MethodsLab

Workshops

November 2021

www.MethodsLab.nl

Table of Contents

How this works

During week 5 of this period, the Research Methods coordinating team in collaboration with the Methods Lab will organize 6 different workshops for you. These workshops will be open to all UCM students, but Research Methods 2 students have priority in reserving a space because it is an integral component of your course.

Every student needs to participate in (at least) two workshops. These take the place instead of regular tutorials. This booklet provides descriptions and instructions for all of the workshops that we are organizing, and details when and where they are taking place. Take some time to read the descriptions you might be interested in, and make a shortlist of your favorites.

You will have to register for **2** workshops by Thursday 18th November. You can register for additional workshops once all students have registered. The details on how you can register for the workshops will be posted on Canvas in week 4 of the course.

Please **double-check the email address you enter** when signing up for a workshop (**it needs to be your @student.maastrichtuniversity.nl address**). When registration is successful (the page will confirm in green text), please **do not register a second time** – this would result in double bookings and prevents others from joining the workshop when it is full. If you are not sure whether you have already registered, please contact Jeroen.

For any questions regarding these workshops, feel free to contact one of the following people:
Jeroen: Jeroen.Moes@maastrichtuniversity.nl
Enide: Enide.Maegherman@maastrichtuniversity.nl

Data Analysis in RStudio

Date and time: 22-11-2021, 16:00-18:00, Zoom link will be provided

Full name: Raphaël Morsomme

Please add a short biography:
100 - 150 words

A UCM alumnus, I am pursuing a Ph.D. in statistics at Duke University, USA. My academic interests lie in Bayesian statistics, Markov Chain Monte Carlo, data augmentation, stochastic processes, conformal prediction and stochastic epidemic models. I am currently working on the development of an efficient DA-MCMC algorithm to conduct exact Bayesian inference for partially observed stochastic epidemic processes. I use RStudio on a daily basis and am excited to share my knowledge of the software in this workshop.

Please provide a brief description of your workshop
*Please bear in mind that the workshop description should be understandable for first-year BA students who had an introductory course on quantitative and qualitative research. **Max. 300 words***

My goal is to provide the participants with the tools necessary to clean, model and visualize their own data set with the statistical environment RStudio.

What are the methodology and/or methods that the workshop will cover?
Max. 100 words

We will cover the entire process of <u>quantitative data analysis</u>, from reading in the data into RStudio to fitting statistical models and producing numerical and graphical summaries of the analysis.

To participate in this workshop, students will need to prepare the following material(s):
Do students need to read material, prepare exercises, watch videos before the workshop? Please provide a list of the mandatory material(s). If students do not need any preparation in advance, please indicate so.

Students need to have the <u>two</u> softwares R and RStudio installed on their machine. To make sure that these are correctly installed, simply follow the first 10 minutes of any introductory tutorial online.

At the end of this workshop, students will have obtained the following skills:

*Keep in mind that students will submit a research proposal at the end of May for an empirical research project that they will carry out in June. They might choose to work with the specific method or methodology that you teach in the workshop. However, some of the students might not do so and you should inform them about the general skills you teach that could be beneficial in any kind of quantitative and/or qualitative research project. **Max. 100 words***

The participants will be able to do the following with their data set on R:
- Reading in their data set into RStudio
- Cleaning it
- Modeling it
- Visualizing the results

How will your workshop be offered? Please describe what online platform you will be using and how the session will be planned

e.g., 1h of live lecture on Zoom followed by 1h exercise or homework, prerecorded lecture, on/offline exercises, etc.

I will hold a 2-hour live session on Zoom during which we will go through a script describing how to analyze quantitative data with R from A to Z.

