**1. ERMA 8200 Survey Research Methods**

3 credit hours

**2. Semester Fall 2017**

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**3. Resources**

Required:

Andres, L. (2012). *Designing and Doing Survey Research*. Sage.

Other readings as assigned.

***Other resources (on reserve at RBD Library when possible):***

Dillman, D.A., Smyth, J.D., & Christian, L.M. (2014). *Internet, Mail, and Mixed-Mode Surveys: The Tailored Design Method*. Wiley. **Electronic resource at RBD.**

Fink, A. (2003). *The Survey Kit (2nd ed)*. Thousand Oaks, CA: Sage.

Fowler, F. J. (2008). *Survey research methods (4th Ed.)*. Thousand Oaks, CA: Sage.

Engel, U., et al. (2015). *Improving Survey Methods: Lessons from Recent Research*. Routledge, Taylor & Francis Group.

Trochim, W. M. (version current as of October 20, 2006). T*he Research Methods Knowledge Base, 2nd Edition*. Retrievable from http://www.socialresearchmethods.net/kb/

**4. Course Description:** Overview of survey research, sampling issues, selection and construction of survey instruments, scaling techniques, response effects, issues influencing response rate, reliability and validity of survey data, and analysis of data.

**5. Course Objectives**

 Upon completion of this course, the student will be able to:

* recognize and discuss the uses of survey research
* recognize and apply the appropriate estimates of reliability and validity
* prepare an IRB application and cover letter
* discuss the advantages and limitations of different sampling procedures
* compare and contrast different modes (paper, electronic, personal interview, etc.) of survey administration
* describe procedures used to increase response rate in survey research
* construct a measurement instrument in accordance with guidelines discussed in class and the research literature
* pilot test a measurement instrument developed in class
* determine the appropriate data analysis procedure(s) given a specific set of research questions
* prepare a report detailing instrument development, pilot study, sampling and procedures used to implement the measurement instrument.

**Note: We will be using Canvas for this course. Check the Canvas site weekly for announcements and handouts for class.**

**6. Tentative Course Content and Schedule**

| Header | Readings and coverage | **Readings** | **Assignments** *(due at start of class unless noted)* |
| --- | --- | --- | --- |
| Week 1 (8/24) | Survey design basicsResearch questions and purpose***Start A1: Research purpose*** | *Empty cell* | *Empty cell* |
| Week 2 (8/31) | Survey design basics, Survey blueprints***Power-user survey tip 1,2*** | Andres Ch. 1 - 3 (intro and concepts)Other readings as assigned | A1: Research purpose (1-2pp)**Bring a survey and related research study from the literature to discuss**In-class assignment |
| Week 3 (9/7) | Item development, share survey critiques***Power-user survey tip 3, 4*** | Andres Ch. 4 and 5 (formats)Sapsford Ch. 11 p, 228-236Schwarz (1999)Work in groups to read:1. Dillman et al. Ch. 4 2. Sapsford Ch. 11 p, p222-227, 237-2453. Thomas Ch on item writingOther readings as assigned | A2: Survey critique –be prepared to present/discuss your critique and the surveyIn-class assignment |
| Week 4 (9/14) | Sampling approaches, response rate, other challenges to data quality***Power-user survey tip 5, 6*** | Andres Ch. 6Fink *Survey Handbook* Ch 2Schwarz 99 American\_Psych, Self-ReportsJohnson et al on response stylesOther readings as assigned | A3: Survey blueprint In-class assignment |
| Week 5 (9/21) | Validity and reliability data collection techniques (part 1)***Power-user survey tip 7, 8*** | Andres Ch. 7 (val and rel)Buros: “Questions to ask when evaluating tests” (for objective tests, but still helpful)Lilienfeld et al. on RorschachOther readings as assigned | Bring some draft survey items to reviewIn-class assignment |
| Week 6 (9/28) | Validity continued, Item analysis (part 2)***Power-user survey tip 9, 10*** | Andres Ch. 9 and 10Anastasi & Urbina Ch 4Van Vaerenbergh (2013) pp195-205Other readings as assigned | A4: Sampling plan (1p)In-class assignment |
| Week 7(10/5) | Other validity analytical methods (part 3)***Power-user survey tip 11, 12*** | Swisher et al 04 (EFA example)Underwood & Teresi 02 (EFA example)Read 1 of these 2 methods articles on EFA:Williams et al 12 EFA: A Five Step Guide for NovicesCostello & Osborne 05 Best Practices in EFAOther readings as assigned | A5: Reliability and validity plan (including pilot testing) (1p)In-class assignment |
| 10/12 Fall Break | *Empty cell* | *Empty cell* | *Empty cell* |
| Week 8 (10/19) | Discussion and peer review of survey draft***No formal class this week***If needed, schedule consultation with Dr. L Mon-Wed |  | **A6: Share draft survey with classmates (groups of 2-3)**A7: Turn in a copy of peer reviews (1p)**[Due by Fri. 10/21 midnight]** |
| Week 9 (10/26) | IRB and recruitment***Power-user survey tip 13, 14*** | Andres Ch. 8Other readings as assigned | In-class assignment |
| Week 10 (11/2) | Current topics: Delphi method, universal design, cross-cultural research***Power-user survey tip 15, 16, 17*** | Thompson & Thurlow (2004) on universal design (at least pp3-9)Pilcher (2015) A Modified Delphi Study to Define Ah ha Moments in Education Settings (pp54-59 at least)He & van de Vijver on cross-cultural survey issues (at least pp3-7)Other readings as assigned | A8: CITI training dueIn-class assignment |
| Week 11 (11/9) | Work week***No class this week***Schedule small group consultation with Dr. L Mon-Wed | *Empty cell* | *Empty cell* |
| Week 12 (11/16) | Work week***No class this week***Dr. Lakin away at conference | *Empty cell* | Gather pilot data |
| **11/23 Thanksgiving** | *Empty cell* | *Empty cell* | *Empty cell* |
| 11/30 | Work week***No class this week***Dr. Lakin away at conferenceSchedule consultation with Dr. L Mon-Tues, if needed | *Empty cell* | Work on final products |
| Week 14 12/7 | Students present their pilot testing results and preliminary interpretations | *Empty cell* | A9: Pilot testing report (1-2pp)  |
| Finals | **Final project due December 14 (Thursday), midnight** | *Empty cell* | *Empty cell* |

