

# Demonstrating the Value & Impact

## of the Irish Social Science Data Archive

This report outlines the results of the Irish Social Science Data Archive (ISSDA) Impact Survey carried out in May, 2017. Using the results of this user survey we demonstrate the impact of ISSDA on researchers and the research landscape in Ireland and further afield.

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*“ISSDA is advancing the provision of data in Ireland. By making data easily accessible to researchers, ISSDA ensures that policy-relevant research can be carried out that is relevant to Ireland and beyond.”*

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*“The service provided by the ISSDA is excellent. Not only do they provide essential data for economic and social research, but they do so in an efficient and friendly manner. An excellent service!”*

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## 1. Introduction

The Irish Social Science Data Archive (ISSDA) is Ireland's leading centre for quantitative data acquisition, preservation, and dissemination. Based at UCD Library, its mission is to ensure wide access to quantitative datasets in the social sciences and to advance the promotion of international comparative studies of the Irish economy and Irish society. It holds a range of key Irish and international comparative datasets, and makes them available for secondary analysis by students, academics, and researchers in the higher education and public sectors. ISSDA's Collection Development Policy<sup>1</sup> outlines the scope of the datasets that ISSDA acquires, preserves and disseminates.

In order to investigate the impact that access to data available through ISSDA has had on individual researchers and the research landscape ISSDA conducted a user survey. Following on from methods used by Growing Up in Ireland (GUI)<sup>2</sup> and the European Social Survey (ESS)<sup>3</sup> an **Impact Survey** was drafted and sent to all researchers who requested access to data in the previous 5 years. The survey questions are available in Appendix 1.

An additional purpose of the survey was the desire to compile a bibliography of publications/ research outputs (academic, non-academic and teaching) that have used data available through ISSDA. This will help to fulfil the terms of ISSDA's End User Licence (Clause 12) which states that users must send the archive citations of any publication based in whole or part on resources provided by ISSDA.

As well as demonstrating the impact of ISSDA's services it is hoped that the bibliography will help to build trust amongst researchers regarding the use and re-use of data deposited to ISSDA and the use of ISSDA services in the provision of the data. It is planned to supplement the bibliography generated from the survey with a search of databases where ISSDA is mentioned in published papers. The initial bibliography will be published on the ISSDA website and is available in Appendix 2 of this report.

In total 1,700 email addresses were identified from ISSDA's records and were contacted in relation to the survey. We received 182 responses which equates to a roughly 10% response rate. The following sections of this report outline the results of the survey.

## 2. Survey Respondents

A number of questions in the survey focused on our user demographics together with questions about how they use the data.

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<sup>1</sup> [http://www.ucd.ie/t4cms/ISSDA\\_Collection\\_Development\\_Policy\\_V1.pdf](http://www.ucd.ie/t4cms/ISSDA_Collection_Development_Policy_V1.pdf)

<sup>2</sup> [https://www.surveymonkey.com/r/GUI\\_publications](https://www.surveymonkey.com/r/GUI_publications)

<sup>3</sup> <http://www.europeansocialsurvey.org/about/singlenew.html?a=/about/news/essnews0019.html>

## I. Respondent Breakdown

The largest number of respondents self-identified as 'Academic' (33%), followed by PhD student (23%) and Masters student (16%). Also in the area of Higher Education we have users who are Post Docs and Undergraduate students.

Respondents also identified as 'Government/Policy researcher' (8%) and 'Independent researcher' (4%). Several respondents identified as 'other' type of researcher, including 'GP/GP Trainer', researcher in the voluntary/not-for-profit sector, Project Manager and Manager/Policy Adviser.

*Which of the following best describes your main activity?*

Answer Choice	Percentage
Academic	33.33%
PhD student	22.6%
Masters student	15.82%
Government/ Policy researcher	8.47%
Other	7.34%
Post Doc	5.08%
Independent researcher	3.95%
Undergraduate student	3.39%

This is broadly in line with the types of users applying for data through ISSDA, as noted on our data request forms.

