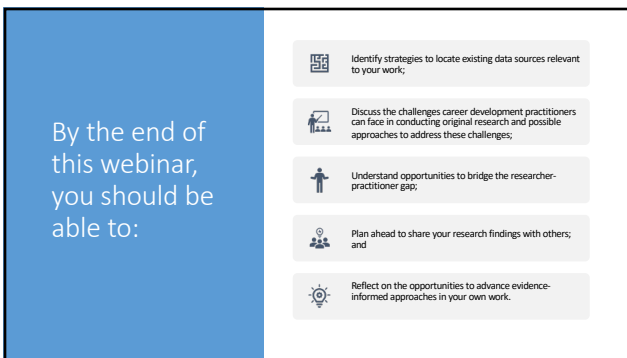




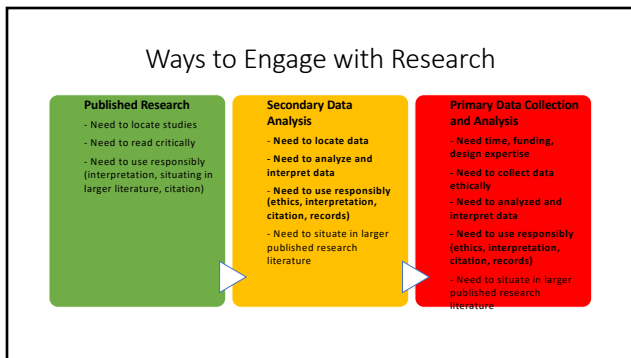
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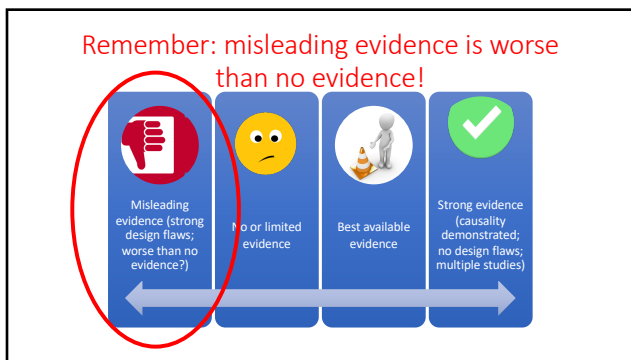
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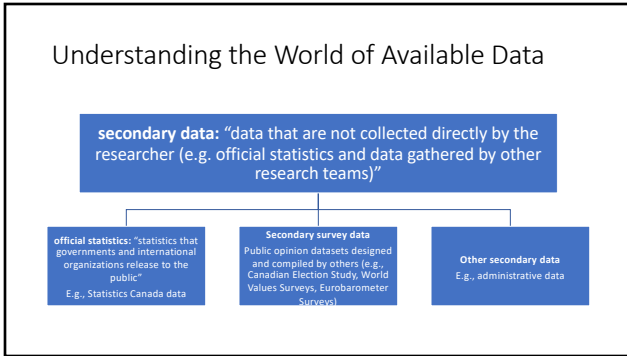


5

Locating existing secondary data to inform your work

- ✓ Credible
- ✓ Accessible
- ✓ Relevant

6



7

Secondary data: efficient and cost-effective


- You do not need to:
 - Design research
 - Obtain ethics approvals
 - Pay for data collection and data cleaning
- Time savings
- Money savings



8

Secondary data: breadth and quality

- Secondary data topics cover a wide range of areas
- Official statistics usually have strong attention to data quality
- Secondary survey datasets often (not always) constructed by teams with strong attention to research design



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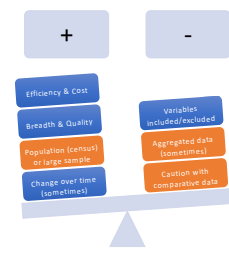


Official statistics

- Electoral returns data
- Government administrative data
- Survey-based data (including census)

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Official Statistics



+

-

Efficiency & Cost

Breadth & Quality

Population (census) or large sample


Change over time (sometimes)

Variables included/excluded

Aggregated data (sometimes)

Caution with comparative data

11



Official statistics and aggregate data

- **aggregate data:** "grouped data for a specified geographic area"
- **Microdata:** "non-aggregated data that allows the researcher to consider individual units of analysis (such as individuals or households)"

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Ecological fallacy: “the assumption that group level patterns imply individual level patterns”

Source: Berkeal, Cohen and Roth-Arntzen, 2015. Ecological Correlates: Organizing Empirical Research in Canadian Political Science (2nd Edition). Oxford University Press.

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Using comparative official statistics

- Conceptual definitions
- Data quality
- International agency data: quality often depends on quality of data from source country

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Using official statistics ethically

Metadata: “the technical documentation that accompanies secondary data”

- Read the metadata
 - Understand the sample and population, geographic boundaries, timeframes
 - Understand the conceptual definitions
- Appropriately cite the source

• Read the technical documentation!
 • E.g., “Caution should be exercised in analyzing trends for Aboriginal peoples based on previous census data. Over time, patterns in Aboriginal self-identification have changed. In recent years, a growing number of people who had not previously identified with an Aboriginal group are now doing so. Changes in the participation of First Nations people living on reserve in the census over time also affect historical comparison.” (Statistics Canada 2009).

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Project to watch!

LMIC Data Hub launching fall 2022

Equipping Career Services with LMI Tools and Data

Support the development of career-planning and guidance tools to draw on relevant labour market information by creating an open cloud-based LMI data repository

Home > Our Projects > Equipping Career Services with LMI Tools and Data

<https://lmic-cimt.ca/projects/data-hub/>

Why we're doing this project

Every day, Canadians seek out front-line career organizations to get help while making important career and education choices. This project aims to provide front-line career development organizations with access to the data and tools they need to help Canadians succeed.

