey design within the Total Survey Error framework. First, the choice for the survey mode is discussed, and how different ways to sample respondents follow from that choice. On the second day, the issue of survey nonresponse is treated: how to prevent and analyse it, and how to correct for it. On the third and fourth day, the actual survey content is discussed: how to write survey questions, make sure they measure what they intend to measure, test them, and finally, how to assess whether survey data are of good quality. On the final day we take an overview perspective of all survey errors and their interaction with survey costs.

The course will be applicable to surveys of individuals, households and organisations.

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The course will be applicable to surveys of individuals, households and organisations.
Course content:
Unit nonresponse is a serious concern because it can affect survey results. This course describes two general approaches to deal with the nonresponse problem. One is to reduce nonresponse in the fieldwork as much as possible. The other is to correct for the negative aspects as much as possible.

The course discusses several indicators for the quality of the survey response. One is the response rate. This is an imperfect indicator. Therefore also another indicator is proposed: the R-indicator. Survey response rates can be increased through a wide range of tactics and strategies, partly related to the fieldwork mode. The course will discuss in detail how to enhance contact rates and how to minimize refusal. It will pay special attention to the risk of unbalanced response rates (i.e., high response rates among one group and low among another) and how to tackle this.

Notwithstanding all efforts to reduce nonresponse as much as possible, there will always remain an amount of nonresponse. To avoid biased estimates of population characteristics, some adjustment procedure must be carried out. An overview of adjustment techniques will be given. This includes adjustment weighting, use of propensity scores, a follow-up survey among nonrespondents and exclude nonresponse in individual/household surveys and exclude nonresponse in establishment surveys. Many examples will be drawn from a cross-national survey, the European Social Survey. This means that evidence from a wide range of European countries will be available and that the main emphasis is on face-to-face studies.

The course will include two types of exercises: computer exercises and practical assignments. In computer exercises, participants will carry out a nonresponse analysis of a real survey data set. They will do this using the R-language. In addition, participants will have to prepare short presentations on nonresponse issues, based on their own datasets, experience and selected nonresponse literature.

Target group:
Participants will find the course useful if they:
• conduct substantive quantitative research and want to be more aware of the possible impact of nonresponse on their survey outcomes, and how to handle this;
• design surveys and want to become familiar with strategies to enhance response rates and to minimize nonresponse bias;
• are survey methodologists and want to get a concise overview of current developments in the area of nonresponse research.

Course and learning objectives:
By the end of the course participants will:
• be aware of the potential impact of nonresponse of survey outcomes;
• be familiar with strategies to enhance response rates;
• be able to analyze nonresponse bias;
• be aware of the importance of auxiliary variables to assess nonresponse bias.

Course prerequisites:
• general knowledge of survey research
• knowledge on survey sampling
• knowledge on survey modes
• some basic knowledge of R helps, but is not required. This can be acquired in the short course Statistical Data Analysis Using R.

Course participants will need to bring a laptop computer for performing the practical exercises for this course. The laptop should have the following software installed: R.

Recommended reading:

About the instructors:
Dr. Ineke Stoop is senior scientist at The Netherlands Institute for Social Research/SCP. She studied psychology at Leiden University and obtained her Ph.D. at Utrecht University for a thesis on survey nonresponse. She is a member of the European Statistical Advisory Committee (ESAC) and of the Core Scientific Team of the European Social Survey, Scientific Secretary of the International Association of Survey Statisticians, and a Laureate of the 2005 Descartes Prize for Excellence in Scientific Collaborative Research. Her main research interests are comparative social surveys and nonresponse.

Prof. Dr. Jelke Bethlehem is Senior Survey Methodologist in the Methodology Department of Statistics Netherlands. He is also part-time professor in Survey Methodology at Leiden University. He studied mathematics and statistics, at the University of Amsterdam. From 1974 to 1978 he worked at the Mathematical Centre in Amsterdam, a research centre for mathematics and computer science. Since 1978 he is involved in research and development at Statistics Netherlands. He obtained his PhD on the treatment of nonresponse in surveys in 1986. Other research topics are adjustment weighting, disclosure control and web surveys.
Course content:
'Mixed Methods' has become something of a buzzword over the past years. Combining elements from the quantitative and the qualitative research ‘paradigm’ per se has a long-standing tradition in the social sciences. Recent developments, however, have emphasised the importance of mixed methods design and the various strategies of mixing.

This course will introduce the participants to these strategies and support them in applying the strategies to their own research. The focus of the course will be on implementing mixed methods. In this it will be assumed that mixing is possible and can be useful, i.e. questions concerning the philosophy of science underlying mixed methods (‘paradigm wars’, etc.) will not be covered.

The course will take participants through the various stages of the research process, the associated methods and decisions to be taken in the context of mixed methods research. We will start out with the research question and the types of research questions that lend themselves to a mixed methods approach. We will work with these examples throughout the course, focusing on selected examples for each topic. Participants are therefore required to submit a 2-page summary of their research to the instructors by July 14.

Target group:
Participants will find the course useful if they:
• are considering doing mixed methods research in the future and would like to find out whether this would be a suitable approach;
• are planning to use mixed methods in their research and would like some input on how to do this;
• have started on mixed methods research and are unsure about their data analysis or other elements;
• have used mixed methods in their research and would like some feedback.

Course and learning objectives:
By the end of the course participants will:
• be familiar with the current discussion surrounding mixed methods;
• be familiar with common reasons underlying the choice of mixed methods research;
• have gained an overview of different mixed methods designs and strategies for mixing;
• be able to select suitable design elements for their own research.

Course prerequisites:
• Participants should have basic knowledge about the qualitative and the quantitative tradition in empirical social science research.
• For participants with insufficient background knowledge in qualitative research methods, we recommend the short course Qualitative Methods.
• For participants with insufficient background knowledge in quantitative research methods, we recommend the short course Survey Design.
• Participants accepted for this course will have to submit a two-page summary of their current research project to the instructors before July 14th 2013 or else inform the instructors that they are not bringing a specific project to the course.

Course participants will not need to bring a laptop computer for this course.

Recommended reading:

About the instructors:
Margrit Schreier is Professor of Empirical Research Methods at Jacobs University Bremen. Her research interests include qualitative methods and methodology, mixed methods, media psychology, and the empirical study of literature. She is co-editor of the issue “Qualitative and quantitative research: Conjunctions and divergences” of Forum: Qualitative Social Research (2001; with Nigel Fielding) and co-author of “Forschungsmethoden in Psychologie und Sozialwissenschaften” (2nd ed. 2013; Springer; with Walter Hussy and Gerald Echterhoff).

Evgenia Samoilova is a PhD student at Bremen International Graduate School of Social Science, where she is a member of the Life Course and Life Span research track. She received her M.A. degree from Jacobs University. Her research interests include methods and methodology, mixed methods, socio-cultural and political integration of immigrants and naturalization research.
Week 1  Introduction to the Structural Equation Modeling Framework

Course 4

Instructors: Jost Reinecke, Georg Kessler

Course prerequisites:
- Basic statistical knowledge (familiarity with the concepts of regression analysis);
- prior experience with statistical software programs (e.g. STATA, SPSS, SAS);
- knowledge of syntax codes in statistical software programs.

Course and learning objectives:
By the end of the course participants will:
- be acquainted with the program Mplus;
- know the Structural Equation Model framework;
- be familiar with the basics of Confirmatory Factor Analysis and Structural Equation Modeling;
- be prepared to follow the course Understanding and Modeling Measurement Error in Social Surveys in the subsequent week.

Teaching will take place as a combination between lectures on the theory of SEM, training in the program Mplus, and application of the theory in practice. For the practical exercises we will refer to examples from the developers of Mplus who provide a wide range of preselected exercises which are freely available. We also invite you to bring your own data to work on and use it to further your understanding.

Target group:
Participants will find the course useful if they:
- want to get an introduction into Structural Equation Model (SEM)-Framework;
- have had prior experience with SEM, but no formal training;
- have had prior training, but still find the whole matter rather complicated;
- wish to prepare for the course Understanding and Modeling Measurement Error in Social Surveys in week 2.

Course content:
This course will give a basic introduction into the techniques of causal modeling and shows how a theoretical model containing causal relationships can be represented by a path or structural equation model (SEM) to be applied to empirical data. Different specifications of measurement models are tested with confirmatory factor analysis. We will expand these models to allow measurement and structural relations in the model simultaneously. Techniques of causal modeling and shows how a SEM-framework seems to be a good starting point for a theoretical model containing causal relationships.

Course participants will not need to bring a laptop computer for this course. This course will take place in a computer lab.

Recommended reading:

By the end of the course participants will:
- be acquainted with the program Mplus;
- know the Structural Equation Model framework;
- be familiar with the basics of Confirmatory Factor Analysis and Structural Equation Modeling;
- be prepared to follow the course Understanding and Modeling Measurement Error in Social Surveys in the subsequent week.

About the instructors:
Prof. Dr. Jost Reinecke is professor of quantitative methods of empirical social research at the Faculty of Sociology at the University of Bielefeld. His research focuses on the methodology and application of structural equation models and latent class analysis, both, cross-sectionally and longitudinally. His current methodological research focuses on growth curve and growth mixture models and the development of techniques related to multiple imputation of missing data in complex survey designs. His current substantive research focuses on the longitudinal development of adolescents’ delinquent behaviour and relationships of group-focused enmity to individual and contextual variables.

Georg Kessler graduated in Sociology at the University of Vienna. He specialized in methodology and wrote his master thesis on a mixed methods design, applying SEM and Cognitive Interviews on the Schwartz Value Scale used in the ESS. He received his SEM-training from Prof. Reinecke and Prof. Schmidt from the University of Giessen. Currently he works in a consulting firm in Austria.

