

## 2nd International Summer School in Uganda

### Syllabus for course: “Cross-Cultural Survey Research”

Lecturers:	Christof Wolf	Henning Silber	Robert Sentamu
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Date: January 24-28, 2022  
Time: 8:30-12:30 and 13:30-17:00

#### About the Lecturers:

**Christof Wolf** studied Sociology, Economics, Economic and Social History and Statistics at Hamburg University. In 1996 he received his doctorate in sociology from the University of Cologne and was awarded the *venia legendi* for sociology in 2003. From 2004 to 2015 Christof Wolf was Scientific Director of the department "Monitoring Society and Social Change", since 2015 he is President of GESIS – Leibniz-Institute for the Social Sciences. Since 2009 he is also a professor for sociology at Mannheim University. His research interests include social stratification, health and social networks. He co-edited the Sage Handbook of Survey Methodology together with Dominique Joye, Tom W. Smith and Yangchih Fu.

**Henning Silber** studied Sociology and German Philology at The University of Göttingen and Abo Akademi University. In 2015, he received his doctorate in social sciences from The University of Göttingen. His PhD studies were funded by the German Academic Scholarship Foundation and the FAZIT Foundation. Henning was a Visiting Scholar at Stanford University, The University of Texas at Austin, Utrecht University, and The University of Chicago. From 2019 to 2020 he was Fulbright Research Fellow at The University of Illinois at Chicago. He is Scientific Team Leader of the Survey Operations Team at the Department of Survey Design and Methodology at GESIS – Leibniz-Institute for the Social Sciences. Since 2018, he serves as the Secretary-Treasurer of The World Association of Public Opinion Research (WAPOR). His research interests include survey methodology, political sociology, and the experimental social sciences.

**Robert Sentamu** is the managing director of Wilsken Agencies Ltd, a Ugandan development research organization with operations in over 35 African countries. Robert is an educationist, sociologist as well as a scientist. He holds a bachelor's degree in Science Education, MA in Behavioral Science, MSc in Methodology and Statistics for Behavioral, Biomedical and Social Sciences, MSc in Operational Research and Social Statistics as well as a diploma with the Chartered Institute of Marketing (UK). As a highly skilled research specialist, he has designed, coordinated and overseen the implementation of over 50 high-level research projects in fields like health, governance, and education. Robert is also one of the pioneering members of the Afrobarometer, on which he has served in several capacities including National Investigator for Uganda, national partner representative on the Afrobarometer Executive Committee, Member of the Afrobarometer Questionnaire Design Committee and Core Partner Director for East Africa. He has also innovated and piloted a number of survey protocols currently implemented by the Afrobarometer.

#### Short Course Description:

This course focusses on cross-cultural survey research and follows up on the introduction to survey methodology. We emphasize issues that should be taken into account when conducting surveys in more than one country or culture.

The course begins by positioning cross-cultural survey research in the Total Survey Error framework. From there, we discuss specific problems of measurement and representation in cross-cultural research. Concerning the measurement, we discuss question and questionnaire design from a cross-cultural perspective, including challenges of translation, harmonization, and applying international standard

classifications in the survey context. We also briefly touch on different ways to pretest survey questions in a cross-cultural framework.

This will be followed-up by considerations of the mode of data collection and sampling, two crucial elements determining what part of the population is represented by a survey. Then we turn to aspects of fieldwork monitoring and the collection of para data. This leads us to approaches of data documentation and metadata as well as to aspects of survey data quality and measurement comparability within cross-cultural surveys.

## Course Prerequisites:

- Basic knowledge of social research methods, in particular survey methodology
- Basic statistical knowledge, ability to use a statistical software, interest in data analysis

## Target Group:

Participants will find the course useful if:

- they are interested to learn about survey research in a cross-cultural perspective
- they have an interest in quantitative methodology and scientific exploration
- they want to acquire a critical perspective on methods of data production in comparative research

## Course and Learning Objectives:

By the end of the course participants will:

- have learned basic concepts and methods of comparative survey research
- have developed an awareness of key challenges of cross-cultural survey research and the precautions to take when using such a design
- have the ability to critically assess the quality of a cross-cultural survey

## Software and Hardware Requirements:

Participants are expected to bring their own laptops for use in the course. Participants should bring the statistical software of their choice (e.g., SPSS, Stata, or R), which will be used for data analysis exercise on Day 4.

