

Dear data users, dear colleagues,

With the institutionalization of the National Educational Panel Study and the founding of the Leibniz Institute for Educational Trajectories (LifBi) at the University of Bamberg as its hosting institution in January 2014, the former NEPS Data Center became the Research Data Center LifBi (FDZ-LifBi) in the past year.

NEPS is LifBi's primary objective. However, LifBi has also taken on new challenges by housing other third-party projects from the field of educational research such as BiLO (Educational Landscape of Upper Franconia), LAP (Teacher Educational Panel), and PIAAC-L (Programme for the International Assessment of Adult Competencies—Longitudinal).

The LifBi *data* newsletter will be released approximately twice a year. It contains news from the FDZ-LifBi on all LifBi studies and projects, for example, data releases, user trainings and workshops, as well as information on working papers and reported publications.

Last but not least, LifBi is pleased to announce that at the beginning of the year 2015 a *Federal State identifier* will also be made available for the NEPS Starting Cohorts 2 to 5 (schools and higher education institutions). Please read more in "Announcements".

With best wishes for the new year,
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Disclosure:

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Introduction

LifBi promotes longitudinal studies in educational research in Germany. The institute thus provides fundamental, transregional, and internationally significant, research-based infrastructure for empirical educational research at its location in Bamberg. Being the core of this infrastructure, the National Educational Panel Study (NEPS) is carried out by LifBi and the NEPS Network as of January 1, 2014.

Currently, LifBi provides data collected from the NEPS study only. In the long run, however, data from other projects and studies situated at LifBi will also be made available:

- The “Teacher Education Panel” (Lehramtsstudierenden-Panel, LAP) was launched as an additional study accompanying Starting Cohort 5—First-Year Students in Higher Education—of the NEPS. This study focuses especially on (prospective) teachers; data collection will take place in the years 2014 to 2017. The project has a duration of three years and is funded by the Federal Ministry of Education and Research (BMBF). It is carried out by the German Centre for Research on Higher Education and Science Studies (DZHW) and LifBi.
- The project “BildungsLandschaft Oberfranken (BiLO)” (Educational Landscape of Upper Franconia) collects data on the interplay of education and region, taking the example of Upper Franconia. The project’s main research question addresses the relationship between individual educational decisions and the perception of education providers in relation to social space. It is funded by the Oberfrankenstiftung (Upper Franconian Foundation).
- The study “Programme for the International Assessment of Adult Competencies—Longitudinal” (PIAAC-L) continues the work of PIAAC in a German context. PIAAC—a study by the OECD and also known as the PISA study for adults—analyzes everyday skills and abilities of adults by international comparison. PIAAC-L takes place in three waves from 2014 through 2017 and is carried out by researchers from the Leibniz-Institute for the Social Sciences GESIS, the German Socio-Economic Panel SOEP situated at the German Institute for Economic Research (DIW Berlin), and the LifBi. Funding is provided by the Federal Ministry of Education and Research (BMBF).



Data Releases

It is the key task of the FDZ-LifBi to prepare and provide high-quality Scientific Use Files (SUF) to the national and international scientific community. All LifBi data releases go through a careful and labor-intensive edition process before being made available to researchers in a citable form using digital object identifiers (DOI).

At present, the LifBi data portfolio consists of the six starting cohorts and the two additional studies of NEPS. Each NEPS Scientific Use File contains data from all previous waves compiled in several data sets delivered in both Stata as well as SPSS format, and complemented by a comprehensive data documentation in order to ensure a maximum of usability without compromising on the high complexity of multi-informant panel data.

Data Releases 2014

The table below gives an overview of all released NEPS Scientific Use Files in 2014. If you are registered as a NEPS data user and logged into the NEPS website, you can download the Scientific Use Files there. The data releases are also available from our remote and on-site environment. Generally, it is recommended that you use the most current data version of a study.

Released SUF in 2014	Version*
NEPS Starting Cohort 3 (5th Grade)	2.0.0
NEPS Starting Cohort 4 (9th Grade)	4.0.0
NEPS Starting Cohort 5 (1st-Year Students)	4.0.0 (3.1.0)
NEPS Additional Study TH (Thuringia)**	2.0.0

* including a link to the relevant landing page

** cross-sectional survey with two measurement points

Forthcoming Data Releases

The FDZ-LifBi is putting in a great deal of effort to make data available within a maximum period of 18 months after fieldwork has ended. As listed below, six further Scientific Use Files are expected to be published in the first quarter of 2015. All data releases will be announced by separate e-mails.