## II. Awareness of ISSDA

The majority of respondents became aware of ISSDA's resources as a student (28%) or through a colleague (24%). This suggests a significant opportunity to promote ISSDA's services using avenues that are already working. Other ways in which users became aware of ISSDA were through citations in an academic publications (12%), non-academic publications (3%) or conferences (2%).

The most common 'other' response was via the specific study of interest which then prompted a request for its data.

*How did you first become aware of ISSDA?*

Answer Choice	Percentage
As a student, e.g. through a course / module / lecture that involved data available through ISSDA	27.81%
From a colleague or friend who has worked with data provided by ISSDA	24.26%
Through a reference or citation in an academic publication	11.83%
Through ISSDA's own dissemination channels (website. social media etc.)	10.65%
Browsing the Internet	10.06%
Other	10.06%
Through a reference in a non-academic publication (e.g. a public policy report)	2.96%
Through a conference and/or presentation that featured or mentioned ISSDA	2.37%
Through other social media	0%

*Just under 30% of respondents first become aware of ISSDA as a student, e.g. through a course / module / lecture that involved data available through ISSDA, while a further 25% heard about ISSDA from a colleague or friend who has worked with data provided by ISSDA.*

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### III. Use of Data

Respondents were also asked how they used the data and information that they obtained from ISSDA. The majority of respondents are using the data for their own analysis, either using it on its own (61%) or combining it with other data (39%). 12.5% of respondents use data and information obtained from ISSDA in teaching, affirming ISSDA's commitment to the acquisition of data analysis skills. Additionally 8.3% of respondents used the data and information to support decision making. An example of this in the responses to 'Other' is the use of the data and information in reports for Government Departments.

*How have you used the data and information that you have obtained from ISSDA?<sup>4</sup>*

Answer Choice	Percentage
For your own analysis, using only data provided by ISSDA	61.31%
For your own analysis, combining data provided by ISSDA with other data	39.29%
For study	20.83%
For reference or validation	13.10%
For teaching	12.50%
To support decision making	8.33%
Other	8.33%
To monitor social or political trends	5.95%
As a basis for further data collection	5.36%
For general interest	4.76%
To support operations in your organisation	2.98%
For media purposes	0.60%

Respondents were asked how important was the data provided by ISSDA for their work. 70% of respondents said the data provided by ISSDA was 'very important' for their work. A further 24% said it was 'quite important'. This underlines how essential access to data and the services provided by ISSDA are to our community of researchers in the social sciences and public health.

*Over 70% of respondents said the data provided by ISSDA was 'very important' for their work.*

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<sup>4</sup> Multiple responses were permitted

*Overall, how important was the data provided by ISSDA for your work?*

<b>Answer Choice</b>	<b>Percentage</b>
Very important	70.41%
Quite important	23.67%
Not very important	4.73%
Not at all important	4.73%
Don't know	0.59%

### **3. Benefits to Researchers of Using ISSDA Data**

Respondents were asked if using data provided by ISSDA had led to any methodological and capacity-related benefits for them personally.

***57% of respondents said that using data provided by ISSDA enabled them to pursue new research questions, ideas and/or projects.***

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Over half of respondents said that access to data through ISSDA enabled them to pursue new research questions, ideas and/or projects (57%) and to make greater use of data in their work (52%). They also felt that access to data through ISSDA enabled them to achieve a higher standard or quality in their work (43%) and to access and use relevant evidence more easily (43%). Access to data also helped to improve skills in survey design/ data collection methods (40%) and in cross-national comparative data analysis (29%) among our respondents.

These are some of the more exciting answers and fully demonstrate the impact that access to data through ISSDA has had on individual researchers.

