Survey and Questionnaire Design and Analysis

EDUC 610 – 4 Credits – CRN 36496
University of Oregon – College of Education - Educational Leadership

2010 Spring Term Syllabus
Rev. Date 5 April 2010 – Subject to Change

Meeting Days/Time: W, 5-9 pm
Location: 225 Chiles

Instructors

<table>
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<th>Kathleen Scalise</th>
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<tr>
<td>Assistant Professor</td>
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<td>Educational Methodology, Policy &amp; Leadership</td>
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Phone: Contact by email please.
Fax: (541) 346-5174
E-mail: kscalise@uoregon.edu
Address: Mailing only: 170L Education Bldg 5267 University of Oregon Eugene, OR 97403-5267
Office Hours: Kathleen: 9-9:50 pm AFTER class on Wednesdays, or by appointment.

DESCRIPTION
In this course, students will gain hands-on experience in the design, collection and analysis of social science information using surveys and questionnaires. Taught in a problem-based learning format, students will develop their own survey or instrument, with focus on sampling, survey mode (online, telephone, mail, interview), question format and framing, collection of qualitative supporting or investigative evidence, coding, and statistical and item analysis. Measurement considerations and basic multivariate strategies are examined. Students will be expected to develop a bounded survey or questionnaire instrument in their area of interest, identify and collect data from approximately 30 subjects, and analyze results. It is expected that the knowledge gained through this course will enhance the development of students’ thesis or dissertation, and contribute to their set of applied leadership skills improving the educational outcomes of their program or organization.

Who Should Take This Course: This course can be helpful for those interested in learning survey/questionnaire design generally, or toward preliminary dissertation or thesis research. Prior preparation in quantitative and qualitative methodologies and familiarity with SPSS are desirable. Please contact instructors if you have questions about the course or your readiness for participating.

OBJECTIVES
In this course, you will:

a. Develop understanding in the basic concerns of survey research design.
b. Through systematic comparison, become familiar with the various measurement/assessment options available in stages of the survey/questionnaire process.
c. Conduct preliminary aspects of original survey and questionnaire research.
d. Understand and use a variety of survey analysis techniques.
TEXTBOOKS, READING MATERIALS & OTHER RESOURCES

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<th>AUTHER, DATE, TITLE, PUBLISHER</th>
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<td>Access to SPSS software. Will be required in some class sessions. Please arrange with instructor if you need SPSS provided for use in class. Outside class, SPSS is available on the HEDCO building technology lab computers (first floor, in suite across from cafe). Access to various other class-assigned software packages and interactive tools will be made available.</td>
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COURSE STRUCTURE

This is a course designed for hands-on experience in survey design and assessment methodologies. Students will read book chapters and journal papers each week, and will take turns leading presentations and discussions on the readings, as assigned. Activities will be project-based over the course of the quarter. One project focus will be selected as a survey or questionnaire development case study by each student at the beginning of the term. Students will implement the project over the quarter, in four stages:

1) identifying the construct or goals of instrument;
2) determining and designing appropriate observations;
3) identifying and collecting data in the outcome space; and
4) analyzing results, using a combination of qualitative and quantitative techniques, which may include interviewing, observations, and introductory forms of factor analysis or item response models.

Note that students will be expected to identify a subject population, successfully collect data and analyze results.

QUIZZES AND EXAMS

Assessments may take place but will be used for formative purposes only, as we function as a community of learners and use assessment to get a take on what we know and the directions that might be most effective for instruction. Grading will be based on leading discussions of papers and book chapters, class participation in analysis sessions, and the completion and quality of the four stages of the analysis project.

PAPERS

Each portion of your four-stage survey/questionnaire development case study will close with a written submission describing the work completed. Written submissions will consist of a variety of work products, some of which will be text, tabular or graphic representation. Expected work products will be described in class and are due as shown in assignments table. The four work products will be compiled into a report at
the end of the term, for which you will update and combine the four work products, and provide one-page of summary reflection. You will also briefly present your work at each stage, in large group or small group settings.

