

November 2015

Enriching Social Science Teaching with Empirical Data (ESSTED) Student Survey Data

ESSTED aims to help students develop and practice their quantitative skills and learn to evaluate and use quantitative evidence.

The project involves an interdisciplinary team working to integrate more quantitative data and methods within the social science undergraduate curriculum at the University.

The project focuses on embedding relevant quantitative data and methods within substantively focused course units in Politics and Sociology. See

<http://www.socialsciences.manchester.ac.uk/research/research-centres-and-networks/essted//>

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These reference materials were compiled by Wendy Olsen. We acknowledge the help of all the co-investigators plus the research assistants Stephanie Doebler, Stephanie Thomson, Nik Loynes, Lee Bentley, and Jen Buckley.

1. Purpose and coverage of the survey

The ESRC funded two projects, as shown, which enabled us to create this data set. The other materials produced during these projects are found at URL <http://www.socialsciences.manchester.ac.uk/research/research-centres-and-networks/essted//>, accessed Dec. 2015.

2012-2015 Economic and Social Research Council (ESRC), Researcher Development Initiative, “Patterns in Politics & Society: Promoting the Enrichment of Undergraduate Teaching with Quantitative Methods”, Co-PIs: Dr Wendy Olsen, Dr Mark Brown, Dr Brian Heaphy, Professor Tarani Chandola, Professor Ian Plewis, Dr Jackie Carter, GBP 80K funded by ESRC, £100K FEC. Grant Number ES/J011665/1.

2012-2015 Economic and Social Research Council (ESRC), “Teaching quantitative methods in disciplinary context: integrating quantitative method and evidence into the Social Science undergraduate curriculum”, Co-PIs: Dr Mark Brown, Dr Wendy Olsen, Dr Brian Heaphy, Professor Tarani Chandola, Professor Ian Plewis, Dr Jackie Carter, 80K funded by ESRC, £100K FEC, Grant Number ES/J011622/1.

A key publication arising directly from this grant is:

Buckley, Jen, M. Brown, S. Thompson, W. Olsen, J. Carter (2015), “Embedding Quantitative Skills into the Social Science Curriculum: Case Studies From Manchester”, *International Journal of Social Research Methodology*. DOI | doi:10.1080/13645579.2015.1062624.

We took the view that the use of quantitative data is far too limited in social science teaching in the UK today. This project aimed to help fill this gap by advertising a step-change that has been happening in our Undergraduate course units for social science students. We rolled out the selected innovations to a national level through a network, online resources and training, in relation to these materials. The topics for the units were in Sociology teaching (e.g. about how relationships form and what is classified as a marriage or civil registration) and in Politics teaching (e.g. egalitarian attitudes and how they change over time). We also supported more advanced **quantitative methods (QM)** in Level 2-3 course units. Our project partners are especially ESDS and Jorum, an online repository and staff network of QM teachers.

The unit components (i.e. taught topics) were within course units among those shown in the following list of internal network partners [some changes occurred year on year]:

Nominated Module	Level and degree programme	No of students
The Sociology of Personal Life	Level 1: (BsocSc Sociology; BA(Econ))	400
Racism and Ethnicity	Level 2:(BsocSc Sociology; BA(Econ))	60
Comparative Perspectives on Gender	Level 2:(BsocSc Sociology; BA(Econ))	80
Power and Protest	Level 3:(BsocSc Sociology; BA(Econ):	40
Introduction to Comparative Politics Introduction to	Level 1	500

Comparative Politics		
Dissertation in Politics*	Level 3: BsocSc Politics; BA(Econ)	40
The Politics of Policy Making	Level 2	40
Elections and Voters & British Politics Since 1940	Level 3 Level 2	40 60

Staff who were Principal Investigators on the grants also acted as undergraduate advisor on a regular basis offering pastoral and academic advice.

The creation of course unit elements has been initiated by our Lecturer partners. Each element 'course unit component' using quantitative methods might take up a week of study within a course (6 or 12 study hours). In developing these, we extended them in the following ways: using innovative pedagogy; having more explicit learning outcomes for quantitative methods; recognising how student roles vis-à-vis QM involve scaffolding (i.e. building up skill gradually) from Reader through User to Maker of data; and finally also noting that the latest data sources and methods of access –e.g. access tools on 'The Cloud' - also need to be well disseminated. We aimed to show teachers of undergraduate methods how to use a range of means of getting relevant data, revealing our sources and methods through a series of online documents and briefing papers:

The briefing papers cover the following.

Brown, M.B., Olsen, W., and the ESSTED team, 2013. How to Manage Undergraduate Dissertations Which Use Empirical Survey Data in Sociology and Politics, . Briefing Paper Number 2 (Online document), URL <https://patternsinpoliticsandsociety.files.wordpress.com/2014/03/managing-dissertations.pdf>, Feb. 2015.

Olsen, W.K., and the ESSTED team, 2013. Scaffolding to Using Quantitative Data in Sociology and Politics Classroom: Building Bridges, University of Manchester, Briefing Paper Number 1, (Online document), URL <https://patternsinpoliticsandsociety.files.wordpress.com/2014/03/scaffolding-and-bridging.pdf>).

The users of the course unit elements initially were Univ. of Manchester lecturers, all named in the bid, and their students. Each lecturer participated in two bespoke consultations and was provided with a dedicated pedagogically experienced expert in secondary data analysis who helped with refining a lecture or tutorial task that fits into a given syllabus. Next this material was tested in the classroom and evaluations were conducted using mixed methods, with both staff and students as respondent. The students in the local Univ. of Manchester classrooms also evaluate the materials and their learning experience using a survey.

The student survey was conducted on University of Manchester campus 2012-2013 with followup in classrooms in 2014/5. The survey of students initially drew upon a self-selecting set of respondents, aiming at all classroom attenders, from 1st year –

3rd year students, giving us about their views of quantitative data and methods, and answering a battery of questions that would give us a measure of quantitative skills. These surveys, known as 'evaluation' surveys internally, were applied in BA Economics and BA Social Sciences classrooms, but drew from a variety of degrees, whose names were not included in the data. For example, there are Honour and ordinary degree students, students with single honours and dual (or joint degree) honours, and students in accounting and finance as well as those whose specialist subjects were in the six Social Science disciplines in Manchester at the time: politics, sociology, philosophy, economics, anthropology (and Social Statistics, which existed at the University of Manchester since 2009, but did not have any major or dual major students at the time). The degree programmes represented are listed in Figure 1 (below).

The students who took part in the 2015 survey were second and third year students taking part in either a politics or a sociology class.

From 183 raw respondents in Year 1 there were 325 in Year 3, giving 508 respondents overall.

In year 1, survey respondents were in course units on racism, comparative politics and policy making. In year 3, a wider range of courses were used; their names are not listed here.

The participating students were primarily recruited from partner modules, ie those where the lecturer had agreed to meet twice with Project staff in either the Curriculum Innovation project or the Researcher Development Initiative project, to plan an embedding of quantitative methods into the classroom experience of students in one particular module.

Thus there was no probability sampling.

2. Variable and value labels

The survey was amended before its administration had ended. The aim was to simplify and stream line it, removing the more challenging mathematical tasks because the survey had to be done in a very short time in classrooms where, due to different ease of calculation, some students had to wait while others finished. The research team felt we were not getting comparable data because some students were turning away from the harder exercises to pay attention to their upcoming lecture.

The remaining variables are described below.

Codebook Student Survey, PIPS 2012:

Q1: 'Are you...'

0=male,

1=female

Q2: 'Are you a home of overseas student?'

-2= prefer not to say

0=overseas

1=home

Q3: 'What is your highest qualification in mathematics?'

1 =A-Level or Scottish Advanced Higher

2 = AS-Level or Scottish Higher

3= GCSE at grade A*-C

4= GCSE at grade D or E

5= I have no formal qualifications in mathematics

6= I have an international qualification in mathematics

Q4: 'Please indicate your level of agreement with the following statements:'

q4_1 'I don't think social science students should have to study statistics'

q4_2 'Qualitative research is more interesting than quantitative research'

q4_3 'On the whole, I am good at maths'

q4_4 'I can understand articles in my area with statistical content'

q4_5 'An essay is more convincing if it has quantitative evidence in it'

q4_6 'Qualitative research is easier than quantitative research'

q4_7 'I have the confidence to critically analyse empirical work in politics'

[...Q4: 'Please indicate your level of agreement with the following statements:']

q4_8 'I feel able to criticise a theoretical argument'

q4_9 'If I saw quantitative evidence in a paper I would assume it was correct'

q4_10 'I'd rather write an essay than analyse data'

q4_11 'I struggle to understand articles or books in Politics with statistical content'

q4_12 'My least favourite part of learning about Politics involves quantitative methods'

-2=not sure

1= strongly disagree

2=disagree

3=neither agree nor disagree

4=agree

5=strongly agree

Q5: 'Looking ahead, would you consider using some quantitative data and methods in your final year dissertation?'