How many students can participate in your workshop?

| >0 | Students |

Design Thinking

Date and time: Monday 22nd November from 13:30 to 16:30, onsite: C2.020

Full name: Costas Papadopoulos & Susan Schreibman

Please add a short biography:
(100 - 150 words)

> Costas Papadopoulos is an Assistant Professor in Digital Humanities and Culture Studies and Susan Schreibman is Professor of Digital Arts and Culture at the Faculty of Arts and Social Sciences, Maastricht University. Both work in the area of digital humanities and digital cultural heritage, remediating physical objects (from historical documents to archaeological artefacts) into digital formats. They have managed many projects in which design thinking approaches have contributed to the project's successful completion. They are the co-developers of #dariahTeach, an online platform for teaching Digital Humanities. As part of this platform, they are currently developing a course on 'Design Thinking and Making for the Arts and Sciences' (https://ignite.acdh.oeaw.ac.at/) that will be made publicly available in Spring 2020.

Please provide a brief description of your workshop
(Please bear in mind that the workshop description should be understandable for first-year BA students who had an introductory course on quantitative and qualitative research. **Max. 300 words**):

> Design thinking is many things to many disciplines. It is a method, a process, and a way of thinking. Above all, it is a user-centred approach to design. Designing what, you might ask? Well almost anything, from software to buildings, to exhibitions. It is used in a wide variety of disciplines, from engineering to business to heritage studies. It embraces an iterative rather than a linear approach to project management, does not shy away from missteps or failures, and encourages prototyping and testing.
>
> A design thinking approach encourages creative and practical problem solving and making sure the problem being solved is appropriate for the community for which it is being designed. And while this sounds intuitive, it isn't always. How many times have you heard of a product being created for a demographic that does not have a need for it, or a bridge in a city centre designed for vehicular traffic, but nobody thought that pedestrians and bicyclists would also want to use it, or software that is so anti-intuitive that it's impossible for its users to understand it without significant documentation/training.
>
> Design thinking is a practice that helps you not to make these mistakes (although you may make others!). It can be used for any type of problem to be solved: from group projects to your thesis. In this two hour workshop we will introduce you to the principles of design thinking: how to define the problem, explore solutions to solve it, prototype to test your ideas, and then evaluate what you have created. You will work in teams on an exercise encompassing these principles to get hands-on design thinking experience.

What are the methodology and/or methods that the workshop will cover?
(Max. 100 words)

Due to the current restrictions in face to face teaching the workshop will be conducted via Zoom. Registered participants will be sent a link to join the Zoom room closer to the time. We will introduce a number of design thinking methods and approaches, utilising what is known as the 'double diamond' approach to problem solving, which represents the design process through four stages: Discover - Define - Develop - Deliver. Using a hands-on approach, breakout rooms, and interactive exercises, students will employ creative design methods to respond to challenges, and develop creative solutions.
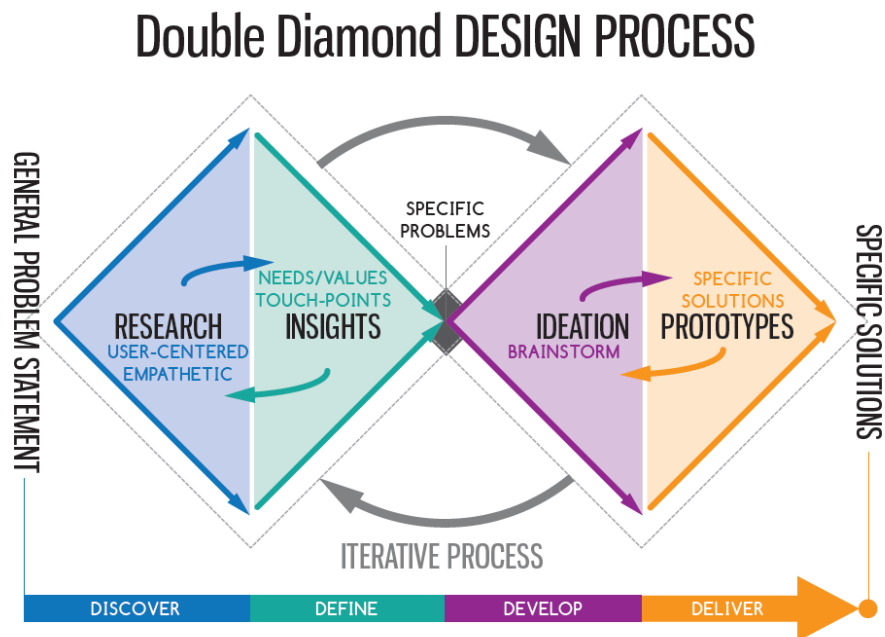
Double Diamond DESIGN PROCESS

To participate in this workshop, students will need to prepare the following material(s):
(Do students need to read material, prepare exercises, watch videos before the workshop? Please provide a list of the mandatory material(s). If students do not need any preparation in advance, please indicate so.)