**GRADING POLICY**
Your final grade for this course will be determined based on attendance/participation in class analysis sessions, leading discussions of research papers and book chapters, and your course projects, with percentages as follows:

- Attendance/participation in class and in analysis sessions (each week) = 20%

  As a learning community, we expect that students “participate” through active engagement: discussing, asking questions, listening and respecting peer work, and demonstrating your knowledge of reading material assigned for each day.

- Submitting/presenting/discussing your four project portions = 60%
- Final Report = 20%

**COURSE INCOMPLETES**
Students are expected to be familiar with university policy and procedures, which result in failing to complete the course by the end of the term in which it is offered. Please see [http://interact.uoregon.edu/pdf/sas/AIncGrdCon.pdf](http://interact.uoregon.edu/pdf/sas/AIncGrdCon.pdf).

**SCHEDULE OF TOPICS AND ASSIGNMENTS**

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<tr>
<th>WEEK</th>
<th>DAY</th>
<th>TOPIC / ASSIGNMENT</th>
<th>Readings and Assignments</th>
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| 1    | March 31 | • Class outline and introductions.  
• The Logic of Survey Sampling  
• Human Subjects Protocols  
• Building Blocks of Measurement  
• Examples of Sample Designs  
• PBL: Constructs | Fowler, Chap. 2;  
Babbie, Chap. 5;  
Wilson, Chap. 1.  
All readings due before class of the next week, for each week shown |
| 2    | April 7  | • Generalizing In and Out  
• Methods of Data Collection  
• Observations  
• Implementing a Sampling Design  
• PBL: Observations | Wilson Chap. 2;  
Tourangeau et al,  
Chap. 7;  
Couper, 2005  
**Construct Due: April 14 before class** |
| 3    | April 14 | • Qualitative Interviewing  
• Self-Administered Questionnaires  
• The Psychology of Survey Response: Attitude Questions | Readings TBA |
| 4    | April 21 | • Designing Questions to be Good Measures  
• Outcome Space  
• Index and Scale Construction  
• Nonresponse and Missing Data  
• PBL: Outcome Space | Readings TBA  
**Draft Instrument and any Scoring Rubrics Due: April 28 before class** |
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<td>5</td>
<td>April 28</td>
<td>• NO in-class meeting this week. Group consultations by webinar. Will signup on Doodle for your appointment. Also complete your readings as usual.</td>
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| 6 | May 5 | • The Logic of Measurement and Association  
• Evaluating Survey and Instruments: Paneling, Sensitivity, Prefielding, DIF considered  
• Data Analysis: Tables, Elaboration, Descriptive Statistics, Elaboration | Readings TBA |
| 7 | May 12 | • Beginning Intro to Multivariate Techniques  
• Ethics of Survey Research  
• Validity and Reliability | Readings TBA  
Data Collection with Correctly Scored and Entered Dataset Due: May 19 before class |
| 8 | May 19 | • PBL: Interpretation and Measurement Models  
• The Reporting of Survey Research  
• Lab: Item Response Model Approaches | Readings TBA  
Draft Analysis Due: May 26 by 10 pm |
| 9 | May 26 | • Lab: Factor Analytic Techniques  
• PBL: Analysis Writeup | Readings TBA. |
| 10 | June 2 | • The Informed Survey Research Consumer  
• PBL Final Presentations | Readings TBA  
Final Report Due: June 2 by 10 pm |
| 11 | Final Exam | No Final Exam planned in this course, but final exam time may be used if course makeup days become necessary. | |

ATTendance Policy
Attendance at all class and discussion groups is required.

Absence Policy
Students must contact the instructor in case of illness or emergencies that preclude participating in projects as scheduled or attending class sessions. Messages can be left on the instructor's e-mail at any time of the day or night, prior to class. If no prior arrangements have been made before class time, the absence will be unexcused.