1=yes

0=no

2 = don't know

Q6: 'Which of the following have you heard of/studied or used/are confident using/interpreting?'

q6_1 'Standard deviation'

q6_2 'Mean'

q6_3 'Histogram'

q6_4 'Frequencies'

q6_5 'Chi Square Test'

q6_6 'Correlation'

q6_7 't-test'

[Q6: 'Which of the following have you heard of/studied or used/are confident using/interpreting?']

q6_8 'Pie chart'

q6_9 'Simple regression'

1=never heard of it

2=have heard of but not studied or used

3=have studied or used but not confidently

4=am confident using/interpreting

-2=n.a.

Q7: 'Did you enjoy studying maths at school or college?'

1=not at all

2=not much

3= I have no strong opinion

4=yes, a bit

5= yes, very much

-2 = not sure

Q8: 'Why was this? (Tick all that apply)'

q8_1 'I found it too hard'

q8_2 'I found it easy'

q8_3 'I was interested in the material in the course'

q8_4 'I could not see the relevance of what we were studying'

q8_5 'I liked other subjects more'

q8_6 'I really liked the teacher'

q8_7 'I didn't like the teacher'

q8_8 'Other reasons, not stated here'

q8_9 'Not sure'

1=mentioned

0= not mentioned

Q9: 'The table below is produced from the 2009 British Social Attitudes Survey and shows the level of interest in politics among a representative sample of the British adult population according to their highest qualifications.'

Use the Table to answer the following questions:

		Degree	Higher ed. below degree	A level or equivalent	GCSE equivalent	No qualifications	Not sure
q9_1	Among the sample which is the qualification group containing the most individuals?				x		
q9_2	Within which qualification group is the share saying they have no interest at all in politics the highest?					x	
q9_3	Within which qualification group is the share saying they have a great deal of interest in politics the highest?			x			
q9_4	Among those who report a great deal of interest in politics, what is the most common level of qualification?	x					

Coding:

0= respondent got it wrong

1= respondent chose the correct answer

-2= ticked 'not sure'

-3= n.a.

Q10: 'Would you be willing to be contacted for a focus group?' (explained further on questionnaire)

1=yes , 0=no.

Variable Information

Variable	Position	Label	Measurement Level	Role	Column Width	Alignment	Print Format	Write Format	Missing Values
student_id	1	Student ID	Scale	Input	8	Right	F8.2	F8.2	
course_id	2	Course ID	Scale	Input	7	Right	F8.2	F8.2	
year	3	Year	Scale	Input	8	Right	F8.2	F8.2	
semester	4	Course-Semester	Nominal	Input	12	Right	F8.2	F8.2	
sex	5	Sex	Scale	Input	8	Right	F8.2	F8.2	
q2	6	Home or Overseas	Scale	Input	8	Right	F8.2	F8.2	
q3	7	Qualification in Maths	Scale	Input	8	Right	F8.2	F8.2	
q4_1	8	I do not think social science students should have to study statistics	Scale	Input	8	Right	F8.2	F8.2	
q4_2	9	Qualitative research is more interesting than quantitative research	Scale	Input	8	Right	F8.2	F8.2	
q4_3	10	On the whole, I am good at maths	Scale	Input	8	Right	F8.2	F8.2	

q4_4	11	I can understand articles in my area with statistical content'	Scale	Input	8	Right	F8.2	F8.2	-9.00
q4_5	12	An essay is more convincing if it has quantitative evidence in it	Scale	Input	8	Right	F8.2	F8.2	-9.00
q4_6	13	Qualitative research is easier than quantitative research	Scale	Input	8	Right	F8.2	F8.2	-9.00
q4_7	14	I have the confidence to critically analyse empirical work in politics	Scale	Input	8	Right	F8.2	F8.2	-9.00
q4_8	15	I feel able to criticise a theoretical argument	Scale	Input	8	Right	F8.2	F8.2	-9.00
q4_9	16	If I saw quantitative evidence in a paper I would assume it was correct	Scale	Input	8	Right	F8.2	F8.2	-9.00
q4_10	17	I would rather write an essay than analyse data	Scale	Input	8	Right	F8.2	F8.2	-9.00

q4_11	18	I struggle to understand articles or books in Politics with statistical content	Scale	Input	8	Right	F8.2	F8.2	-9.00
q4_12	19	My least favourite part of learning about Politics involves quantitative methods	Scale	Input	8	Right	F8.2	F8.2	-9.00
q5	20	would consider using some quantitative data and methods in final year dissertation	Scale	Input	8	Right	F8.2	F8.2	-9.00
q6_1	21	heard of/studied/used: Standard Deviation	Scale	Input	8	Right	F8.2	F8.2	-2.00
q6_2	22	heard of/studied/used: Mean	Scale	Input	8	Right	F8.2	F8.2	-2.00
q6_3	23	heard of/studied/used: Histogram	Scale	Input	8	Right	F8.2	F8.2	-2.00
q6_4	24	heard of/studied/used: Frequencies	Scale	Input	8	Right	F8.2	F8.2	-2.00
q6_5	25	heard of/studied/used: Chi Square Test	Scale	Input	8	Right	F8.2	F8.2	-2.00

q6_6	26	heard of/studied/used: Correlation	Scale	Input	8	Right	F8.2	F8.2	-2.00
q6_7	27	heard of/studied/used: t-test	Scale	Input	8	Right	F8.2	F8.2	-2.00
q6_8	28	heard of/studied/used: Pie chart	Scale	Input	8	Right	F8.2	F8.2	-2.00
q6_9	29	heard of/studied/used: Simple regression	Scale	Input	8	Right	F8.2	F8.2	-2.00
q7	30	enjoyed studying maths at school or college	Scale	Input	8	Right	F8.2	F8.2	
q8_1	31	Reason: I found it too hard	Scale	Input	8	Right	F8.2	F8.2	
q8_2	32	Reason: I found it easy	Scale	Input	8	Right	F8.2	F8.2	
q8_3	33	Reason: I was interested in the material in the course	Scale	Input	8	Right	F8.2	F8.2	
q8_4	34	Reason: I could not see the relevance of what we were studying	Scale	Input	8	Right	F8.2	F8.2	
q8_5	35	Reason: I liked other subjects more	Scale	Input	8	Right	F8.2	F8.2	
q8_6	36	Reason: I really liked the teacher	Scale	Input	8	Right	F8.2	F8.2	

q8_7	37	Reason: I didn't like the teacher	Scale	Input	8	Right	F8.2	F8.2
q8_8	38	Reason: Other reasons, not stated here	Scale	Input	8	Right	F8.2	F8.2
q8_9	39	Reason: Not sure	Scale	Input	8	Right	F8.2	F8.2
q9_1	40	Among the sample which is the qualification group containing the most individuals	Scale	Input	8	Right	F8.2	F8.2
q9_2	41	Within which qualification group is the share saying they have no interest at all in politics the highest	Scale	Input	8	Right	F8.2	F8.2
q9_3	42	Within which qualification group is the share saying they have a great deal of interest in politics the highest	Scale	Input	8	Right	F8.2	F8.2
q9_4	43	Among those who report a great deal of interest in politics, what is the most common level of qualification	Scale	Input	8	Right	F8.2	F8.2

q10	44	Would you be willing to be contacted for a focus group	Scale	Input	8	Right	F8.2	F8.2	
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Variables in the working file

Variable Values		
Value		Label
course_id	10200.00	Introduction to Comparative Politics - Nick Turnbull
	20801.00	The Politics of Policymaking - F. Gains
	20962.00	Racism and Ethnicity in the UK - James Rhodes
sex	.00	male
	1.00	female
q2	-2.00	prefer not to say
	.00	overseas
q3	1.00	home
	1.00	A-Level or Scottish Advanced Higher
	2.00	AS-Level or Scottish Higher
	3.00	GCSE at grade A*-C
	4.00	GCSE at grade D or E
	5.00	I have no formal qualifications in mathematics
q4_1	6.00	I have an international qualification in mathematics
	-2.00	not sure
	1.00	strongly disagree
	2.00	disagree
	3.00	neither agree nor disagree
	4.00	agree
q4_2	5.00	strongly agree
	-2.00	not sure
	1.00	strongly disagree
	2.00	disagree
	3.00	neither agree nor disagree
q4_3	4.00	agree
	5.00	strongly agree
	-2.00	not sure
	1.00	strongly disagree
	2.00	disagree
q4_4	3.00	neither agree nor disagree
	4.00	agree
	5.00	strongly agree
	-2.00	not sure
	1.00	strongly disagree
q4_5	2.00	disagree
	3.00	neither agree nor disagree
	4.00	agree
	5.00	strongly agree
	-2.00	not sure
q4_6	1.00	strongly disagree
	2.00	disagree
	3.00	neither agree nor disagree
	4.00	agree