SUF Releases in I/2015	Version
NEPS Starting Cohort 1 (Early Childhood)	1.0.0
NEPS Starting Cohort 2 (Kindergarten)	3.0.0
NEPS Starting Cohort 3 (5th Grade)	3.0.0
NEPS Starting Cohort 4 (9th Grade)	6.0.0
NEPS Starting Cohort 6 (Adults)	5.0.0
NEPS Additional Study BW (Baden-Wuerttemberg)*	3.0.0

* cross-sectional survey with three measurement points

Ex Post Data Edition and Correction in Starting Cohort 4

NEPS colleagues from the Berlin Social Science Center (Wissenschaftszentrum Berlin für Sozialforschung, WZB) have provided two Stata syntax files for the subsequent edition and correction of life-course data in the current data version of NEPS Starting Cohort 4 (SUF SC4:4.0.0), Waves 3 and 4. For users working with these data it is advisable that both procedures are applied. A detailed description of the contents and data modifications is given in the corresponding technical reports that are also available on the NEPS website under the heading "Data Manual".

Data Usage

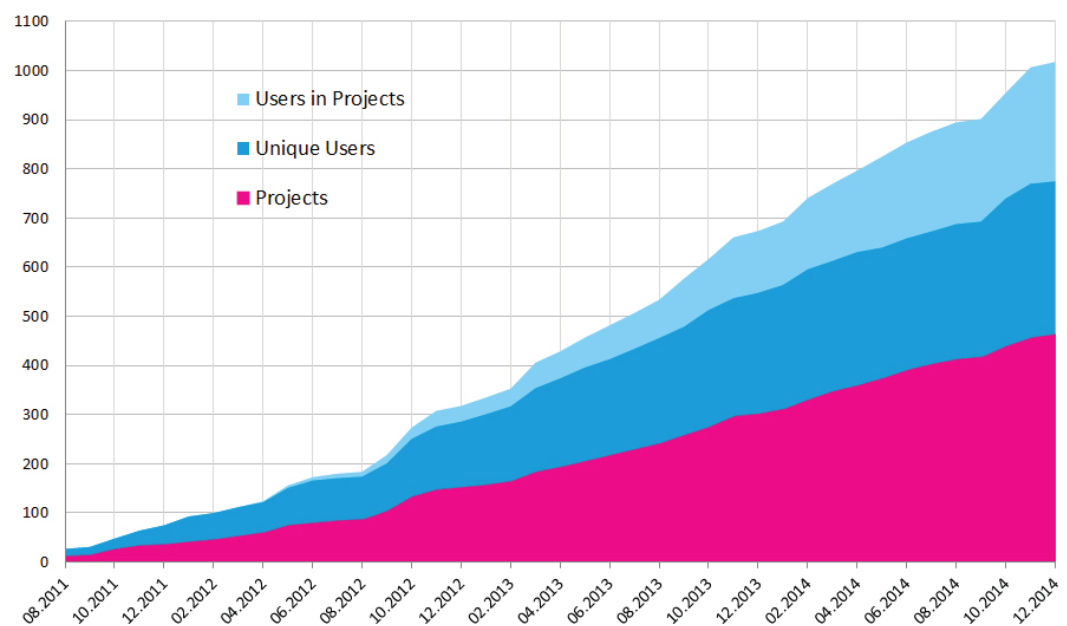
The continued release and dissemination of NEPS data has been accompanied by a steady rise in data usage, indicating the growing demand for longitudinal data on educational processes from early childhood to late adulthood among the national, but also international, scientific community.

NEPS User Statistics

The chart below depicts the development of three indicators, giving a general impression of how much research is effectively being done using NEPS data.

- **Users in Projects:** number of all current and former NEPS data users including multiple counts (one user can be involved in several projects)
- **Unique Users:** number of all current and former NEPS data users excluding multiple counts (each user is counted only once, regardless of the number of his or her projects)
- **Projects:** number of all research projects based on NEPS data as defined by data usage agreements (regardless of the number of users involved in the projects)

The graph illustrates a remarkable development starting in August 2011 when data of the adults' starting cohort first became available. By the end of December 2014, we have recorded 775 unique data users working in 464 projects using NEPS data. These projects cover a wide spectrum of research topics, ranging from learning processes and competence development to labor market research and international comparisons. A detailed list of all



projects, including a short abstract, can be found on the NEPS website. Because of the growing recognition within the scientific community and the cumulative attractiveness of NEPS data over the years in connection with new releases, it is to be expected that the positive development of data usage will persist in the future.

