

## Online-Conference

# "Open Science and Replicability in the Behavioural and Social Sciences" of the MethodenKompetenzZentrum, Faculty of Behavioural and Social Sciences, Chemnitz University of Technology Friday, 04/30/2021

Prof. Dr. Jochen Mayerl, Prof. Dr. Anja Strobel, Prof. Dr. Frank Asbrock, Britta Maskow, MA

Website: <https://www.tu-chemnitz.de/hsw/mkz/OpenScienceCon.php>

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Password: **TUOS2021**

### Programme (updated 19. April)

#### Friday, 30 April 2021

Time	Event	Convenor
09:00 -9:15	Welcome Address	President Prof. Dr. G. Strohmeier, Prof. Dr. Anja Strobel, Prof. Dr. Frank Asbrock, Prof. Dr. Jochen Mayerl
09:15-10:15	Keynote Talk 1 <i>"Where are the self-correcting mechanisms in science?"</i>	<a href="#">Prof. Simine Vazire, PhD</a>
10:15- 10:30	<a href="#">Coffee Break (gather.town,</a> <a href="#">Password: TUOS2021)</a>	
10:30-12:00	Session 1 <i>"Methodological Insights"</i> Session 2 <i>"Methods to improve OS practices"</i>	Panel Chairs
12:00-12:30	Lunch Break	
12:30-13:30	<a href="#">Postersession (gather.town</a> <a href="#">Password: TUOS2021)</a>	
13:30-14:30	Keynote Talk 2 <i>"How to Further Replicability in the Social Sciences with Observational Data"</i>	<a href="#">Prof. Dr. Katrin Auspurg</a>
14:30-14:45	<a href="#">Coffee Break (gather.town,</a> Password: TUOS2021)	
14:45-15:45	Workshop 1 <i>"Teaching Replication"</i> Workshop 2 <i>"Research Practices"</i> Workshop 3 <i>"Open Scholarship Platform"</i>	Panel Chairs
15:45-16:00	<a href="#">Coffee Break (gather.town,</a> <a href="#">Password: TUOS2021)</a>	
16:00-17:30	Session 3 <i>"Replication Studies"</i> Session 4 <i>"Publishing"</i>	Panel Chairs
17:30-18:00	Closing Remarks ( <i>"Open Science needs incentives...and meta-science"</i> ) Farewell	<a href="#">Prof. Dr. Mario Gollwitzer</a> Prof. Dr. Anja Strobel, Prof. Dr. Frank Asbrock, Prof. Dr. Jochen Mayerl

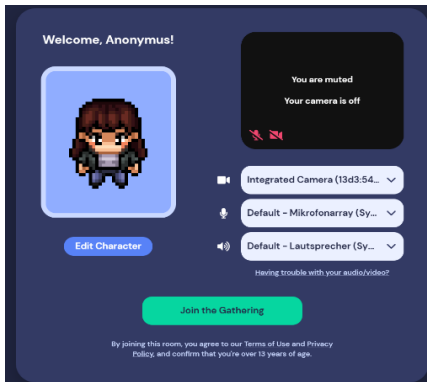
## Gather.town introduction

Gather.town is a virtual conferencing tool, which enables a realistic interaction with the help of avatars in virtual rooms. At the conference, we will use Gather.town as a tool for the poster presentations as well as a break room.

### Join in

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Go to the link and enter the password to join Gather.town

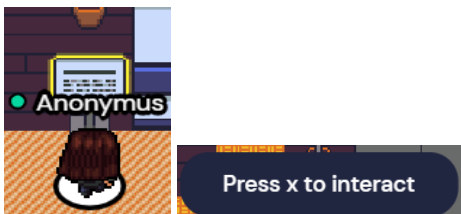


**Before you start:** Now you can select a character. You can also decide whether to turn your camera and microphone on or off. It is always possible to change the camera and microphone settings at a later time. Click on „Join the Gathering“ to start the Gather.town room.

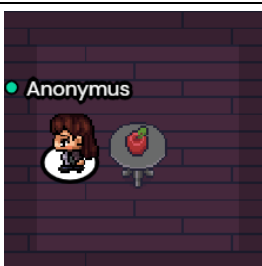
### Move around an Interact in Gather.town



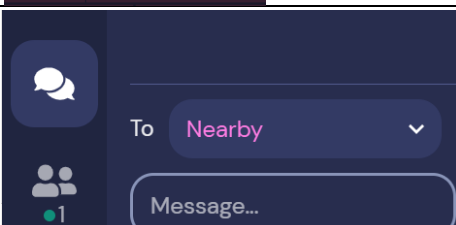
**Navigation:** Now you can decide whether you want to go to the break room or poster presentation. For poster presentation go to the left, for break room goes to the right. You move your avatar with the arrow keys of your keyboard.



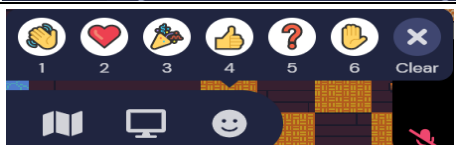
**Interact:** If you want to read signs or posters, press X to interact with them. An extra window appears where you can see what is written on the sign. You can see if you can interact with an object by the fact that it lights up yellow when you get closer to it.



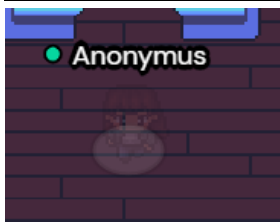
**Talk:** You can join private spaces to chat with others. To do this, you move your avatar to the various seating options and tables. If you are close enough, the area lights up brightly. You can now hear all the people who are in that area, and they can hear you.



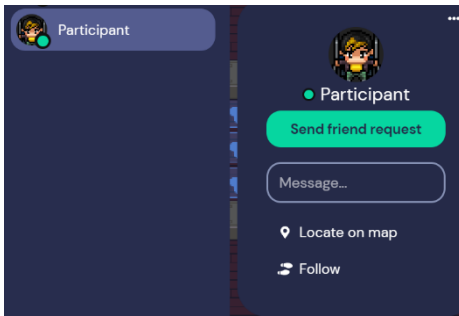
**Chat:** You also can write a message to everyone, the people near you or a specific person. To do that, go to the chat icon on the left side of your screen and select "To ..." to whom you would like to send this message



**Emoji:** You can also respond to things directly with emojis by pressing the smiley on the taskbar to the right. There you can select the appropriate emoji and also remove it again.



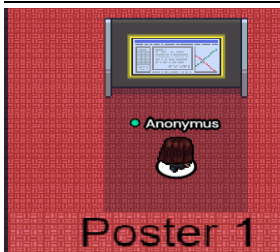
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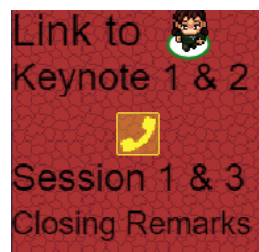
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### Introduction Poster Presentation, Sessions, Workshops and Keynotes



**Poster presentation:** If you would like to view a poster, move to the respective Poster Session areas. Press X to view the poster. This area is like a private space. You can hear the people in this poster area and they can hear you. So you can listen to the presentations about the posters and ask questions.



**Keynotes, Workshops and Sessions:** In this area, you can be forwarded directly to the respective zoom meeting rooms for the keynotes, workshops and sessions. Move to the respective field and press X to start the zoom meeting rooms. Another window will open. Click on the link to join the session. Gather.town will auto-mute the user's video and audio output. If you want to end the Zoom meeting, return to the Gather.town tab. Click on the green button to enter the Gather.town room exactly where you left it.



**Announcements to all:** In this section, it is possible to make an announcement to all participants. This function is reserved exclusively for the conference organizers.