What is Human-centred Design
https://vimeo.com/106505300

FHIL | Stages of Design Thinking | All stages https://www.youtube.com/watch?v=GFffb2H-gK0

An Introduction to design Thinking: Process Guide
https://dschool-old.stanford.edu/sandbox/groups/designresources/wiki/36873/attachments/74b3d/ModeGuideBOOTCAMP2010L.pdf

At the end of this workshop, students will have obtained the following skills:
(Keep in mind that students will submit a research proposal at the end of May for an empirical research project that they will carry out in June. They might choose to work with the specific method or methodology that you teach in the workshop. However, some of the students might not do so and

you should inform them about the general skills you teach that could be beneficial in any kind of quantitative and/or qualitative research project. **Max. 100 words**)

- Understand the importance of design thinking principles in responding to challenges;
- Develop design-thinking skill sets and know how to apply these to different projects;
- Being comfortable with structuring and performing workflows for conceptualising, prototyping, and realising solutions and/or products using a variety of tools and methods;
- Comprehend the principles of the Double Diamond design process and apply creative methods to go through the four stages of the process;
- Master ideation processes;
- Apply user-centred design methods as a way of responding to user insights;
- Create visual frameworks to represent findings;
- Practice Rapid Prototyping using e.g. mockups, prototypes, roleplay etc.;
- Develop strategies for strategic flexibility, working collaboratively, and thinking creatively;

How many students can participate in your workshop?

| 15 | Students

Focus Groups

Full name: Dr. Costas Papadopoulos

Please add a short biography:
(100 - 150 words)

Costas Papadopoulos is an Assistant Professor in Digital Humanities and Culture Studies at Maastricht University. Costas' research spans the development of virtual worlds to interpret societies of the past, to the application of computational imaging to analyse material culture, to the use of digital ethnographic methods to evaluate digital pedagogy and interactive teaching methods. Much of his scholarship focuses on heritage visualisation using a variety of 2D and 3D media for quantitative and qualitative studies. Another strand of his research involves understanding the affordances of mobile media in museum and classroom contexts and their role in the development of narratives and communication. More recently, his research has focused on the shift from the analogue to the digital, its affordances and limitations, as well as on new forms of social media, in which traditional research outputs are replaced by increasingly multimedial forms of born digital content. It explores the concept of 'phygital' (a melding of the physical and digital) in which new ways of engagement across different contexts and age groups, leverages technology to empower non-academic audiences with the tools and methods that experts use, moving them from end-users to content developers.

Please provide a brief description of your workshop
(Please bear in mind that the workshop description should be understandable for first-year BA students who had an introductory course on quantitative and qualitative research. **Max. 300 words**):

Have you ever a purchased a product thinking that it was designed just for you? But how come the company that produced it, knew what you needed, what features you find attractive, and what functionalities would make your life easier? The answer is simple…They did market research. One way of doing market research is by asking people like you what their preferences are. Such research can be done in many ways, however, one of the most common methods, is by running Focus Groups. A focus group is a qualitative method based on small group interactive discussion that provides researchers in a range of academic fields, including anthropology, sociology, psychology, health, education, and communication with data that will help them to evaluate user requirements, define research problems, generate hypotheses, investigate attitudes, thoughts, and preferences, test early versions of services and products, and even figure out subconscious motivations behind certain choices or practices. Focus groups are behind almost anything you buy, see, or do. Hollywood, for example, runs test screenings to which random movie goers have to respond, thus determining the future of a production.