Course level: Intermediate
Date: August 12-16, 2013
Time: 14:00-18:00

Course level:

• plus
• minus

Target group:
Participants will find the course useful if they:
• want to get an introduction into Structural Equation Model (SEM)-Framework;
• have had prior experience with SEM, but no formal training;
• have had prior training, but still find the whole matter rather complicated;
• wish to prepare for the course Understanding and Modeling Measurement Error in Social Surveys in week 2.

Teaching will take place as a combination between lectures on the theory of SEM, training in the program Mplus, and application of the theory in practice. For the practical exercises we will refer to examples from the developers of Mplus who provide a wide range of preselected exercises which are freely available. We also invite you to bring your own data to work on and use it to further your understanding.

Target group:
Participants will find the course useful if they:
• want to get an introduction into Structural Equation Model (SEM)-Framework;
• have had prior experience with SEM, but no formal training;
• have had prior training, but still find the whole matter rather complicated;
• wish to prepare for the course Understanding and Modeling Measurement Error in Social Surveys in week 2.

Course content:
This course will give a basic introduction into the techniques of causal modeling and shows how a theoretical model containing causal relationships can be represented by a path or structural equation model (SEM) to be applied to empirical data. Different specifications of measurement models are tested with confirmatory factor analysis. We will expand these models to allow measurement and structural relations in the model simultaneously. Techniques of causal modeling and shows how a SEM-framework seems to be a good starting point for a theoretical model containing causal relationships.

Course participants will not need to bring a laptop computer for this course. This course will take place in a computer lab.

Recommended reading:

About the instructors:
Prof. Dr. Jost Reinecke is professor of quantitative methods of empirical social research at the Faculty of Sociology at the University of Bielefeld. His research focuses on the methodology and application of structural equation models and latent class analysis, both, cross-sectionally and longitudinally. His current methodological research focuses on growth curve and growth mixture models and the development of techniques related to multiple imputation of missing data in complex survey designs. His current substantive research focuses on the longitudinal development of adolescents’ delinquent behaviour and relationships of group-focused enmity to individual and contextual variables.

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Week 1  Item Nonresponse and Multiple Imputation

Course 5

Instructors: Susanne Rässler, Florian Meinfelder

Date: August 12-16, 2013
Time: 14:00-18:00

Course content:
This course introduces Multiple Imputation (Rubin 1987) as a general method to analyze incomplete survey data. With the availability of Multiple Imputation (MI) in Stata, SPSS or SAS, the popularity of MI has increased dramatically within a couple of years. Meanwhile, nonresponse issues in surveys are no longer swept under the carpet in scientific publications, and the awareness of missing-data issues has increased in general. Although Multiple Imputation is based on a Bayesian framework, the inferences based on multiply imputed data sets are ‘classical frequentist’. Since MI is implemented in statistical standard software, the course will discuss examples for available routines (in R and SPSS). Participants are encouraged to suggest/share data sets in the run-up to the course which can be used for demonstration and exercises.

This course can be loosely categorized into three parts. The first part of the course introduces the notation and assumptions used in missing-data analysis, where small simulation studies are used to demonstrate how MI allows for correct inferences if certain assumptions hold. The second part of the course gives an overview of available options of MI algorithms, discussing their strengths and weaknesses as well as their applicability to specific data situations. The third part, eventually, focuses on practical applications and exercises using different data scenarios.

R provides a large number of packages that contain powerful MI algorithms, but the examples will be evenly spread between R’s and SPSS’ MI algorithm. Stata will not be explicitly used within this course, but its MI algorithm is very close to the SPSS implementation (both are based on Stef van Buuren’s ‘mice’), and the transfer should not pose a major problem (participants who are familiar with Stata only can still use Stata to work on the exercises, but the instructors will not be able to help with occurring syntax errors).

Target group:
Participants will find the course useful if they:
• are researchers working with incomplete data;
• want to learn more about the analysis of incomplete data in general;
• feel insecure about the available parameter settings in MI algorithms implemented in their preferred statistical software.

Course and learning objectives:
By the end of the course participants will:
• be familiar with the theoretical implications of the MI framework and be aware of the explicit and implicit assumptions (e.g. able to explain within an article why MAR was assumed, etc.);
• know when to use MI (and when not to use it);
• be aware how to specify a ‘good’ imputation model and how use diagnostics;
• be familiar with the availability of the various MI algorithms;
• be able to understand all the parameters of any MI algorithm and their effects to the imputation process.

Course prerequisites:
• An advanced understanding of the (generalized) linear model;
• familiarity with statistical distributions;
• solid skills in either R or SPSS (recommended for exercises); skills in R can be reviewed in the short course ‘Statistical Data Analysis Using R’;
• basic knowledge of the Bayesian paradigm;
• basic knowledge of Matrix algebra.

Recommended reading:

About the instructors:
Prof. Dr. Susanne Rässler holds the Chair of Statistics and Econometrics at the Otto-Friedrich-University of Bamberg, Germany, and is speaker of the methods group of the National Educational Panel Study. Her research interest involves methods for handling missing data in complex surveys, multiple imputation, Bayesian and computational statistics as well as matching techniques for causal analysis and marketing research.

Dr. Florian Meinfelder has written his PhD thesis on Multiple Imputation related topics, supervised by Prof. Susanne Rässler and Prof. Trivellore E. Raghunathan. He worked as a Research Manager for GfK SE for several years, and is author of the MI R package ‘BaBooN’.

Week 1  Item Nonresponse and Multiple Imputation

Course 5

Instructors: Susanne Rässler, Florian Meinfelder

Date: August 12-16, 2013
Time: 14:00-18:00

Course content:
This course introduces Multiple Imputation (Rubin 1987) as a general method to analyze incomplete survey data. With the availability of Multiple Imputation (MI) in Stata, SPSS or SAS, the popularity of MI has increased dramatically within a couple of years. Meanwhile, nonresponse issues in surveys are no longer swept under the carpet in scientific publications, and the awareness of missing-data issues has increased in general. Although Multiple Imputation is based on a Bayesian framework, the inferences based on multiply imputed data sets are ‘classical frequentist’. Since MI is implemented in statistical standard software, the course will discuss examples for available routines (in R and SPSS). Participants are encouraged to suggest/share data sets in the run-up to the course which can be used for demonstration and exercises.

This course can be loosely categorized into three parts. The first part of the course introduces the notation and assumptions used in missing-data analysis, where small simulation studies are used to demonstrate how MI allows for correct inferences if certain assumptions hold. The second part of the course gives an overview of available options of MI algorithms, discussing their strengths and weaknesses as well as their applicability to specific data situations. The third part, eventually, focuses on practical applications and exercises using different data scenarios.

R provides a large number of packages that contain powerful MI algorithms, but the examples will be evenly spread between R’s and SPSS’ MI algorithm. Stata will not be explicitly used within this course, but its MI algorithm is very close to the SPSS implementation (both are based on Stef van Buuren’s ‘mice’), and the transfer should not pose a major problem (participants who are familiar with Stata only can still use Stata to work on the exercises, but the instructors will not be able to help with occurring syntax errors).

Target group:
Participants will find the course useful if they:
• are researchers working with incomplete data;
• want to learn more about the analysis of incomplete data in general;
• feel insecure about the available parameter settings in MI algorithms implemented in their preferred statistical software.

Course and learning objectives:
By the end of the course participants will:
• be familiar with the theoretical implications of the MI framework and be aware of the explicit and implicit assumptions (e.g. able to explain within an article why MAR was assumed, etc.);
• know when to use MI (and when not to use it);
• be aware how to specify a ‘good’ imputation model and how use diagnostics;
• be familiar with the availability of the various MI algorithms;
• be able to understand all the parameters of any MI algorithm and their effects to the imputation process.

Course prerequisites:
• An advanced understanding of the (generalized) linear model;
• familiarity with statistical distributions;
• solid skills in either R or SPSS (recommended for exercises); skills in R can be reviewed in the short course ‘Statistical Data Analysis Using R’;
• basic knowledge of the Bayesian paradigm;
• basic knowledge of Matrix algebra.

Recommended reading:

About the instructors:
Prof. Dr. Susanne Rässler holds the Chair of Statistics and Econometrics at the Otto-Friedrich-University of Bamberg, Germany, and is speaker of the methods group of the National Educational Panel Study. Her research interest involves methods for handling missing data in complex surveys, multiple imputation, Bayesian and computational statistics as well as matching techniques for causal analysis and marketing research.

Dr. Florian Meinfelder has written his PhD thesis on Multiple Imputation related topics, supervised by Prof. Susanne Rässler and Prof. Trivellore E. Raghunathan. He worked as a Research Manager for GfK SE for several years, and is author of the MI R package ‘BaBooN’.
Cross-National Research:
Data Collection and Analysis

Instructors: Christof Wolf, Dominique Joye
Course level: Intermediate

Date: August 12-16 and 19-23, 2013
Time: 14:00-18:00

Course content:
This course provides an overview of cross-national survey research, the challenges faced when conducting comparative surveys as well as those faced when analyzing cross-national data. Issues of survey methodology specifically relevant for comparative research will be discussed extensively, e.g. problems of translation, functional equivalence, (cognitive) pretesting, sampling, field work procedures, and harmonization of data. In addition the course will provide an overview of available data from comparative academic survey programs and microdata from official statistics.

A strong emphasis will be given to methods of assessing data quality in comparative perspective and specific techniques of cross-national data analysis. In this context we will introduce multigroup confirmatory factor analysis and multilevel analysis as well as general problems and opportunities of secondary data analysis. We will also present available sources for contextual data.