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### Introduction Break Room



**Meeting others:** In the break room, you will have the opportunity to talk with other participants. Find a seat and enter a private space to start a conversation.

## Keynotes

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### Keynote Talk 1

#### **“Where are the self-correcting mechanisms in science?”**

*Prof. Simine Vazire, PhD, Melbourne School of Psychological Sciences*

*Moderator: Prof. Dr. Frank Asbrock*

We often hear the self-correcting mechanisms in science invoked as a reason to trust science, but it is not always clear what these mechanisms are. Some quality control mechanisms, such as peer review for journals, or vetting for textbooks or for public dissemination, have recently been found not to provide much of a safeguard against invalid claims. Instead, I argue that we should look for visible signs of a scientific community's commitment to self-correction. These signs include transparency in the research and peer review process, and investment in error detection and quality control. I describe some specific examples of transparency and quality control practices. We should trust scientific claims more to the extent that they were produced by communities that have these hallmarks of credibility. Fields that are more transparent and engage in more criticism and correction should earn more trust. Meta-science can provide scientists and the public with valuable information in assessing the credibility of scientific fields.

### Keynote Talk 2

#### **“How to Further Replicability in Social Research Using Observational Data“**

*Prof. Dr. Katrin Auspurg, Chair of Quantitative Empirical Research, Ludwig-Maximilians-Universität Munich, Germany*

*Prof. Dr. Josef Brüderl, Chair of Quantitative Research on Inequality and Families, Ludwig-Maximilians-Universität Munich, Germany*

*Moderator: Prof. Dr. Jochen Mayerl*

Since several years, psychology has its so-called credibility crisis: Many results of experimental studies could not be replicated by other scientists. In other disciplines this discussion has gained considerable momentum as well (e.g., economics and medicine). In this talk we will first discuss that there are good reasons to believe that social sciences that use non-experimental, observational data also have a credibility problem. Faulty results likely result from errors or misspecifications of regression models. These credibility problems were probably mostly overseen because most replication audits so far focused on experimental data. Using the example of sociology, we will illustrate the missing credibility of studies based on observational data by some examples: There is meanwhile some evidence for low reproducibility of sociological research and questionable research practices seemingly have been widely used. In the main part of the talk we will then argue that credible social sciences need to be more transparent, open, and replicating. We will suggest several measures by which such open science practices could be furthered. A common theme will be that open science practices show features of a social dilemma. Therefore, moral appeals alone will not be sufficient. We additionally need changes of institutions that increase the opportunities and incentives for open science practices.

## Session 1: Methodological Insights

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*Chair: Prof. Jochen Mayerl*

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### **What Can We Know? Threats to Scientific Reliability from Researcher Variability**

Authors: Nate Breznau

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### **Ten steps toward a better (personality) science - How quality may be rewarded more in research evaluation**

Authors: Anne Gärtner, Andreas Glöckner, Felix Schönbrodt, Isabel Thielmann, Daniel Leising

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### **Reproducibility and Replicability in Computational Social Science: Challenges and Potential Solutions**

Authors: Johannes Breuer, Mario Haim

Go to abstract [→](#)

### **No Replication, No Trust? How Low Replicability Influences Trust in Psychology**

Authors: Jana B. Berkessel, Tobias Wingen, Birte Englich

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## Session 2: Methods to Improve Open Science Practices

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*Chair: Britta Maskow, MA*

**Go to all abstracts of Session 2** [→](#)

### **Open the door to your data and let the meta-analysis live: Using PsychOpen CAMA to implement a community-augmented meta-analysis on the Dark Triad of personality**

Authors: Lisa Bucher, Ulrich S. Tran, Gerhard M. Prinz, Tanja Burgard, Michael Bosnjak & Martin Voracek

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### **Improving Psychological Research Synthesis through Systematic Meta-Method Analysis**

Authors: Malte Elson

Go to abstract [→](#)

### **Comparative Panel File (CPF): Open Science Platform and Code for Harmonizing International Surveys**

Authors: Konrad Turek

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### **A new tool to extract data from the Bundestag: the btmembers R Package**

Authors: Philippe Joly

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### **Session 3: Replication Studies**

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*Chair: Prof. Dr. Frank Asbrock*

**Go to all abstracts of Session 3 [→](#)**

### **The Assessment of Structural Validity of the Stereotype Content Model**

Authors: Johanna Böttcher, Maria-Therese Friehs, Patrick F. Kotzur, Tabea Lüttmer,

Go to abstract [→](#)

### **The perception of facial hostility and prejudice: a generalizable effect?**

Authors: Corona Ropohl; Konstantin Döhr; Max Feucht; Sophie Lichtenau; Jana Mangels; Marleen Stelter

Go to abstract [→](#)

### **On the Importance of Replicating Findings: Three Empirical Examples from Personality Psychology**

Authors: Kay Brauer

Go to abstract [→](#)

## Session 4: Publishing

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*Chair:*

**Go to all abstracts of Session 4** [→](#)

### **A call to accompany pre-registration with means to valuable and effective exploration**

Authors: J Michael Höfler, Stefan Scherbaum, Philipp Kanske, Robert Miller and the Open Science Initiative of the faculty of Psychology (OSIP), TU Dresden

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### **Drafting and Publishing Scientific Articles with R Markdown**

Authors: Julia Schulte-Cloos

Go to abstract [→](#)

### **Caution, preprint! Brief explanations allow non-scientists to differentiate between preprints and peer-reviewed journal articles**

Authors: Tobias Wingen

Go to abstract [→](#)

### **Replication Shortcomings: Examples of Anonymized Real Data from the Journal 'Political Analysis'**

Authors: Simon Heuberger

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## Workshops

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### **Workshop 1: Teaching Replication**

#### **Teaching Replication in the Social Sciences**

Authors: Gerrit Bauer, Johanna Gereke, Hannah Soine

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### **Workshop 2: Research Practices**

#### **A Quick Intro to Open Science Version Control**

Authors: Radu Andrei Pârvulescu

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### **Workshop 3: Open Scholarship Platform**

#### **Building a community from open scholarship pedagogy with a Framework for Open and Reproducible Research Training (FORRT)**

Authors: Flavio Azevedo, Sam Parsons, Leticia Micheli

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## Poster Session

**Go to all abstracts of Posters** →

### **Poster 1: How we did it. Introducing the Open Science Initiative at the Faculty of Behavioral and Social Sciences, TU Chemnitz.**

*Claas Pollmanns; Johanna Bruchmann; Frank Asbrock; Anja Strobel*

### **Poster 2: How we did it. Teaching Open Science @ TU Dresden**

Authors: Anne Gärtner, Alexander Strobel

Go to abstract →

### **Poster 3: The Open Science Initiative at the Faculty of Psychology (OSIP)**

Authors: Judith Herbers, Ulrike Senftleben, Stefan Scherbaum, OSIP Members

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### **Poster 4: Enhancing the Sharing of (Meta-)Data in Social Science Research on the Covid-19 Pandemic: A Mapping of Germany**

Authors: Andrés Saravia

Go to abstract →

### **Poster 5: Do We Objectify When Seeing Suggestive Postures? Testing the Sexualized-Body-Inversion Hypothesis With a Casually Dressed Stimulus Set**

Authors: Martje Buss, Lucie Fahnenstich, Rebecca Müller, Helene Weiss, Laura Schwappmacher, Jana Mangels, and Marleen Stelter

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### **Poster 6: Open and local: The University Library as stakeholder in the open science movement**

Authors: Carolin Ahnert, Ute Blumtritt, Anja Hähle, Martina Jackenkroll

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### **Poster 7: Challenges for the Implementation of Open Science When Using the New Data and Methods of Digitization Research**