Focus groups, however, are not only about asking questions. In order to have a successful focus group you need to consider many parameters. For example, who are you going to invite? You need the right amount and type of people in order to get helpful responses. What questions are you going to ask? And what about people who may be reluctant to externalise their thoughts? What other activities could you organize to enable more creative ways for getting feedback? How are you going to deal with group dynamics? What are the research ethics that you need to consider?

Focus Groups are time consuming to design, difficult to moderate, and challenging to interpret. This workshop will provide you with all the necessary skills to plan and run your own focus groups, discussing common problems, challenges, and ethical dilemmas you may encounter.

What are the methodology and/or methods that the workshop will cover?
(Max. 100 words)

Due to the current restrictions in face to face teaching the workshop will be conducted via Zoom. Registered participants will be sent a link to join the Zoom room closer to the time. The workshop will take a hands-on approach to planning, organizing, and running a focus group. After an introduction to different research scenarios in which focus groups can be used, including practical tips about planning and conducting them, students will be divided into breakout rooms to organize and conduct their own. We will also explore activity-oriented questions, which can be more revealing that interview-type questions commonly asked in focus groups. Lastly, we will discuss the challenges and ethical sensitivities when conducting focus groups.

The Design Thinking workshop, also on offer, complements this workshop, as it will provide students with creative practices and workflows to get feedback from focus group participants.

To participate in this workshop, students will need to prepare the following material(s):
(Do students need to read material, prepare exercises, watch videos before the workshop? Please provide a list of the mandatory material(s). If students do not need any preparation in advance, please indicate so.)

How Do Focus Groups Work? https://www.youtube.com/watch?v=3TwgVQIZPsw
Moderating Focus Groups https://www.youtube.com/watch?v=xjHZsEcSqwo

At the end of this workshop, students will have obtained the following skills:
(Keep in mind that students will submit a research proposal at the end of May for an empirical research project that they will carry out in June. They might choose to work with the specific method or methodology that you teach in the workshop. However, some of the students might not do so and you should inform them about the general skills you teach that could be beneficial in any kind of quantitative and/or qualitative research project. **Max. 100 words**)

- Learning when a focus group is the best method to be used in their research
- Knowing the pros and cons of a focus group as a qualitative method for their research
- Being aware of ethical implications when conducting a focus group
- Knowing the different steps in organizing, running, and interpreting a focus group
- Knowing what questions and alternative activities can elicit useful responses.
- Having a hands-on understanding of how to conduct a focus group for their research.

7. **How will your workshop be offered? Please describe what online platform you will be using and how the session will be planned**
   e.g., 1h of live lecture on Zoom followed by 1h exercise or homework, prerecorded lecture, on/offline exercises, etc.

   Zoom and the function of breakout rooms, the session will last 2,5 hours.

8. **How many students can participate in your workshop?**
   30   Students

Intermediate Statistics in SPSS

Date and time: online format available at any time / asynchronous
(optional contact hours on 24-11-2021 13:30-15:00)

Full name: Dr. Jeroen Moes

Please add a short biography:
100 - 150 words

Dr. Jeroen Moes is a Lecturer at UCM, and coordinator of research-oriented courses such as Research Methods and MaRBLe. At UCM he also coordinates the Methods Lab. He holds BSc. degrees in Sociology and Cultural Anthropology from Radboud University Nijmegen (NL), a Research Master in Socio-Cultural Sciences from the same university, and an MSc. And PhD from the European University Institute, Florence (IT). His research has focused on issues of national/collective identities, European integration, and inequality, with case studies in Poland, Italy, Estonia, and the Netherlands.

Please provide a brief description of your workshop
*Please bear in mind that the workshop description should be understandable for first-year BA students who had an introductory course on quantitative and qualitative research. **Max. 300 words***

This workshop is a direct continuation of the Computer Lab session in Research Methods 1 and is meant for students who intend to expand on their skills in using this software. Students will get individual guidance on how to produce certain statistics in SPSS, specifically addressing measures of association (expanding from Pearson's R into Cramer's V, Spearman's rank correlation, etc.), multiple regression analysis with dummy variables, and factor analysis. Different from the Research Methods 1 Lab Session is that this follow-up will use real large-scale survey data. This means that in addition to the techniques above, we will also cover access to specific data portals and data cleanup for use. For this, we will dip our toes in using SPSS Syntax as well.