*Has using data provided by ISSDA led to any of the following methodological and capacity-related benefits for you personally?<sup>5</sup>*

<b>Answer Choice</b>	<b>Percentage</b>
Enabled you to pursue new research questions, ideas and/or projects	57.41%
Enabled you to make greater use of data in your work	52.47%
Enabled you to achieve a higher standard or quality in your work	43.21%
Enabled you to access and use relevant evidence more easily	43.21%
Improved your skills in survey design / data collection methods	39.51%
Improved your skills in cross-national comparative data analysis	29.01%
Enabled expansion of your research group, research centre or institute	12.96%
Other	8.02%

Below we further explore these benefits to researchers based on respondents' individual comments.

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<sup>5</sup> Multiple responses were permitted

## I. Research

The costs of large-scale data collection is a barrier to much research so by providing access to data from studies such as Growing Up in Ireland (GUI)<sup>6</sup> and The Longitudinal Study on Ageing (TILDA)<sup>7</sup>, and facilitating their re-use, ISSDA is contributing to research beyond the remit of the original data collection. The following examples demonstrate this:

***“This data had a large sample size of Irish children<sup>6</sup>, it is the only nationally representative sample of Irish children and having it freely accessible is so important for research.”***

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***“TILDA<sup>7</sup> has been an excellent resource for social gerontology research like my own, and I eagerly anticipate future waves of data becoming available for further analysis!”***

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As is often the case when research data are shared, the ensuing uses of those data may not have been obvious to the original data collectors. By providing access to those data ISSDA is contributing to novel research.

***“Data from ISSDA was very helpful in developing and testing clustering algorithm to be used in saas platform for energy consumers and providers, promoting energy efficiency and enabling tailored energy services offerings.”***

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ISSDA provides access to Anonymised Microdata Files (AMFs), data which have been anonymised by the Data Provider prior to deposit with the Archive. By providing access to these data ISSDA allows researchers to explore the scope of the data without needing to request access to the Researcher Microdata File (RMF). RMFs are available for some of the studies in ISSDA but access to this is only required in cases where the anonymisation process has removed information necessary to answer a research question. In some cases a research project, for example The Irish Longitudinal study on Ageing (TILDA), manage access to their own RMF. However, for many of the studies available through ISSDA RMF access is managed by the Central Statistics Office (CSO) and requires a lengthy and rigorous application process<sup>8</sup>.

***“Colleagues in the [...] team at the [Irish research organisation] make frequent application to ISSDA for access to multiple datasets, which inform our data scoping and analysis in the areas of healthcare need and utilisation. Early access to data in ISSDA is very valuable to us. We may frequently then follow up by seeking access to RMFs from the CSO [Central Statistics Office] and other providers. We are likely to base future analyses on ISSDA-supplied data and will inform ISSDA of publications.”***

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<sup>6</sup> Growing Up in Ireland <http://www.ucd.ie/issda/gui>

<sup>7</sup> The Longitudinal Study on Ageing <http://www.ucd.ie/issda/tilda>

<sup>8</sup>

<http://www.cso.ie/en/aboutus/dissemination/accesstomicrodatarulespoliciesandprocedures/applicationprocedure/>

## II. Skills development

ISSDA is contributing to skills development and further career opportunities for students and researchers using data available through ISSDA. For example:

***“I employed the GUI<sup>9</sup> data for my M.Sc. [...], [Irish University] dissertation. The use of this data allowed me to develop skills in managing and analyzing national data a skill that was essential in obtaining my current position as a research analyst [...].”***

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Access to data through ISSDA is also contributing to competitiveness for researchers who are applying for funding. In this example the respondent was able to demonstrate necessary skills to a potential funder:

***“Being able to access and analyze data from large scale field experiments is highly valuable. It offers the opportunity to work experimentally. This is often barred because without prior experience in experimental work it is hard to acquire funds. Without funds, it is usually impossible to show that one is able to work experimentally.”***

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For students, access to existing datasets means that they can focus on skills development rather than on data collection.

***“As a student the ability to actually answer a research question without having to invest huge amounts of time & money into data collection has been a key driver in my interest in the social sciences.”***

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## III. Teaching

Several respondents referred to capacity building among their students, stating that access to data through ISSDA “improved data analysis skills of my students plus enabled publications/presentations”, “facilitated teaching quantitative data analysis” and “enhance the teaching of quantitative methods in education research for practicing teachers. Using GUI<sup>10</sup> data greatly increased MEd students' interest and understanding”.