# 7. Assignments

All of the assignments are intended to help you think about your survey and design plans. These are details that you will need in your dissertation or (more succinctly written) in a journal article.

Most assignments should be submitted through Canvas. You may also need to bring copies to class. All assignments are due at the start of class unless otherwise noted.

## A1: Research purpose (1-2pp)

1. **Describe your research topic.** What are the research questions you want to answer? Why is this topic important? Support this using pertinent research (citations). Attach an annotated bibliography consisting of a minimum of three research studies.

2. **What are the variables/constructs to be measured?** Identify the variables in terms of constructs in the above research questions to be measured using a survey. Explain why a survey would be most appropriate. You will likely have to specify factors that define a construct (e.g., motivation is not a unitary construct directly measured, you have to use a theory of motivation to identify the factors that comprise motivation).

## A2: Survey critique (2-3pp)

1. Find a survey (and a related research study) that pertains to your research interests.

2. Review the study and survey: What was the purpose of the study (research questions)? What variables were intended to be measured using the survey? What evidence is provided (or should be provided) to support survey instrument (e.g. reliability, validity, etc…)? What were the study details in terms of who was sampled, how the survey was administered and what findings emerged, etc.?

3. Critique the survey/study. What were the greatest strengths and what were the limitations?

4. Describe how this study and instrument can be used to help you design your survey research project.

## A3: Survey blueprint

1. Prepare a survey blueprint that summarizes the major components/sections of the survey. Define each component carefully and estimate the number of items per component.

2. Include supporting references that support the inclusion of each section/component.

2. Specify the types of items to be developed.

## A4: Sampling plan (1-2pp)

1. Describe the target population as well as the accessible population. Who will be sampled?

2. Describe the sampling approach (random, stratified, purposeful, etc.) and explain why this is most appropriate. Describe the tradeoffs of the approach you choose.

3. How will the survey be administered? (mail, phone, electronic, mixed) and explain why this approach is most appropriate. Describe the tradeoffs (costs/benefits, pros/cons) of the method you choose.

4. What attempts/approaches will be used to maximize the response rate to this survey?

## A5: Reliability and validity plan (1-2pp)

1. For your survey study, what type(s) of reliability are most appropriate and how will they be supported?

2. What type(s) of validity are most appropriate and how will they be supported? Specifically, what kind of data needs to be collected to provide each type of validity evidence?

## A6: Draft survey

1. Submit a full draft of your survey instrument (include your updated survey blueprint)

## A7: Summarize main points of peer reviews (1p)

1. Submit your review of a peer’s survey instrument (this can be written comments or a marked up copy of the survey). In this review, provide constructive feedback pertaining to:

a. Overall layout/design and flow of survey

b. Clarity of directions

c. Survey item and response scales/formats – appropriateness, item order, validity, etc.

2. Give detailed comments to the survey author as soon as you can so that they can incorporate this feedback in their survey.

## A8: CITI training

CITI training is an online resource that provides training in the ethical issues related to human subjects research. Completing these training modules is required by the university before you can conduct research with human subjects. If you have completed CITI training within the last three years, you can simply print out your completion page and upload it.

