

University of Strathclyde

1. Introductory seminar: 12 January 2010

1.1 Group Feedback Form

- **In what ways do you think you could benefit from being a member of AQMeN?**

Good platform for exchange of knowledge, ideas and methods.

- **What type of live events would you be interested in attending?**

e.g. Lectures, Seminars, Workshops...

Lectures, doctoral workshops, wiki

Doctoral workshops, seminars

Events with speakers from industry and marketing intelligence agencies.

Exhibition of software and what it does

Workshop on advanced modelling

- **Are there any specific courses you would be interested in?**

Particular methods, software, techniques...

SPSS, trajectory modelling, AMOS

Basic and intermediate SPSS, trajectory modelling

2 day intro course to R

Using programs and interpreting from them vs knowing the maths and then using programs and interpreting them

MLM, time series

Advanced methods

R for social scientists

- **What features of the website would you use?**

Event updates, RSS feeds, archives (past lectures, seminars etc)

AQMeN survey

- **What type of online learning would be most useful to you?**

e.g. Video lectures, audio, powerpoint, demo, interactive courses...

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Interactive courses, video lectures, podcasts, powerpoint

Referee interesting articles and journals

Intro to software packages – in terms of what you can and cannot do

Intro to techniques

1.2 Notes from seminar discussion

Big need for basic level training

Software – hard to buy individual licenses for many packages, could AQMeN look into buying group licenses for a range of packages for members to try or buy into?

Individual institutions should make info on software purchased more readily available.

Would like to know more about features of software available. Maybe an exhibition event for software packages.

Might be best to put emphasis of technique training and give software training relevant to it. Thought hands-on sessions more important if interactive software was used, not necessary when syntax based.

A newsreader feature might be helpful for website, see RSS feed and ESRC reader for egs. Could incorporate into website.

Keen to use Scottish data

Worked examples, teaching notes etc good

Mixed methods – recommended Plano book

Intro to different techniques and software packages would be helpful

LISTSERV good for example of mail list used for advice

Suggested exhibition event for packages showing main features.

Good to have a review of software use locally, who is using which package and what for

Mark – has pilot eLearning course offered free at present, could put a link on AQMeN website. Uses content analysis for analysing political data (eg from debates in parliament and election communication leaflets). Collaborates with Bob Johns (also Strathclyde) on Scottish Election Studies. Data from these freely available though not tidied. Interest in voting behaviour, impact of imagery on voting. Data on parliamentary amendments available but not published, also legislation dataset. Mainly works with non-statisticians. Expertise in surveys, experiments, content analysis. Teaches Intro, intermediate and PG survey methods, quant methods 1 and 2 (maybe a 3 soon including structural eqn modelling, time series, probably using NVIVO). Others doing teaching – Bob Johns, Wolfgang and Chris. Piloting an eLearning course on basic stats. Free to take part in pilots.

1.3 Attendees

Effie Maclellan

Nicola Zoumidou

Wolfgang Rudig

Stratos Patrikios

Stephen Tagg

Sudipta Das

Matthew Alexander

Robert Johns

Christopher Carman

Barry Rodger

Elsa Wilkin-

Armbrister

Mark Shephard

Emiritus Prof

PhD Law

Reader, Dept of
Government

Dept Government

Convened by Mark Shephard

2. Survey Results

Discipline

	N	%
Economics, Finance, Management, Business, Marketing	2	10.0
Education	4	20.0
Government	3	15.0
Law and Criminology	1	5.0
Other	2	10.0
Psychology	3	15.0
Social Work	3	15.0
Sociology, Social Policy	1	5.0
Sports related	1	5.0
Total responding	20	100.0

General level of expertise in quantitative methods

	N	%
1. Not given	1	5
2. Non-user of all methods	3	15
3. Beginner level in at least one descriptive method	2	10
5. Intermediate level in at least one advanced method (beyond linear regression)	9	45
6. Advanced level in at least one advanced method (beyond linear regression)	5	25

How would you describe yourself?

	N	%
	7	35.0
Regular user of quantitative methods	7	35.0
Occasional user of quantitative methods	3	15.0
Non user but consumer of results of quantitative analysis	3	15.0
Total responding	20	100.0

Note: This question was added later and only some respondents have answered

Expertise: Descriptive quantitative analysis

	Percentage respondents with each level of expertise				
	Advanced	Intermediate	Beginner	Non user	Not given
Frequencies, cross-tabulation, means etc	45	20	25	5	5
Comparing frequencies or means	45	25	20	5	5
Graphical output (eg bar-charts, histograms, pie-charts etc)	35	25	25	5	10
Transforming data distributions (eg log, quadratic)	15	35	10	30	10
Indices of inequality (eg GINI index)	.	10	40	40	10
Measures of association (eg correlation)	45	15	20	15	5

Expertise: Regression analysis

	Percentage respondents with each level of expertise				
	Advanced	Intermediate	Beginner	Non user	Not given
Simple/multiple linear	35	15	25	20	5
Log-linear	5	25	15	50	5
Logistic/ordinal/multinomial	15	25	20	35	5
Other (eg poisson, negative binomial)	.	15	10	60	15