For another respondent access to data through ISSDA “provided the ability to have more quantitative and evidence based policy studies”.

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<sup>9</sup> Growing Up in Ireland <http://www.ucd.ie/issda/gui>

*“It has been great to have GUI<sup>10</sup> data for the [...] module at [Irish university]. It makes a difference having real data for analysis and gets students interested in large-scale data and what else ISSDA has.”*

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#### 4. Societal Impacts & Public Policy

Respondents were asked if their own use of data provided by ISSDA has led to any wider impacts (e.g. social, political, cultural or economic).

***34% of respondents said that their use of data provided by ISSDA has contributed to more evidence based policy-making and legislation.***

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Just over a third of respondents said that their use of data had contributed to more evidence-based policy-making and legislation, with just under another third saying their use of data had influenced practitioners and professional practice. This is further emphasised with 27% of respondents saying use of data provided by ISSDA had led to improved skills among non-academics, e.g. practitioners. These societal impacts are also seen in enhancing public services or social welfare (14%) and enhancing quality of life, health and well-being (11%).

These are very powerful impacts and clearly demonstrate the value of access to data through ISSDA outside of the Higher Education Academic system.

*Please indicate whether your own use of data provided by ISSDA has led to any wider impacts (e.g. social, political, cultural or economic) in any of the following areas:<sup>5</sup>*

Answer Choice	Percentage
Contributing to more evidence based policy-making and legislation	34%
Influencing practitioners and professional practice	31%
Improving skills among non-academics (e.g. practitioners)	27%
Other	27%
Enhancing public services or social welfare	14%
Enhancing quality of life, health and well-being	11%
Contribution to economic regeneration and economic development	8%
Persuading the public sector to invest more in addressing social issues	7%
Persuading the private or voluntary sector to invest more in addressing social issues	5%

While many recognised that it is difficult to assess if any impact has been made respondents mentioned impacts in terms of contributing to evidence-based policy-making. In particular smaller organisations that may not have the resources for large-scale data collection are given access to these data through ISSDA, thereby allowing these organisations to feed into relevant issues. One respondent stated:

<sup>10</sup> Growing Up in Ireland <http://www.ucd.ie/issda/gui>

***“ISSDA is advancing the provision of data in Ireland. By making data easily accessible to researchers, ISSDA ensures that policy-relevant research can be carried out that is relevant to Ireland and beyond.”***

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Two specific examples were given by respondents:

***“The data provided by ISSDA (smart meter data)<sup>11</sup> was used primarily for my H Dip research and so was unpublished. However the output of the research has been used to justify a policy position and to influence thinking in a large semi-state organisation.”***

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***“I am a civil servant and PhD student - the ISSDA has been extremely valuable. For instance, I've used the EUSILC<sup>12</sup> datasets numerous times to support internal [Government department] policy research.”***

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## **5. ISSDA Services to Users**

The feedback received from the survey clearly demonstrates the high level of service delivered by ISSDA staff and the positive impact this has on the research landscape in Ireland. Several respondents referred to the very quick turnaround time to requests and the helpful and friendly manner in which the services are delivered. For example:

***“ISSDA provides a very efficient service. I find the staff to be very responsive and helpful. They have also developed a high social media profile which is commendable. Our post-graduate students use it also extensively. It is an essential part of social science infrastructure in Ireland.”***

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***“The service provided by the ISSDA is excellent. Not only do they provide essential data for economic and social research, but they do so in an efficient and friendly manner. An excellent service!”***

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Others referred to quality of the resources available through ISSDA and the importance of these “valuable national data resources” remaining accessible to researchers. By providing access to Anonymised Microdata files (AMFs) ISSDA makes it easier for researchers to access and use the data in a way that is most convenient for them.