	4.00	agree
	5.00	strongly agree
q4_7	-2.00	not sure
	1.00	strongly disagree
	2.00	disagree
	3.00	neither agree nor disagree
	4.00	agree
	5.00	strongly agree
q4_8	-2.00	not sure
	1.00	strongly disagree
	2.00	disagree
	3.00	neither agree nor disagree
	4.00	agree
	5.00	strongly agree
q4_9	-2.00	not sure
	1.00	strongly disagree
	2.00	disagree
	3.00	neither agree nor disagree
	4.00	agree
	5.00	strongly agree
q4_10	-2.00	not sure
	1.00	strongly disagree
	2.00	disagree
	3.00	neither agree nor disagree
	4.00	agree
	5.00	strongly agree
q4_11	-2.00	not sure
	1.00	strongly disagree
	2.00	disagree
	3.00	neither agree nor disagree
	4.00	agree
	5.00	strongly agree
q4_12	-2.00	not sure
	1.00	strongly disagree
	2.00	disagree
	3.00	neither agree nor disagree
	4.00	agree
	5.00	strongly agree
q5	.00	no
	1.00	yes
	2.00	do not know
q6_1	-2.00 ^a	na
	1.00	never heard of it
	2.00	have heard of but not studied or used
	3.00	have studied but not confidently
	4.00	am confident using/interpreting
q6_2	-2.00 ^a	na
	1.00	never heard of it
	2.00	have heard of but not studied or used
	3.00	have studied but not confidently
	4.00	am confident using/interpreting
q6_3	-2.00 ^a	na
	1.00	never heard of it
	2.00	have heard of but not studied or used
	3.00	have studied but not confidently
	4.00	am confident using/interpreting
q6_4	-2.00 ^a	na
	1.00	never heard of it
	2.00	have heard of but not studied or used
	3.00	have studied but not confidently
	4.00	am confident using/interpreting
q6_5	-2.00 ^a	na
	1.00	never heard of it
	2.00	have heard of but not studied or used
	3.00	have studied but not confidently
	4.00	am confident using/interpreting
q6_6	-2.00 ^a	na
	1.00	never heard of it
	2.00	have heard of but not studied or used
	3.00	have studied but not confidently
	4.00	am confident using/interpreting
q6_7	-2.00 ^a	na
	1.00	never heard of it
	2.00	have heard of but not studied or used
	3.00	have studied but not confidently

	4.00	am confident using/interpreting
q6_8	-2.00 ^a	na
	1.00	never heard of it
	2.00	have heard of but not studied or used
	3.00	have studied but not confidently
	4.00	am confident using/interpreting
q6_9	-2.00 ^a	na
	1.00	never heard of it
	2.00	have heard of but not studied or used
	3.00	have studied but not confidently
	4.00	am confident using/interpreting
q7	-2.00	not sure
	1.00	not at all
	2.00	not much
	3.00	I have no strong opinion
	4.00	yes, a bit
	5.00	yes, very much
q8_1	.00	not mentioned
	1.00	mentioned
q8_2	.00	not mentioned
	1.00	mentioned
q8_3	.00	not mentioned
	1.00	mentioned
q8_4	.00	not mentioned
	1.00	mentioned
q8_5	.00	not mentioned
	1.00	mentioned
q8_6	.00	not mentioned
	1.00	mentioned
q8_7	.00	not mentioned
	1.00	mentioned
q8_8	.00	not mentioned
	1.00	mentioned
q8_9	.00	not mentioned
	1.00	mentioned
q9_1	-3.00	n.a.
	-2.00	not sure
	.00	respondent got it wrong
	1.00	respondent chose the correct answer
q9_2	-3.00	n.a.
	-2.00	not sure
	.00	respondent got it wrong
	1.00	respondent chose the correct answer
q9_3	-3.00	n.a.
	-2.00	not sure
	.00	respondent got it wrong
	1.00	respondent chose the correct answer
q9_4	-3.00	n.a.
	-2.00	not sure
	.00	respondent got it wrong
	1.00	respondent chose the correct answer
q10	.00	no
	1.00	yes

a. Missing value

3. The questionnaire form

3A: The 2012 Survey

A short survey on your attitudes to quantitative methods

We would be grateful if you would complete this short survey as part of a research project based in the University which aims to improve the way we teach quantitative methods in the School of Social Sciences (more information about the project is provided on the last page)

Section 1 – A bit about you

Q1: Are you:

- male ☐
- female ☐
- prefer not to say ☐

Q2: Are you a home or overseas student?

- home ☐
- overseas ☐
- prefer not to say ☐

Q3: What is your highest qualification in mathematics?

- A-Level or Scottish Advanced Higher? ☐
- AS-Level or Scottish Higher? ☐
- GCSE at grade A*-C ☐
- GCSE at grade D or E ☐
- I have no formal qualifications in mathematics ☐
- I have an international qualification in mathematics ☐

Section 2 – Some questions about your experiences and attitudes**Q4: Please indicate your level of agreement with the following statements:**

	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly Disagree	Not sure
I don't think social science students should have to study statistics						
Qualitative research is more interesting than quantitative research						
On the whole, I am good at maths						
I can understand articles in my area with statistical content						
An essay is more convincing if it has quantitative evidence in it						
Qualitative research is easier than quantitative research						
I have the confidence to critically analyse empirical work in Politics						
I feel able to criticise a theoretical argument						
If I saw quantitative evidence in a paper, I would assume it was correct						
I'd rather write an essay than analyse data						
I struggle to understand articles or books in Politics with statistical content						
My least favourite part of learning about Politics involves quantitative methods						

Q5: Looking ahead, would you consider using some quantitative data and methods in your final year dissertation?

yes ☐

no ☐

don't know ☐

P.T.O

Q6: Which of the following have you heard of/studied or used/are confident using/interpreting?

	Never heard of it	Have heard of but not studied or used	Have studied or used it but not confidently	Am confident using/interpreting
Standard deviation				
Mean				
Histogram				
Frequencies				
Chi Square test				
Correlation				
t-test				
Pie chart				
Simple regression				

Q7: Did you enjoy studying maths at school or college?

yes, very much ☐

yes, a bit ☐

not much ☐

no, not at all ☐

I have no strong opinion ☐

not sure ☐

Q8: Why was this? (Tick all that apply)

I found it too hard ☐

- I found it easy ☐
- I was interested in the material in the course ☐
- I could not see the relevance of what we were studying ☐
- I liked other subjects more ☐
- I really liked the teacher ☐
- I didn't like the teacher ☐
- Other reasons, not stated here ☐
- Not sure ☐

P.T.O

Section 3 – Interpreting data

Q9: The table below is produced from the 2009 British Social Attitudes Survey and shows the level of interest in politics among a representative sample of the British adult population according to their highest qualifications.

Politics How much interest do you generally have in politics :C1114 * qualify Crosstabulation

			Highest Qualification					
			degree	Higher educ below degree	A level or equiv	GCSE equiv	No qualification	Total
interest in politics	a great deal	Count	29	9	28	17	10	93
		Row %	31.2%	9.7%	30.1%	18.3%	10.8%	100.0%
		Column %	12.5%	8.7%	13.6%	6.0%	4.9%	9.1%
	quite a lot	Count	75	26	33	61	34	229
		Row %	32.8%	11.4%	14.4%	26.6%	14.8%	100.0%
		Column %	32.3%	25.0%	16.0%	21.6%	16.7%	22.3%
	some	Count	84	47	78	90	70	369
		Row %	22.8%	12.7%	21.1%	24.4%	19.0%	100.0%
		Column %	36.2%	45.2%	37.9%	31.9%	34.5%	35.9%
	not very much	Count	32	17	52	69	51	221
		Row %	14.5%	7.7%	23.5%	31.2%	23.1%	100.0%
		Column %	13.8%	16.3%	25.2%	24.5%	25.1%	21.5%
	none at all	Count	12	5	15	45	38	115
		Row %	10.4%	4.3%	13.0%	39.1%	33.0%	100.0%
		Column %	5.2%	4.8%	7.3%	16.0%	18.7%	11.2%
	Total	Count	232	104	206	282	203	1027
		Row %	22.6%	10.1%	20.1%	27.5%	19.8%	100.0%
		Column %	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Use the Table to answer the following questions:

	Degree	Higher ed. below degree	A level or equivalent	GCSE equivalent	No qualifications	Not sure
Among the sample which is the qualification group containing the most individuals?						

Within which qualification group is the share saying they have no interest at all in politics the highest?						
Within which qualification group is the share saying they have a great deal of interest in politics the highest?						
Among those who report a great deal of interest in politics, what is the most common level of qualification?						

Finally, we are keen to set up focus groups with a sample of students so that we can gather more detailed information about opinions. Would you be willing to be contacted for such a focus group? We anticipate that a focus group may take around 1 hour and lunch will be provided (writing your email address here is not a commitment to attend)

yes ☐ If yes, please write email address here:
no ☐

Thank you for taking the time to participate in this survey.

Your participation in a research project to improve teaching

Enriching Social Science Teaching with Empirical Data (ESSTED)

As an undergraduate studying in the School of Social Sciences we hope you will agree to participate in a new research project based here in Manchester.

What is the purpose of the study?

As part of your degree you are learning how to use and interpret data of many different types, both qualitative and quantitative in nature. In this study we are looking to better understand and improve the way social science students learn about quantitative methods and data.

Why have I been invited to participate?

We want to ask you about your attitudes and experiences of learning about methods as you progress through your degree. This will help us to get a better understanding of what works well and how to make your learning of methods more enjoyable

Do I have to take part?

We hope all students will feel happy to take part but participation is entirely voluntary. If you do decide to take part, you are free to withdraw at any time, without prejudice. Choosing to take part or not take part will have no impact on your marks or assessment for any module.

What will happen to me if I take part?

At various times in selected classes you will be asked short questions to get your opinions on different aspects of your learning about methods and to test your understanding of certain concepts. We will also ask you to tell us basic things about yourself e.g. whether you are a home student or not, whether you are male or female. The data collected will be analysed by the research team and will be kept anonymous.