Expertise: Longitudinal analysis

	Percentage respondents with each level of expertise			
	Intermediate	Beginner	Non user	Not given
Event history analysis	.	15	60	25
Times series analysis	10	25	40	25
Trajectory modelling	.	15	65	20
Other longitudinal analysis	10	5	55	30

Expertise: Grouping analysis

	Percentage respondents with each level of expertise				
	Advanced	Intermediate	Beginner	Non user	Not given
Principal components/factor analysis	20	25	15	35	5
Cluster/classification analysis	.	10	30	50	10
Latent class analysis	.	15	25	45	15
Multi-dimensional scaling	.	20	25	40	15

Expertise: Other complex analysis methods

	Percentage respondents with each level of expertise				
	Advanced	Intermediate	Beginner	Non user	Not given
Probability, set theory, matrix algebra	5	5	20	50	20
Multi-level modelling	.	20	15	30	35
Structural equation modelling	5	25	10	30	30
Spatial analysis/modelling	.	.	10	60	30
Geographically weighted regression	.	5	5	65	25
Econometric techniques	.	.	15	55	30
Simulation and risk analysis	.	.	10	60	30
Missing value analysis/imputation	.	20	15	30	35
Content analysis (eg NVivo)	.	40	20	25	15

Expertise: Software packages

	Percentage respondents with each level of expertise				
	Advanced	Intermediate	Beginner	Non user	Not given
SPSS	25	40	20	5	10
Stata	.	10	5	55	30
SAS	.	.	5	65	30
R/S/SPlus	.	.	.	70	30
Minitab	.	5	5	65	25
GAUSS	.	.	.	75	25
Amos	5	20	15	35	25
Lisrel	.	10	.	60	30
MPlus	.	5	.	70	25
LatentGold	.	.	.	75	25
MLWin	.	.	10	55	35
ARC/gis	.	.	.	70	30
BUGS (OpenBUGS WinBUGS etc)	.	.	5	70	25

Expertise: Which of the following datasets to you use, and how often?

	Percentage of respondents			
	Use regularly	Used once or occasionally	Do not use	Not given
Growing Up in Scotland (GUS)	.	10	65	25
Scottish School Leavers Survey	.	.	75	25
Scottish Crime Survey	.	.	75	25
Scottish Social Attitudes Survey	15	10	50	25
Scottish Health Survey	5	.	70	25
Scottish Household Survey	.	20	55	25
Scottish components of national datasets (eg BHPS)	.	10	65	25
Other Scottish datasets	5	10	50	35
Other UK datasets	15	15	40	30
Other datasets	20	15	35	30

Training requirements: Descriptive quantitative analysis

	Number requiring training	Percentage of respondents at each level (of those requiring training)			
		Intermediate	Beginner	Non user	Not given
Frequencies, cross-tabulation, means etc	6	17	67	17	.
Comparing frequencies or means	6	17	67	17	.
Graphical output (eg bar-charts, histograms, pie-charts etc)	5	.	80	20	.
Transforming data distributions (eg log, quadratic)	8	25	25	38	13
Indices of inequality (eg GINI index)	8	.	38	50	13
Measures of association (eg correlation)	6	.	50	50	.

Training requirements: Regression analysis

	Number requiring training	Percentage of respondents at each level (of those requiring training)			
		Intermediate	Beginner	Non user	Not given
Simple/multiple linear	9	11	44	44	.
Log-linear	9	.	22	78	.
Logistic/ordinal/multinomial	9	.	33	67	.
Other (eg poisson, negative binomial)	10	10	20	60	10

Training requirements: Longitudinal analysis

	Number requiring training	Percentage of respondents at each level (of those requiring training)			
		Intermediate	Beginner	Non user	Not given
Event history analysis	10	.	30	50	20
Times series analysis	12	8	33	33	25
Trajectory modelling	9	.	22	56	22
Other longitudinal analysis	8	13	13	50	25

Training requirements: Grouping analysis

	Number requiring training	Percentage of respondents at each level (of those requiring training)			
		Intermediate	Beginner	Non user	Not given
Principal components/factor analysis	8	.	25	75	.
Cluster/classification analysis	7	.	29	71	.
Latent class analysis	8	13	25	50	13
Multi-dimensional scaling	9	22	22	44	11

Training requirements: Other complex analysis methods

	Number requiring training	Percentage of respondents at each level (of those requiring training)			
		Intermediate	Beginner	Non user	Not given
Probability, set theory, matrix algebra	5	.	40	60	.
Multi-level modelling	10	.	30	40	30
Structural equation modelling	6	.	17	50	33
Spatial analysis/modelling	7	.	14	57	29
Geographically weighted regression	5	.	20	60	20
Simulation and risk analysis	7	.	14	57	29
Missing value analysis/imputation	9	33	11	22	33
Content analysis (eg NVivo)	7	29	29	43	.