International Data Usage

Another relevant aspect is the share of research being carried out with NEPS data at institutions from abroad. More than a tenth of all NEPS data users work at research institutions in other countries, that is, in Italy, the United Kingdom, the United States, Finland, Switzerland, Australia, Austria, South Korea, Sweden, etc. On the one hand, this reflects a high level of international usability of the data, which is mainly ensured by the English documentation materials and labels. On the other hand, it is also a result of our intense endeavors to introduce the rich potentials for analysis of this "national" panel survey to the international scientific community through conference and workshop activities abroad.

User Trainings and Data Workshops

Reconciling the high complexity of NEPS data with convenient data usage requires extensive user support activities. At its core, the FDZ-LIfBi offers regular on-site user trainings in Bamberg. These courses are announced via e-mailing lists and on the NEPS website. The standard course program covers a broad range of theoretical, methodological, and technical topics relevant to working with NEPS data. Our two-day user trainings are divided into two separate sessions that can be attended either separately or together. While the first day is reserved for a general introduction to the design of the study, the structure of NEPS data, the available documentation tools, and ways of accessing the data including enrollment in the biometric authentication system for using RemoteNEPS, the second day usually focuses on data of certain starting cohorts and on selected methodological challenges.

Events 2014

In 2014, the FDZ-LIfBi conducted eight regular on-site user training events with more than 100 participants from different disciplines and with a different range of academic experience. Besides, a number of off-site NEPS data workshops were held in 2014 as part of scientific conferences (e.g., ECSR in Berlin), graduate and summer schools, or institutional cooperations (e.g., European University Institute in Florence/Italy, German Youth Institute in Munich).

Forthcoming Events

In 2015, we will continue to provide both on-site user trainings and off-site data workshops. For the first half of 2015, the dates of our regular user trainings in Bamberg are already fixed. The table below shows our schedule; an updated list of courses is available on the NEPS website.

In order to register for a user training, please send an e-mail with your name, academic title, and institutional affiliation with the subject line "user training" to fdz@lifbi.de. You will then receive a confirmation message with further information.

Date	Data Focus	Special Modules
February 9-10, 2015	NEPS School Cohorts (SC 2, 3, 4)	Self-concept, competencies
March 12-13, 2015	NEPS School Cohorts (SC 2, 3, 4)	Weighting
April 13-14, 2015	NEPS Adults Cohort (SC 6)	Imputation and imputed data
May 11-12, 2015	NEPS Early Childhood Cohort (SC 1)	Tests and parent-child interaction

In addition, the FDZ-LIfBi is inviting interested researchers and young scholars to a NEPS data workshop to be held at the 3rd Conference of the German Society for Empirical Educational Research (GEBF) in Bochum. The German-speaking workshop will take place on Wednesday, March 11, 2015. For further details please refer to the conference website.

Announcements

Provision of a Federal State Identifier in Starting Cohorts 2 to 5

The LIfBi is pleased to announce that at the beginning of the year 2015 a *Federal State identifier* will also be made available for the NEPS Starting Cohorts 2 to 5 (schools and higher education institutions) for selected statistical purposes.

This additional variable will be accessible in our RemoteNEPS environment and at our on-site work stations in Bamberg. Because the extension necessitates some supplementary provisions in the data use agreement, all NEPS data recipients with a valid data use agreement will receive a letter within the next few days. This letter includes detailed information about the conditions of using the Federal State identifier and an amendment of the existing agreement, which needs to be signed by the persons involved in the agreement.

Even if this variable is not intended to be employed in your analyses, we do kindly request all data recipients to make sure that the signed contract and the enclosed short questionnaire are sent back to the FDZ-LIfBi. A detailed description of all modes of NEPS data access can be found on the NEPS website.

Publications

Citation Rules

Bibliographic references bear testimony to the scientific value of a project such as the National Educational Panel Study. Referencing the use of NEPS data in the correct way is therefore of utmost importance. All publications based on NEPS data must include references to both the study and the data version used in line with the recommendations given below and as specified on the NEPS website.

