

# intro

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## outline

## 2 questions about yourself

- ◇ specific research interests?
  - using any data yet?
  - or what data you need?
- ◇ what do you expect from this class?
- ◇ (if another person similar to you, work together!)

## **approach: applied, examples, hands-on**

- ◇ you're encouraged to collaborate (prep for class, ps)
- ◇ free to choose topics/data
  - (as long as there are any research methods!)
- kill 2 birds with one stone:
- ideally, bring your own data and analyze it,
- or bring research done by others that interests you
- don't worry, as long as you have any research interest
- you'll find data and especially research about it
- ◇ we'll go over finding research and data sources
  - mostly just google scholar and google!
  - let's try it! <https://scholar.google.com/>

## 1st and 2nd half

- ◇ 1st half basics, and some math, go fast:
  - basics, data, theory, general
- ◇ 2nd half more application, focus on paper
  - more research oriented topics for the paper
  - BUT developing your own research project does take time, so we start with it

## grading/extra credit

- ◇ i will be strict about grade scale:
  - you get the grade that your interval indicates (see canvas for your grade so far)
- ◇ but there is opportunity for extra credit, eg:
  - answer extra credit questions during the class
  - have an early presentation of your research
  - tell me about useful course materials: books, datasets, websites, etc
  - engage civically (see at the end of syllabus)

# statistics is everywhere (Wheelan, 2013, ch1)

- ◇ statistics is everywhere
- ◇ we use it all the time
- ◇ it makes sense of, and simplifies world

## rather consumers, less producers

- only rudimentary calculations and research
- if you are interested in doing research professionally
- sign up for our PhD program!
- <http://dppa.camden.rutgers.edu/degrees/phd/>



## simplify! be applied and local

- ◇simplify! narrow down! i always say it and people never follow
  - by the end of capstone you have about 6mo, you wont pull off a big complicated project
  - do sth smaller, local, and applied
- ◇say we know that higher ed increases eco dev in general
  - but how about in Camden county

## quantitative v qualitative

- ◇ if you plan to collect data, or use confidential data
  - like student scores, start early! it takes time to get it!!
  - and seek IRB: <https://orra.rutgers.edu/formsandtemplatesartsci>
- ◇ note: IRB approval and collecting your own data takes months, and so is discouraged for master's students
- ◇ do email me right away if you plan on qualitative research

## collaborate

- ◇ these days soc sci research is collaborative, usually people collaborate on research, it is not single authored; so in this class we will try to foster that, do see if other folks doing something similar and work together
- ◇ in general do collaborate outside of this class, too, with other faculty, practitioners, etc

## wrap-up

- ◇ end every class discussing what we covered and quick look at next week
- ◇ end with a review Q&A,
- ◇ give some examples (essp in pub pol and pub adm) for concepts covered
- ◇ students will discuss concepts from the class
- ◇ quick look at next class

# bibliography I

LEVITT, S. D. AND S. J. DUBNER (2010): Freakonomics, vol. 61, Sperling & Kupfer.

TOUGH, P. (2014): "Who Gets to Graduate?" New York Times.

WHEELAN, C. (2013): Naked statistics: stripping the dread from the data, WW Norton & Company.