What are the possible benefits of taking part?

You will be part of one of a series of studies being conducted nationally to improve quantitative methods teaching in social science subjects. Your opinions and answers will help us to understand how to modify the curriculum in order to make methods topics clearer and more interesting for students.

Who is organising and funding the research?

The principal investigator of the study is Dr Mark Brown and it is funded by the Economic and Social Research Council (ESRC) under its curriculum innovation initiative. This research has been approved by the University of Manchester Research Ethics Committee.

Further information

More information about the project is available at
<http://www.socialsciences.manchester.ac.uk/essted/index.html> .

Contact for further information: Dr Mark Brown – mark.brown@manchester.ac.uk (Principal Investigator)

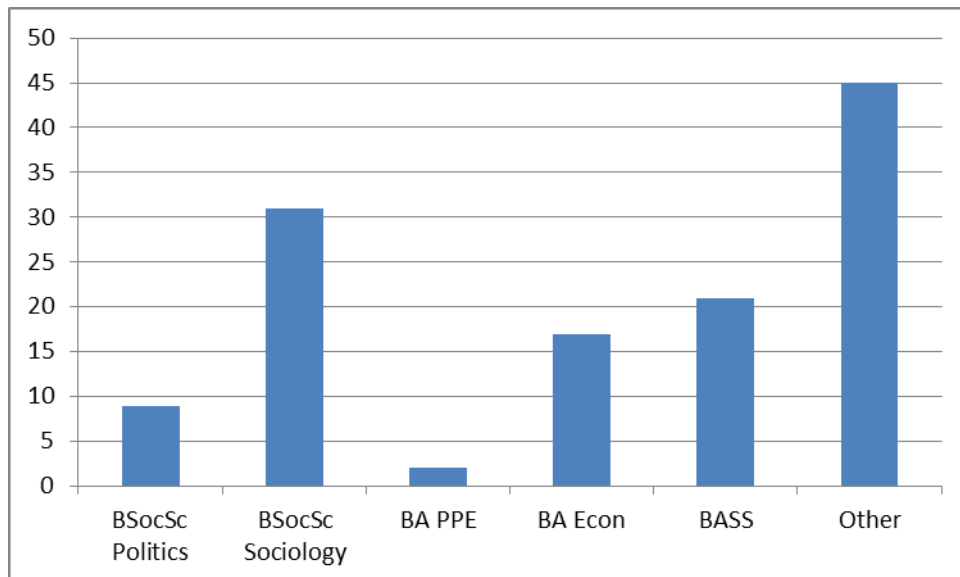
3B: Basic Findings in Summary Charts, 2015

(Note- the 2015 survey of students used the same questionnaire as in 2012)

2015 Student survey

The students who took part in the 2015 survey were second and third year students taking part in politics and sociology classes. Graphs 1 and 2 show the degree programmes that these students were enrolled on. To this point (20/04/2015) 125 students have completed the survey although all may not be eligible for inclusion in the final study.

Graph1: Degree programme



Graph2: Other degree programmes

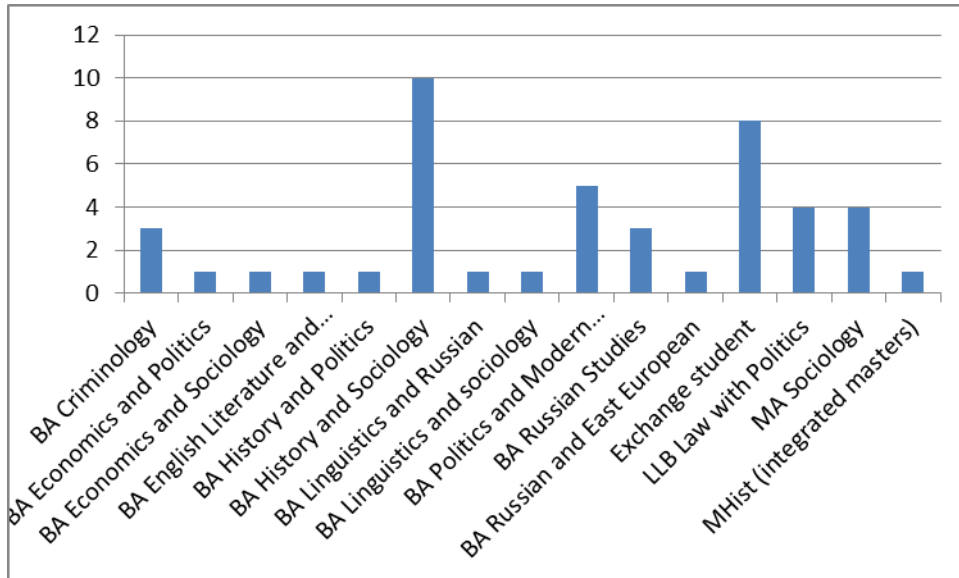
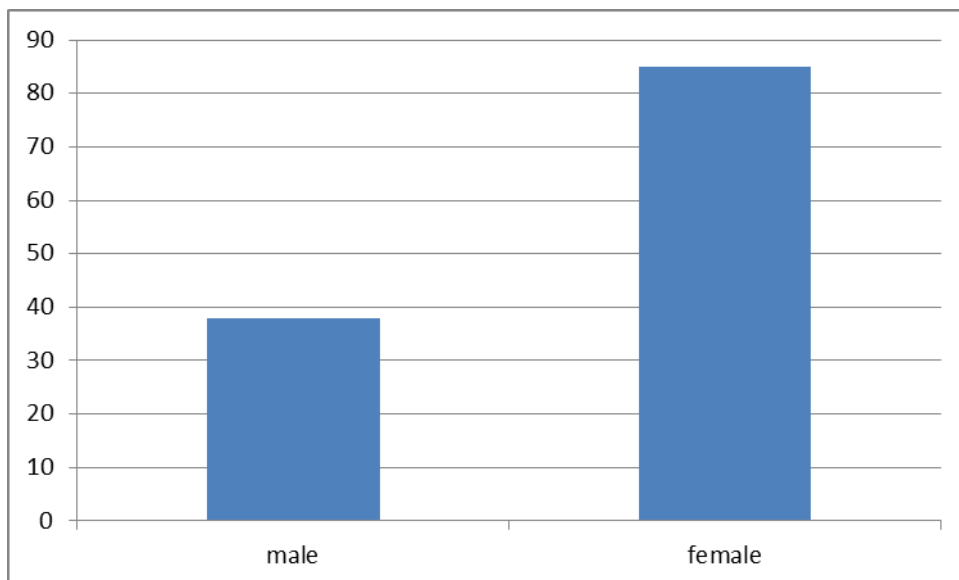
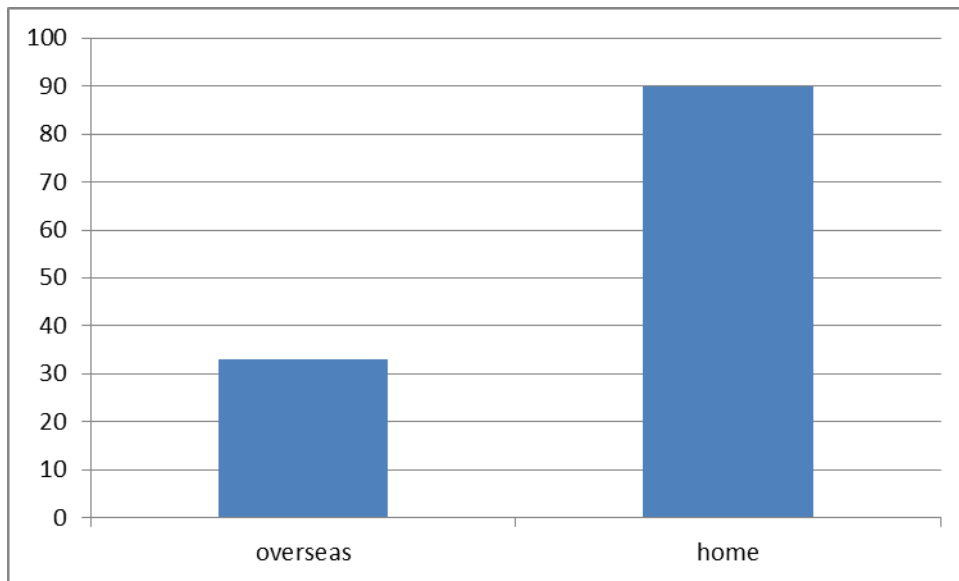


Table 3 shows the sex split between the students. More than twice as many females completed the survey than males. Graph 4 shows that the majority of those students surveyed were home students.