Lectures will be complemented by practical sessions in which participants will replicate existing comparative research based on ESS data and thereby acquire relevant practical skills. These exercises will be conducted using R.

The course will be applicable to surveys of individuals and households.

Target group:
Participants will find the course useful if they:
- have a general interest in comparative survey research but only limited experience with this kind of research;
- want to learn about assessing data quality in comparative surveys;
- advance their skills in understanding comparative data analysis;
- have a comparative research questions that they would like to discuss with instructors.

Course and learning objectives:
By the end of the course participants will:
- be familiar with data sources and methods for cross-national research;
- have gained a thorough understanding of the different elements/aspects of comparative surveys and how these impact on data quality;
- be aware of the possibilities and limitations of available comparative surveys;
- understand the specific methods and strategies of data analysis for comparative survey research.

Course prerequisites:
- We assume that participants have basic knowledge of survey methodology in a national context, in particular with respect to questionnaire design, sampling, survey implementation and data editing. This can be reviewed in the short course Survey Design.
- For the data analysis part, basic knowledge in regression and factor analysis is also required.

Course participants will need to bring a laptop computer for performing the practical exercises for this course. The laptop should have the following software installed: R.

Recommended reading:

About the instructors:
Prof. Dr. Christof Wolf is Scientific Director at GESIS and Professor for Sociology at the University of Mannheim. His current research interests include social network analysis and survey methodology with an emphasis on problems of cross-national comparability and harmonization.

Prof. Dr. Dominique Joye is Professor for Sociology at the University of Lausanne, Switzerland. He is involved in the ISSP, ESS and EVS. His research interests include methodology, inequality and social mobility.
Understanding and Modeling Measurement Error in Social Surveys

Instructors: Jaak Billiet, Melanie Revilla
Course level: Advanced

Course content: This course provides a comprehensive introduction to measurement error in survey research. To start with, the basic concepts and sources of measurement error as well as the concepts of validity and reliability will be introduced in the context of measurement quality, measurement validity, and conceptual (construct) validity. We will discuss examples of and ways to reduce measurement error, such as basic rules for question wording as well as strategies for single indicators. Then the course will introduce participants to the measurement of measurement error. In this context, the use and findings of “split ballots” will be discussed and critically reviewed. Measurement error will be related to the concept of “attitude strength”, classical as well as recent cognitive models of the question-answer process (e.g. Zaller’s RAS model) and the concept of response instability. The next step concerns the modeling of measurement error using models for assessing reliability and validity such as the test-retest model, simplex model, RMM model, congeneric model, and the MTMM model as well as their application. We will study their advantages and disadvantages as well as the true-score MTMM model. The course also covers meta-analysis of MTMM models and how to adjust their correlations. Because it is one important source of measurement error, the course will have a detailed look at response styles in survey questions: What are response styles, and what are the different kinds of response styles? We will use acquiescence as a generic example and model it using Structural Equation Modeling (SEM). What are the advantages of modeling acquiescence in a cross-cultural context? Do we measure an acquiescence method effect? We will also examine whether this kind of modeling is useful for other response styles. Finally, the course will investigate the assessment of equivalent measurement in cross-cultural research. The different kinds of equivalence and procedures to assess them will be introduced. We will discuss what to do in the case of single indicators and social-background variables, as well as the assessment of equivalence for multiple indicator latent variables. The course will also consider what to do if some indicators are not equivalent. The practical exercises are focused on practical measurement problems in large datasets and will guide participants to apply the concepts and procedures they have learned in the theoretical morning sessions. The software Mplus and data from the ESS will be used. The course will be applicable to surveys of individuals.

Target group: Participants will find the course useful if they:
• are PhD students who will use survey data in their work;
• are employees in survey or marketing institutes who are engaged in the analysis of survey data, or preparation of questionnaires;
• are exceptionally specialized research master students interested in measurement error if this topic is not covered in their program.

Course and learning objectives: By the end of the course participants will:
• have acquired a thorough understanding of the different kinds of measurement error related to the instrument (questionnaire) in social surveys;
• be aware of ways to detect, measure and control for errors;
• be familiar with the most recent developments and literature in the field of measurement error, especially in the context of large scale cross-cultural surveys;
• be familiar with the best practices in the field;
• be able to apply the strategies in practice.

Course prerequisites: Students must be motivated to apply what they will learn in their own research and should be interested in the quality of survey data.

Basic knowledge of statistical analysis and structural equation modeling. The practical exercises assume practical knowledge of Mplus. This requirement can be fulfilled by attending course Introduction to the Structural Equation Modeling framework in the previous week.

The examples in the theoretical part are based on LISREL® 8® and participants should be able to interpret the parameters.

Course participants will not need to bring a laptop computer for this course. This course will take place in a computer lab.

Recommended reading:


About the instructors:
Billiet Jaak, PhD in the Social Sciences, KU Leuven, is since 2007 emeritus professor in social methodology. Member of the central co-ordinating team of the European Social Survey, Methodological research: validity assessment, interviewer and response effects, and the modeling of measurement error in social surveys. Substantive research: longitudinal and comparative research in the domains of ethnocentrism, political attitudes and religious orientations. He played a central role in the implementation of the fourth wave of the European Value Study in 2008. Jaak Billiet has published widely with research fellows from various countries in peer-reviewed journals and specialised books on survey methodology and cross-cultural analysis.

Dr. Melanie Revilla is a postdoctoral researcher at the Research and Expertise Centre for Survey Methodology (RECSM) and associate professor at Universitat Pompeu Fabra (UPF, Barcelona, Spain). PhD from Universitat Pompeu Fabra (2012) in the areas of statistics and survey methodology, under the supervision of professors Willem Saris (UPF) and Peter Lynn (Essex University). Dissertation dealt with the effects of different modes of data collection on the quality of survey questions. Besides the impact of the mode of data collection, I am interested in all aspects of survey methodology, S. Kluge, 2nd edition 2010, VS Verlag and numerous articles about social research methods, especially about the relationship between qualitative and quantitative methods.
Course content:
This course will give an overview of the most important topics of survey sampling as applied in multi-national sample survey projects like the European Social Survey (ESS).

Surveys of this kind often apply complex sample designs. These sample designs have their merits and drawbacks, which must be taken into account in the data analysis process. In turn, at the planning stage, the informed choice of a sample design requires prior knowledge about possible estimators and statistics that are to be achieved through data analysis after data collection.

Today, data analysts can choose from a wide range of data analysis techniques that consider the specifics of a given sample design. The informed choice of a specific technique requires detailed knowledge about its appropriateness for the data to be analysed. The first part of the course will give an overview of sample designs and a number of frequently used estimation techniques such as design weighting, calibration and weighted least squares regression. The interaction between sample designs and estimators will be discussed in detail.

Furthermore, with complex sample designs, design effects can have a negative influence on the precision of estimators. Treating the sample data naively as having arisen from a simple random sample can lead to an underestimation of the variance of an estimator. In comparative studies, the design effect can give additional information to simply using variance estimation. Different approaches for the estimation of design effects exist from which different estimators can be derived. Which estimator to choose depends on the structure of the data at hand.

The course will be applicable to surveys of individuals, households and organisations.

Target group:
Participants will find the course useful if they:
- are majors in any empirical social or related science;
- perform data analyses on a day-to-day basis;
- plan, conduct or analyse complex sample surveys.

Course and learning objectives:
By the end of the course participants will:
- have a sound understanding of the most frequently used sample designs (one- and two-stage sampling, stratified, and unequal probability sampling);
- will have learned the distinction between design weighting and adjustment weighting and calibration by means of real-world examples;
- will understand the impact of sample design on estimators;
- be able to plan and conduct optimised sample surveys.

Course prerequisites:
- Introductory course in statistics;
- Experience in handling survey data is helpful;
- Prior knowledge in using R is required for this course. This can be acquired in the short course Statistical Data Analysis Using R.

Course participants will need to bring a laptop computer for performing the practical exercises for this course. The laptop should have the following software installed: Rstudio, R (with the packages foreign, survey and Hmisc).

Recommended reading:

About the instructors:
Dr. Matthias Ganninger is researcher at the GESIS – Leibniz Institute for the Social Sciences in Mannheim, Germany. For his doctorate from the University of Trier, he has worked on design effects and published many articles in international scientific journals. He is currently authoring a monography on Data Analysis using R. He has also taught specialized courses on survey methodology, weighting and data analysis in Germany and elsewhere in Europe.

Jan-Philipp Kolb is researcher at the GESIS – Leibniz Institute for the Social Sciences in Mannheim, Germany. For his doctorate from the University of Trier, he has worked on synthetic data generation. He was research and teaching assistant at the Economic and Social Statistics Department of the University of Trier. There he has taught specialized courses on survey sampling, and modeling.
Week 2  Course 9

**Questionnaire Translation in Cross-Cultural Surveys: From Designing Source Questionnaires to Organising Translation Projects**

**Instructors:** Dorothée Behr, Brita Dorer  
**Course level:** Introductory  
**Date:** August 19-23, 2013  
**Time:** 9:00-13:00

**Course content:** This course provides an introduction to questionnaire translation, covering in particular the interplay between questionnaire design and questionnaire translation, translation itself and the management of translation projects in cross-cultural surveys.

To begin with, course participants will be introduced to the context of questionnaire design and translation, as forming the basis of this course: This context entails the ‘ask-the-same-question’ (ASQ) approach where a source questionnaire is first developed in one language and then translated into other languages. Since the quality of cross-cultural survey data not only depends on good translation but also on good questionnaire design, we will first cover different types and methods of source questionnaire design in cross-cultural studies (sequential, parallel, simultaneous; international design teams, pretesting, coding, advance translation, etc.). The need for cross-cultural collaboration during this important phase will be emphasized.