What are the methodology and/or methods that the workshop will cover?
Max. 100 words

- Access to large scale social survey data
- Data preparation
- Measures of association
- Multiple regression analysis
- Dummy variables
- SPSS Syntax
- Factor Analysis

To participate in this workshop, students will need to prepare the following material(s):
Do students need to read material, prepare exercises, watch videos before the workshop? Please provide a list of the mandatory material(s). If students do not need any preparation in advance, please indicate so.

You must have completed the Computer Lab Session in Research Methods 1. If necessary, revise those materials before the workshop. Students who have taken Research Methods before 2018/2019 are advised to consider one of the other workshops on offer instead, or get in touch with Jeroen ahead of time for a quick refresher.

Most importantly, students need to have access to SPSS before the workshops starts. This can be arranged either through Athena Desktop / Student Desktop Anywhere, by using a trial version of SPSS available from the IBM website, or by purchasing the software (e.g. through Surfspot). Any of those options should work for our purposes, but students might choose differently based on their plans with the software in the longer term.

At the end of this workshop, students will have obtained the following skills:
Keep in mind that students will submit a research proposal at the end of May for an empirical research project that they will carry out in June. They might choose to work with the specific method or methodology that you teach in the workshop. However, some of the students might not do so and you should inform them about the general skills you teach that could be beneficial in any kind of quantitative and/or qualitative research project. ***Max. 100 words***

- Access real large-scale survey data through data repositories
- Produce several measures of association in SPSS
- Produce multiple regression analysis with dummy variables in SPSS
- Produce a basic factor analysis in SPSS

How will your workshop be offered? Please describe what online platform you will be using and how the session will be planned
e.g., 1h of live lecture on Zoom followed by 1h exercise or homework, prerecorded lecture, on/offline exercises, etc.

There will be a brief pre-recorded introduction that will be made available ahead of time. Students are then invited to work on exercises independently while Reine and Jeroen are available for additional explanations and feedback.

Check Canvas for support hour with Jeroen.

How many students can participate in your workshop?

| ∞ | Students |

Survey Research

Date and time: Tuesday 23rd of November, 10.00 – 12.00, onsite: D0.033

Full name: Soetkin Verhaegen

Please add a short biography:
100 - 150 words

Soetkin Verhaegen is Assistant Professor in European Politics at the Faculty of Arts and Social Sciences, Department of Political Science, at Maastricht University. Soetkin's research inquires questions about citizens' perceptions of (il)legitimacy of the EU in the context of multilevel governance. Focussing on attitudes about regional and international government and institutions, her work is situated at the crossroads of political sociology, comparative politics and international relations. Furthermore, Soetkin's research interests include European identity, youth, socialization, political participation and elites. She is specialized in survey research and focus groups.

Please provide a brief description of your workshop
*Please bear in mind that the workshop description should be understandable for first-year BA students who had an introductory course on quantitative and qualitative research. **Max. 300 words***

During the workshop, students will walk through all steps in the process of designing a survey. We will start by reflecting on the types of research questions for which surveys are an appropriate research instrument. Next, concepts such as 'population' (about what group or category do you want to be able to draw a conclusion?), 'sample' (who exactly within this population will you survey?), and 'operationalization' (how do you capture concepts or research topics with survey questions?) will be addressed. The workshop offers hands-on tips on how to formulate survey questions, how to order survey questions, and how to invite respondents.

What are the methodology and/or methods that the workshop will cover?
Max. 100 words

- Survey research

To participate in this workshop, students will need to prepare the following material(s):
Do students need to read material, prepare exercises, watch videos before the workshop? Please provide a list of the mandatory material(s). If students do not need any preparation in advance, please indicate so.