<sup>11</sup> CER Smart Metering Project <http://www.ucd.ie/issda/cer>

<sup>12</sup> European Union Survey of Income and Living Conditions (EU-SILC) <http://www.ucd.ie/issda/eu-silc>

***“Being able to access the data through the ISSDA meant that I was able to easily conduct my validation study without having to seek permissions and access from TILDA<sup>13</sup> directly through their hot desks in TCD [Trinity College Dublin]. This meant that I was able to perform the analyses in [Irish university] or in my own home at any time that suited me which made the study immeasurably easier to conduct. An excellent service.”***

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## **6. Conclusion & Opportunities**

This report has outlined the value of access to data through the Irish Social Science Data Archive (ISSDA) to researchers as well as the impact this access has on public policy. ISSDA provides access to high quality, large-scale datasets that require considerable resources to collect and prepare. Over 70% of our respondents said that the data provided by ISSDA is ‘very important’ for their work.

By providing access to the wider research community ISSDA ensures that these datasets are available for secondary analysis and that the full potential of the data can be realised. Access to these datasets has also allowed researchers to improve and develop their own data analysis skills and has allowed wider access to national datasets for use in a teaching environment.

The largest societal impact of access to data through ISSDA has been in the area of evidence-based policy development. By making data easily accessible to researchers ISSDA is facilitating research relevant to policy-making.

In addition to this the feedback received from the survey clearly demonstrates the high level of service delivered by ISSDA staff and the positive impact this has on the research landscape in Ireland.

With the benefits of data sharing becoming more widely acknowledged at Government, University and funder levels ISSDA’s services are becoming more relevant than ever. As one respondent said this is a “great example of how research data should be shared”.

***“Over time it is increasingly important to have reliable access points for high quality datasets. The ISSDA offers an excellent point of contact and access for valuable national data resources and will hopefully continue to expand.”***

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Additionally a process has been agreed with the Irish Research Council for formalising ISSDA’s role as the Irish Service Provider within the Consortium of European Social Science Data Archives (CESSDA). CESSDA provides large scale, integrated and sustainable data services to the social sciences. It brings together social science data archives across Europe, with the aim of promoting the results of social science research and supporting national and international research and cooperation. This offers a significant opportunity for broader access to comparative datasets through CESSDA, promoting international data that would be useful in comparative studies with Irish survey data.

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<sup>13</sup> The Longitudinal Study on Ageing <http://www.ucd.ie/issda/tilda>

Not all data needs to be, or should be, fully 'open'. By controlling access via an End User Licence the data are available for Research or Teaching purposes thereby safeguarding access to the data in compliance with Data Protection regulations, while still providing wide access to them. With the introduction of the new General Data Protection Regulations (GDPR)<sup>14</sup> in May 2018, this moderated access to anonymised data will become even more important. As more and more funders are requiring that data are shared at the end of a project ISSDA is cementing its position as Ireland's leading centre for quantitative data acquisition, preservation, and dissemination.

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<sup>14</sup> <http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:32016R0679>

## Appendix 1: Survey questions

The purpose of this survey is to investigate the impact that access to secondary data available through ISSDA has had on your research and the research landscape.

In addition to this the ISSDA team is seeking to compile a Bibliography of all publications/ research outputs (academic, non-academic and teaching) that have used data available through ISSDA. Within the survey there is a section where you can copy and paste your bibliography. This will be published on the ISSDA website.

We will also create a small number of Impact Case Studies which will showcase the value that access to data available through ISSDA has had.

We hope that the Bibliography and Impact Case Studies will help to promote the visibility of your publications/ research outputs. The Bibliography will also help fulfil the terms of ISSDA's End User Licence (Clause 12) which states that users must send us citations of any publication based in whole or part on resources provided by ISSDA.

The survey should take around 10 minutes to complete. The survey will close on Friday 12th May and an Impact Report will be compiled over the summer. This will be made available via the ISSDA website.

Thank you for your participation!