In a next step, students will be introduced to actual questionnaire translation. They will learn about the do’s and don’ts in questionnaire translation and become sensitive towards how particular translation versions can impact on measurement. Specific aspects discussed include translating meaning to produce functionally equivalent items; finding a balance between fidelity and freedom in translation, scale translation, or adaptation.

Subsequently, the different translation and assessment methods currently used in survey translation will be presented and discussed, such as single translation, back translation or team translation. The students will learn about their respective advantages and disadvantages. Special emphasis will be placed on the TRAPD model (Harkness, 2003), which includes parallel translation, review and adjudication stages, pretesting and thorough documentation. The importance of qualified team members with knowledge in survey research, translation, questionnaire design, and the topic at hand will be emphasized. For those charged with organizing translation, support will be provided on finding, training, and briefing translators.

To conclude, various translators’ resources and support material for those involved in survey translation will be presented, such as checklists, survey-specific and item-specific translation instructions, and general web resources. Practical exercises throughout the course will allow participants to gain hands-on experience regarding various aspects of survey translation.

The following studies will be used as examples: European Social Survey, International Social Survey Program, European Value Study, World Value Survey. Furthermore, student’s own projects or plans can serve as case studies. The course will be applicable to surveys of individuals, households and organisations.

**Target group:** Participants will find the course useful if they:  
- are involved in designing a source questionnaire for several cultures;  
- translate questionnaires or review translate questionnaires themselves;  
- organize questionnaire translation in a project;  
- prepare a project proposal involving cross-cultural survey data collection and questionnaire translation;  
- and, in general, want to understand the implications of good questionnaire design and translation for the comparability of cross-cultural survey data.

**Course and learning objectives:**  
By the end of the course participants will:  
- be aware of cross-cultural requirements during source questionnaire design;  
- understand the particularities and subtleties as well as do’s and don’ts of questionnaire translation;  
- be familiar with best practice in carrying out questionnaire translation;  
- have learned about project management as regards questionnaire translation;  
- be aware of resource requirements in terms of time, money and personnel for cross-cultural source questionnaire design and questionnaire translation;  
- be able to better account for translation needs in project proposals.

**Course prerequisites:**  
- Knowledge of at least one language besides English to benefit from the practice sessions;  
- interest in linguistic and cultural issues in cross-cultural survey research;  
- no specific statistics or software knowledge.

Course participants will need to bring a laptop computer for performing the practical exercises for this course. The laptop should have the following software installed: Office package.

**Recommended reading:**  

**About the instructors:**  
Dr. Dorothée Behr is a researcher at GESIS. Her fields of research and service include questionnaire translation and cross-cultural probing on the web. Previous projects include the European Social Survey (ESS) and the Programme for the International Assessment of Adult Competencies (PIAAC), in both of which she was responsible for guiding questionnaire translation activities. Furthermore, she has been involved in item development for PISA 2015 and in DFG funded projects on assessing equivalence of items in cross-national surveys. She holds a degree in translation studies and a doctorate on questionnaire translation.

Brita Dorer is a researcher at GESIS specialised in the field of questionnaire translation. She is heading the translation team of the European Social Survey. Her scientific interests are the evaluation and quality enhancement of questionnaire translation and adaptation, translatability of source questionnaires / advance translations, and intercultural aspects of questionnaire translation. She holds a degree in English, French and Italian translation studies from Johannes-Gutenberg-Universität Mainz, FTSK Gersenheim, where she also worked as a freelance lecturer for English-to-German and French-to-German translation. She has been involved in translating survey questionnaires into German, such as ESS, ISSP, PIAAC and SHARE.
Course content:
Recently, experimental techniques have become more important in the field of social sciences. While principles of experimentation were usually realised in the context of laboratory and field studies, experimental techniques have been more and more implemented into survey research. In particular, these techniques allow the study of the influences of social and individual features upon attitudes and decisions in general population samples. Experimental techniques in survey research are frequently related to concrete situations or events and are assumed to allow for a valid assessment of attitudes and decisions.

The course provides an overview of the basic concepts and principles of experimentation in the social sciences. The distinctive feature of experiments consists in the possibility to manipulate the independent variable and to analyse their effects upon the dependent variable. Various experimental designs have been proposed that differ with regard to their internal and external validity. The course will go into detail at this point. Also, the main experimental techniques that have been implemented into survey research will be presented and discussed controversially.

Amongst these are split-ballot-experiments which are used to analyse the effects of questionnaire design upon the respondent’s behaviour. A further very important technique which is applicable to a variety of topics in the field of social sciences is the so-called scenario-technique. This technique uses short descriptions of hypothetical situations, and respondents are asked to indicate their attitudes toward the situations described or to state their presumable behaviour when faced with an event like the one described. Scenario-techniques make use of verbal as well as visual presentations of situations, and they are also implemented into different survey modes.

In addition, the course introduces the principles of conjoint analysis which deals with influences of situational features upon individual decisions. Related to this is the factorial survey approach which became quite well-known recently and which has been developed in the field of fairness judgements. The course will provide participants with an overview of recent and current applications of the factorial survey approach. Participants who want to learn how to set up a factorial survey should attend the course on Factorial Survey Designs in addition to this course.

The application of the scenario-technique and split-ballot-experiments will be illustrated on the basis of two instructor’s own data-sets consisting of prosocial decisions (donations) and criminal decisions (embezzlement). Data analyses will be carried out using Stata. Although a brief introduction to Stata will be given, participants should be familiar with the software.

The course will be applicable to surveys of individuals only.

Target group:
Participants will find the course useful if they:
• are interested in the general prospects of using experimental techniques in survey research;
• want to get to know the major experimental techniques in survey research;
• are interested in the application of one of these techniques in their own research;
• wish to prepare for the course on Factorial Survey Designs in the following week.

Course and learning objectives:
By the end of the course participants will:
• have learned the basic concepts and principles of experimentation in the social sciences;
• be able to evaluate the advantages and disadvantages of various experimental designs;
• have acquired a basic understanding of the major experimental techniques in survey research and their typical fields of application;
• be familiar with the steps that are required to realise the major experimental techniques in survey research.

Course prerequisites:
Participants should have basic knowledge about measurement and scaling techniques in the social sciences;
• principles of questionnaire design and
• the major types of research designs.

Course participants will not need to bring a laptop computer for this course. This course will take place in a computer lab.

Recommended reading:

About the instructors:
Stefanie Eifler, Dr. rer. soc., is a Full Professor of Quantitative Methods in the Social Sciences and Director of the Center for Social Science Methodology at the Faculty for Philosophy of the University of Halle. From the summer semester 2013, she will be at Katholische Universität Eichstätt-Ingolstadt. Her research interests cover the implementation of experimental techniques into survey research and the interplay of rational choice and norms in the explanation of prosocial and criminal behaviour.

Lisa Wallander, PhD, is a senior lecturer in Health and Society, Faculty of Health and Society, at Malmö University, Sweden. Her main research interests are the factorial survey approach, sociology of professions, judgement and decision making in social work, substance misuse and treatment, and quantitative research methods.
Course content:

In traditional text books questionnaire design is typically treated as an ‘art’. Designing questions and questionnaires is broadly described as an important step when planning a survey however little advice is provided on how to phrase individual questions and how to design a good questionnaire as a whole. The rules and instructions given in such texts are either too specifically concerned with particular substantive questions – and accordingly those rules cannot be generalized to other types of questions – or the advice given is too broad and general and it is left to the reader to apply the general rules to his or her specific survey questions.

This course on questionnaire design will avoid this dilemma. Instead of providing general or specific rules on how to design a good survey question and a questionnaire as a whole, the course will approach the science of questionnaire design by means of two alternative strategies: On the one hand, basic concepts relevant to survey measurement will be discussed (e.g. mode differences, question-answer-process, satisficing or social desirability) in order to make participants aware of the mechanisms underlying survey responses. On the other hand, participants will be introduced to results of field-experimental studies testing various aspects of a survey question and a questionnaire as a whole (e.g. question wording, response order or the visual design of a question). The discussion of these studies will highlight the implication of various design aspects of a survey question for the responses provided by respondents.

The lectures provide scientific background knowledge and educate participants in their professional reasoning when designing survey questions and a questionnaire as a whole. Based on the theoretical concepts and experiments discussed in the lectures, participants will be guided and supported in designing a joint topical survey questionnaire during practical sessions and by means of assignments. The work on the joint questionnaire starts with a discussion of the key indicators to be measured and continues with the development of a set of corresponding survey questions (including all most prevalent question types). Finally the questions will be combined into a questionnaire and tested. During the time allotted to assignments, instructors will be available for questions and discussion and provide individual feedback. During these practical sessions instructors are also available for questions concerning participants’ questionnaires. Participants should be prepared to spend 1-2 hours a day reading articles/papers made available by the instructors. The questionnaire in the practical session will be developed using Office software; no specialized software will be used.

The course will be applicable to surveys of individuals and households. The course is not restricted to a specific survey mode.

Target group:

Participants will find the course useful if they:
- plan to or are about to conduct a survey;
- would like to supplement their initial practical experience in designing questionnaire with a sound theoretical basis concerning the underlying mechanisms.

Course and learning objectives:

By the end of the course participants will:
- have an overview concerning the various components of survey data quality in general and questionnaire quality in particular;
- understand cognitive processes underlying survey measurement for various survey modes;
- be able to design simple survey questions and to combine them in an integrated survey instrument.

