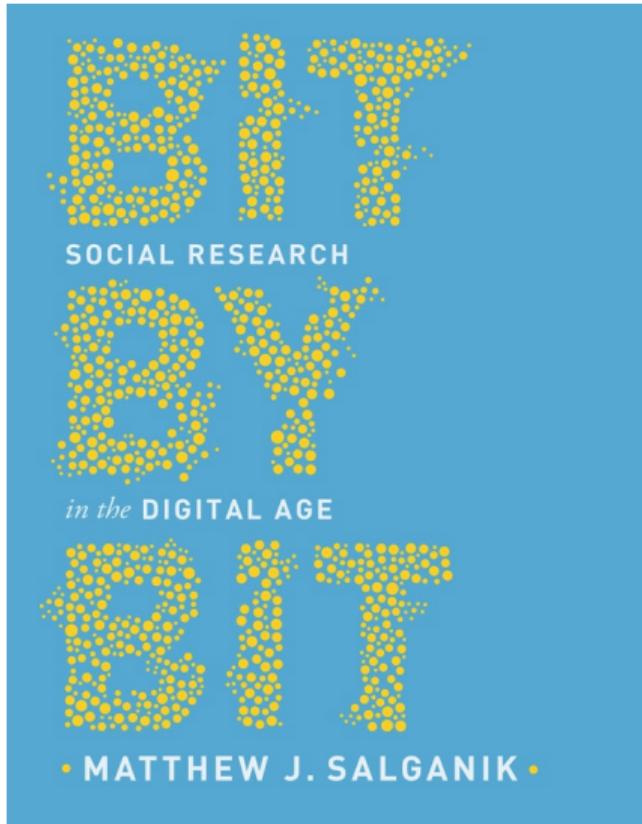


[Survey research in the digital age], [Probability and non-probability sampling], [Computer-administered interviews], [Combining surveys and big data], [Additions and extensions]

Matthew J. Salganik
Department of Sociology
Princeton University





- 1) Introduction
- 2) Observing behavior
- 3) Asking questions
- 4) Running experiments
- 5) Mass collaboration
- 6) Ethics
- 7) The future







readymades



custommades

https://commons.wikimedia.org/wiki/File:Duchamp_Fountaine.jpg
https://commons.wikimedia.org/wiki/File:%27David%27_by_Michelangelo_JBU0001.JPG

A few notes on my teaching:

- ▶ Anti-status quo bias

A few notes on my teaching:

- ▶ Anti-status quo bias
- ▶ Anti-formality bias (formality is important, but just not right now)

A few notes on my teaching:

- ▶ Anti-status quo bias
- ▶ Anti-formality bias (formality is important, but just not right now)
- ▶ Very brief, more information in Ch. 3 of *Bit by Bit*

Why should I care about surveys?

Why should I care about surveys
in the age of big data?

We will always need to ask

- ▶ limitations of big data (fubu vs. nufu-nubu)

We will always need to ask

- ▶ limitations of big data (fubu vs. nufu-nubu)
- ▶ internal states vs. external states

We will always need to ask

- ▶ limitations of big data (fubu vs. nufu-nubu)
- ▶ internal states vs. external states
- ▶ inaccessibility of big data

We will always need to ask

- ▶ limitations of big data (fubu vs. nufu-nubu)
- ▶ internal states vs. external states
- ▶ inaccessibility of big data

But how we are going to ask is going to change

| | Sampling | Interviews |
|---------|------------------|--------------|
| 1st era | Area probability | Face-to-face |

| | Sampling | Interviews |
|---------|---------------------------------|--------------|
| 1st era | Area probability | Face-to-face |
| 2nd era | Random digital dial probability | Telephone |

| | Sampling | Interviews |
|---------|---------------------------------|--------------|
| 1st era | Area probability | Face-to-face |
| 2nd era | Random digital dial probability | Telephone |
| 3rd era | | |

| | Sampling | Interviews |
|---------|---------------------------------|-----------------------|
| 1st era | Area probability | Face-to-face |
| 2nd era | Random digital dial probability | Telephone |
| 3rd era | Non-probability | Computer-administered |

| | Sampling | Interviews | Data environment |
|---------|------------------------------------|-----------------------|------------------|
| 1st era | Area probability | Face-to-face | Stand-alone |
| 2nd era | Random digital dial probability | Telephone | Stand-alone |
| 3rd era | Non-probability | Computer-administered | Linked |

| | Sampling | Interviews | Data environment |
|---------|------------------------------------|-----------------------|------------------|
| 1st era | Area probability | Face-to-face | Stand-alone |
| 2nd era | Random digital dial probability | Telephone | Stand-alone |
| 3rd era | Non-probability | Computer-administered | Linked |