Authors: Katharina Kinder-Kurlanda, *Lisa Posch*

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**Poster 8: GLES Open Science Challenge 2021: An Open Science Initiative for Electoral Research into the German Federal Election 2021**

Authors: Hannah Bucher, Anne-Kathrin Stroppe, Axel M. Burger

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## Abstracts

### Session 1: Methodological Insights

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#### **What Can We Know? Threats to Scientific Reliability from Researcher Variability**

*Nate Breznau<sup>1</sup>*

Results from 162 researchers in 73 teams testing the same hypothesis with the same data reveals a universe of unique possibilities in the process of data analysis. Contrary to our expectations, variance in results and subjective conclusions are little explained by model specifications and even less by characteristics of the researchers in each team. Although there were common specifications across many teams regarding sample selection, variance components, estimator and additional independent variables, each of the 1,261 test models submitted by the teams was ultimately a unique combination of specifications. As such, the extreme variation in substantive research outcomes and researcher conclusions suggests that researcher-specific if not model-specific idiosyncratic variation is an important source of unreliability in science. Moreover, variance in the decisions made during the data analytic process cannot be explained much by the characteristics of the researchers, such as their skills, topical knowledge and subjective beliefs. These findings highlight the often underappreciated complexity and ambiguity inherent in the process of data analysis in science. They also demonstrate that recent calls for running countless alternative model specifications may not bring scientists any closer to reliability. This adds to ongoing debates about the replicability and credibility of social science research. It thus raises far-ranging questions about the conditions for, and indeed possibility of, reaching scientific or meta-scientific consensus about substantive social questions based on available data alone.

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<sup>1</sup> *Nate Breznau, University of Bremen, Collaborativ Research Center*

## **Ten steps toward a better (personality) science - How quality may be rewarded more in research evaluation**

*Anne Gärtner,<sup>2</sup> Andreas Glöckner<sup>3</sup>, Felix Schönbrodt<sup>4</sup>, Isabel Thielmann<sup>5</sup>, Daniel Leising<sup>6</sup>*

Society (DGPs) has commissioned a task force (including the authors) with outlining what should be considered “good personality science”, as a positive vision of how to improve the credibility of research in the field. Ten major points were identified: working towards greater consensus about (1) shared, important research goals, (2) standardized use of terminology, (3) standardized measurement practices, (4) standardized ways of pre-processing and analyzing data, and (5) shared views of the current state of theory and knowledge. All of these should help streamline the field considerably. Furthermore, the task force argues in favor of (6) theory formalization, (7) pre-registration requirements for any confirmatory claims, (8) valuing replication attempts more (e.g., by reserving a quota of journal space for them), (9) planning for informative (e.g., well-powered) studies, and (10) making data, code, and materials open to the public by default. The current, quantity-based incentive structures in academia clearly stand in the way of implementing many of these practices, resulting in a research literature with sometimes questionable utility and/or integrity. As a solution, the task force proposes a quality-based reward scheme that explicitly weights published research by its good science merits. The reward scheme will be introduced in the talk and its adoption will be discussed in relation to possible consequences, such as a significant decline in overall publication numbers. This might hopefully result in (a) an improved signal-to-noise ratio in the literature, and (b) more efficient allocation of resources (e.g., time) by researchers, who would be enabled to read more of what is being published, and to review each other’s work more carefully. Scientists need to be increasingly rewarded for doing good work, not just lots of work.

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<sup>2</sup> Anne Gärtner, Technical University Dresden, Faculty of Psychology

<sup>3</sup> Andreas Glöckner, University of Cologne, Social Cognition Center Cologne

<sup>4</sup> Felix Schönbrodt, Ludwig-Maximilians- University München, Department of Psychology

<sup>5</sup> Isabel Thielmann, University of Koblenz Landau, Department of Cognitive Psychology

<sup>6</sup> Daniel Leising, Technical University Dresden, Faculty of Psychology

## **Reproducibility and Replicability in Computational Social Science: Challenges and Potential Solutions**

*Johannes Breuer<sup>7</sup>, Mario Haim<sup>8</sup>*

From its early days, the nascent field of computational social science has been dealing with questions of reproducibility and replicability. While some of these questions are similar to other fields within the behavioral and social sciences, several challenges are unique to or at least more pronounced for computational social science. The main reason for this is the type of data

that computational social scientists typically work with, most of which belong to the category of so-called digital trace data. These data are generated by users of digital technology, come from a variety of sources and in many different formats, and are most often controlled by the companies operating the platforms and services. Hence, many researchers have to rely on data

access methods offered by private companies, such as Application Programming Interfaces (APIs). These, however, can be changed or closed off altogether, thus, impacting the replicability of research that utilizes them. Alternative models of data access, such as data donation from users, have been proposed and tested by researchers, but they are much more costly and not trivial to implement. Also, these alternatives are apt to severe sampling biases. To address these challenges, it may help to pool resources by establishing something akin to the distributed laboratory network Psychological Science Accelerator for the collection of digital

trace data. Another challenge that computational social science needs to address is that of sharing digital trace data. The volume, format, and sensitivity of the data as well as potential requirements from the companies that control them place restrictions on data sharing. Similar to data access, this requires novel (technical and organizational) solutions, such as non-consumptive data use or secure remote access. This presentation discusses these challenges and introduces potential solutions, such as software archives, detailed documentation of materials and methods, and controlled data access.v

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<sup>7</sup> Johannes Breuer, *GESIS – Leibniz Institute for the Social Sciences*

<sup>8</sup> Mario Haim, *University of Leipzig, Institute for Communication and Media Studies*

## **No Replication, No Trust? How Low Replicability Influences Trust in Psychology**

*Jana B. Berkessel<sup>9</sup>, Tobias Wingen<sup>10</sup>, Birte Englich<sup>11</sup>*

Much of the current debate on open science and state-of-the-art research methods more generally was initially sparked by the low replicability of psychological research. This so-called replication crisis has undeniably shaped how scientists think about psychological research, but less is known about how it has affected public trust in psychological research. In five pre-registered studies, we examined whether low replicability damages public trust and how this damage can be repaired. Studies 1–3 provide correlational and experimental evidence that low replicability reduces public trust in psychology. Specifically, participants who guessed (study 1) or learned (study 2) that replicability was low reported lower trust in psychological science than participants who guessed or learned that replicability was high. Additionally, we evaluated the effectiveness of commonly used trust-repair strategies. Specifically, participants learned that transparency has since been increased (study 3), that there are external explanations for low replicability (study 4), or that replicability has been restored (study 5). In line with the asymmetry principle of trust (i.e., that trust is easy to lose, but hard to restore) we found no evidence that these strategies significantly repaired trust. However, it remains possible that they had small but potentially meaningful effects, which could be detected with larger samples. Overall, our studies highlight the importance of replicability for public trust in psychology.