### Section I. Personal details

#### Q1. What is your name?

First name: \_\_\_\_\_ Surname: \_\_\_\_\_

#### Q2. Which of the following best describes your main activity?

- Academic
- Post Doc
- PhD student
- Masters student
- Undergraduate student
- Government/ Policy researcher
- Independent researcher
- Other (please specify)

### Section II. Impact of access to secondary data available through ISSDA

#### Q3. How did you first become aware of ISSDA?

- Through ISSDA's own dissemination channels (website social media etc.)
- As a student, e.g. through a course / module / lecture that involved data available through ISSDA
- Through a conference and/or presentation that featured or mentioned ISSDA
- From a colleague or friend who has worked with data provided by ISSDA
- Through a reference or citation in an academic publication
- Through a reference in a non-academic publication (e.g. a public policy report)
- Browsing the Internet
- Through other social media
- Other (please specify)

**Q4. How have you used the data and information that you have obtained from ISSDA? (Please tick all that apply)**

- For your own analysis, using only data provided by ISSDA
- For your own analysis, combining data provided by ISSDA with other data
- For reference or validation
- As a basis for further data collection
- To support decision making
- To support operations in your organisation
- To monitor social or political trends
- For teaching
- For study
- For media purposes
- For general interest
- Other (please specify)

**Q5. Overall, how important was the data provided by ISSDA for your work?**

- Not at all important
- Not very important
- Quite important
- Very important
- Don't know

**Q6. Has using data provided by ISSDA led to any of the following methodological and capacity-related benefits for you personally? (Please tick all that apply)**

- Improved your skills in survey design / data collection methods
- Improved your skills in cross-national comparative data analysis
- Enabled you to make greater use of data in your work

- Enabled you to achieve a higher standard or quality in your work
- Enabled you to access and use relevant evidence more easily
- Enabled you to pursue new research questions, ideas and/or projects
- Enabled expansion of your research group, research centre or institute
- Other capability-related benefit (please specify)

**Q7. Please indicate whether your own use of data provided by ISSDA has led to any wider impacts (e.g. social, political, cultural or economic) in any of the following areas: (Please tick all that apply)**

- Influencing practitioners and professional practice
- Persuading the public sector to invest more in addressing social issues
- Persuading the private or voluntary sector to invest more in addressing social issues
- Contribution to economic regeneration and economic development
- Enhancing quality of life, health and well-being
- Enhancing public services or social welfare
- Contributing to more evidence based policy-making and legislation
- Improving skills among non-academics (e.g. practitioners)
- Other (please specify)

### **Section III. Publications**

**Q8. Have you produced any publications/ research outputs (e.g. reports, blog posts, articles, courses, books) that used data and information provided by ISSDA?**

Yes

No

If 'yes' go to next question

If 'no' go to section 4 'Additional Impacts'

**Q9.**

For each dataset that you accessed through ISSDA, please provide information on the publications/ research outputs that used this data. Where an application has been made for subsequent datasets for a different research project you will be given an opportunity to provide these details in the next section.

We are interested in non-academic and teaching outputs as well as academic outputs including, for example: briefing papers, policy reports, strategy documents, blog posts, media items (e.g.

newspaper articles/ news items on TV or radio), creation of a new module or course, creation of a new workshop or teaching event not part of wider courses or degrees or data and/or tools for use in teaching/learning materials (e.g. lectures/data analysis seminars/workshops).

You can paste in multiple publications/ research outputs into the same textbox; however please ensure that these are complete citations and include a URL/DOI for the publication/ research output.