Graph3: Sex (2 preferred not to say)

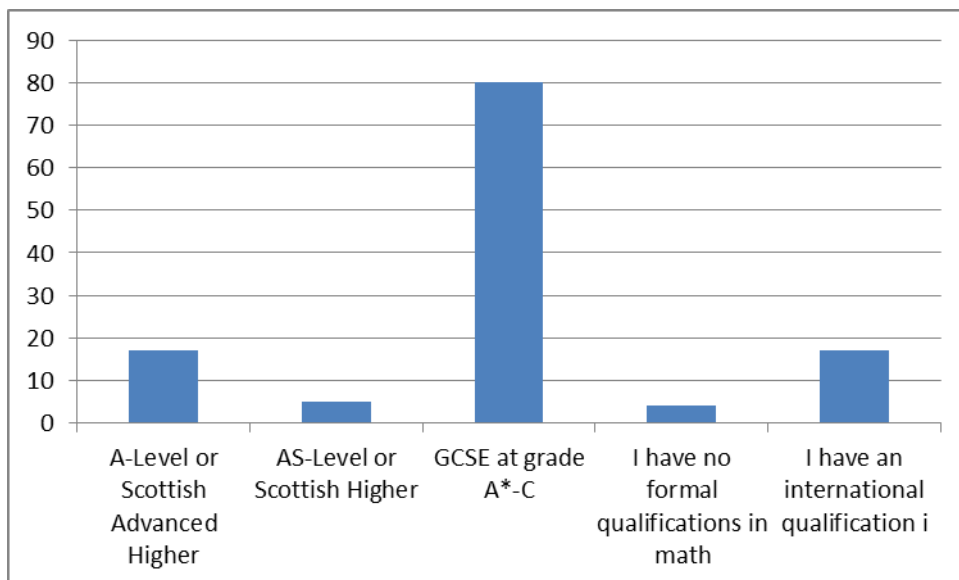


Graph 4: Home or non-UK student (2 preferred not to say)

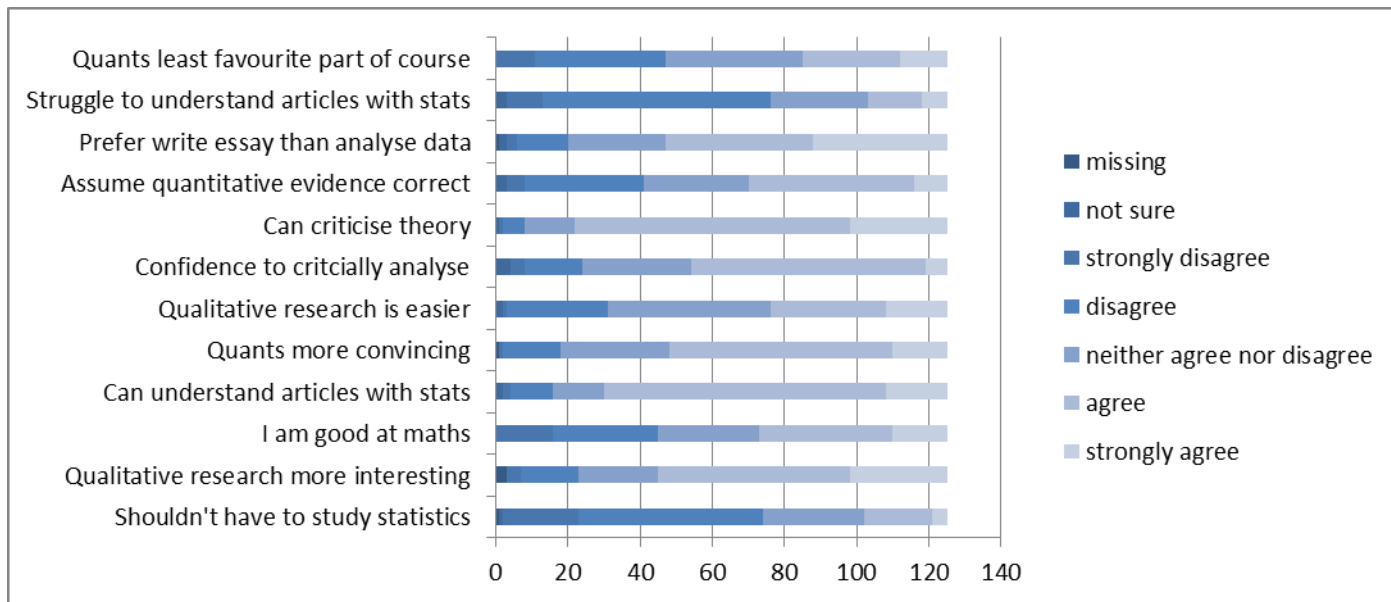


Graph 5 shows that the vast majority of students received grades A*-C at school and did not pursue further studies in mathematics. Graph 6 shows the responses to a battery of questions about students attitudes to quantitative methods.

Graph 5: Qualification in mathematics (2 missing)

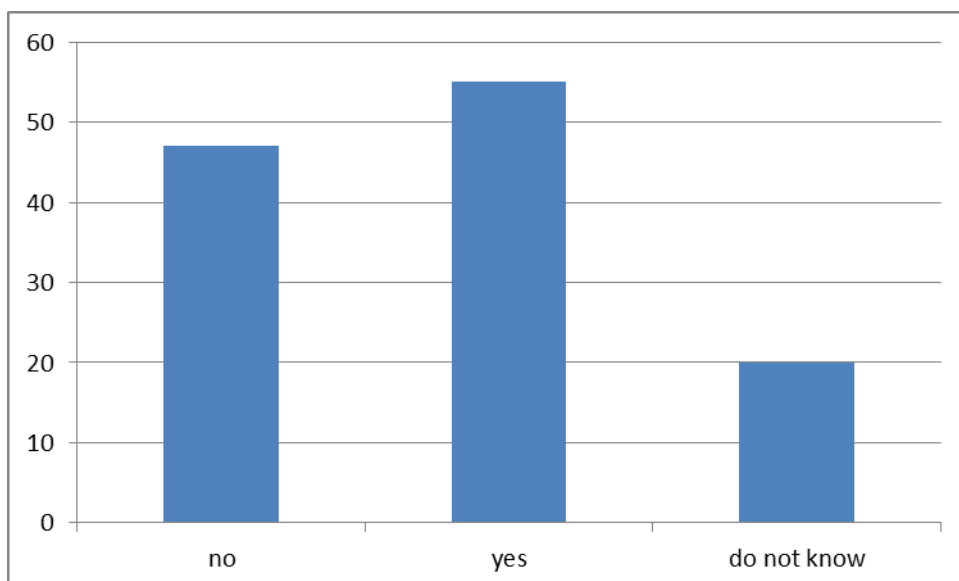


Graph 6: Attitude to quants

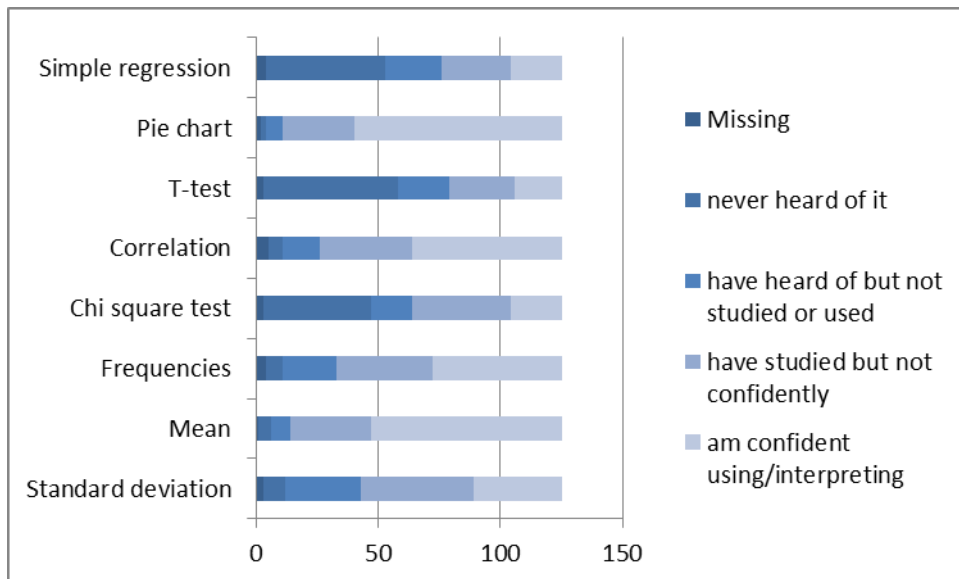


Graph 7 shows that slightly more people would consider using quantitative methods in their dissertations, and graph 8 measures the proportions that have heard of / used various statistical concepts.

Graph 7: Would consider using quants in dissertation (3 missing)

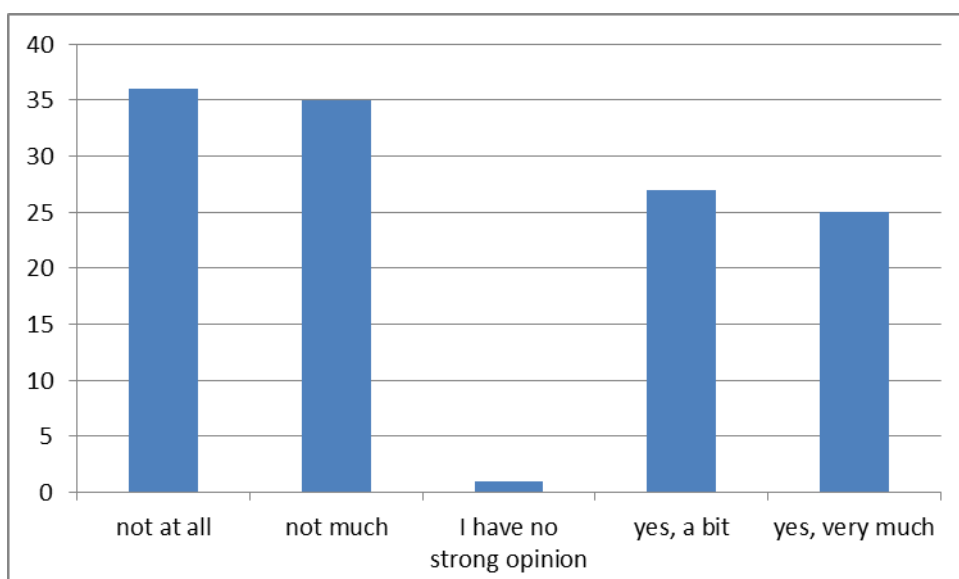


Graph 8: Have heard of the following:



Graph 9 shows that the majority of students did not enjoy studying maths at school and graph 10 provides the reasons for this.

