

IPRES Tutorial 6: Surveys and Ethnography



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Agenda

- 1.) ~~Check in and recap~~
- 2.) (Short) recap on surveysðnography
- 3.) In-class exercise: Coding Trump
- 4.) Open questions (assignment)

Check-in (also Google doc)



Where we are

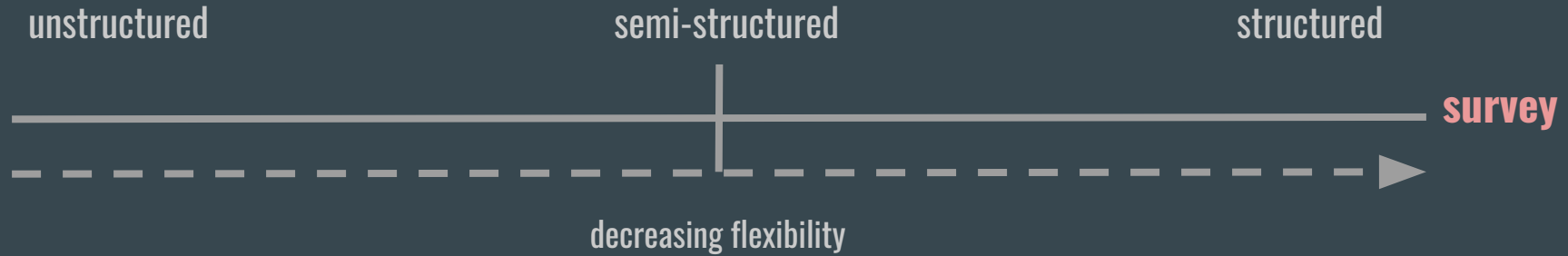
We talked about:

- The researcher, the research object and their relation (**Tutorial 1**)
- The quality criteria of research (**Tutorial 2**)
- (Prerequisites of) the research process: questions and answers (**Tutorial 3**)
- The research process itself I: *Content analysis* (**Tutorial 4**)
- The research process itself II: *Interview* (**Tutorial 5**)

Today:

- The research process itself III: *Surveys, ethnography* and open questions (**Tutorial 6**)

Last week: Interviews



What is a survey?

Asking **people questions** in a **specific way**
(who, what and how - Armen in Lecture 10)

What is a *good* survey?

What should a *good* survey accomplish?

What is a good survey?

Represent what people think *accurately*...

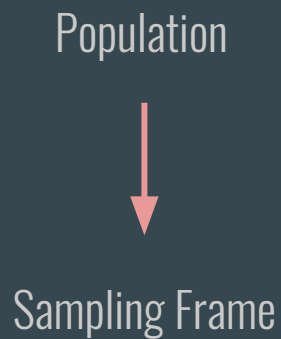
What is a good survey?

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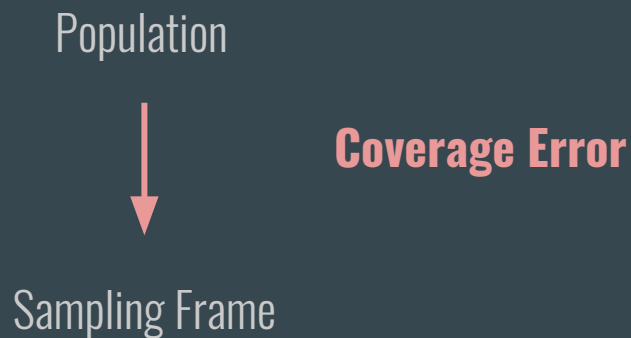
...by minimizing *error*.



Errors in sample design: 1



Errors in sample design: 2



Errors in sample design: 3

Sampling Frame



Sample

Errors in sample design: 3

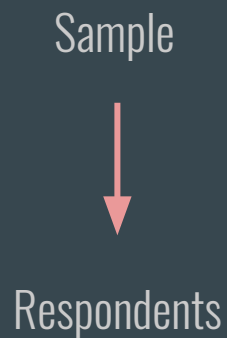
Sampling Frame



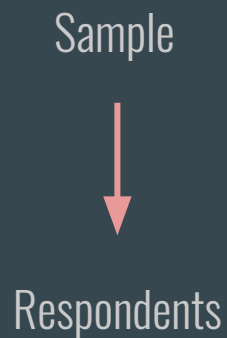
Sample

Sampling Error

Errors in sample design: 4



Errors in sample design: 4



Non-response Error

Points to consider

- Probability vs non-probability sampling
 - Different types of probability sampling

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Points to consider

- Probability vs non-probability sampling
 - Different types of probability sampling
- Non-response: Unit or Item?
 - Reliability and validity endangered
- How you ask: Randomizing question order

Ethnography/participant observation

- You won't come closer to your data!
 - Interviewing (Tutorial 5): more artificial
- Deep understanding - “thick description”
 - What people *actually* think, say and do
- Access to problematic fields - terrorism, riots, civil wars, racism...



Ethnography/participant observation: Problems

- How do you know your data is good?
 - Reliability
- How do you know your research is relevant beyond your case?
 - External validity
- However: high degree of *internal* validity and deep *understanding*

Coding and assignment stuff

1. Coding Trump speech (exercise)
2. Discussion in class
3. Remaining questions and problems

Reminder

How to find codes and themes? (Ryan&Bernard 2003):

- Look for:
 - repetitions
 - indigenous typologies
 - metaphors, analogies
 - transitions
 - similarities/differences
 - connections
 - missing data

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