## Long Course Description:

Cross-cultural survey research is an important tool for social research. However, the quality of this research is not only a function of the statistical tools used for the analysis but also depends on the quality of the data. This is particularly important in a comparative context where the validity and reliability of measurement instruments can vary from country to country.

The course will be dedicated to three aspects of cross-cultural surveys: representation, measurement, and data analysis of CSS data. Going along these three lines, we will show the most important points to consider in order to obtain high quality data. We will use many examples on how to realise surveys and develop questionnaires based on our activities in international survey projects, in particular the Afrobarometer. As members of cross-national survey projects teams, the instructors will demonstrate how questionnaires are developed starting from a carefully designed theoretical model to an extensive pretest questionnaire and eventually the final source questionnaire. It will be highlighted that a key element of this process are regular discussions in teams that are made-up of members from different cultural backgrounds reflecting their country's and culture's perspective. This collaborative aspect of the development will be emphasised in the exercises. Depending on the statistical expertise of the participants further exercises will focus on more basic or advanced statistical techniques used to assess the quality of measurement.

We will adapt the depth and breadth with which the different topics of the course are covered to the prior knowledge and interests of the participants. Thus, not all details of the lecture are fixed but will be developed in collaboration with the students during the course.

## Day-to-day Schedule and Literature:

Day	Topic(s)

<p>1</p>	<p><u>08:30-10:30 Lecture 1: Introduction to the course</u></p> <p><u>11:00-12:30 Lecture 2: Research designs using CSS surveys</u></p> <p><u>13:30-15:00 Group work</u></p> <p><u>15:30-17:00 Reflection on group work</u></p> <p>Cross-cultural surveys as research design We introduce cross-cultural surveys (CCS) as a particular kind of research design. Then, we provide examples of CSS surveys and discuss cases in which CSS contributes to a better understanding of specific research questions. We also discuss the similarities and differences between cross-cultural and cross-national contexts. Then, we posit CCS in the framework of the Total Survey Error (TSE).</p> <p>Relevant questions are:</p> <ul style="list-style-type: none"> <li>- What are cross-cultural research designs?</li> <li>- When should cross-cultural research designs be used?</li> <li>- What are examples of cross-cultural research designs?</li> <li>- What is the total survey error framework and are there specifics regarding cross-cultural surveys?</li> </ul> <p><u>Compulsory reading (has to be read before the session): CCSG p. 1-13 (see *)</u></p> <p><u>Suggested reading (suggested, yet does not have to be read before the session): SHSM 12 (see **)</u></p>
<p>2</p>	<p><u>08:30-10:30 Lecture 1: Measurement in CSS</u></p> <p><u>11:00-12:30 Lecture 2: Translation and Harmonization</u></p> <p><u>13:30-15:00 Group work</u></p> <p><u>15:30-17:00 Reflection on group work</u></p> <p>Measurement in CCS We cover questionnaire design, translation and pretesting in CCS; we also briefly touch on challenges of harmonization and international standards.</p> <p>Relevant questions are:</p> <ul style="list-style-type: none"> <li>- What are potential problems with respect to measurement in CSS surveys?</li> <li>- What are the recommendations regarding questionnaire designs, translation and pretesting?</li> <li>- How can the measurement be harmonized?</li> <li>- What are the international standards regarding measurement?</li> <li>- Is cultural-specific response style a problem to data quality?</li> </ul> <p><u>Compulsory reading: CCSG p. 150-180; p. 233-285</u></p> <p><u>Suggested reading: SHSM, ch. 19 &amp; 20</u></p>
<p>3</p>	<p><u>8:30-10:30 Lecture 1: Sampling in CSS</u></p> <p><u>11:00-12:30 Lecture 2: Data Collection in CSS</u></p> <p><u>13:30-15:00 Group work</u></p> <p><u>15:30-17:00 Reflection on group work</u></p> <p><u>Representation and data collection</u></p>