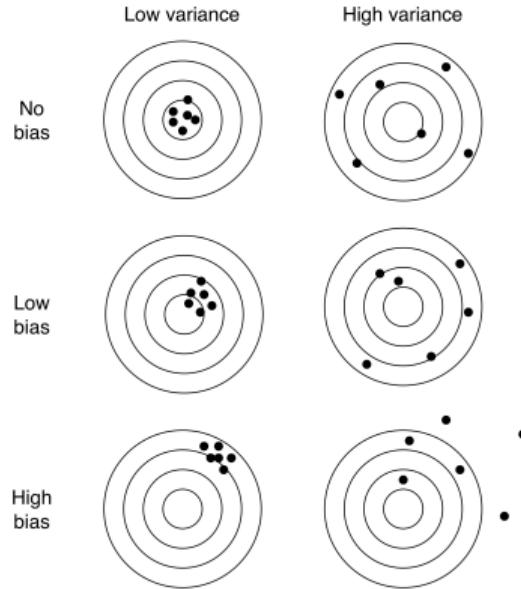
Total survey error framework

Total survey error framework

Insight 1: Errors can come from bias or variance

Total survey error framework

Insight 1: Errors can come from bias or variance

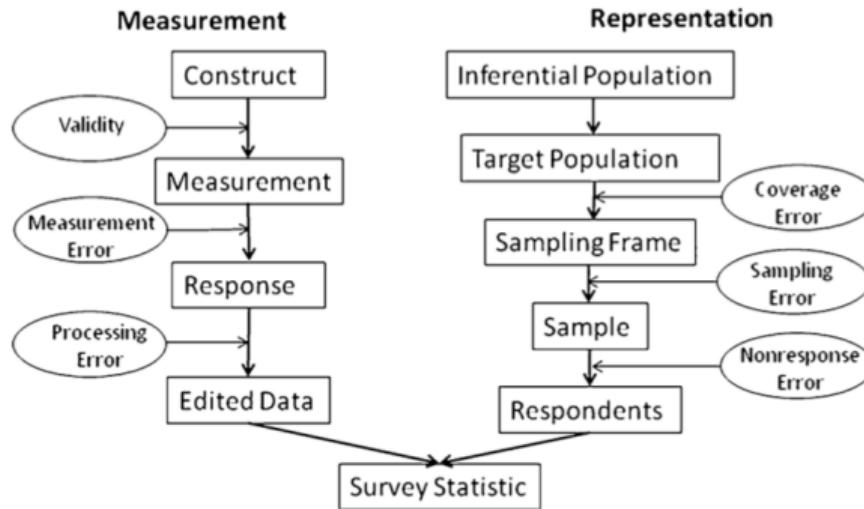


Total survey error framework

Insight 2: Total survey error = measurement error + representation error

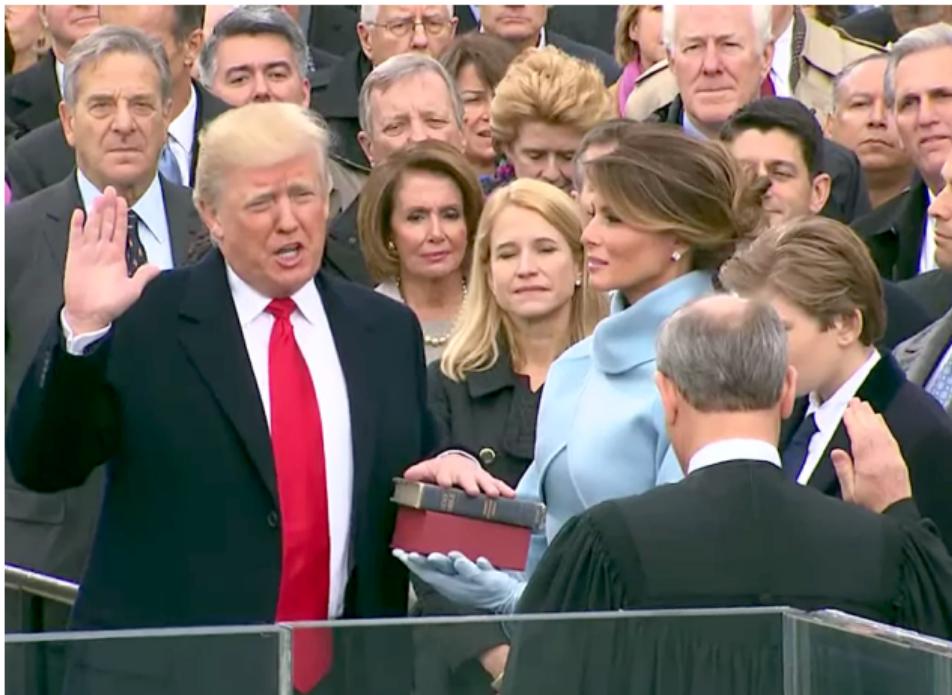
Total survey error framework

Insight 2: Total survey error = measurement error + representation error



Groves and Lyberg 2010, Fig 3

Case study of total survey error framework



https://commons.wikimedia.org/wiki/File:Donald_Trump_taking_his_Oath_of_Office.png

Case study of total survey error framework

An Evaluation of 2016 Election Polls in the U.S.

Ad Hoc Committee on 2016 Election Polling

Courtney Kennedy, Pew Research Center

Mark Blumenthal, SurveyMonkey

Scott Clement, Washington Post

Joshua A. D. Clinton, Vanderbilt University

Claire Durand, University of Montreal

Charles Franklin, Marquette University

Kyley McGeeney, Pew Research Center[1]

Lee Miringoff, Marist College

Kristen Olson, University of Nebraska-Lincoln

Doug Rivers, Stanford University, YouGov

Lydia Saad, Gallup

Evans Witt, Princeton Survey Research Associates

Chris Wlezien, University of Texas at Austin

<http://www.aapor.org/Education-Resources/Reports/An-Evaluation-of-2016-Election-Polls-in-the-U-S.aspx>

Case study of total survey error framework

- ▶ National polls were generally correct and accurate by historical standards.

Case study of total survey error framework

- ▶ National polls were generally correct and accurate by historical standards.
- ▶ State-level polls showed a competitive, uncertain contest . . .

Case study of total survey error framework

- ▶ National polls were generally correct and accurate by historical standards.
- ▶ State-level polls showed a competitive, uncertain contest . . .
- ▶ . . . but clearly under-estimated Trump's support in the Upper Midwest.

Case study of total survey error framework

"There are a number of reasons as to why polls under-estimated support for Trump. The explanations for which we found the most evidence are:"

- ▶ "Real change in vote preference during the final week or so of the campaign"

Case study of total survey error framework