At first, it is mandatory to quote the following reference:

- Blossfeld, H.-P., Roßbach, H.-G., & von Maurice, J. (Eds.). (2011). Education as a lifelong process: The German National Educational Panel Study (NEPS) [Special Issue]. *Zeitschrift für Erziehungswissenschaft*, 14.

Secondly, users are obliged to refer to the study and the data version used by including in their publication a phrase such as the following example of Starting Cohort 4:

- This paper uses data from the National Educational Panel Study (NEPS): Starting Cohort 4–Grade 9, doi: 10.5157/NEPS:SC4:4.0.0. From 2008 to 2013, NEPS data were collected as part of the Framework Programme for the Promotion of Empirical Educational Research funded by the German Federal Ministry of Education and Research (BMBWF). As of 2014, the NEPS survey is carried out by the Leibniz Institute for Educational Trajectories (LifBi) at the University of Bamberg in cooperation with a nationwide network.

Notification Commitment

Please note that, according to the data use agreement, the Leibniz Institute for Educational Trajectories must be informed of any type of publication resulting from the use of NEPS data. In this case, please send an e-mail of notification and an electronic version of your publication to fdz@lifbi.de.

Selection of articles and books based on NEPS data and published in 2014:

- Autorengruppe Bildungsberichterstattung (Hrsg.). (2014). *Bildung in Deutschland 2014. Ein indikatorengestützter Bericht mit einer Analyse zur Bildung von Menschen mit Behinderungen*. Bertelsmann Verlag.
- Blossfeld, P. (2014). *Neue und alte soziale Ungleichheiten. Inter- und intragenerationale Mobilitätsprozesse von Männern in Deutschland*. Budrich UniPress.
- Buchholz, S., Unfried, J. & Blossfeld, H.-P. (2014). Reinforcing social inequalities? Adult learning and returns to adult learning in Germany. In H.-P. Blossfeld, E. Kilpi-Jakonen, D. Vono de Vilhena & S. Buchholz (Eds.), *Adult learning in modern societies. An international comparison from a life-course perspective* (pp. 242-263). Edward Elgar Publishing Limited.
- Demski, D. & Liegmann, A. B. (2014). Klassenwiederholungen im Kontext von Schul- und Berufsbiographien. In A. B. Liegmann, I. Mammes & K. Racherbäumer (Hrsg.), *Facetten von Übergängen im Bildungssystem. Nationale und internationale Ergebnisse empirischer Forschung* (S. 173-190). Waxmann.
- Lokhande, M. (2014). *Kitas als Brückenbauer - Interkulturelle Elternbildung in der Einwanderungsgesellschaft*. Forschungsbereich beim Sachverständigenrat deutscher Stiftungen für Integration und Migration (SVR).

NEPS Working Papers

The following NEPS Working Papers have been released in 2014:

Rohwer, G. (2014). *Competencies as dependent variables in regression models* (NEPS Working Paper No. 33). Bamberg: Leibniz Institute for Educational Trajectories, National Educational Panel Study.

Pohl, S., Haberkorn, K., & Hardt, K. (2014). *NEPS Technical Report for Reading – Scaling results of Starting Cohort 5 for first-year students* (NEPS Working Paper No. 34). Bamberg: Leibniz Institute for Educational Trajectories, National Educational Panel Study.

Aßmann, C., Goßmann, S., & Schönberger, B. (2014). *Bayesian analysis of binary panel probit models: The case of measurement error and missing values in explaining factors* (NEPS Working Paper No. 35). Bamberg: Leibniz Institute for Educational Trajectories, National Educational Panel Study.

Aßmann, C., Würbach, A., Goßmann, S., Geissler, F. & Biedermann, A. (2014). *A nonparametric multiple imputation approach for multilevel filtered questionnaires* (NEPS Working Paper No. 36). Bamberg: Leibniz Institute for Educational Trajectories, National Educational Panel Study.

Gresch, C., Piezunka, A. & Solga, H. (2014). *Realisierbarkeit einer Ergänzungsstichprobe von Integrationsschülerinnen und -schülern im Rahmen des Nationalen Bildungspanels (NEPS): Möglichkeiten und Perspektiven*, unter Mitarbeit von J. M. Blanck (NEPS Working Paper No. 37). Bamberg: Leibniz-Institut für Bildungsverläufe, Nationales Bildungspanel.