Course prerequisites:

- Basic knowledge in quantitative social science research methods is required; basic knowledge concerning survey design and data quality (e.g. from the course Introduction to Survey Design) is advisable.
- There are no statistical prerequisites.
- Course participants will need to bring a laptop computer for performing the practical exercises for this course. The laptop should have the following software installed: Office package.

Recommended reading:


About the instructors:

Prof. Dr. Marek Fuchs is full professor for social science research methods at Darmstadt University of Technology, Germany. He obtained his PhD from Kassel University in 1993 and conducted post-doctoral work at the University of Michigan, Ann Arbor (USA). Since then, he has been the principal investigator of several large scale surveys. His methodological research is particularly concerned with methodological aspects of survey measurement. Over the course of the past 20 years, he has published on laboratory and field-experimental studies concerning questionnaire design for face-to-face surveys, telephone surveys and self-administered surveys (paper & pencil as well as web surveys). He has a long standing experience in teaching courses on survey methodology at the PhD and Master levels to an international audience.

Dipl.-Soz.Wiss. Tanja Kunz is a research associate in social science research methods at Darmstadt University of Technology (Germany) since 2010. Her main research interest focuses on improvement of data quality by experimental survey design, in particular by visual design in Web surveys.

Dipl.-Soz.Wiss. Matthias Emde is a research associate in the field of research methods at Darmstadt University of Technology. He studied social science at the University of Mannheim and specializes in Web survey design.
### Course 12: Factorial Survey Designs

**Instructors:** Katrin Auspurg, Carsten Sauer  
**Course level:** Advanced  
**Date:** August 26–30, 2013  
**Time:** 9:00-13:00

**Course content:**
Survey experiments are frequently used for investigating people’s attitudes, values, opinions and decisions. In particular, there is an increasing use of methods that integrate multi-factorial experimental set-ups into surveys, like factorial surveys methods (sometimes referred to as ‘vignette analyses’). Respondents are asked to evaluate fictitious situations, objects or persons. By systematically varying attributes of the descriptions (like the educational background of a described person), it is possible to determine their influence on respondents’ stated choices, decisions or attitudes. For example, when evaluating fair earnings, should men and women earn the same wages? What would be a fair return to higher education? Do all respondents employ the same evaluation rules or are there differences across social groups? Researchers’ controlled experimental variation of stimuli allows a reliable evaluation of the impact of each attribute. What is more, the method allows an explicit testing of decision processes and theories. As the experiment is embedded in a survey questionnaire, it is possible to reach a heterogeneous sample population. The variety of possible applications and the appealing possibilities to test social and economic theories are important reasons for the method being more and more used in the social sciences.

This course gives a theoretical and practical overview on factorial survey methods and also some information on related experimental survey methods (conjoint analysis, choice experiments). Students will get practical insights into all single steps that are needed to design factorial survey experiments, starting with the development of vignettes, going on with the selection of an experimental design, drafting and programming of questionnaires (for online and paper and pencil surveys), up to special methods needed for data analyses (like multilevel regression analyses, estimations of willingness to pay). Participants might select a research question related to their own research for practical exercises. (Anchoring and video vignettes are beyond the scope of this course.)

For most practical analyses the statistical software package Stata will be used. Part of the exercises will employ a large-scale population survey on fairness of earnings. A short introduction to Stata will be provided, but participants should get familiar with the program in advance. For setting up experimental designs and programming of questionnaires additionally the software packages SAS and QuestBack (formerly ‘Unipark’) will be used, but for these parts of the course no prior knowledge is needed.

**Target group:**
Participants will find the course useful if they:  
- are interested in conducting factorial surveys (or similar experiments within surveys);  
- want to learn about special methods for analyzing data stemming from these methods or evaluating the quality of these data;  
- want to deepen their knowledge on experimental designs and quantitative statistical methods; and  
- ideally also have some initial ideas for own research questions that could be realized by means of a factorial survey.

**Course and learning objectives:**
By the end of the course participants will:  
- learn and discuss the features, typical applications, advantages, and shortcomings of factorial survey methods;  
- get practical insights into all single steps that are needed to set up factorial survey designs, to implement them into (computer assisted) questionnaires, to analyze resulting data, and report on results;  
- get familiar with practical methods to evaluate data quality gained by factorial survey methods;  
- gain some insights into related experimental survey methods like conjoint analyses and choice experiments; and  
- be able to start own work with factorial survey methods by the end of the course.

**Course prerequisites:**
Participants should  
- have basic knowledge on questionnaire designs and experimental methods (this can be acquired in the course Experimental Techniques in Survey Research in the previous week);  
- have good knowledge on data management and quantitative data analyses (e.g. linear regression techniques, coding of variables, merging of data sets); and  
- be well practiced in the use of statistical software packages (ideally Stata).  
Course participants will not need to bring a laptop computer for this course. This course will take place in a computer lab.

**Recommended reading:**

**About the instructors:**
Katrin Auspurg is a researcher at the Collaborative Research Center (SFB) 882 at Bielefeld University. Her research interests include the explanation of behavior, social inequality and justice and quantitative research methods (especially factorial surveys). Among her recent publications are “The justice of earnings in dual-earner households.” In: Research in Social Stratification and Mobility. 30 (2012): 219 -232 (with Stefan Liebig and Jürgen Schupp); “The Application of Factorial Surveys in General Population Samples: The Effects of Respondent Age and Education on Response Times and Response Consistency.” In: Survey Research Methods 5 (2011): 89–102 (with Katrin Auspurg, Thomas Hinz, and Stefan Liebig).

Course content: The collection and analysis of longitudinal data has received much attention in the past years. Currently, it is regarded as the gold standard of empirical social research. However, less focus is often laid on how to carry out longitudinal surveys. Thus, the course aims at covering all the main stages of designing and implementing longitudinal surveys, at revealing the challenges faced when conducting longitudinal surveys, and at discussing existing large-scale surveys.

The course starts with an overview of the historical development and the current relevance of longitudinal surveys, also providing information about important German and international longitudinal surveys and their specific features. Subsequently, basic types of longitudinal studies (panel versus retrospective designs, household and individual surveys) will be introduced and their strengths and weaknesses in terms of data collection and analysis will be discussed. Afterwards, we will introduce the whole process of longitudinal data collection and describe different sources of quality problems and error.

Using this framework, the main steps of this process will be discussed in more detail. First, design features specific to longitudinal studies regarding population, sampling, survey mode, and retrospective interval are tackled. Second, the course will focus on instrument development in longitudinal studies. In panel study designs, we will cover dependent interviewing, team effects and panel conditioning. In retrospective designs, we will introduce different approaches of collecting retrospective data, paying special attention to autobiographic memory processes and cognitive interviewing strategies to minimize recall errors in question development. Third, a shorter session will inform on specific aspects of fieldwork and survey administration of longitudinal surveys. Fourth, problems of nonresponse such as panel attrition and nonresponse bias will be tackled and ways how to overcome these problems (tracking, panel care and incentives) and correct for them (calibration and longitudinal weighting) will be introduced. The course ends with a discussion of current developments, e.g. linking administrative data to longitudinal surveys, and a short overview of analysis strategies for longitudinal data.

The course will be composed of lectures and group work, during which participants will work on several assignments that deal with the topic of each day's lecture. Exercises will use examples and data from the German National Education Panel Study (NEPS) adult survey (for more information, see www.neps-data.de) and the statistical package SPSS. Additionally, participants will have the possibility to discuss data related challenges of their own research based on longitudinal data. The course will be applicable to surveys of individuals and households.

Target group: Participants will find the course useful if they:

- work for or aim at working for a longitudinal individual or household survey;
- develop or seek to develop survey questions containing temporal information;
- are interested in methodological aspects of longitudinal data collection;
- want to analyze longitudinal data with respect to methodological issues.

Course learning objectives:

By the end of the course participants will:

- be familiar with important international and German longitudinal surveys and their design features;
- understand different strategies on how to collect longitudinal data;
- know how to design retrospective and complex panel instruments;
- be able to evaluate quality aspects of a longitudinal survey;
- be familiar with all main stages of design and implementation of longitudinal surveys.

Course prerequisites:

- For this course, participants should have basic knowledge of survey methodology from a cross-sectional perspective, in particular with respect to sampling, questionnaire design and survey implementation. This can be acquired e.g. in the courses Introduction to Survey Design, Questionnaire Design, Sampling and Estimation for Complex Surveys.
- Basic knowledge of statistical packages (e.g. SPSS) is helpful, but not required.

Course participants will need to bring a laptop computer for performing the practical exercises for this course. The laptop should have the following software installed: SPSS (e.g. trial version).

Recommended reading:


About the instructors:

Corinna Kleinert is directing the NEPS (National Educational Panel Study) research team at the Institute for Employment Research (IAB) in Nuremberg which is responsible for conducting NEPS stage 8 „Adult Education and Lifelong Learning“. She received her training in communication science, political science, public law and sociology at the University of Munich (M.A. 1995, Dr. phil. 2003). Kleinert is working on issues related to survey methodology, school-to-work transitions, and gender inequality in the labor market. She has participated in the development of several large-scale surveys, among them the DJI Youth Survey and the IAB study ALWA.

Katrin Drasch is lecturer at the Institute of Sociology, Chair of Empirical Social Methods at the University of Erlangen-Nuremberg. From May 2007 until March 2012 she worked in the NEPS and ALWA research groups at the Institute for Employment Research (IAB). She studied in Nuremberg gaining her diploma degree in 2007 (Diplom). In 2006 she also completed an M.Sc. at Utrecht University, Netherlands. Her major research interests are issues of longitudinal data collection and analysis as well as employment careers of mothers.
Week 3  Data Collection: Interviewer Training and Fieldwork Monitoring

Course 14

Instructor: Remco Feskens  
Date: August 26–30, 2013  
Time: 14:00–18:00

Course content:
This course will introduce participants in how to prepare, conduct and evaluate survey fieldwork. It starts with a review of the concept of total survey error. Survey errors can be introduced by not representing the target population accurately (selection errors); not representing the target variables from research questions accurately (measurement errors) and survey administration issues. One important aim in survey design is to minimize survey errors within a given budget.