What is survey research? (Sapsford, R., 2011) – **mandatory**
Dillman et al. (2014) Internet, Phone, Mail, and Mixed-Mode Surveys. Hoboken: Wiley – **recommended**

At the end of this workshop, students will have obtained the following skills:
Keep in mind that students will submit a research proposal at the end of May for an empirical research project that they will carry out in June. They might choose to work with the specific method or methodology that you teach in the workshop. However, some of the students might not do so

and you should inform them about the general skills you teach that could be beneficial in any kind of quantitative and/or qualitative research project. **_Max. 100 words_**

- How to formulate survey questions
- How to order survey questions
- How to invite respondents

How many students can participate in your workshop?

| 25 | Students

Visual Methods

Date and time: online format available at any time
(optional contact hours takes place 25-11-2021, 10:30-12:00)

Full name: Olga Bostan

Please add a short biography:
(100 - 150 words)

Olga Bostan is a UCM alumna. Her academic interest lies in the field of (qualitative) sociology and cultural and visual anthropology. Together with her colleagues, Olga was involved in creating the documentary Modern Ruins (2018), exploring the topic of sustainable re-purposing of abandoned industrial heritage in the Rhine-Maas region, which developed her interest for visual ethnography.

Please provide a brief description of your workshop
(Please bear in mind that the workshop description should be understandable for first-year BA students who had an introductory course on quantitative and qualitative research. **Max. 300 words**):

The workshop will introduce students to the ways in which they can conduct qualitative research using video as a methodological tool. During the workshop, students will be guided through the three main stages of analytical filmmaking: (i) pre-production, (ii) production, and (iii) post-production. In the pre-production section (i), we will discuss the ways in which a visual research can be structured. In the production chapter (ii), we will focus on the camera use when interviewing subjects and gathering observational footage. In the last part of the session, the post-production phase (iii), a detailed explanation of the ways in which visual data can be coded and analyzed will be given. The workshop aims at presenting analytical films as a valuable means of conducting qualitative research, making the end result accessible to a wider audience as opposed to other forms of research. The workshop will provide multiple examples from the documentary *Modern Ruins* (2018), created as a part of *The Documentary Project* at UCM. At the end of the workshop, students will have the chance to carry out a set of practical exercises on various filming techniques, and the possibility to receive feedback after the session.

What are the methodology and/or methods that the workshop will cover?
(Max. 100 words)

The workshop will cover qualitative methodology and visual ethnography. By going through the various stages of filmmaking, this workshop will elaborate on the different methodological tools needed to interview subjects, transcribe interviews, and use codes and themes in order to build the storyline of a documentary. Methods will include interviews, participant observation (with visual tools).

To participate in this workshop, students will need to prepare the following material(s):
(Do students need to read material, prepare exercises, watch videos before the workshop? Please provide a list of the mandatory material(s). If students do not need any preparation in advance, please indicate so.)

It is strongly recommended (yet not mandatory) to watch the documentary Modern Ruins (2018) before the workshop. This will help students gain a clearer understanding of the examples that will be provided in the workshop, as well as give them a chance to ask questions based on the film. Link:https://vimeo.com/278682630?fbclid=IwAR2FKv_N3xUlZDFIwH9OB2bzVJtcR1jjB-AGGRVjL_IaCb8m07VYCWVRivY

At the end of this workshop, students will have obtained the following skills:
(Keep in mind that students will submit a research proposal at the end of May for an empirical research project that they will carry out in June. They might choose to work with the specific method or methodology that you teach in the workshop. However, some of the students might not do so and you should inform them about the general skills you teach that could be beneficial in any kind of quantitative and/or qualitative research project. **Max. 100 words**)

At the end of this workshop, students will have learned the basics the three fundamental stages of documentary filmmaking. On top of that, students will have learned how to:
1. Structure visual research.
2. Conduct a qualitative interview on camera as well as gather observational footage.
3. Analyze visual qualitative data (e.g. transcribing interviews, coding them and structuring the final product).
4. The basic principles of the software Atlas.ti.
5. Organize and manage digital files.
6. Use video editing software to build themes and scenes.

How will your workshop be offered? Please describe what online platform you will be using and how the session will be planned (e.g., 1h of live lecture on Zoom followed by 1h exercise or homework).