Training requirements: Software packages

	Number requiring training	Percentage of respondents at each level (of those requiring training)			
		Intermediate	Beginner	Non user	Not given
SPSS	6	33	50	17	.
Stata	6	17	.	50	33
SAS	5	.	.	60	40
R/S/SPlus	6	.	.	67	33
Minitab	4	.	25	50	25
GAUSS	3	.	.	67	33
Amos	6	.	50	33	17
Lisrel	6	17	.	50	33
MPlus	3	.	.	67	33
LatentGold	6	.	.	83	17
MLWin	6	.	17	33	50
ARC/gis	3	.	.	67	33
BUGS (OpenBUGS WinBUGS etc)	4	.	.	75	25

Training requirements: List of top three training priorities (all responses in alphabetical order)

Priority
ADVANCED ANALYSIS OF VARIANCE
ANALYSING QUESTIONNAIRE RESPONSES
CLUSTER ANALYSIS
CORRELATIONS
DATA MANAGEMENT
DEALING WITH MISSING VALUES
EPISTEMOLOGICAL BASIS FOR PSYCHOMETRICS
FEEL 'AT HOME' WITH PARAMETRIC STATISTICS
GROWTH CURVE ANALYSIS
INTRODUCTION TO BAYESIAN STATISTICS/MODELLING
INTRODUCTION TO R
MULTI-LEVEL ANALYSIS
MULTI-LEVEL MODELLING
MULTI-LEVEL MODELLING
MULTIDIMENSIONAL SCALING
MULTILEVEL MODELLING
MULTIPLE REGRESSION
OTHER REGRESSION
REFRESH/REFINE BASIC KNOWLEDGE
SEM
SPSS
STATISTICAL ANALYSIS

Priority
STRUCTURAL EQUATION MOD
TIME SERIES CROSS SECTIONAL ANALYSIS
TIME-SERIES ANALYSIS
TIME-SERIES ANALYSIS
TO BE ABLE TO POINT STUDENTS TO A COURSE
UNDERSTAND MULTI LEVEL MODELLING
UPDATE RESEARCH METHODS AND APPLIED TOOLS

Training requirements: How likely to participate in different types of training

	Very likely	Quite likely	Not likely	Total replies
Taught courses with hands-on training	13	4	.	17
Presentations by experts, but no hands-on training	6	10	1	17
On-line training	4	10	3	17
Training by video link	2	5	10	17
Step by step examples on the website	6	9	2	17

Training requirements: How likely would you be to attend face-to-face training events in ...?

	Very likely	Quite likely	Not likely	Total replies
Aberdeen	1	3	12	16
Dundee	.	4	12	16
Edinburgh	6	5	4	15
Glasgow	14	2	.	16
St Andrews	1	4	11	16
Stirling	4	6	6	16
Elsewhere in Scotland	1	3	7	11

Training requirements: Preferred duration for face to face training

	N	%
Half day	4	25
1 day	9	56
2 days	3	19
Total responding	16	100

Training requirements: Are there any datasets on which you would like specific training?

	N	%
No	10	71
Yes	4	29
Total responding	14	100

What in your view should be the main priorities for AQMeN?

	Average ranking
Provide support/advice on using quantitative methods	4.9
Provide support/advice on using software packages	5.1
Provide a forum for like-minded people to have dialogue about quantitative methods	5.9
Enable people to make contact with potential collaborators	6.7
Develop modules for teaching quantitative methods at postgraduate level	5.7
Run training or CPD courses on intermediate/advanced level statistics	3.4
Run training or CPD courses on basic level statistics	7.1
Run training or CPD courses on using software packages	4.7
Provide information on other training/CPD opportunities	6.6
Provide information on relevant seminars and/or conferences	7.0

Respondents ranked priorities 1-10 (1 = top priority, 10 = bottom priority)

Which of the following things would you use the AQMeN website to do? Discover and Inform

	Average ranking
Search for information about quantitative methods	4.0
Find resources for teaching quantitative methods	4.7
Use online training resources for statistical software packages	3.6
Discover related organisations and projects in the UK	5.8
Identify upcoming training or other network events via a calendar	4.7
Find contact details of network members	5.6
Find out about activities of network members	5.5
Discover who in the network has expertise on a given subject	4.5

Respondents asked to provide top 5 rankings (1=high, 5=low), unranked items given a low rank of 6

Which of the following things would you use the AQMeN website to do? Participate and Network

	Average ranking
Link to my staff home page & provide a link to AQMeN on my home page	5.2
Write descriptions about my activities & expertise for the website	6.0
Link to my social network sites (Facebook, LinkedIn, Twitter, Wordpress...)	6.0
Write content about topics of interest to myself and the network	5.8
Add links to websites of interest to the network	5.4
Upload teaching materials or datasets directly for use by network	5.0
Start a discussion about a problem or topic on an online forum	1.5
Respond to a thread on an online discussion forum by a member	4.5

Respondents asked to provide top 5 rankings (1=high, 5=low), unranked items given a low rank of 6

Would you be prepared to contribute to AQMeN in any of the following ways?

	Yes	No	Total replies
Organising or hosting a seminar	5	9	14
Presenting a paper at a seminar	8	6	14
Offering support to other network members on methods or software issues (where appropriate)	9	5	14
Be involved in the development of training or CPD activities	7	7	14
Be involved in developing teaching modules on advanced methods	4	10	14