A good design does not imply a good survey, and here interviewers play an important role. Interviewer training and fieldwork monitoring will be the main topics of this course. Well-trained interviewers have the skills to persuade reluctant respondents to participate in the survey, obtain better quality responses and reduce item nonresponse, thereby optimizing the quality of data. On the other hand, untrained interviewers may induce serious interviewer effects, which may jeopardize data quality. Interviewer training is therefore an essential part in obtaining data that can be used to answer research questions in a meaningful way.

The third topic of the course will be the evaluation and analysis of the quality of the collected data. Preferably, this quality check is performed during the data collection period in order to guide the survey process in such a way that survey errors will be discovered early and thus minimized. This is an important part of monitoring the fieldwork, the fourth topic of this course. Another part of fieldwork monitoring, which will also be discussed, is the supervision of interviewers.

Students are encouraged to work on their own research project, both in the design phase of their project and in the analyses of their own data, if available. This is however no requirement. So students can also work on exercises available for the course.

Students will work individually and in small groups on exercises. In these exercises SPSS and optionally Mplus will be used. Data of the European Social Survey will be used and also the data of a large survey on living conditions performed in the Netherlands.

The course will be applicable to surveys of individuals, households, and to a lesser degree to surveys of organisations.

Target group:
Participants will find the course useful if they:
- are planning to conduct or to design a (large-scale) survey;
- wish to evaluate the quality of data collected by a survey;
- instruct interviewers as part of their work;
- manage field work.

Course and learning objectives:
By the end of the course participants will:
- be familiar with the basic concepts around total survey error;
- have learnt how to analyse and evaluate data quality;
- have acquired the practical skills of how to train interviewers;
- know how to monitor fieldwork.

Course prerequisites:
Participants should
- have a basic understanding of survey methodology (e.g. from the course Introduction to Survey Design);
- be a familiar user of SPSS.

Course participants will not need to bring a laptop computer for this course. This course will take place in a computer lab.

Recommended reading:
Week 3  Web Surveys  
Course 15

Instructors: Katja Lozar Manfreda, Nejc Berzelak  
Course level: Intermediate  
Date: August 26-30, 2013  
Time: 14:00-18:00

Course content:
The course deals with the challenge of using the World Wide Web for survey data collection. Although Web surveys are sometimes perceived as a questionable survey mode, the experiences over the 15 years of their usage show that they can be used in a valid and reliable way for many research purposes. They offer not only fast and cost-effectively survey data collection, but also a wide range of possibilities for designing advanced dynamic questionnaires, reaching diverse populations and ensuring high quality of collected data. While Web surveys are technically easy to implement, the understanding of underlying methodological principles is crucial for successful application in practice. The instructors will provide students with the basic principles of implementing Web surveys in order to collect high-quality survey data.

In the introduction the students will obtain knowledge necessary to make informed decisions on choosing a web survey among alternative survey modes for specific research purposes. They will be presented with the history of computer-assisted survey data collection and its varieties, the typology of Web surveys as one of the recently developed computer-assisted modes, and the advantages and disadvantages of Web surveys in the context of their usage. In addition, cost and organizational aspects of implementing web surveys will be evaluated.

Then, principles of implementing Web surveys will be presented through the steps of the Internet survey process. This will begin with an overview of all error sources that can compromise the quality of data in web surveys: coverage and sampling, nonresponse, measurement and data processing. The main part of the course will focus on procedures for minimizing such errors and ensuring adequate data quality. Special attention will be given to presentation of appropriate sampling techniques, principles of web questionnaire design and strategies for stimulating participation of respondents. The presented material will be illustrated with empirical results from experiments and practical experience.

Students will also be introduced to a variety of survey packages for implementing Web surveys and will have the opportunity to conduct their own survey project using one of these packages. The course will conclude by addressing ethical issues in conducting surveys on the Web.

Target group:
Participants will find the course useful if they:
• have some basic knowledge of survey methodology and would like to extend it to web surveys;
• want to conduct a web survey for their research or study purposes;
• would like to improve the quality of web surveys they already conduct or plan to conduct in the future;
• consider switching a currently existing survey to the web mode.

Course and learning objectives:
By the end of the course participants will:
• have obtained the practical and methodological knowledge to conduct high-quality web surveys;
• have learnt the basics of software tools of web surveys and understand the principles of selecting the most appropriate tools for specific purposes;
• understand possible deficiencies and mistakes in conducting web surveys;
• be able to conduct all stages of their own web survey projects;
• be able to evaluate quality of data obtained with a web survey.

Course prerequisites:
Participants are expected to be familiar with the basics of survey methodology (key terminology and basic principles of writing survey questions). This can be acquired e.g. in the course Introduction to Survey Design.

Course participants will need to bring a laptop computer for performing the practical exercises for this course. The laptop should have the following software installed: web browser.

Recommended reading:

About the instructors:
Katja Lozar Manfreda (PhD) is an assistant professor of Statistics at the Faculty of Social Sciences, University of Ljubljana. She has been researching the methodology of Internet surveys since 1998 and has several publications on this topic. She is also part of the team establishing and maintaining the websm.org, the main web site dedicated to the methodology of web surveys.

Nejc Berzelak is a researcher at the Faculty of Social Sciences, University of Ljubljana. His research work is focused on measurement issues in web surveys, questionnaire design and software tools for web surveys. He teaches topics related to web survey methodology, web analytics and new technologies in social science research.
Alphabetical List of Instructors

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<td>Matthias Emde</td>
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<tr>
<td>Dr. Dorothée Behr</td>
<td>Dept. Survey Design and Methodology, GESIS - Leibniz Institute for the Social Sciences, Germany (Course 9)</td>
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<td>Dr. Jan-Paul Butlin</td>
<td>Dept. of Quantitative Economics, University of Amsterdam and Dept. of Methodology, Statistics Netherlands, Netherlands (Course 2)</td>
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<td>Dr. Matthias Ganninger</td>
<td>Dept. Survey Design and Methodology, GESIS - Leibniz Institute for the Social Sciences, Germany (Courses C and 8)</td>
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<td>Dr. Sergiu Gherghina</td>
<td>Data Archive for the Social Sciences, GESIS - Leibniz Institute for the Social Sciences, Germany (Course D)</td>
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<td>Dr. Florian Meinfelder</td>
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<td>Scientific Director, GESIS - Leibniz Institute for the Social Sciences, and Professor for Sociology at the University of Mannheim, Germany (Course 6)</td>
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<tr>
<td>Brita Dorer</td>
<td>Dept. Survey Design and Methodology, GESIS - Leibniz Institute for the Social Sciences, Germany (Course 9)</td>
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<td>Katrin Drasch</td>
<td>Institute of Sociology, University of Erlangen-Nuremberg, Germany (Course 13)</td>
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<tr>
<td>Prof. Dr. Stefanie Eifler</td>
<td>Center for Social Science Methodology, Martin-Luther-University Halle-Wittenberg (from Summer Semester 2013:</td>
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<tr>
<td>Remco Feskens, PhD</td>
<td>National Institute for Educational Measurement in the Netherlands (CITO), Netherlands (Course 14)</td>
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<td>Institute of Sociology, Darmstadt University of Technology, Germany (Course 11)</td>
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<td>Peter J. Lugtig, PhD</td>
<td>Dept. of Methods and Statistics, Utrecht University, Netherlands (Courses A and 1)</td>
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<td>Laurence Horton</td>
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<td>Prof. Dr. Dominique Joyce</td>
<td>Institut des Sciences Sociales, University of Lausanne, Switzerland (Course 6)</td>
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<td>Georg Kessler</td>
<td>Goldemund Consulting, Vienna, Austria (Course 4)</td>
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<td>Dr. Corinna Kleinert</td>
<td>Institute for Employment Research (IAB), Nuremberg, Germany (Course 13)</td>
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<td>Prof. Dr. Susanne Rässler</td>
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<td>Prof. Dr. Jost Reinecke</td>
<td>Faculty of Sociology, University of Bielefeld, Germany (Course 4)</td>
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<tr>
<td>Prof. Dr. Dr. Melanie Revilla</td>
<td>Research and Expertise Centre for Survey Methodology (RECSM), Universitat Pompeu Fabra (UPF), Barcelona, Spain (Course 7)</td>
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<td>Dr. Özen Odag</td>
<td>School of Humanities and Social Sciences, Jacobs University Bremen, Germany (Course 3)</td>
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<tr>
<td>Prof. Dr. Margit Schreier</td>
<td>School of Humanities &amp; Social Sciences, Jacobs University Bremen, Germany (Course 3)</td>
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<tr>
<td>Evgenia Samoilova</td>
<td>Bremen International Graduate School of Social Science, Germany (Course 3)</td>
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<td>Carsten Sauer</td>
<td>Faculty of Sociology, University of Bielefeld, Germany (Course 12)</td>
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<td>Prof. Dr. Ineke Stoop</td>
<td>The Netherlands Institute for Social Research/SCP, The Hague, Netherlands (Course 2)</td>
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Practical Information

Venue:
GESIS – Leibniz Institute for the Social Sciences
Unter Sachsenhausen 6-8
50667 Köln, Germany

From Cologne main station („Köln Hbf”), you can walk to GESIS in just 5 minutes (400 m). Cross “Bahnhofsvorplatz” to the right towards the street „An den Dominikanern“ and keep straight on. Follow „An den Dominikanern“, then named „Unter Sachsenhausen“. At the crossroads „Tunisstraße“, you will see the GESIS building right in front of you.