If you are unable to complete an assignment due to a personal and/or family emergency, you should contact your instructor as soon as possible. On a case-by-case basis, the instructor will determine whether the emergency qualifies as an excused absence. Makeup policy for this class is that one excused absence can be made up by keeping up with the class projects and readings. Any additional absence will require a set of three short papers on class topics for the day (one set of three papers for each additional excused absence day, see instructor for details if you miss more than one class session).

Academic Misconduct Policy
All students are subject to the regulations stipulated in the UO Student Conduct Code (http://studentlife.uoregon.edu/programs/student_judi_affairs/index.htm). This code represents a compilation of important regulations, policies, and procedures pertaining
to student life. It is intended to inform students of their rights and responsibilities during their association with this institution, and to provide general guidance for enforcing those regulations and policies essential to the educational and research missions of the University.

CONFLICT RESOLUTION
Several options, both informal and formal, are available to resolve conflicts for students who believe they have been subjected to or have witnesses bias, unfairness, or other improper treatment.

It is important to exhaust the administrative remedies available to you including discussing the conflict with the specific individual, contacting the Department Head, or within the College of Education you can contact Edward J. Kame‘enui, Associate Dean for Curriculum and Academic Programs, at 346-1644 or ekamee@uoregon.edu or Surendra Subramani, Diversity Coordinator, at 346-1472 or surendra@uoregon.edu.

Outside the College, you can contact:
• UO Bias Response Team: 346-1139 or http://bias.uoregon.edu/whatbrt.htm
• Conflict Resolution Services 346 -0617 or http://studentlife.uoregon.edu/programs/crs/
• Affirmative Action and Equal Opportunity: 346-3123 or http://aaeo.uoregon.edu/

DIVERSITY
It is the policy of the University of Oregon to support and value diversity. To do so requires that we:
• respect the dignity and essential worth of all individuals.
• promote a culture of respect throughout the University community.
• respect the privacy, property, and freedom of others.
• reject bigotry, discrimination, violence, or intimidation of any kind.
• practice personal and academic integrity and expect it from others.
• promote the diversity of opinions, ideas and backgrounds which is the lifeblood of the university.

DOCUMENTED DISABILITY
Appropriate accommodations will be provided for students with documented disabilities. If you have a documented disability and require accommodation, arrange to meet with the course instructor within the first two weeks of the term. The documentation of your disability must come in writing from the Disability Services in the Office of Academic Advising and Student Services. Disabilities may include (but are not limited to) neurological impairment, orthopedic impairment, traumatic brain injury, visual impairment, chronic medical conditions, emotional/psychological disabilities, hearing impairment, and learning disabilities. For more information on Disability Services, please see http://ds.uoregon.edu/

EXPECTED CLASSROOM BEHAVIOR
Classroom expectations include:
- Participating in class activities
- Respecting the diversity of cultures, opinions, viewpoints in the classroom
- Listening to fellow students, professors, and lecturers with respect
- Arriving on time, prepared for class
- Attending for the duration of class; not reading other materials, books, newspapers

Racist, homophobic, sexist, and other disrespectful comments will not be tolerated.

GRIEVANCE
A student or group of students of the College of Education may appeal decisions or actions pertaining to admissions, programs, evaluation of performance and program retention and completion. Students who decide to file a grievance should follow the student grievance procedure, or alternative ways to file a grievance outlined in the Student Grievance Policy (http://education.uoregon.edu/feature.htm?id=399) or enter search: student grievance.

INCLEMENT WEATHER
In the event the university operates on a curtailed schedule or closes, UO media relations will notify the Eugene-Springfield area radio and television stations as quickly as possible. In addition, a notice regarding the university’s schedule will be posted on the UO main homepage (in the “News” section) at http://www.uoregon.edu. College of Education students should contact their program department for further information.

EDUCATIONAL METHODOLOGY, POLICY & LEADERSHIP AREA INFORMATION
For information on the Educational Leadership program, please see http://education.uoregon.edu/edld.