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<sup>9</sup> *Jana B. Berkessel, University of Mannheim, Mannheim Centre of European Social Research*

<sup>10</sup> *Tobias Wingen, University of Cologne, Social Cognition Center Cologne*

<sup>11</sup> *Birte Englich, University of Cologne, Department of Applied Social Psychology and Decision Research*

## Session 2: Methods to Improve Open Science Practices

### Open the door to your data and let the meta-analysis live: Using PsychOpen CAMA to implement a community-augmented meta-analysis on the Dark Triad of personality

Lisa Bucher<sup>12</sup>, Ulrich S. Tran<sup>13</sup>, Gerhard M. Prinz<sup>14</sup>, Tanja Burgard<sup>15</sup>, Michael Bosnjak<sup>16</sup>, Martin Voracek<sup>17</sup>

Open science yields considerable benefits for meta-analyses and systematic reviews. Recent criticisms emphasize the lack of transparency and recency in meta-analyses, particularly for highly-cited topics. In the last years, various open-repository concepts have been developed to address these very issues. One such concept, community-augmented meta-analysis (CAMA), describes a web-based approach, providing open access to meta-analytic data and results. The underlying idea of a CAMA is to keep meta-analyses up-to-date by allowing the research community to contribute and continuously include new evidence. This approach facilitates replicability and continuous updates of meta-analyses, thus providing “living” meta-analytic data. This year, the Leibniz Institute for Psychology (ZPID) releases a platform, PsychOpen CAMA, which enables this new publication format in psychological research. The contribution presents a preview on how to conduct a CAMA with a trial version of PsychOpenCAMA, using as exemplary illustration a large-scale living meta-analysis on the dark triad of personality. A CAMA appears to be a useful approach for the field of the dark triad research, as there is an ever-growing research interest and accumulation of evidence. The meta-analysis focuses on trait interrelations as well as sex differences regarding the three traits. The contribution provides preliminary insights into the stages of the implementation process of a CAMA in PsychOpen CAMA, including data curation, aggregation and analysis. Possibilities and benefits for data contributors, as well as for users of living meta-analyses in PsychOpen CAMA are discussed.

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<sup>12</sup> Lisa Bucher, University of Vienna, Department of Cognition, Emotion, and Methods in Psychology

<sup>13</sup> Ulrich S. Tran, University of Vienna, Department of Cognition, Emotion, and Methods in Psychology

<sup>14</sup> Gerhard M. Prinz, University of Vienna, Department of Basic Psychological Research and Research Methods

<sup>15</sup> Tanja Burgard, Leibniz Institute for Psychology Information (ZPID)

<sup>16</sup> Michael Bosnjak, Leibniz Institute for Psychology Information (ZPID)

<sup>17</sup> Martin Voracek, University of Vienna, Department of Cognition, Emotion, and Methods in Psychology

## Improving Psychological Research Synthesis through Systematic Meta-Method Analysis

Malte Elson<sup>18</sup>

Research synthesis, particularly quantitative synthesis in meta-analyses, is based on the assumption that when the same association between constructs is observed repeatedly in a field, the relationship is probably real, even if its exact magnitude can be debated. Yet the probability that the relationship or effect between two variables is a “true” phenomenon is not only a function of repeatedly observed results, but also of the quality and consistency in the empirical procedures that produced those results and that any meta-analysis necessarily inherits. Standardized protocols in data collection, analysis, and interpretation are important empirical properties, and a healthy sign of a discipline’s maturity. The more the consistency of research outcomes in a given field depends on flexibility in methods and measures, the more the probability of a real association may approach zero.

I propose that meta-analyses as typically applied in psychology benefit from complementing their aggregates of observed effect sizes by systematically examining the standardization of methodology that deterministically produced them. Potential units of analyses are described, and two examples (involving the Competitive Reaction Time Task, a laboratory measure of aggression used in social psychology, and the Go/No-Go Task, a procedure to measure inhibitory control) are offered to illustrate the benefits of such efforts. Ideally, this synergetic approach emphasizes the role of methods in advancing theory by improving the quality of meta-analytic inferences. Further, it provides a clear mandate to transparently share details on methodology, and to provide comprehensive datasets that allow examining the effects and differences between decisions in data analysis.

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<sup>18</sup> Malte Elson, Ruhr University Bochum, Psychology of Human Technology Interaction Group



## **Comparative Panel File (CPF): Open Science Platform and Code for Harmonizing International Surveys**

*Konrad Turek*<sup>19</sup>

The Comparative Panel File (CPF, [www.cpfdata.com](http://www.cpfdata.com)) is an open science project to harmonise the world's largest and longest-running household panel surveys from seven countries: Australia (HILDA), Germany (SOEP), Great Britain (BHPS and UKHLS), Korea (KLIPS), Russia (RLMS), Switzerland (SHP), and the United States (PSID). The project aims to support the social science community in the analysis of comparative life course data. The code integrates individual and household panel data from all seven surveys into a harmonised dataset that contains 2.7 million observations from 360 thousand respondents, covering the period from 1968 and up to 40 panel waves per respondent (Version 1.0 released in 12.2020). The project is organised as an open science platform that integrates tools for general communication (online forum), code development (GitHub code repository), and general management of scientific research (Open Science Framework, OSF). After securing access to the national panel surveys, users can run our code which combines datasets and waves within a country, constructs harmonised variables, and merges these into one data set for all countries and all waves. CPF is the first open-source data harmonization initiative of this type in social sciences and provides an attractive alternative for institutionalized harmonization approaches. The project has been developed by Konrad Turek, Matthijs Kalmijn and Thomas Leopold. I will present the background, design, and content of the CPF, provide an overview of data and the research potential, and explain the open-science platform. I will also share my thought on the development and reception of the initiative.

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<sup>19</sup> Konrad Turek, University of Groningen, Netherland Interdisciplinary Demographic Institute (NIDI – KNAW)

## **A new tool to extract data from the Bundestag: the btmembers R Package**

*Philippe Joly*<sup>20</sup>

The Bundestag distributes biographical and economic data on all its members since 1949. This data, however, is only available in XML, a format most social scientists will find difficult to work with. This paper introduces a tool to make the Bundestag open data more accessible: the btmembers R package. btmembers downloads the XML file on members of the Bundestag, converts it to a data frame, and recodes some of the variables. The generated dataset contains more than 11,000 observations for more than 4,000 members of the Bundestag. With its tabular format, the dataset allows users to easily examine the evolution of the composition of the parliament with regards to gender, age, occupation, and other characteristics. The package is a useful resource for researchers, journalists, teachers, and the broader public.

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<sup>20</sup> *Philippe Joly, Humboldt-University of Berlin & WZB Berlin Social Science Center*

## Session 3: Replication Studies

### The Assessment of Structural Validity of the Stereotype Content Model

*Johanna Böttcher*<sup>21</sup>, *Maria-Therese Friehs*<sup>22</sup>, *Patrick F. Kotzur*<sup>23</sup>, *Tabea Lüttmer*<sup>24</sup>

The Stereotype Content Model (SCM) is a prevalent model of social perception that assumes universality of its dimensions, warmth and competence, across social targets and samples. Research applying the SCM has extended far beyond its original conception which calls for a valid operationalization of the SCM's dimensions as a precondition for accurate measurements and, in consequence, its generalizability.

We argue that the structural aspect of validity, pertaining to dimensionality and item pool, of the SCM has been neglected and thus conducted a preregistered re-analysis assessing factorial structure and measurement invariance (MI). Focusing on SCM data collected with English-speaking samples, we gathered 78 datasets across 43 publications that assessed warmth and competence of numerous social targets with diverse items. We applied confirmatory factor analysis (CFA) to examine the factorial structure of the SCM's main dimensions as well as multiple-group CFA to explore the extent to which the dimensions' measurements were equivalent across social targets. Lack of either can lead to a reduction in the SCM's applicability and universality, and may impede replicability.

Results showed that the factorial structure of the SCM's dimensions could be replicated in 34.81% of cases and scalar invariance – the precondition for meaningful mean value comparison, the SCM's most frequent application – in 11.43% of datasets.

These results have serious implications for the universal application of the SCM's current operationalization, but they may also illustrate a larger issue of non-invariance and non-generalizability as the SCM is only one prominent model in social research. Measurement invariance as a commonly scrutinized property of scales has not yet been broadly established and we propose that its assessment and possible solutions to non-invariance, some of which we discuss, could be a powerful tool in tackling problems of replicability.