Graph 9: Enjoyed studying maths at school (1 missing)



Graph 10: Why was this:



4. Consent forms and participant information sheets.

The various forms are appended below in their original numbering as appendices to the Ethics Application Form, which was successful.

APPENDIX 4: PARTICIPANT INFORMATION SHEET FOR WORKSHOP EVALUATIONS

Patterns in Politics & Society: Promoting the Enrichment of Undergraduate Teaching with Quantitative Methods (PIPS)

Participant Information Sheet for PIPS Project Workshop Evaluations

You are invited to take part in a research study. Before you decide whether or not to take part, it is important for you to understand why the research is being done and what it will involve. Please read the following information carefully.

What is the purpose of the study?

This project promotes the use of quantitative data and quantitative methods. In this study we aim to evaluate what works well for social science lecturers who teach by using quantitative methods and data.

Why have I been invited to participate?

As a staff member who is either working at Manchester, or attending a Workshop here, we are keen to ask you about your attitudes and experiences of teaching using quantitative methods.

Do I have to take part?

We hope all staff will feel happy to take part but participation is entirely voluntary. If you do decide to take part, you are free to withdraw at any time, without prejudice. You may choose to take part in some but not all of the activities, or to answer some but not all questions.

What will happen to me if I take part?

You will be asked to give your opinions on different aspects of your teaching about methods. We may use online voting software via IPAD, iPhone, or other 'apps'. The data is gathered in a spreadsheet. The answers you give will not be passed back to anyone but will be used by the project research team. Aggregated answers will be shown to the whole group of workshop participants.

What are the possible benefits of taking part?

You will be part of one of a series of studies being conducted nationally to improve quantitative methods teaching in social science subjects. You may learn more about using quantitative data in classes/tutorials. All participants also receive a series of briefing papers via hot links found in emails. Your opinions and answers will help us to understand how to modify the curriculum in order to make methods teaching more effective and more interesting for students.

Will what I say/data about me be kept confidential?

All the information collected from/about you will be kept strictly confidential. When we come to store and analyse the data, we will assign you an ID number in NVIVO software to ensure anonymity for any data transferred there from the software, e.g. Blackboard or MBClick. We will keep a password on the NVIVO data. We work at all times either on password-protected onsite PCs, or at home on laptops with sophisticated encryption set up.

What should I do if I want to take part?

To indicate you are happy to take part, sign the Consent Form. You need to tick each part of the form, excepting any part you do not agree to.

What will happen to the results of the research study?

The data will be analysed and reported in an end of project report, academic journal articles and conference papers. They will also be used to improve the teaching of methods to social science undergraduates in Manchester.

Who is organising and funding the research?

The principal investigator of the study is Dr Wendy Olsen and it is funded by the Economic and Social Research Council (ESRC) under its Researcher Development Initiative.

Who has reviewed the study?

This research has been approved by the University of Manchester Research Ethics Committee.

What if something goes wrong?

There could be a slight risk that during our research you might feel a concern about copyright issues for your teaching strategies. We take steps to ensure your needs are met in regard to copyright. There is a slight risk that staff might feel exposed in discussing their teaching methods. You may at any time approach one of our senior staff to discuss any issue that might arise, and this discussion would be entirely confidential. The senior staff are Jackie Carter of MIMAS, and Wendy Olsen or Tarani Chandola of the Social Statistics Discipline in the University of Manchester.

In case of any problems, distress or further questions, please contact the lead researcher of this study, Dr. Wendy Olsen (Wendy.olsen@manchester.ac.uk). In case of formal complaints about the conduct of the research you should contact the Head of the Research Office, Christie Building, University of Manchester, Oxford Road, Manchester, M13 9PL.

Contact for further information

Dr Wendy Olsen— wendy.olsen@manchester.ac.uk (Principal Investigator)

(and one Research Associate)

Thank you for taking the time to read this information sheet. Please feel free to ask any questions by contacting those named above.

APPENDIX 5

University of Manchester

School of Social Sciences

Patterns in Politics & Society: Promoting the Enrichment of Undergraduate Teaching with Quantitative Methods (PIPS).

Evaluation

CONSENT FORM TEMPLATE FOR WORKSHOP EVALUATIONS

If you are happy to participate, please read the following and select the checkbox next to each statement:

**Please
Select
Box**

- | | |
|--|--------------------------|
| 1. I confirm that I have read the attached information sheet on the above project and have had the opportunity to consider the information and ask questions and had these answered satisfactorily. | <input type="checkbox"/> |
| 2. I understand that my participation in the study is voluntary and that I am free to withdraw at any time without giving a reason and without detriment. | <input type="checkbox"/> |
| 3. I agree that the evaluation responses will be gathered either as a paper questionnaire, or via online voting software, and that the data will be used for research purposes with an anonymous identifier. | <input type="checkbox"/> |
| 4. To the extent that there are short answers (i.e. open questions) on the evaluation questionnaire, selected anonymous quotes may be used in academic papers or in academic presentations by the researchers. | <input type="checkbox"/> |

I agree to take part in the above project

_____ Name of participant	_____ Date	_____ Signature
_____ Name of person taking consent	_____ Date	_____ Signature

APPENDIX 6: PARTICIPANT INFORMATION SHEET FOR VIDEOS OF STAFF



Patterns in Politics & Society: Promoting the Enrichment of Undergraduate Teaching with Quantitative Methods (PIPS)

Evaluation

Participant Information Sheet for PIPS Online Videos

You are invited to take part in a research study. Before you decide whether or not to take part, it is important for you to understand why the research is being done and what it will involve. Please read the following information carefully.

What is the purpose of the study?

This project promotes the use of quantitative data and quantitative methods. In this study we aim to evaluate what works well for social science lecturers who teach by using quantitative methods and data.

Why have I been invited to participate?

As a staff member who is either working at Manchester, or attending a Workshop here, we are keen to invite you to disseminate your methods and experiences of teaching using quantitative methods or invoking quantitative data.

Do I have to take part?

We hope all staff will feel happy to take part but participation is entirely voluntary. If you do decide to take part, you are free to withdraw at any time, without prejudice. Choosing to take part or not

take part will have no impact on your prospects. You might choose to take part in some but not all of the activities.

What will happen to me if I take part?

You will be asked to give your opinions on different aspects of your teaching about methods while a video is being made of you. The video making equipment will be set up in the University premises. You may make a dedicated short video in a special session. The time and place will be of your own choice. The video can also be checked before it would be used online. It will be edited to meet your detailed requests. You then check it again. You will be signing a Consent Form with regard to the finalised video. You may at any time ask to sign a new, alternative Consent Form. You may also use Creative Commons licensing (which we will explain and help with) to ensure copyright is set up in an appropriate way for your video.

If you agree, the finalised video will be put up online. Our delivery methods may include YouTube, CCSR's stream in YouTube, or other online delivery sites. We might also use that video while we do workshops about quantitative methods. The video may also appear as a link on these websites:

www.quantmethods.ac.uk

www.socialsciences.manchester.ac.uk/essted

What are the possible benefits of taking part?

You will be part of one of a series of studies being conducted nationally to improve quantitative methods teaching in social science subjects. You may learn more about using quantitative data in classes/tutorials. All participants also receive a series of briefing papers via hot links found in emails. Your video, containing a brief talk and/or a demonstration, will help teachers across the UK understand how to modify the curriculum in order to make methods teaching more effective and more interesting for students.

Will what I say/data about me be kept confidential?

All the information collected from/about you will be kept strictly confidential. However online videos, and video in general, are easily identifiable. When we come to store and analyse the selected quotes from video, we will assign you an ID number in NVIVO to ensure anonymity for the transcript there. We will store the video recording data and any transcripts securely. We will keep a password on the NVIVO data. We work at all times either on password-protected onsite PCs, or at home on laptops with sophisticated encryption set up.

Once the video is released, it is not anonymous. It is then not confidential either.

What should I do if I want to take part?

To indicate you are happy to take part, sign the Consent Form. You need to tick each part of the form, excepting any part you do not agree to.

What will happen to the results of the research study?

The data will be analysed and reported in an end of project report, academic journal articles and conference papers. They will also be used to improve the teaching of methods to social science undergraduates in Manchester.

Who is organising and funding the research?