Underground stop „Appellhofplatz“ is also very close to the venue. For local transport information, check Kölner Verkehrsbetriebe.

How to reach Cologne

Air: Cologne/Bonn Airport is a hub for several low-cost airlines. Cologne is also within less than an hour’s reach to Frankfurt/Main and Düsseldorf airports. There are good connections (every 10 to 20 minutes) between Cologne airport and Cologne main station, and the travel time is only 15 minutes.

http://www.koeln-bonn-airport.de/

Rail: High-speed trains offer smooth connections from many German and European cities and Cologne. The high-speed Thalys train connects the city with Brussels and Paris; the ICE directly connects Amsterdam and Utrecht with Cologne. Cologne central station is located in the city centre close to the venue.

http://www.bahn.de

Intercity Bus: The central bus station (ZOB) is located in the centre of Cologne next to the main station (Kölner Hbf). Travelling by bus is often cheaper than travelling by train. Connections are especially good between Eastern European cities and Cologne.

http://www.eurolines.de

Car: Cologne can be reached via Autobahn A1, A3, A4, A57, A59 and A555. Finding a parking place free of charge and close to the venue may be rather difficult. However, there are many public car parks (chargeable) within short walking distance of the venue: „An der Börse“ and „Börsenplatz“ (Enggasse), „Maternushaus“ (Auf dem Hunnenrücken).
About Cologne

Cologne is centrally located in the west of the Federal Republic of Germany and right in the heart of Europe. Entering Germany is facilitated by easy access regulations for most visitors.

Founded more than 2000 years ago, Cologne is one of Central Europe’s oldest cities. With more than one million inhabitants it is Germany’s fourth largest city. People from 181 countries with more than 250 cultural backgrounds add to an open and multicultural atmosphere.

Cologne hosts thirteen public and private universities. Its 72,000 students make it the most populous and also popular university town in Germany. The University of Cologne and the University of Applied Sciences are the two largest of these institutions.

36 museums, more than 120 art galleries, 200 music ensembles, 60 theatres and numerous international festivals make Cologne one of Europe’s leading cities for art and culture. The Roman heritage, a captivating array of 12 Romanesque churches, the Cologne Cathedral (UNESCO World Heritage) and many other historic sites hold something for every taste ... and of course the “Kölsch” both idiom and local brew (we will offer a room in a typical Cologne brewery for your networking and leisure) complete what the city is most proud of: Cologne is a feeling!

More information is available from the Cologne tourist office.

www.cologne-tourism.com

Accommodation

Summer school participants need to take care of their accommodation themselves - requirements are too diverse for us to make central bookings. We support you by negotiating special rates in various price categories and providing the list of options on the following pages.

Cologne tends to be very well booked all over the year. During trade fairs (e.g. the „gamescom“, 21.-25.08.2013), higher rates will be charged at almost all hotels.

We thus urgently recommend to secure your accommodation as soon as possible!

All accommodation listed here is located close to the venue and/or well connected via public transport. For local travel information, check Kölnverkehrsbetriebe: http://auskunft.kvb-koeln.de.

All rates given are as of January 2013 and we cannot take any responsibility for later changes in rate or category.

If you would like to share your room with another summer school participant to keep costs down, please connect via facebook (https://www.facebook.com/GESISSummerSchool) or email us.

For a list of further accommodation please contact the Cologne tourist office [http://www.koelntourismus.de] or check the following websites:

Hotels and commercial offers:
http://www.hrs.de

Apartments and private offers:
http://www.deutsche-pensionen.de/pension-koeln
http://www.airbnb.de
http://www.9flats.com/Cologne
http://www.wimdu.de/koeln
http://www.couchsurfing.org
http://www.arthouse-apartments.de
http://www.wg-gesucht.de/en
http://www.studenten-wg.de
http://www.zwischenmiete.de
http://www.koeln-lodge.de
http://www.studenteninserate.de/zwischenmiete/koeln.de/
Low-priced dorms, hostels, hotels and guest-houses
(rates incl. tax, free WiFi, but with a shared bathroom and partly without breakfast)

We have blocked rooms at several low-priced hostels (3-8 bed dorms) and guest houses.

Booking code: GESIS SUMMER SCHOOL 2013 (unless indicated otherwise)

Close to GESIS (ca. 5–7 minutes walking)

**Jugendherberge Pathpoint Cologne – Backpacker Hostel**
Machabäer Str. 26, 50668 Köln
http://www.pathpoint-cologne.de
email: info@pathpoint-cologne.de
€ 16,40-25,50 (4-8 beds), € 47,90-64,20 (double)

**Station Hostel – Hostel for Backpackers**
Marzellenstr. 44-56, 50668 Köln
http://www.hostel-cologne.de
email: station@hostel-cologne.de
€ 17-22 (3-6 beds), € 48-55 (double), € 32-39 (single)

**Black Sheep Hostel Köln**
Barbarossaplatz 1, 50674 Köln
http://www.blacksheephostel.com
direct email, € 18,50–25,50 (8 beds), € 20 (6 beds), € 23 (4-5 beds), € 50 (double), € 40–50 (single)

**Welttempfänger Hostel & Café**
Venloer Str. 196, 50823 Köln-Ehrenfeld
http://www.koeln-hostel.de
direct email, € 19 (6 beds), € 21-24 (4 beds), € 53-59 (double), € 38 (single), Registration only via email with booking code: GESIS

**Meininger Hotel Köln City Center**
Engelbert Str. 33–35, 50674 Köln
http://www.meininger-hotels.com
direct email, welcome@meininger-hotels.com, € 20,50 (dorm), € 50 (double), € 39 (single), without booking code

**Die Wohngemeinschaft – Hostel, Café, Bar & Theater**
Richard-Wagner-Str. 39, 50674 Köln
http://www.hostel-wohngemeinschaft.de/
tel: +49-(0)221-39760904
€ 22-24 (6–8 beds), € 45-59 (single)
No booking code

Nearby (ca. 15–25 minutes walking or with public transport; week ticket for public transport is € 22,40)

**Jugendherberge Köln-Deutz – City-Hostel**
Siegesstr. 5, 50679 Köln
http://www.koeln-deutz.jugendherberge.de
direct email, koeln-deutz@jugendherberge.de, € 28,50 (4 beds), € 71,50 (double), € 28,50–49,50 (single), no booking code

**Hostel Köln**
Marsilstein 29, 50676 Köln
http://www.hostel-ag/
direct email, service@hostel-ag.de
€ 33 (6 beds), € 36,50 (4 beds), € 40 (3 beds), € 44,50 (double), € 69 (single)

**Hotel Chelsea**
Jülicher Str. 1, 50674 Köln
http://www.hotel-chelsea.de/main.html
direct email, mail@hotel-chelsea.de
€ 33 (single), without breakfast

**Pension Otto**
Richard-Wagner-Str. 18, 50674 Köln
http://www.pensionotto.de
direct email, info@pensionotto.de
€ 25-45 (single), € 60 (double)

**Pension Jansen**
Richard-Wagner-Str. 18, 50674 Köln
http://www.pension-jansen-koeln.de
direct email, pensionjansen@gmx.de
€ 35-45 (single), € 70 (double), € 98 (3 beds)

**Simply Beds – Monika Steinkötter**
Brüsseler Str. 54, 50674 Köln
http://www.simply-beds.de/Inside.html
direct email, monikasteinkoetter@web.de
€ 50 (single), € 60 (double)

**Hotel Garni „Im Kupferkessel”**
Probsteigasse 6, 50670 Köln
http://www.im-kupferkessel.de
direct email, info@im-kupferkessel.de
Please contact Mrs. Thormann for registration
€ 38–52 (single), € 80 (double or twin)

**Motel One – Köln-Waidmarkt**
Tel-Aviv-Straße 6, 50676 Köln
http://www.motel-one.com/de/hotels/koeln
direct email, koeln-waidmarkt@motel-one.com
€ 73 (single), 89 (double)
Hotels with 2 to 5 stars according to international classification
(rates incl. breakfast, tax and WiFi)
Booking code: GESIS SUMMER SCHOOL 2013 (unless indicated otherwise)

**Hotel ibis Köln Centrum**
Neue Weyerstrasse 4, 50676 Köln
€ 49-76 (single or double, p.p.), without breakfast, no booking code

***Conti Hotel***
Brüsseler Str. 40-42, 50674 Köln
http://www.conti-hotel.de
email: info@conti-hotel.de
€ 60 (single), € 80 (double)

***Antik Hotel Bristol*** (close to GESIS)
Kaiser-Wilhelm-Ring 48, 50672 Köln
http://www.antik-hotel-bristol.de
email: hotel@antik-hotel-bristol.de
€ 60 (single), € 95 (double)
for GESIS only - no higher rate during trade fairs!