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Secondary Survey Datasets

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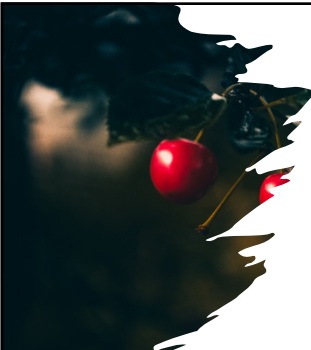
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Using secondary survey data ethically

Metadata: "the technical documentation that accompanies secondary data"

- Read the metadata
 - Understand the sample and population
 - Understand the survey questionnaire (question wording, order, skip patterns, etc)
- Appropriately cite the survey

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Objectivity, Cognitive Biases and Evidence Utilization

Overall, we humans tend to:

- attribute more expertise to those whose findings are consistent with our pre-existing beliefs, and less to those whose findings are inconsistent with our pre-existing beliefs
- Cherry-pick in our use of information
- Hold impossible expectations for arguments/evidence that are inconsistent with our pre-existing beliefs

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Bottom line: responsible use of secondary data requires due diligence!

- Carefully consider the source
- Review the metadata
- Watch your desire to cherry pick data



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How would you like to use secondary data to inform your work?

I want to use secondary data to: (identify 1-3 specific things)

1. (e.g., provide demographic profile information in grant applications)
2. (e.g., understand public attitudes)
3. (e.g., establish a labour market profile for my area)

What actions will you take to move these forward?

To achieve this, I will: (identify specific next step)

1. (e.g., explore Census data on Statistics Canada website)
2. (e.g., search for relevant public opinion surveys)
3. (e.g., visit the LIMC Data Hub when it launches)

Share responses in the "question" box

22

Challenges career development practitioners can face in conducting original (primary) research

Subject matter expertise

Data collection and analysis expertise

Time and money

Ethics

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Possible solutions

Hire research out

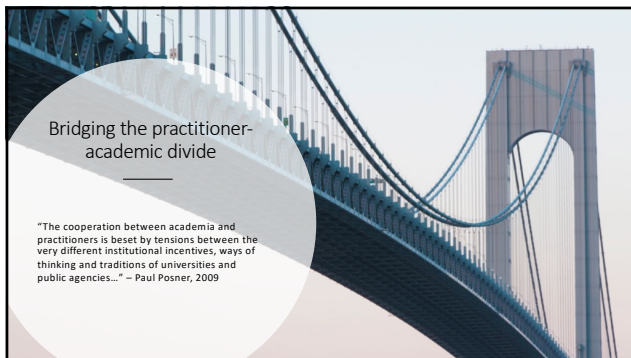
Build partnerships

Build internal capacity

Connect with experts

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8



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Table 1. Conceptual framework of strategies to bridge the academic-practitioner divide.

<p>1. Pedagogical Techniques</p> <ul style="list-style-type: none"> 1.1 Teaching Cases 1.2 Problem-based Techniques 1.3 Service Learning 1.4 Executive Education 1.5 Action Research <p>2. Contemplative Strategies</p> <ul style="list-style-type: none"> 2.1 Reflection 2.2 Reflexivity 2.3 Narrative Inquiry <p>4. University/Institution-Facilitated Collaboration</p> <ul style="list-style-type: none"> 4.1 Internships 4.2 Development of Professional Institutions and Centers within Universities 4.3 Adjunct Practitioners 4.4 Full-Time Practitioner-Faculty 	<p>3. Knowledge Sharing</p> <ul style="list-style-type: none"> 3.1 Creation of Learning Communities/Networks 3.2 Exchange Programs 3.3 Academic-Practitioner Interchange 3.4 Academic-Practitioner Collaboration 3.5 Faculty Site Visits 3.6 Practitioner In-Class Sit-ins 3.7 Non-Faculty Practitioner Teaching 3.8 Digital Repository <p>5. Technological Approaches</p> <ul style="list-style-type: none"> 5.1 Practitioner-oriented E-courses 5.2 Webinars Featuring Practitioners 5.3 Practitioner-Oriented Blogs 5.4 Practitioner-Oriented Podcasts
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Source: Ancira et al., 2021

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Make connections

1

Be clear on what you can offer

- Classroom like
- Research like for their reasons
- Clinical/Professional/Continuing grant opportunities
- RWJMC student training opportunities

2

Be reasonable about what you are requesting

- Practitioner-like
- Clinical/Professional/Continuing grant
- Rapid service (e.g., advisory committees)

3

Construct a list of possible academics involved in area

- Have career stage

4

Conduct "informational interview"

- Ask for more names ("know your know")

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Sharing your research with others



- Conferences
- Webinars and talks
- Podcast interviews
- Publicly accessible reports (grey literature)
- Peer-reviewed journal articles (academic literature)
- Other?

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Keep in mind...



- Research reports (written or non-written) are *arguments*. Researchers are making a case that:
 - The evidence is credible
 - The evidence supports the conclusions
- In presenting your research, ensure your audience has access to sufficient information to assess quality of the evidence.

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Reflection Point



Where are there opportunities for you to advance evidence-informed approaches in your own work?
 What is an easy first next step?

Share responses in the "question" box

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Self-Assessment

- How can you locate existing data sources relevant to your work?
- What are the challenges career development practitioners can face in conducting original research? What are some ways to address these challenges?
- How can CDPs bridge the researcher-practitioner gap?
- How can you share your research findings with others?
- What are the opportunities to advance evidence-informed approaches in your own work?



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