The principal investigator of the study is Dr Wendy Olsen and it is funded by the Economic and Social Research Council (ESRC) under its Researcher Development Initiative.

Who has reviewed the study?

This research has been approved by the University of Manchester Research Ethics Committee.

What if something goes wrong?

There could be a slight risk that during our research you might feel a concern about copyright issues for your teaching strategies. We take steps to ensure your needs are met in regard to copyright. There is a slight risk that staff might feel exposed in discussing their teaching methods. You may at any time approach one of our senior staff to discuss any issue that might arise, and this discussion would be entirely confidential. The senior staff are Jackie Carter of MIMAS, and Wendy Olsen or Tarani Chandola of the Social Statistics Discipline in the University of Manchester.

In case of any problems, distress or further questions, please contact the lead researcher of this study, Dr. Wendy Olsen (Wendy.olsen@manchester.ac.uk). In case of formal complaints about the conduct of the research you should contact the Head of the Research Office, Christie Building, University of Manchester, Oxford Road, Manchester, M13 9PL.

Contact for further information

Dr Wendy Olsen– wendy.olsen@manchester.ac.uk (Principal Investigator)

(and one Research Associate)

Thank you for taking the time to read this information sheet. Please feel free to ask any questions by contacting those named above.

APPENDIX 7

University of Manchester

School of Social Sciences

Patterns in Politics & Society: Promoting the Enrichment of Undergraduate Teaching with Quantitative Methods (PIPS)

Evaluation

CONSENT FORM TEMPLATE FOR VIDEOS OF STAFF

If you are happy to participate, please read the following and select the checkbox next to each statement:

**Please
Select
Box**

1. I confirm that I have read the attached information sheet on the above project and have had the opportunity to consider the information and ask questions and had these answered satisfactorily. ☐
2. I understand that my participation in the study is voluntary and that I am free to withdraw at any time without giving a reason and without detriment. ☐
3. I agree that I will help create an expert teacher's video with the help of the project team, which is likely to involve a video editing sub-contractor. This video is not anonymous. I understand that some quotes from the video will be transcribed and kept on computer. I understand that the video will be uploaded to a public online delivery site. ☐
4. Selected quotes from the video may be used in academic papers or in academic presentations by the researchers. OR [tick one of 4. And 5. Please]: ☐

5. Selected quotes from the video may *not* be used in academic papers or in academic presentations by the researchers.

☐

If you tick the last box, then we will not cite your video in academic papers or in academic presentations.

I agree to take part in the above project

<hr/>	<hr/>	<hr/>
Name of participant	Date	Signature
<hr/>	<hr/>	<hr/>
Name of person taking consent	Date	Signature
<hr/>	<hr/>	<hr/>

APPENDIX 8: PARTICIPANT INFORMATION SHEET FOR STAFF SURVEY INVOLVING WORKSHOP PARTICIPANTS (this PIS fits any software such as MBClick, survey questionnaire, Clickers, Survey Monkey or other survey data gathering method)



Patterns in Politics & Society: Promoting the Enrichment of Undergraduate Teaching with Quantitative Methods (PIPS)

Evaluation

Participant Information Sheet

You are invited to take part in a research study. Before you decide whether or not to take part, it is important for you to understand why the research is being done and what it will involve. Please read the following information carefully.

What is the purpose of the study?

This project promotes the use of quantitative data and quantitative methods. In this study we aim to evaluate what works well for social science lecturers who teach by using quantitative methods and data.

Why have I been invited to participate?

As a staff member who is either working at Manchester, or attending a Workshop here, we are keen to ask you about your attitudes and experiences of teaching using quantitative methods.

Do I have to take part?

We hope all staff will feel happy to take part but participation is entirely voluntary. If you do decide to take part, you are free to withdraw at any time, without prejudice. Choosing to take part or not take part will have no impact on your prospects. You might choose to take part in some but not all of the activities.

What will happen to me if I take part?

You will be asked to give your opinions on different aspects of your teaching about methods. The survey will take up to a half hour to fill in. The survey will be filled in either in print, or online.. The answers you give will not be passed back to your managers.

What are the possible benefits of taking part?

You will be part of one of a series of studies being conducted nationally to improve quantitative methods teaching in social science subjects. You may learn more about using quantitative data in

classes/tutorials. All participants also receive a series of briefing papers via hot links found in emails. Your opinions and answers will help us to understand how to modify the curriculum in order to make methods teaching more effective and more interesting for students.

Will what I say/data about me be kept confidential?

All the information collected from/about you will be kept strictly confidential. When we come to store and analyse the data, we will assign you an ID number in NVIVO to ensure anonymity for any MBClick or other online voting software data held there. We will store these data securely in spreadsheets. We will keep a password on the datafile. We work at all times either on password-protected onsite PCs, or at home on laptops with sophisticated encryption set up.

What should I do if I want to take part?

To indicate you are happy to take part, sign the Consent Form. You need to tick each part of the form, excepting any part you do not agree to.

What will happen to the results of the research study?

The data will be analysed and reported in an end of project report, academic journal articles and conference papers. They will also be used to improve the teaching of methods to social science undergraduates in Manchester.

Who is organising and funding the research?

The principal investigator of the study is Dr Wendy Olsen and it is funded by the Economic and Social Research Council (ESRC) under its Researcher Development Initiative.

Who has reviewed the study?

This research has been approved by the University of Manchester Research Ethics Committee.

What if something goes wrong?

There is a slight risk that staff might feel exposed in discussing their teaching methods. You may at any time approach one of our senior staff to discuss any issue that might arise, and this discussion would be entirely confidential. The senior staff are Jackie Carter of MIMAS, and Wendy Olsen or Tarani Chandola of the Social Statistics Discipline in the University of Manchester.

In case of any problems, distress or further questions, please contact the lead researcher of this study, Dr. Wendy Olsen (Wendy.olsen@manchester.ac.uk). In case of formal complaints about the conduct of the research you should contact the Head of the Research Office, Christie Building, University of Manchester, Oxford Road, Manchester, M13 9PL.

What if something goes wrong?

There is a slight risk that staff might feel exposed in discussing their teaching methods. You may at any time approach one of our senior staff to discuss any issue that might arise, and this discussion would be entirely confidential. The senior staff are Jackie Carter of MIMAS, and Wendy Olsen or Tarani Chandola of the Social Statistics Discipline in the University of Manchester.

In case of any problems, distress or further questions, please contact the lead researcher of this study, Dr. Wendy Olsen (Wendy.olsen@manchester.ac.uk). In case of formal complaints about the conduct of the research you should contact the Head of the Research Office, Christie Building, University of Manchester, Oxford Road, Manchester, M13 9PL.

Contact for further information

Dr Wendy Olsen– wendy.olsen@manchester.ac.uk (Principal Investigator)

Thank you for taking the time to read this information sheet. Please feel free to ask any questions by contacting those named above.

APPENDIX 9

University of Manchester

School of Social Sciences

Patterns in Politics & Society: Promoting the Enrichment of Undergraduate Teaching with Quantitative Methods (PIPS)

Evaluation

CONSENT FORM TEMPLATE FOR ONLINE VOTING

(this consent form is used for any online voting software such as MBClick, Blackboard, Clickers, Survey Monkey or other online data gathering method)

If you are happy to participate, please read the following and select the checkbox next to each statement:

**Please
Select
Box**

- | | |
|---|--------------------------|
| 1. I confirm that I have read the attached information sheet on the above project and have had the opportunity to consider the information and ask questions and had these answered satisfactorily. | <input type="checkbox"/> |
| 2. I understand that my participation in the study is voluntary and that I am free to withdraw at any time without giving a reason and without detriment. | <input type="checkbox"/> |
| 3. I agree that my answers may be recorded via an online or internet information gateway, that they are at that point not anonymous, and that the data will be used for research purposes. I understand that in a workshop situation some aggregate data will be displayed to all participants. | <input type="checkbox"/> |
| 4. I agree to my online voting data being included in aggregates for use in academic papers or in academic presentations by the researchers. | <input type="checkbox"/> |

I agree to take part in the above project

_____	_____	_____
Name of participant	Date	Signature
_____	_____	_____
Name of person taking consent	Date	Signature
_____	_____	_____

APPENDIX 10: PARTICIPANT INFORMATION SHEET FOR OBSERVING TEACHING



Patterns in Politics & Society: Promoting the Enrichment of Undergraduate Teaching with Quantitative Methods (PIPS)

Observation of Teaching

Participant Information Sheet for PIPS Observation of Teaching

You are invited to take part in a research study. Before you decide whether or not to take part, it is important for you to understand why the research is being done and what it will involve. Please read the following information carefully.

What is the purpose of the study?

This project promotes the use of quantitative data and quantitative methods. In this study we aim to evaluate what works well for social science lecturers who teach by using quantitative methods and data.

Why have I been invited to participate?

As a staff member who is either working at Manchester, or attending a Workshop here, we are keen to ask you about your attitudes and experiences of teaching using quantitative methods. We think your teaching strategy could be useful at the UK level so want to explore your strategies in detail.

Do I have to take part?

We hope all staff will feel happy to take part but participation is entirely voluntary. If you do decide to take part, you are free to withdraw at any time, without prejudice. Choosing to take part or not take part will have no impact on your prospects. You might choose to take part in some but not all of the activities.