	<p>We discuss mode of data collection and sampling in CCS as factors determining the degree to which populations of different groups are covered. In addition, we present challenges of data collection in CCS, in particular in the domain of fieldwork monitoring and the collection of paradata.</p> <p><u>Relevant questions are:</u></p> <ul style="list-style-type: none"> <li>- What are potential problems with respect to representation in CSS surveys?</li> <li>- What has to be considered regarding the mode of data collection? What are the implications of the survey mode regarding representation and measurement?</li> <li>- What has to be considered regarding sampling in CSS surveys?</li> <li>- What are the specifics regarding fieldwork and para-data?</li> </ul> <p><u>Compulsory reading:</u> CCSG p. 99-149, p. 469-511</p> <p><u>Suggested reading:</u> SHSM ch. 23, 25, &amp; 26</p>
4	<p><u>8:30-10:30 Lecture 1: Data Analysis in CSS 1</u></p> <p><u>11:00-12:30 Group work 1</u></p> <p><u>13:30-15:00 Group work 2</u></p> <p><u>15:30-17:00 Reflection on group work and Lecture 2: Data Analysis in CSS 2</u></p> <p><u>Data analysis in CCS</u> We discuss specifics regarding data analysis. This will be done by conducting own analysis, discussing specific analysis and selected articles that use CSS data.</p> <p><u>Relevant questions are:</u></p> <ul style="list-style-type: none"> <li>- What are the potential problems regarding data analysis?</li> <li>- Which analysing methods are adequate?</li> </ul> <p><u>Compulsory reading:</u> CCSG p. 617-635; 714-747</p> <p><u>Suggested reading</u> SHSM ch. 33</p>
5	<p><u>8:30-10:30 Lecture 1: Assessing Data Quality in CSS</u></p> <p><u>11:00-12:30 Useful Resources, Reflection, Wrap-up, and Feedback</u></p> <p><u>Assessing quality and enhancing usability</u> We introduce procedures to assess the quality and cross-cultural comparability of CCS. We will also present some particularly useful cross-cultural surveys, supplementary data sources and additional resources for CCS research.</p> <p><u>Relevant questions are:</u></p> <ul style="list-style-type: none"> <li>- How can data quality in a cross-cultural context be assessed?</li> <li>- What cross-cultural surveys are available? Which additional resources are out there?</li> <li>- What do I have to keep in mind when working on my own research?</li> </ul> <p><u>Compulsory reading:</u> CCSG p. 748-793</p> <p><u>Suggested reading:</u> SHSM ch. 38 &amp; ch. 39</p>

## Preparatory Reading:

\* CCSG: Survey Research Center (Ed.) (2016). Guidelines for Best Practice in Cross-Cultural Surveys (4 ed.). Ann Arbor, MI: Research Center, Institute for Social Research, University of Michigan. <http://www.ccsr.isr.umich.edu/>.

\*\* SHSM: Wolf, C., Joye, D., Smith, T. W., & Fu, Y.-c. (Eds.). (2016). *The SAGE Handbook of Survey Methodology*. London, UK: SAGE Publications. (selected chapters)

### Additional Recommended Literature:

Amoateng, A. Y., Kalule-Sabiti, I., & Heaton, T. B. (2014). Gender and Behaviour - Gender and changing patterns of political participation in sub-Saharan Africa: Evidence from five waves of the Afrobarometer surveys *Gender and Behaviour*, 12(3), 5897-5910. <https://hdl.handle.net/10520/EJC154466>

Buzasi, K. (2015). Languages, communication potential and generalized trust in Sub-Saharan Africa: Evidence based on the Afrobarometer Survey. *Social Science Research*, 49, 141-155. doi: <https://doi.org/10.1016/j.ssresearch.2014.08.005>

Davidov, E., Schmidt, P., Billiet, J., & Meulemann, B. (Eds.). (2018). *Cross-Cultural Analysis. Methods and Applications* (2nd ed.). New York/Milton Park: Routledge.

Groves, R. M., Fowler, F. J., Couper, M. P., Lepkowski, J. M., Singer, E., & Tourangeau, R. (2004). *Survey Methodology*. Hoboken, NJ: Wiley-Interscience.

Harkness, J., M. Braun, B. Edwards, T. P. Johnson, L. Lyberg, P. Mohler et al. (Eds.) (2010). *Survey Methods in Multinational, Multiregional, and Multicultural Contexts*. Hoboken, N.J.

Johnson, T. P., Pennell, B.-E., Stoop, I. & Dorer, B. (Eds.). (2018). *Advances in Comparative Survey Methods: Multinational, Multiregional and Multicultural Contexts (3MC)*. Wiley Series in Survey Methodology. New York: John Wiley & Sons.

Harmonization Newsletters: <https://www.asc.ohio-state.edu/dataharmonization/newsletter/>

Mattes, R., Dulani, B., & Gyimah-Boadi, E. (2016). Africa's growth dividend? Lived poverty drops across much of the continent. Afrobarometer Policy Paper No. 29. <https://www.africaportal.org/publications/africas-growth-dividend-lived-poverty-drops-across-much-of-the-continent/>