The session will be pre-recorded and available for students to watch at any point. The session will be followed by a set of visual exercises that students are advised to practice if they intend to use visual methodologies in period 3/6. They will have the chance to submit their exercises to the workshop organizer and ask for feedback, if necessary.

Check Canvas for support hour with Olga.

How many students can participate in your workshop?

| NA | Students |

Introduction to Big Data Harvesting
(Twitter mining with R)

Date and time: 25-11-2021, 11:00-13:00 – On site if <16 students /on line if >15, room D0.037

Full name: Thomas Frissen, Ph.D.

Please add a short biography:
100 - 150 words

Dr Thomas Frissen is Assistant Professor in Digital Technology and Society at FASoS (Faculty of Social Sciences) at Maastricht University. He teaches the courses 'Quantitative Data Analysis', 'Working With Big Data', and 'Qualitative Research Methods' in the Bachelor Digital Society (@FASoS) and 'Introduction to Digital Society' in the Bachelor Data Science and Artificial Intelligence (@DKE). His research centres on the role of digital technologies in the context of dark, grim, or extreme phenomena (from beheading videos to conspiracy theories and memes). In his research, he combines classical social scientific methods with digital and computational methods (web scraping, automated content analysis, computer vision).

Please provide a brief description of your workshop
Please bear in mind that the workshop description should be understandable for first-year BA students who had an introductory course on quantitative and qualitative research. ***Max. 300 words***

The aim of this workshop is three-fold. First, you will be introduced to R and RStudio. No prior experience is required as the workshop will start at a complete beginner level. You will learn the basics on how to write and read R-language. Second, you will get hands-on experience with web harvesting and Twitter mining. You will learn to use R to make a so-called API-call (Application Programming Interface) to Twitter to scrape thousands of Tweets in only a few minutes. Third, we will make a few first steps into the domain of data exploration and visualization in a qualitative and quantitative way.

What are the methodology and/or methods that the workshop will cover?
Max. 100 words

In this workshop you will learn the basics of programming in R/RStudio. Furthermore, we will focus on the data collection part of the empirical research cycle, particularly the (automation) of (big) data harvesting. You will learn to read and write R code to harvest Twitter data on a topic of your own interest.

To participate in this workshop, students will need to prepare the following material(s):
Do students need to read material, prepare exercises, watch videos before the workshop? Please provide a list of the mandatory material(s). If students do not need any preparation in advance, please indicate so.

This workshop has three requirements: (1) you need a computer (with administrator rights), (b) You need to have R and Rstudio installed on your machine (they are both totally free), (c) you need a Twitter account (can be just one for this course). There are videos on YouTube that explain how to install R / RStudio on your machine. For example:
  - For Windows: https://www.youtube.com/watch?v=NZxSA80lF1I
  - For mac: https://www.youtube.com/watch?v=Y20P3u3c_1c

Please come prepared. We will not have time during the workshop to go over the installation. If you run into problems, please contact me (on t.frissen@maastrichtuniversity.nl) before the workshop starts.

At the end of this workshop, students will have obtained the following skills:

Keep in mind that students will submit a research proposal at the end of May for an empirical research project that they will carry out in June. They might choose to work with the specific method or methodology that you teach in the workshop. However, some of the students might not do so and you should inform them about the general skills you teach that could be beneficial in any kind of quantitative and/or qualitative research project. **Max. 100 words**

This workshop will give you a very first taste of the following research skills:
- Programming in R (one of the most-used programs in science and business today)
- Working with APIs
- Data collection (Automated data collection of digital-born data / Big Data)
- Exploring data (both quantitatively and qualitatively)
- Describing data (both quantitatively and qualitatively)
- Text analysis
- Data visualization

How will your workshop be offered? Please describe what online platform you will be using and how the session will be planned

e.g., 1h of live lecture on Zoom followed by 1h exercise or homework, prerecorded lecture, on/offline exercises, etc.

This workshop will take place entirely on Zoom. In total we will meet for 2 hours. In the first hour you will be introduced to (the language of) R and RStudio. In the second hour you will get hands-on experience with data harvesting, exploration, and visualization.

How many students can participate in your workshop?

1 - 30   Students