**Please select the primary dataset on which these publication(s)/ research output(s) were based?**

DROPDOWN

**If these publication(s)/ research output(s) incorporated additional datasets from ISSDA please list these here:**

Free text

**Please enter details of your publication/ research output (including URL/DOI):**

Free text

**Please select all types of publication(s)/ research output(s) you have included above:**

- Articles in peer-reviewed, international academic journals
- Articles in other academic journals
- Books, monographs or edited volumes
- Working papers
- Book chapters
- Conference papers or discussions/presentations at academic events
- Briefing papers
- Policy reports
- Strategy documents
- Blog posts
- Media items (e.g. Newspaper articles/ News items on TV or radio)
- Creation of a new module or course within an existing degree programme
- Creation of a new workshop or teaching event not part of wider courses or degrees
- Data and/or tools for use in teaching/learning materials (e.g. lectures/data analysis seminars/workshops)
- Other (please specify)

**Please select all categories that these publication(s)/ research output(s) fall into:**

- **Cultural:** Contribution to understanding of ideas and reality, values and beliefs.
- **Economic:** Contribution to the sale price of products, a firm's costs and revenues (micro level), and economic returns either through economic growth or productivity growth (macro level).
- **Environmental:** Contribution to the management of the environment, for example, natural resources, environmental pollution, climate and meteorology.
- **Health:** Contribution to public health, life expectancy, prevention of illnesses and quality of life.
- **Political:** Contribution to how policy makers act and how policies are constructed and to political stability.
- **Scientific:** Contribution to the subsequent progress of knowledge, the formation of disciplines, training and capacity building.
- **Social:** Contribution to community welfare, quality of life, behaviour, practices and activities of people and groups.
- **Technological:** Contribution to the creation of product, process and service innovations.
- **Training:** Contribution to curricula, pedagogical tools, qualifications.

Did you access additional datasets through ISSDA for which you would like to provide information on the publications/ research outputs?

- Yes
- No

If 'yes' repeat Q9.

If 'no' go to Section 4 'Additional Impacts'

## Section IV. Additional Impacts

**Q10. Do you have any other comments that help to showcase the value that access to data available through ISSDA has had for you?**

**Q11. We may wish to follow up with you when creating Impact Case Studies. Please include your email address if you are happy for us to contact you.**

Email address: \_\_\_\_\_

## Appendix 2: Bibliography (by dataset)

### Census of Population

#### Journal Articles

- Miao Fu, Kelly Andrew J., Clinch Peter J., (2014) Residential solid fuel use: Modelling the impacts and policy implications of natural resource access, temperature, income, gas infrastructure and government regulation. *Applied Geography*: Volume 52, pages 1-13  
<https://doi.org/10.1016/j.apgeog.2014.04.007>
- Morrissey, K (2014). Gender Differences in the Association between Common Mental Disorders and Regional Deprivation in Ireland. *The Professional Geographer: Journal of the Association of American Geographers*. DOI: <http://dx.doi.org/10.1080/00330124.2015.1054020>
- Morrissey, K and O'Donoghue, C and Farrell, N. (2014) The Local Impact of the Marine Sector in Ireland: A Spatial Microsimulation Analysis. *Spatial Economic Analysis*, 9 (1). pp. 31-50.  
<http://dx.doi.org/10.1080/17421772.2013.835439>
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### **Conference Papers**

Cassarino M., O'Sullivan V., Kenny R. A., Setti A., (2014) Environmental Risk Factors for Cognitive Ageing: Geographical Location, Social Engagement and Lifestyle.

### **Posters**

Cassarino M., Kenny R. A., Setti A., (2015). Self-Perceptions of Ageing are Linked to Inappropriate Multisensory Integration. Poster presented at The International Association of Gerontology and Geriatrics European Region Congress 2015

Cassarino M., Kenny R. A., Setti A., (2015). Urban Environments Benefit Cognitive Ageing: A Cross-sectional Study of The Irish Longitudinal Study on Ageing Cohort. Poster presented at The International Association of Gerontology and Geriatrics European Region Congress 2015

Condon C, Donoghue O, Kenny RA, Stokes EK, Grip strength in a chronic respiratory disease cohort (TILDA experience) , Irish Thoracic Society, Derry, Nov 2013, 2013, Poster

Condon C, Moloney E, Lane S, O'Donnell R, Stokes EK, 86% of patients with COPD do not engage with Pulmonary Rehabilitation , Irish Thoracic Society, Derry, Nov 2013, 2013, Poster