***Hotel Domstern*** (close to GESIS)
Domstr. 26, 50668 Köln
http://www.domstern.de/
email: info@domstern.de
€ 67 (single), € 80 (double)

***Classic Hotel Harmonie*** (close to GESIS)
Ursulaplatz 13-19, 50668 Köln
http://www.classic-hotel-harmonie.de/
email: harmonie@classic-hotels.com
€ 53-73 (single), € 85-95 (double)

***Maternushaus*** (close to GESIS)
Tagungscentrum des Erzbistums Köln
Kardinal-Frings-Str. 1-3, 50668 Köln
http://www.maternushaus.de
email: info@maternushaus.de
€ 89 (single), € 100 (double)

***Hotel Casa Colonia*** (close to GESIS)
Machabäerstraße 63, 50668 Köln
http://www.casa-colonia.de
email: mail@casa-colonia.de
€ 80 (single), € 115 (twin room)

***Hotel & Café Stern am Rathaus***
Bürgerstraße 6, 50667 Köln
http://www.stern-am-rathaus.de
email: info@stern-am-rathaus.de
€ 85 (single), € 105 (double)

***HOPPER Hotel et cetera***
Brüsseler Str. 26, 50674 Köln
http://www.hopper.de
email: hotel@hopper.de
€ 85 (single), € 110 (double)

***Best Western Hotel Brennerscher Hof***
Wilton-von-Capitaine-Str. 15-17, 50858 Köln
http://www.brennerscher-hof.de
email: hotel@brennerscher-hof.de
€ 72-89 (single), € 87-109 (double)

***Azimut Hotel Cologne City Center***
Hansaring 97, 50670 Köln
http://www.azimuthotels.de
email: info.koeln@azimuthotels.com
€ 79 (single), € 94 (double)
TMS booking code: BUND 2013

***Ameron Hotel Regent***
Melatenguelert 15, 50933 Köln
www.hoteregent.de
email: info@hoteregent.de
€ 79 (single), € 106 (double)
TMS booking code: BUND 2013

**Park Inn by Radisson Köln City-West***
Immeren Kanal Str. 15, 50823 Köln
http://www.pikcw.de
email: koeln@proventhoteles.com
€ 80 (single), € 99,50 (double)
TMS booking code: 79507

***Holiday Inn Köln am Stadtwald***
Dürener Str. 287, 50935 Köln
http://www.koeln-am-stadtwald-holiday-inn.de
email: info.hi-koeln@qgdhotels.de
€ 80 (single), € 100 (double)
TMS booking code: 954289222

***HOPPER Hotel St. Antonius*** (close to GESIS)
Dagobertstr. 32, 50668 Köln
http://www.hopper.de/
email: st.antonius@hopper.de
€ 85 (single), € 110 (double)

***Dorint Hotel am Heumarkt Köln***
Pipinstr. 1, 50667 Köln
http://www.dorint.com/koeln-city
email: reservierung.koeln-city@dorint.com
€ 139 (single), € 174 (double)
Booking code: Universität zu Köln

***Excelsior Hotel Ernst*** (close to GESIS)
Trankgasse 1-5 Domplatz, 50667 Köln
http://www.excelsiorhotelernst.com
email: info@excelsior-hotel-ernst.de
€ 150 (single), € 170 (double)
Booking code: Universität zu Köln

**Apartments**
(rates incl. tax, free WiFi, without breakfast but with kitchenette)

***Aparthotel Adagio Köln City***
Blaubach 3, 50676 Köln
www.accorhotels.com
email: H8288@adagio-city.com
From € 69 upwards (double)

***King Georg Klubbar und Apartments***
Sudermanstr. 2, 50670 Köln
www.kinggeorg.de/apartments
email: kinggeorgbar@googlemail.com
€ 70 (double)

Guest-house and campsite in the environs

***Guesthouse – Deutsche Sporthochschule Köln***
Guts-Muths-Weg 1, 50933 Köln-Münstersdorf
http://www.dshs-koeln.de/gaestehaus/index.html
email: gaestehaus@dpsg-koeln.de
€ 46 (single), € 71 (double)
Booking code: Universität zu Köln

***Campingplatz der Stadt Köln – Campsite***
Open March 28 - October 20
Weidenweg 35, 51105 Köln-Poll
http://www.camping-koeln.de
email: info@camping-koeln.de
From € 11/day
About GESIS

GESIS - Leibniz Institute for the Social Sciences is the largest social science infrastructure institution in Germany. Its mission is to independently, reliably and competently promote social science research. GESIS is therefore devoted to conducting state-of-the-art research in social science research methods and selected substantive areas, providing high-quality services such as information and research tools, methodological expertise and consulting, data archiving, documentation and access, and organising a multitude of events, especially to promote knowledge and skills in empirical social science research methods amongst researchers and practitioners.

GESIS consists of five scientific departments supporting empirical social science research at every stage of the research process. The GESIS knowledge transfer unit (see also the following pages) works closely with the scientific departments to set up a topical and diversified events program. Several research data centres (RDC) focus on specific kinds of data (e.g. elections, comparative surveys, official micro data) and work across the departments Survey Design and Methodology (SDM) and Monitoring Society and Social Change (DBG).

GESIS is publicly funded and based on a registered non-profit association. The institute is headed by the president (currently Prof. Dr. York Sure-Vetter) and governed through a board of trustees, a scientific advisory board, an annual general meeting, and a user advisory council. GESIS is a member of the Leibniz Association, an alliance of research and infrastructure institutions united by the principle ‘theoria cum praxi – science for the benefit and welfare of people’. GESIS is also a key player in the Council of European Social Science Data Archives (CESSDA). For many years, GESIS has been an important actor in a number of important cross-national survey programs, such as the European Social Survey (ESS), the International Social Survey Programme (ISSP), and the European Values Study (EVS). In the last 40 years it has also welcomed guest researchers from a large number of countries in the world.

Established in 1986 as the German Social Science Infrastructure Services, GESIS used to consist of three independent institutes Social Science Information Centre (IZ) in Bonn, Central Archive for Empirical Social Research (ZA) in Cologne, which is the oldest archive of survey data in Europe, and Centre for Survey Research and Methodology (ZUMA) in Mannheim. Since 2007 GESIS has merged into one institute. In November 2008 GESIS has added "Leibniz Institute for the Social Sciences" to its name in order to emphasize its membership in the Leibniz Association. The Cologne and Bonn branches merged and moved to a new building in November 2011.

Research Methods Training at GESIS

Besides the GESIS Summer School in Survey Methodology, GESIS offers a range of other training events in the area of social research methods for researchers in and outside of academia in Germany and Europe (and beyond). They aim to develop participants' methodological background knowledge and applied research methods skills in depth and breadth, covering the whole survey life cycle and more.

The GESIS Spring Seminar (formerly ZA Spring Seminar) has been taking place in Cologne annually for more than 40 years. It offers three consecutive one-week courses in advanced methods of quantitative data analysis for social scientists. There is also a course in Mathematics for Social Scientists taking place in the autumn every year. Language of instruction of those courses is English.

The GESIS Methodenseminar (formerly: ZHSF Herbstseminar) is conducted in German and annually conveys basic knowledge and skills in quantitative data analysis for university graduates since 1980. It has a modular structure and follows an interdisciplinary approach, with a special focus on historical social research.

GESIS Workshops are short courses of one to three days in a large variety of social science research methods, ranging from qualitative interviews, questionnaire construction, sampling procedures and introduction to specific survey programs to data archiving and data analysis. Most workshops are conducted in German, but some are offered in English.

In addition, GESIS organizes conferences on issues relating to the Social and Information Sciences. These especially include user conferences focusing on specific data sources and allowing an exchange of experiences and ideas amongst social science researchers using those data.

www.gesis.org/en/events
SPRING SEMINAR
3 consecutive one-week courses in advanced data analysis techniques

WORKSHOPS
One- to three-day courses for introduction, support, consolidation
- International comparison
- Methods and software for data analysis
- Sampling
- Instrument development
- Qualitative methods

SUMMER SCHOOL IN SURVEY METHODOLOGY
ca. 15 parallel one- and two-week courses

METHODS SEMINAR
Introduction to statistical data analysis with e-learning component

ECTS points through cooperation with universities

Complementing university education

Advanced modules

Basic modules

USER CONFERENCES
Supporting data users

Based on university level education
TNS Infratest Sozialforschung

Das bedeutet:

- Professionelle Sozialforschung aus einer Hand
- Durchführung auch von komplexen Datenerhebungen (ad hoc oder auch als Panel)
- Full-Service: (auf Wunsch) von der Fragebogenentwicklung bis zur Datenanalyse und Präsentation
- Methodenexpertise und praktisches Know-how
- Offen für Neues: Social Media und Web 2.0, innovative Erhebungsverfahren und experimentelle Designs, Mixed Method und Mixed Mode

Das Institut:

TNS Infratest Sozialforschung gehört zur deutschen TNS Infratest-Gruppe innerhalb des weltweit tätigen Marktforschungsunternehmens TNS. Neben der Markt- und Medienforschung betreibt TNS Infratest bereits seit den 50er-Jahren Sozial- und Politikforschung. 1975 wurde dafür eine eigene Gesellschaft gegründet, die Infratest Sozialforschung GmbH, die heute auf dem Gebiet der sozialwissenschaftlichen Umfrageforschung das führende privatwirtschaftliche Institut in Deutschland ist.

Unsere Leistungen:


Kontakt

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80687 München
Harald.Bielenski@tns-infratest.com


Die Daten erheben wir über unser Telefonstudio mit 100 CATI-Arbeitsplätzen über direkte persönliche Interviews vor Ort, über schriftliche Umfragen oder über Online-Befragungen. Wir führen über unsere moderne webbasierte Befragungssoftware Studien in Deutschland, Europa und weltweit in Privathaushalten und Firmen durch.

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GESIS – Supporting social science research since 1986 in all phases of research:

- **Research**: Information on data, literature, research projects, important institutions and conferences
- **Study planning**: Consultation and services for planning and conducting a survey
- **Data collection**: Consultation and services during the data collection phase
- **Data analysis**: Support, consultation and data for secondary analysis and reference, analyzing tools
- **Archiving and registering**: Longterm permanent archiving and registration of data and publications

In addition, GESIS hosts conferences and offers research methods training events for all these phases.