"There are a number of reasons as to why polls under-estimated support for Trump. The explanations for which we found the most evidence are:"

- ▶ "Real change in vote preference during the final week or so of the campaign"
- ▶ "Adjusting for over-representation of college graduates was critical, but many polls did not do it"

Case study of total survey error framework

"There are a number of reasons as to why polls under-estimated support for Trump. The explanations for which we found the most evidence are:"

- ▶ "Real change in vote preference during the final week or so of the campaign"
- ▶ "Adjusting for over-representation of college graduates was critical, but many polls did not do it"
- ▶ "Some Trump voters who participated in pre-election polls did not reveal themselves as Trump voters until after the election, and they outnumbered late-revealing Clinton voters"

Full report: <http://www.aapor.org/Education-Resources/Reports/An-Evaluation-of-2016-Election-Polls-in-the-U-S.aspx>

Conclusion

Wrapping up:

Conclusion

Wrapping up:

- ▶ Total survey error framework 1st key insight: errors can be caused by bias or variance

Conclusion

Wrapping up:

- ▶ Total survey error framework 1st key insight: errors can be caused by bias or variance
- ▶ Total survey error framework 2nd key insight: errors can be related to representation and measurement

Conclusion

Wrapping up:

- ▶ Total survey error framework 1st key insight: errors can be caused by bias or variance
- ▶ Total survey error framework 2nd key insight: errors can be related to representation and measurement
- ▶ Total survey error framework also helps us think about how digital age can create new opportunities (who to ask and how to ask)

Conclusion

Wrapping up:

- ▶ Total survey error framework 1st key insight: errors can be caused by bias or variance
- ▶ Total survey error framework 2nd key insight: errors can be related to representation and measurement
- ▶ Total survey error framework also helps us think about how digital age can create new opportunities (who to ask and how to ask)
- ▶ To learn more: [Groves et al \(2009\)](#)

[Survey research in the digital age], [Probability and
non-probability sampling], [Computer-administered interviews],
[Combining surveys and big data], [Additions and extensions]

Matthew J. Salganik
Department of Sociology
Princeton University