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<sup>21</sup> *Johanna Böttcher, University of Osnabrück*

<sup>22</sup> *Maria-Therese Friehs, University Koblenz – Landau, Department Developmental and Educational Psychology*

<sup>23</sup> *Patrick F. Kotzur, Durham University, Department of Psychology*

<sup>24</sup> *Tabea Lüttmer, University of Osnabrück, Department of Psychology*

## **The perception of facial hostility and prejudice: a generalizable effect?**

*Corona Ropohl<sup>25</sup>; Konstantin Döhr<sup>26</sup>; Max Feucht<sup>27</sup>; Sophie Lichtenau<sup>28</sup>; Jana Mangels<sup>29</sup>; Marleen Stelter<sup>30</sup>*

It is of great social relevance to understand the mechanisms underlying prejudice and violent action against ethnic minorities. An impactful study from Hugenberg and Bodenhausen (2003) showed that White Americans with higher levels of implicit prejudice are slower in detecting hostility offset and faster in detecting hostility onset in Black compared to White faces. We present two preregistered studies: a direct and a conceptual replication of Hugenberg and Bodenhausen (2003). For the direct replication study ( $N = 159$  American participants), we created videos of Black and White faces changing their emotions from angry to happy or from neutral to angry. For the conceptual replication ( $N = 151$  White German participants), we created the same videos with Arab and White faces. In both studies, participants completed a Black-White (Arab-German) IAT as indirect measure of prejudice against Black (Arab) people. In addition, we measured self-reported prejudice against Black (Arab) people and, extending the original study from Hugenberg and Bodenhausen (2003), threat-related stereotypes towards Black (Arab) people. Results of the direct replication study replicated the original effect in the hostility offset condition: Longer facial hostility perception in Black faces compared to White faces was predicted by IAT-scores. However, the effect was much smaller than in the original study and not existent in the hostility onset condition. In the conceptual replication, we found no relation between prejudice and hostility onset or

offset detection in Arab versus White faces. Furthermore, there was no effect of stereotypes on hostility onset or offset detection in neither of the studies. We conclude that the effect of prejudice on detection of hostility onset and offset in threat-related outgroups is not very robust. Further possible explanations of the smaller – or non-existent – effects for both studies compared to the original study are discussed.

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<sup>26</sup> *Konstantin Döhr, University of Hamburg, Department of psychology*

<sup>27</sup> *Max Feucht, University of Hamburg, Department of psychology*

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<sup>29</sup> *Jana Mangels, University of Hamburg, Department of psychology*

<sup>30</sup> *Marleen Stelter, University of Hamburg, Marleen Stelter, University of Hamburg*

## On the Importance of Replicating Findings: Three Empirical Examples from Personality Psychology

Kay Brauer<sup>31</sup>

I illustrate the importance and contribution of replication studies by presenting three examples from our lab's research on the individual differences variables gelotophobia (fear of being laughed at), gelotophilia (joy in being laughed at), and katagelasticism (joy in laughing at others). In each case, we collected at least two samples, examined the findings separately, and aggregated them statistically with Goh et al.'s (2016) mini meta-analysis technique. Our first example is the direct replication of the accuracy of personality judgments. Since the methodological approach of such studies goes along with imbalanced designs (i.e., high number of judged persons while only few, typically six or less, observers provide judgments), we expected variability in findings across samples. Our findings across two independent samples ( $N = 218$  and  $132$  judged participants;  $k = 10$  judges in each sub-study) support this notion, with an overestimation of coefficients in one of the samples and robust differences in self-informant correlations ( $\Delta r \leq .32$ ). In Example 2, I present a study testing whether gelotophobia relates to false memories. While Sample 1 met sample size requirements for this type of research ( $N = 101$ ) and provided a positive finding, data from a well-powered replication sample ( $N = 167$ ) and a mini meta-analysis contradict the initial finding and indicate the existence of a false-positive. Finally, I illustrate the importance of sample composition and distribution scores of variables of interest in Example 3. Across two samples differing in their portion of singles, we tested whether gelotophobia predicts relationship status (current and having ever been in a relationship) and found that the relationships replicated well and allowed to derive comparatively robust conclusions on this question. Each example highlights the importance of not relying on findings from a single sample and I encourage researchers to replicate findings to increase their reliability and validity.

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<sup>31</sup> Kay Brauer, Martin Luther University Halle-Wittenberg, Department of Psychology

## Session 4: Publishing

### **A call to accompany pre-registration with means to valuable and effective exploration**

*Michael Höfler<sup>32</sup>, Stefan Scherbaum<sup>33</sup>, Philipp Kanske<sup>34</sup>, Robert Miller<sup>35</sup> and the Open Science Initiative of the faculty of Psychology (OSIP), TU Dresden<sup>36</sup>*

Harking and p-hacking are considered as main causes of the replication crisis, and pre-registration of hypotheses and analyses is regarded as the best countermeasure so far. However, the pressure to produce purportedly confirming results through hidden exploration largely resists. While some pre-registration advocates encourage the alternative of honest and comprehensive explorative research, others accuse pre-registration of harming exploration. We argue that researchers must be equipped with competencies on valuable exploration if preregistration is to become mainstream and exploration is to be freed from its narrowed and flawed purpose. We discuss what valuable exploration should be: honest, as full as necessary (especially in new research domains) and as efficient as possible (resulting in only few and presumably true new hypotheses). After discussions on methods for filtering explorative results and pre-registration we end with a short general research agenda and proposals for implementation to stakeholders (peer-reviewers, journal editors and funding agencies) who have the means both to enforce pre-registration and to provide room for valuable exploration. For example, we propose establishing more repositories and a specialised paper format to feed other researchers with new hypotheses or a range of plain results to assess and further develop theories.

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<sup>33</sup> Stefan Scherbaum, Technical University of Dresden, Department of Psychology

<sup>34</sup> Philipp Kanske, Technical University of Dresden, Institute of Clinical Psychology and Psychotherapie

<sup>35</sup> Robert Miller, Technical University of Dresden, Department of Psychology

<sup>36</sup> the Open Science Initiative of the faculty of Psychology (OSIP), TU Dresden

## Drafting and Publishing Scientific Articles with R Markdown

Julia Schulte-Cloos<sup>37</sup>

As demands for computational reproducibility in science are increasing, tools for literate programming are becoming ever more relevant. R Markdown offers a framework to generate reproducible research in various output formats. I present a new package, `reproducR`, that allows users without any prior knowledge of R Markdown to implement reproducible research practices in their scientific workflows. The `reproducR` package offers an integrated-file solution that guides researchers from draft to final paper submission. While in the stage of explorative analysis and when focusing on content only, researchers may rely on the 'draft mode' of the `reproducR` package that knits to HTML and allows them to interactively explore their data. While in the stage of research dissemination and when focusing on the presentation of results, in contrast, researchers may rely on the 'manuscript mode' that knits to PDF and allows them to circulate a publication-ready version of their working paper or submit it (blinded) for review.

Package website: <https://jschultecloos.github.io/reproducR> Source code:  
<https://github.com/jschultecloos/reproducR/>

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<sup>37</sup> Julia Schulte-Cloos, Ludwig Maximilian University of Munich, Geschwister-Scholl-Institute for Political Science

## **Caution, preprint! Brief explanations allow non-scientists to differentiate between preprints and peer-reviewed journal articles**

*Tobias Wingen*<sup>38</sup>

As part of the open science movement, preprints have rapidly gained popularity and this development has been further fueled by the COVID-19 crisis. However, preprints are not peer-reviewed and thus did not undergo the established scientific quality control process. Many researchers hence worry that these preprints reach non-scientists, such as practitioners, journalists, and policymakers, who might be unable to differentiate them from the peer-reviewed literature. Across 5 studies in Germany and the US, we investigated whether this concern is warranted and whether this problem can be solved by providing non-scientists with a brief explanation of preprints and the peer-review process. A pilot study, in which we coded 200 recent preprints, revealed that virtually none sufficiently explained their lack of peer-review. Studies 1 and 2 showed that without such an explanation, non-scientists perceived research findings published as preprints as equally credible as findings published as peer-reviewed articles. However, an explanation of preprints and the peer-review process reduced the credibility of preprints (studies 3 and 4). In study 5, we developed and tested a shortened version of this explanation which we recommend adding to preprints. This explanation again allowed non-scientists to differentiate between preprints and the peer-reviewed literature. In sum, our research demonstrates that even a short explanation of the concept of preprints and their lack of peer-review allows non-scientists who evaluate scientific findings to adjust their credibility perception accordingly. This allows harvesting the benefits of preprints, such as faster and more accessible science communication while reducing concerns about public overconfidence in the presented findings.