Aßmann, C., Carstensen, C. H., Gaasch, C., & Pohl, S. (2014). *Estimation of plausible values using background variables with missing values: A data augmented MCMC approach* (NEPS Working Paper No. 38). Bamberg: Leibniz Institute for Educational Trajectories, National Educational Panel Study.

Senkbeil, M., Ihme, J. M., & Adrian, E. D. (2014). *NEPS Technical Report for Computer Literacy – Scaling results of Starting Cohort 3 in Grade 6 (Wave 2)* (NEPS Working Paper No. 39). Bamberg: Leibniz Institute for Educational Trajectories, National Educational Panel Study.

Zinn, S. & Würbach, A. (2014). *A statistical approach to account for heaping patterns: An application to self-reported income data* (NEPS Working Paper No. 40). Bamberg: Leibniz Institute for Educational Trajectories, National Educational Panel Study.

Olczyk, M., Will, G., & Kristen, C. (2014). *Immigrants in the NEPS: Identifying generation status and group of origin* (NEPS Working Paper No. 41a). Bamberg: Leibniz Institute for Educational Trajectories, National Educational Panel Study.

Olczyk, M., Will, G. & Kristen, C. (2014). *Personen mit Zuwanderungshintergrund im NEPS: Zur Bestimmung von Generationenstatus und Herkunftsgruppe* (NEPS Working Paper No. 41b). Bamberg: Leibniz-Institut für Bildungsverläufe, Nationales Bildungspanel.

Brunner, M., Lang, F. R. & Lüdtke, O. (2014). *Erfassung der fluiden kognitiven Leistungsfähigkeit über die Lebensspanne im Rahmen der National Educational Panel Study: Expertise* (NEPS Working Paper No. 42). Bamberg: Leibniz-Institut für Bildungsverläufe, Nationales Bildungspanel.

Lang, F. R., Kamin, S., Rohr, M., Stünkel, C. & Williger, B. (2014). *Erfassung der fluiden kognitiven Leistungsfähigkeit über die Lebensspanne im Rahmen des Nationalen Bildungspanels: Abschlussbericht zu einer NEPS-Ergänzungsstudie* (NEPS Working Paper No. 43). Bamberg: Leibniz-Institut für Bildungsverläufe, Nationales Bildungspanel.

Ditton, H. (2014). *Bildung und Region* (NEPS Working Paper No. 44). Bamberg: Leibniz-Institut für Bildungsverläufe, Nationales Bildungspanel.

Gross, C. & Seebaß, K., (2014). *The Standard Stress Scale (SSS): Measuring stress in the life course* (NEPS Working Paper No. 45). Bamberg: Leibniz Institute for Educational Trajectories, National Educational Panel Study.

Bayer, M., Goßmann, F., & Bela, D. (2014). *NEPS Technical Report: Generated school type variable t723080_g1 in Starting Cohorts 3 and 4* (NEPS Working Paper No. 46). Bamberg: Leibniz Institute for Educational Trajectories, National Educational Panel Study.

Freytag, T., Jahnke, H. & Kramer, C. (2014). *Bildung und Region: Eine Expertise aus bildungsgeographischer Perspektive* (NEPS Working Paper No. 47). Bamberg: Leibniz-Institut für Bildungsverläufe, Nationales Bildungspanel.

Koller, I., Haberkorn, K., & Rohm, T. (2014). *NEPS Technical Report for Reading: Scaling results of Starting Cohort 6 for adults in main study 2012* (NEPS Working Paper No. 48). Bamberg: Leibniz Institute for Educational Trajectories, National Educational Panel Study.

Blatt, I., Frahm, S., Jarsinski, S., & Prosch, A. (2014). *Technical Report for Orthography: Scaling results of Starting Cohort 3 in Grades 5 and 7* (NEPS Working Paper No. 49). Bamberg: Leibniz Institute for Educational Trajectories, National Educational Panel Study.

Blatt, I., & Prosch, A. (2014). *The assessment of orthographic competence* (NEPS Working Paper No. 50). Bamberg: Leibniz Institute for Educational Trajectories, National Educational Panel Study.

All NEPS Working Papers are available for download on the NEPS website.