What will happen to me if I take part?

You will be asked to allow us to observe your teaching in one face-to-face realtime session. We also would like to engage with you using University of Manchester's peer review mechanisms without involving any line managers. We play the role of a coach or mentor during this process. It involves preparation, observation, and a followup discussion. Any papers you give and any notes we make will not be passed back to your managers. We enable you to apply Creative Commons licensing to any material which you may choose to make public through our project. We will also use selected quotes from the preparation, observation in class, or followup discussion in writing up our research. Your consent form would allow these to include your name, if you wish; or you may, if you wish, decide not to allow all/some of these quotations to be used in the research.

What are the possible benefits of taking part?

You will be part a scheme aiming to improve quantitative methods teaching in social science subjects. You may learn more about using quantitative data in classes/tutorials. You may learn more about using quantitative data in classes/tutorials. All participants also receive a series of briefing papers via hot links found in emails. Your opinions and answers will help us to understand how to modify the curriculum in order to make methods teaching more effective and more interesting for students. Your own discussion with the coach/mentor (an experienced staff member) is entirely confidential, giving you a chance to discuss your teaching strategies. You also can, if you wish, have selected teaching materials offered for others to use online. Your name would be visible, along with a Creative Commons copyright declaration. This can have benefits for your own reputation. It may help you to network with staff in the UK and overseas who use quantitative data in teaching your subject area.

Will what I say/data about me be kept confidential?

All the information collected from/about you from the peer review of teaching will be kept strictly confidential. When we come to store and analyse any handouts or notes, we will assign you an ID number in NVIVO to ensure anonymity for the transcript there. However we appreciate that your name is easily identified with your teaching specialism. Thus anonymity cannot be guaranteed if we quote from your handouts or notes in our academic publications. We have made provision for you to indicate what level of participation you feel comfortable with.

We will store the notes from the observation securely. We will keep a password on the NVIVO data. We work at all times either on password-protected onsite PCs, or at home on laptops with sophisticated encryption set up.

What should I do if I want to take part?

To indicate you are happy to take part, sign the Consent Form. You need to tick each part of the form, excepting any part you do not agree to.

What will happen to the results of the research study?

The data will be analysed and reported in an end of project report, academic journal articles and conference papers. They will also be used to improve the teaching of methods to social science undergraduates in Manchester.

Who is organising and funding the research?

The principal investigator of the study is Dr Wendy Olsen and it is funded by the Economic and Social Research Council (ESRC) under its Researcher Development Initiative.

Who has reviewed the study?

This research has been approved by the University of Manchester Research Ethics Committee.

What if something goes wrong?

There could be a slight risk that during our research you might feel a concern about copyright issues for your teaching strategies. We take steps to ensure your needs are met in regard to copyright. There is a slight risk that staff might feel exposed in discussing their teaching methods. You may at any time approach one of our senior staff to discuss any issue that might arise, and this discussion would be entirely confidential. The senior staff are Jackie Carter of MIMAS, and Wendy Olsen or Tarani Chandola of the Social Statistics Discipline in the University of Manchester.

In case of any problems, distress or further questions, please contact the lead researcher of this study, Dr. Wendy Olsen (Wendy.olsen@manchester.ac.uk). In case of formal complaints about the conduct of the research you should contact the Head of the Research Office, Christie Building, University of Manchester, Oxford Road, Manchester, M13 9PL.

Contact for further information

Dr Wendy Olsen– wendy.olsen@manchester.ac.uk (Principal Investigator)

(and one Research Associate)

Thank you for taking the time to read this information sheet. Please feel free to ask any questions by contacting those named above.

Patterns in Politics & Society: Promoting the Enrichment of Undergraduate Teaching with Quantitative Methods (PIPS)

Evaluation

CONSENT FORM TEMPLATE FOR OBSERVING TEACHING

If you are happy to participate, please read the following and select the checkbox next to each statement:

Please
Tick
Each
Box

1. I confirm that I have read the attached information sheet on the above project and have had the opportunity to consider the information and ask questions and had these answered satisfactorily.

☐

2. I understand that my participation in the study is voluntary and that I am free to withdraw at any time without giving a reason and without detriment.

☐

3. I agree that the observation of my teaching may be recorded via note-taking.

☐

4. I agree that the notes will be used for research purposes. Selected quotes from the notes may be used in academic papers or in academic presentations by the researchers.

☐

5. The handouts or lesson plans or other documents, which are not anonymous, may be put into the NVIVO database. This database will be shared among the project staff.

☐

6. Selected quotes from the handouts or lesson plans or other documents may be used in academic papers or in academic presentations by the researchers.

☐

7. The researchers need to get my written approval for a detailed draft before they use quotes from my handouts or lesson plans or other documents arising from the observation of teaching in their academic papers or presentations.

☐

I agree to take part in the above project

Name of participant

Date

Signature

Name of person taking consent

Date

Signature

APPENDIX 12: DEMOGRAPHIC QUESTIONS FOR STAFF PARTICIPANTS

These will be used in the workshop participant evaluations and also in the online survey of staff (only in selected workshops). The following should be taken as an indication of content only and not formatting or layout. Each question is optional.

- Are you male or female?
- What is your discipline? (Economics/Sociology/Politics/Education/Other Social Science / not a social science discipline)
- Is your age group 18-30 31-50 51+
- Do you teach Undergraduates (Yes/No) ; Post-graduates (Yes/No)
- Do you teach Methods Courses per se in any way? (Yes/No)
 - In the following two questions, please refer to your work up to now not your future teaching work.:
- Do you enrich your Social Science courses with quantitative data? (Yes/No)
 - [please note that you might consider these to be uses of quantitative data: using primary data or a questionnaire; Standard deviation, mean/median/mode, cross-tabulations, frequencies, pie charts, or bar charts]
- Do you enrich your Social Sciences courses with quantitative methods? (Yes/No)
 - [please note that you might consider these to be uses of quantitative methods: chi square test, t-tests, sampling, F-tests, regression, or correlation]
- Are you originally (as per your life pre age 18) from the UK?
- Do you have an A-Level (or equivalent) in any of the following? Mark all that apply
 - Chemistry
 - Physics
 - Biology
 - Further Maths
 - Geography
 - Economics
 - English Literature or Language
 - History
 - A Modern Foreign Language

- A Classical Language
 - Computer Science/IT
 - Politics/Modern Studies
 - Sociology
 - Religious Studies
 - Philosophy
 - Others _____
- What is your highest qualification in mathematics?
 - A-Level or Scottish Advanced Higher?
 - AS-Level or Scottish Higher?
 - GCSE at grade A*-C
 - GCSE at grade D or E
 - I have no formal qualifications in mathematics
 - I have an international qualification in mathematics
 - Other _____

APPENDIX 13: ASSESSMENT QUESTIONS FOR STAFF PARTICIPANTS

These will be used in the workshop participant evaluations and also in the online voting survey of staff (only in selected workshops). The following should be taken as an indication of content only and not formatting or layout.

Sample questions

Attitudinal

	Agree	Disagree	Neither agree nor disagree	Not sure what is meant here
I don't think Sociology students should have to study statistics				
I don't think Politics students should have to study statistics				
I'd rather write an article or chapter than analyse data				
Qualitative research is easier than quantitative research				
Qualitative research is more interesting than quantitative research				
On the whole, I am good at maths				
I enjoy learning about surveys				

Understanding

Which of the following have you heard of/studied or used/are confident using/interpreting?

	Have heard of	Have studied or used	Am confident using/interpreting	Am using the method/results in teaching
Standard deviation				
Mean/median/mode				
Cross-tabulations				
Frequencies				

Pie Charts				
Chi Square				
Sampling				
Bar Charts				
t-tests				
Z-tests				
Regression				
Correlation				

The following table shows the figures, for one local authority, of those who live alone.

	Men	Women
Under 18	103	374
18-34	5234	9311
35-45	7293	15233
45-55	8761	11617
56 +	10955	23479
Total	32253	59647

Using the above table, answer the following questions by indicating whether you agree or disagree with the statements.

	True	False
More men than women live alone in this area		
More people under 35 live alone than people over 35		
More women aged 18-34 live alone than men aged 45-55		

APPENDIX 14: SAMPLE ONLINE VOTING QUESTIONS FOR STAFF PARTICIPANTS

Questions like the ones below will be used in the online voting survey of staff (in selected workshops) to illustrate good teaching methods for social science. The following should be taken as an indication of content only and not formatting or layout. These are derived from the British Household Panel Survey but we will change the questions from time to time depending on the workshop participants' discipline area.

1 Do you provide some regular service or help for any sick, disabled or elderly person not living with you? (EXCLUDE HELP PROVIDED IN THE COURSE OF EMPLOYMENT)

RAIDXHH (YES / NO)

2 Here are some questions about how you feel about your life. Please tick the number which you feel best describes how dissatisfied or satisfied you are with the following aspects of your current situation.

1 = NOT SATISFIED AT ALL

7 = COMPLETELY SATISFIED

a) Your health **RLFSAT1**

b) Your job (if in employment) **RLFSAT5**

c) The amount of leisure time you have **RLFSAT7**

3 Using the same scale how dissatisfied or satisfied are you with your life overall? **RLFSATO**

4 How many people live in your household? 1 2 3 or more.