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<sup>38</sup> *Tobias Wingen, University of Cologne, Social Cognition Center Cologne*



## **Replication Shortcomings: Analysis of Anonymized Real Data from the Journal 'Political Analysis'**

*Simon Heuberger*<sup>39</sup>

In the early 2010s, a series of events in psychology led to the emergence of what became known as the replication or reproducibility crisis: Fraud scandals, reports of scholars unwilling to share published data, and widespread recognition of p-hacking. This debate extended to the wider field of social science in 2015 and 2018, when research showed that a large number of scientific results published in high-profile social science journals could not be replicated. In the years since the emergence of this debate, researchers, journals, and professional organizations have been working to increase transparency and research rigidity. However, the replication crisis continues to affect contemporary social science research. While better transparency is a laudable goal, the actual implementation of standards for reproducibility still leaves plenty to be desired.

In our proposed talk, we demonstrate replication shortcomings with anonymized real data from work done at a major political science journal, *Political Analysis*, and showcase examples of what modern data reproduction materials should look like. We identify and outline three practices social science should adopt to help resolve the replication crisis: (1) Journals need to run provided material, (2) authors need to start their work with replication in mind, and (3) replication archives should be replaced with Docker containers. We focus on problems that occur when scholars provide research materials to journals for replication and outline best practices regarding documentation and code structure for researchers to use.

Researchers are not aware how important these aspects are and how far we are from achieving the goal of reproducible social science. Despite great advances made over the years in some aspects of data reproduction and transparency, we still have a long way to go to overcome the replication crisis. We highlight this, show what is still missing, and provide examples of how to move forward.

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<sup>39</sup> *Simon Heuberger, American University, Political Analysis Journal*

## Workshops

### Workshop 1: Teaching Replication

#### Teaching Replication in the Social Sciences

*Gerrit Bauer<sup>40</sup>, Jan H. Hoeffler<sup>41</sup>, Hannah Soine<sup>42</sup>, Johanna Gereke<sup>43</sup>, Rima-Maria Rahal<sup>44</sup>, Nicole Janz<sup>45</sup>, Nate Breznau<sup>46</sup>*

In this workshop, we show how replication can be integrated in different formats of social science teaching. We explain why reproducibility is important and how replication helps students learn empirical methods, and understand what decisions and difficulties authors face in the research and publication process. Students thus develop healthy skepticism about published results. In the best case, their replications can add value to existing studies.

First, we discuss the importance of clearly documenting results, and offer solutions for documentation using state-of-the-art technology. Second, we discuss different types of replications, from simply checking whether it is possible to obtain published results again with author provided data and code, to writing new code, potentially with a different software, allowing further insights. We present the exciting possibility to extend original studies using new methods to test the robustness of the results or new theory to scrutinize whether those chosen in the original study were appropriate. We also discuss the rewards and challenges of using updated or entirely new data. We propose how to guide students through the various terminologies suggested for different types of replication.

Dependent on the types of replications it is important to analyze the implications when differences in results occur. In some cases, deviations call into question internal and/or external validity of the original results. In the worst case, they reveal errors or even fraud. Often they merely show that alternative approaches are possible, and that results are context dependent. Students often lack the confidence to trust their results and we point toward the importance of mentors. For example, we discuss when it helps to contact original authors of replicated studies and how students should do this.

We inform about the various tools available for replication work like pre-analysis plans, the TIER Protocol for documentation of results, version control for code work with Git, data repositories, e.g., the DataVerse, synthetic data when original data cannot be shared, and the ReplicationWiki that offers information about data availability of empirical studies and about published replications.

We suggest how to organize and teach a replication seminar, amongst others how to find appropriate studies, and in which cases they should be pre-selected and when students should identify them. We provide a public interdisciplinary bibliography of replication-related methods and epistemological discussions.

We further outline how to integrate elements of replication studies into regular classes, even with a high number of students and to students with different levels of previous knowledge.

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<sup>40</sup> *Gerrit Bauer, University of Munich, Department of Sociologie*

<sup>41</sup> *Jan H. Hoeffler, University of Göttingen, Chairs of Statistic and Econometrics*

<sup>42</sup> *Hannah Soine, Mannheim University, MZES Research Fellow*

<sup>43</sup> *Johanna Gereke, Mannheim University, MZES Research Fellow*

<sup>44</sup> *Rima-Maria Rahal, Max Planck Institute for Research on Collective Goods*

<sup>45</sup> *Nicole Janz, University of Cambridge, Faculty of Social Science*

<sup>46</sup> *Nate Breznau, University of Bremen, Collaborativ Research Center*

Finally, we discuss how students can publish their own replication results as a public good, such as a report or blog or in academic journals.

## Workshop 2: Research Practices

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### A Quick Intro to Open Science Version Control

*Radu Andrei Pârvulescu<sup>47</sup>*

This practical workshop is meant to introduce attendees to several tools for open science practice: SocArXiv for version control of academic papers, GitHub for version control of code, osf.io for version control of open-sourcedata and pre-registration of hypotheses, and comses.net plus the ODD framework for peer-review, versioncontrol, and replicability of agent-based models. The presenter uses two empirical examples from his own work to illustrate both the value added and challenges of practising open science. The first example regards constructing an open-source database of judicial professionals (judges, prosecutors, notaries public, etc.) by web-scraping publicly available records and uploading digitised archival materials, with special focus on the legal (GDPR) ambiguities of creating open-source, online databases containing personal information of public figures, such as judges. The second example tackles the replication of empirically-driven agent-based models, and emphasises the technical challenges in creating computer simulations that can be replicated on different operating systems (e.g. Linux, Windows, MacOS). The overarching theme is the great utility (to the researcher first!) of public version control throughout the research process, with a secondary theme tackling the difficulties of using open science tools in exploratory research, which by definition is a looser endeavour allowing for more researcher degrees of freedom.

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<sup>47</sup> Radu Andrei Pârvulescu, Cornell University, Department of Sociology

## Workshop 3: Open Scholarship Platform

### Building a community from open scholarship pedagogy with a Framework for Open and Reproducible Research Training (FORRT)

*Flavio Azevedo<sup>48</sup>, Sam Parsons<sup>49</sup>, Leticia Micheli<sup>50</sup>*

The Framework for Open and Reproducible Research Training (FORRT) project addresses the underappreciated pedagogical aspect of open and reproducible science and its associated challenges, including a need for curricular reform, an account of epistemological pluralism, the development of new methods of education, and questions around how open science practices relate to social justice and a principled academic education. FORRT recognizes that the institutionalized teaching of transparent research practices can be a powerful force for aligning educational institutions with open science principles and enacting long-term change towards both more credible social sciences and a general public that is better able to competently read and assess their research outputs. FORRT has been hard at work to equip institutions and educators with the resources needed to develop, implement, and assess open and reproducible research training.

One of the unique strengths of the community approach represented by FORRT is the advantages for vetting and improving educational outcomes around the open scholarship. In this workshop presentation and live discussion, we will demonstrate some of the resources that have been created by the FORRT community. These resources include the FORRT Educational Nexus, which combines eight distinct initiatives aimed at promoting the integration of open and reproducible science into higher education, which the OS&RBSS audience can readily use.

FORRT has curated and developed these resources to help advocate for the integration of open and reproducible science into higher education. More than this, we aim to bring together educators and scholars working to improve teaching and mentoring practices in higher education. We are striving to build a platform that supports and recognizes the essential contribution educators are making towards the improvement of the research landscape.

FORRT is an evolving project. Most importantly, FORRT is a community endeavor. We see a unique potential for FORRT as an organized community effort to curate and evaluate educational outcomes of open scholarship reforms, as a pedagogy-based route to improve research practices.

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<sup>48</sup> *Flavio Azevedo, Friedrich Schiller University Jena, Department of Psychology*

<sup>49</sup> *Sam Parsons, University of Oxford, Department of Psychology*

<sup>50</sup> *Leticia Micheli, Leibniz University Hannover, Department of Psychology*

## Poster Session

### **How we did it. Introducing the Open Science Initiative at the Faculty of Behavioral and Social Sciences, TU Chemnitz.**

*Claas Pollmanns<sup>51</sup>; Johanna Bruchmann<sup>52</sup>; Frank Asbrock<sup>53</sup>; Anja Strobel<sup>54</sup>*

We present steps we took and are still taking to establish an Open Science Initiative at the Faculty of Behavioral and Social Sciences at Chemnitz University of Technology. Based on a short survey we conducted in spring 2020 at the Institute of Psychology and the research training group of the CRC1410 „Hybrid Societies“, we collected ideas about how to make progress concerning transparent science in teaching and research. Following this, we declared the winter term as Open Science semester in order to implement the topic, to provide information via talks and journal clubs and to officially start our Open Science Initiative. We will present projects on how we aim to implement open science practices in the routines of teaching social sciences in undergraduate and graduate curricula. In addition to the establishment of an OS-Journal Club for students and faculty staff, courses for teaching competencies in conducting empirical experiments were complemented with Open Science elements, e.g. preregistrations. Our goal is to familiarize students with Open Science principles from the very beginning of their studies. We are currently setting up an institute-wide OSF (Open Science Forum) account to better link student research projects and to further improve transparency and comprehensibility of their research process. By adapting the idea of "many labs studies", we implemented "many students projects" for replication studies. On this poster, we present our Research Transparency Statement and encourage researchers and colleagues to get in contact with us to discuss the statement, and questions of open science in research and teaching.

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<sup>51</sup> *Claas Pollmanns, Chemnitz University of Technology, Institute of Psychology*

<sup>52</sup> *Johanna Bruchmann, Chemnitz University of Technology, Institute of Psychology*

<sup>53</sup> *Frank Asbrock, Chemnitz University of Technology, Institute of Psychology*

<sup>54</sup> *Anja Strobel, Chemnitz University of Technology, Institute of Psychology*

## Teaching Open Science @ TU Dresden

Anne Gärtner<sup>55</sup>, Alexander Strobel<sup>56</sup>

One of the core aims of the Open Science Initiative at the Faculty of Psychology (OSIP) is to ground the promotion of values and practices of Open Science in teaching. Therefore, we are embedding Open Science elements along the pathway from Bachelor over Master studies to postgraduate research training. In the Bachelor program, Open Science aspects are explicitly taught in the Methods of Psychology Module and trained in the Empirical Studies Module, where all students are required to preregister their research projects using OSF and AsPredicted templates. In the Master programs, dedicated course elements deal with, e.g., Good Scientific Practice, questionable research practices as well as the replicability crisis, and aid students in implementing Open Science practices including tutorials on how to preregister their master theses. In postgradual research training, the Integrated Research Training Group of the Collaborative Research Centre (CRC) 940 in cooperation with other projects is currently setting up an *Open Science Module* consisting of e-learning material complemented by three workshops of one to two days: A *Good Scientific Practice* workshop supports students to understand basic scientific values, to distinguish Good Scientific Practice from scientific misconduct, and to contact clearing processes in conflicts. In a second workshop on *Open Science Practices*, students learn about principles and practices of Open Science including preregistration, open access, data, materials and code as well as reproducible research. A third workshop is devoted to *Research Data Management* to facilitate scientific workflows with straightforward routines to assess, analyze, store and share data. This Open Science Module is currently in the pilot phase and will be evaluated, revised and finalized during 2021. Our experience is that our students are not only interested in Open Science issues, but also highly motivated to do the extra work that is sometimes required to do transparent and reproducible research.

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<sup>55</sup> Anne Gärtner, Technical University Dresden, Faculty of Psychology

<sup>56</sup> Alexander Strobel, Technical University Dresden, Faculty of Psychology

## **The Open Science Initiative at the Faculty of Psychology (OSIP)**

*Judith Herbers<sup>57</sup>, Ulrike Senftleben<sup>58</sup>, Stefan Scherbaum<sup>59</sup>, OSIP Members<sup>60</sup>*

Since its founding in August 2018, the Open Science Initiative at the Faculty of Psychology (OSIP) of the TU Dresden is dedicated to promoting the use of open research practices among scientists and the implementation of these practices in everyday research. In open monthly meetings, a steadily growing community of PhD students, Post-Docs and Professors as well as student representatives aims to improve own work routines to foster quality and reliability of their scientific findings and to engage in discussions on the potentials and problems associated with Open Science. The joint efforts are based on the OSIP Research Transparency Statement, a self-declaration to promote transparent and reproducible research practices, e.g., preregistration and open data, in future own work as well as in supervising and reviewing activities (see <https://tud.link/do37>). Several organized talks and workshops by internal and external speakers have received great response. OSIP members fostered the inclusion of open and transparent research practices into the Bachelor's and Master's curricula as well as PhD programs. A first achievement towards a shift in the incentive system is the establishment of the OSIP Open Science Award in 2020, which honors the exemplary commitment of three research teams to open science practices in their publications. For its future engagement, OSIP has developed multiple short- and long-term goals in diverse areas. One exemplary short-term goal comprises creating a comprehensive inventory of the landscape and status of all Open Science initiatives in Germany. Preliminary results of the ongoing survey will be presented. With our initiative and the outlined goals and activities, we would like to contribute to an increase in the quality and thus the credibility of psychological research – at our faculty and beyond.

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<sup>57</sup> *Judith Herbers, Technical University of Dresden, Department of Psychology*

<sup>58</sup> *Ulrike Senftleben, Technical University of Dresden, Department of Psychology*

<sup>59</sup> *Stefan Scherbaum, Technical University of Dresden, Department of Psychology*

<sup>60</sup> *OSIP Members*



## **Enhancing the Sharing of (Meta-)Data in Social Science Research on the Covid-19 Pandemic: A Mapping of Germany**

*Andrés Saravia<sup>61</sup>*

For over a year now, a constantly increasing number of research projects developed to better understand the effects of the COVID-19 pandemic on society. To obtain thorough and quality assured insights, it is particularly crucial to share these preliminary data and results in both a timely and accurate manner. At the same time, the rapid pace of the disease and the ad hoc mobilisation of resources may also create conditions for inaccurate or low-quality data that is not useful for secondary use. This would pose the danger of diminished scientific impact and social value of the collected data.

To support the quality assurance of research data and a cultural shift towards Open Science across larger and smaller ad hoc social, behavioural, educational, and economic research projects on COVID-19, the German Data Forum (RatSWD) started the so-called Best-FDM1 project. The project builds on a collection of more than 200 German research initiatives (as of March 2021) which are systematically categorised in terms of discipline, methodology, research design, and current research phase.

An initial analysis reveals that several larger projects provide very carefully designed and openly accessible documentations of their results, questionnaires, and research data management choices that encourage secondary use of their data or data linkages. However, the awareness of the importance of Open Science could be enhanced, particularly among researchers in small ad hoc projects. The Best-FDM project will identify which incentives are necessary to motivate more researchers to share their data and to make their (meta-)data transparent and interoperable.

In sum, our poster will present a meta-analysis identifying the gaps regarding Open Science in the social, behavioural, educational, and economic COVID-19 research and illustrate measures aimed at enhancing the openness of these initiatives.

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<sup>61</sup> *Andrés Saravia, WZB Berlin Social Science Center, Rat für Sozial- und Wirtschaftsdaten (RatSWD)*

## Do We Objectify When Seeing Suggestive Postures? Testing the Sexualized-Body-Inversion Hypothesis With a Casually Dressed Stimulus Set

Martje Buss<sup>62</sup>, Lucie Fahnenstich<sup>63</sup>, Rebecca Müller<sup>64</sup>, Helene Weiss<sup>65</sup>, Laura Schwappacher<sup>66</sup>,  
Jana Mangels<sup>67</sup>, Marleen Stelter<sup>68</sup>

Female bodies are sexually objectified and depersonalized to a greater extent than male bodies – and this effect might also translate to processes of person perception. In a widely debated study, Bernard et al. (2012) have shown that female bodies wearing revealing clothing like underwear and swimsuits are not subject to the so-called inversion effect. Specifically, they were recognized similarly well in inverted and upright positions, an effect normally observed in object-recognition.

This phenomenon, also referred to as the sexualized-body-inversion effect, has been interpreted as sexual objectification leading people to perceive women in a less holistic, more object-like fashion.

We present a preregistered conceptual replication study of Bernard et al. (2012), in which we investigated the occurrence of the effect with a casually dressed stimulus set while manipulating the suggestiveness of body postures.  $N = 72$  participants completed an *Inverted Body Recognition Task* with male and female targets displaying suggestive or neutral body postures, presented upright versus inverted. We hypothesized that the difference in recognition of inverted versus upright targets (i.e., the inversion effect) would be smaller for female than for male targets, replicating the sexualized body-inversion effect. In addition, we tested if the inversion effect would be smaller for

suggestive as compared to neutral targets. The results showed that upright targets were consistently better recognized than inverted targets and there was no interaction with target gender or suggestiveness. We conclude that the sexualized body inversion effect does not generalize to targets wearing everyday clothes and interpret this discrepancy regarding the everyday life consequences of 2

the effect. We further discuss how methodological characteristics of the task, such as differences in asymmetry of the presented stimuli, might influence the sexualized-body-inversion effect.

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## Open and local: The University Library as stakeholder in the open science movement

Carolin Ahnert<sup>69</sup>, Ute Blumtritt<sup>70</sup>, Anja Hähle<sup>71</sup>, Martina Jackenkroll<sup>72</sup>

The university library acts as a pioneer for open science at Chemnitz University of Technology. Its open access activities can be traced back to the end of the last century. The library received the *Open Library Badge* in both 2016 and 2020 for its efforts to implement openness in all its facets in the library's environment. But the library's open science team doesn't restrict its open activities to its own institution but understands itself as promoter of openness within the whole university. In this context the team perceives itself as mediator between scientists, publishers, the computer centre and administration regarding Open Access, Open Data/Research Data Management, Open Educational Resources and Open Source.

Several services and activities underline the library's important role in open science efforts:

- There is an open access publication fund for members of Chemnitz University. Authors from all disciplines can submit funding applications to the library.
- Chemnitz University has concluded agreements with several publishers for the discounting of open access publications, e.g. with the publishing house Hogrefe and its PsyJOURNALS collection.
- Scientists can publish scientific publications electronically on *MONARCH-Qucosa* and/or via the University Press of Chemnitz University of Technology. The library supports researchers in founding new open access journals using the open source software *Open Journal System*.
- The open science team is involved in developing a university's information infrastructure by connecting a research information system, the university bibliography, with an institutional research data repository for sustainable data archiving.
- In individual consultations the open science team supports scientists in selecting suitable, high-quality journals for publication and explains the use of open access licences. The team helps with self-archiving options and on checking publication rights.

Our poster is to illustrate the multifaceted possibilities how local university libraries can support open science activities from their university's scientists, especially those with a Behavioural and Social Sciences background.

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<sup>70</sup> Ute Blumtritt, Chemnitz University of Technology, University Library

<sup>71</sup> Anja Hähle, Chemnitz University of Technology, University Library

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## Challenges for the Implementation of Open Science When Using the New Data and Methods of Digitization Research

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Researchers are increasingly employing new data sources and methods that go beyond traditional ones such as those based on interviews or surveys. This development poses new challenges to the implementation of the idea of Open Science. More and more research is based on data from non-research contexts: Data is often originally generated for other purposes, and diverse communities of users, especially on social media, are actively involved in generating content and digital traces. There is no longer a traditional relationship between the researcher and the research 'subject' such as the one formed via informed consent in survey research. For those who conduct research with new data and methods novel questions arise, such as "Which data and which results should and may be shared with the public?" and "In what way should data become 'open'?" Answering these questions requires that researchers who are working social media data and who are applying novel data analytics methods gain an understanding of the self-conceptions and interests of the users that originally generated the data.

Privacy concerns and the difficulties of anonymization in social media research have already been variously pointed out. Our project focuses on the more general question of whether and how the producers of these data act as active and conscious authors of content. A user of social media does not just passively leave behind data traces, but also actively generates and adapts them as an author and more or less consciously helps to shape public spheres. Furthermore, this active role in the generation of digital traces is not just restricted to social media but also increasingly encompasses a wide variety of everyday contexts that were previously not accessible to digitized data collection.

Our project aims to explore the self-conceptions of social media users and the resulting possibilities for collaborations between researchers and those subject to the research: What are the perceptions of social media users regarding the collection of public data by researchers? The poster presents the results of a survey on social media users' viewpoints of this topic (Do they want to be informed when researchers collect their public posts? Would they change their behavior if they knew researchers were collecting their posts? Is it relevant to them what their data is used for?) and attempts an initial mapping of the different self-conceptions of social media users as data producers for research.

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## **GLÉS Open Science Challenge 2021: An Open Science Initiative for Electoral Research into the German Federal Election 2021**

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Within the social sciences efforts to improve the transparency of the research process are gaining increasing interest and support. At the same time, researchers aiming at adopting open science principles do often face hurdles inherent to the established structures and procedures of the scientific system. For instance, researchers working with secondary data encounter challenges that are associated with the infrastructure underlying data collection, preparation, and supply.

As a basis for a workshop discussion, we will present the GLÉS Open Science Strategy as well as the GLÉS Open Science Challenge 2021 as case studies on how data providers can facilitate and encourage the adoption of open science principles, in particular, preregistration and Registered Reports.

The German Longitudinal Election Study (GLÉS) is the central infrastructure project in Germany for the continuous collection and provision of high-quality survey data and, as such, the main provider of secondary data for the analyses of the political attitudes and voting behaviour. We will discuss the importance and possibilities of data producers to implement Open Science principles but go one step further by presenting the GLÉS Open Science Challenge, a collaborative open science endeavor with journal editors and the scientific community. It involves the publication of a Special Issue on the German Federal Election 2021 consisting of a collection of Registered Reports that use GLÉS data in a scientific journal. The publication process will follow a transparent procedure of evaluating submissions, which includes reviewing study proposals prior to data collection and assessing their merits based on the relevance of the research question(s) and the appropriateness of the theoretical and methodical approaches irrespective of the empirical results of the analyses. This Open Science Challenge will provide a yet innovative but replicable model as to how Registered Reports can be applied to secondary data analysis in the social sciences.

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