You must complete the basic course in Social and Behavioral Research (the one for AU personnel). It’s also a good idea to complete any relevant optional courses you may use in your research (e.g., research with children, students in research, working with prison populations, etc.). This Auburn site gives you the details you need on how to use the site:

https://cws.auburn.edu/OVPR/pm/compliance/irb/training

This is the actual training site: https://www.citiprogram.org/

## A9: Pilot testing report (1-2pp)

1. Identify an appropriate pilot testing plan (Can you collect enough data to do item analyses? Or should you do a think aloud with 2-3 people?)
2. Recruit an appropriate number of participants for your pilot test (remember their data will not contribute to your research sample)
3. Summarize your findings and how you plan to respond to the results of the pilot test

***Power-user survey tips (student presentations)***

1. We all need to be able to find innovative solutions to common survey research issues. Many of you will already have expertise to share and everyone should read current research to improve their practice. Start with one of the suggested ideas below, find your own, or share your own solution to a survey issue.
2. This presentation can consist of slides or a handout or just a verbal presentation. Does not need to be formal. **Presentations should be around 5 minutes long.**
3. Suggestions (not limited to this list!)
	* + Recruitment methods for teachers in schools
		+ Contacting principals or superintendents about accessing teachers as participants
		+ Making contact with businesses for research
		+ Effectively using incentives to increase responses rate
		+ Tips for effective subject headers (maybe look at marketing or public relations guides)
		+ Promises/Pitfalls of social media for survey recruitment
		+ Comparison of free survey administration websites (Google Forms, Survey Monkey, etc.)
		+ Demonstration of a specific, unusual survey item format (e.g., Qualtrics offers constant sum, rank order, gap analysis)—be sure to mention any considerations in how to score/analyze the format
		+ Surveying special populations (very young, low literacy, difficult topics, etc.)
		+ Summary of a chapter from *Improving survey methods : Lessons from recent research* (Engel et al.)

## Final project components:

1. Integrate all of your projects from the semester into an APA-style paper with the following sections:

**a. Literature review.** Include the purpose statement with research questions [refined since week 1]. Also include extensive references to the literature and survey research that informed the present study. This should be 2-4 pages long.

**b. Methods and results.** Write up a 3-5 page report from your pilot study. This will be similar to assignment A9, but you should expand your writing as though this is for an APA-style paper. Describe your methods in detail, then present the results. Methods should include an explanation of how this study fits into the survey development process and gathering validity evidence.

**c. Future research plans.** Summarize (1-2 pages) what you found from the literature and pilot study. Outline the future research you plan to do with this instrument, with particular attention to the validity research that would be needed to support the dissemination of this survey instrument to other researchers.

2. **Cover letter.** Prepare a cover letter/email to be sent to potential respondents. It must be compelling and follow guidelines from class.

3. **Survey instrument.** Revised copy of survey with cover letter in Qualtrics.

4. Prepare a **consent form or Information Letter** containing the necessary IRB elements/guidelines in this cover letter.

## Bonus points

Bonus points may be available for attending campus research events. They will be listed as assignments in Canvas. All bonus point assignments must be completed by the deadline. **No additional bonus opportunities are available.**

**8. Course Requirements and Evaluation**

*Learning Methods:* Lectures, discussions, readings, class exercises and projects.

*Student Assessment*

Final project 10%

Homework projects, In-class Activities 85%

Power-user tip presentation 5%

You MUST be in class to earn in-class activity points. Assignments turned in late will receive a 5% reduction in earned points per day. The only exception will be in the case of university-approved excuses (health emergency, required work travel, etc.). Documentation may be required.

***If you are interested in doing less work and being eligible to receive a B in class, complete:***

All projects listed above EXCEPT the Final Project with at least 80% quality/completion score

***If you are interested in doing more work and being eligible to receive an A in class by demonstrating greater competency, complete:***

All projects listed above, including a Final Project with at least 90% quality/correct score

**See extended descriptions of projects and other activities on Canvas.**

*Grading Scale*

A: 90 – 100%

B: 80 – 89%

C: 70 – 79%

D: 60 – 69%

F: below 60%

**9. Class Policy Statements**

*Attendance Policy*

 Excellent attendance is expected, but not required. If you miss class, you will need to get notes from another student.

 I will start class on time, so if you are late you will need to get notes from another student.

*Late Assignments Policy*

* Assignments turned in late will receive a 5% reduction in earned points per day. The only exception will be in the case of university-approved excuses (health emergency, required work travel, etc.). Documentation may be required.
* Except for in-class work or work requiring calculations, all work must be typed or it will **not** be graded. Late penalty will be applied to work completed in writing and then turned in late in typed format for a grade.

*Incompletes and Withdrawals*

Grades associated with incomplete course work or withdrawal from class will be assigned in strict conformity to University policy (see Auburn University Bulletin). If you wish to drop this course you may do so by the 10th class day with no grade assignment. From the 10th class day to mid-semester a W (withdrawn-passing) grade will be recorded in your transcripts. After this period withdrawal from the course will only be granted under unusual circumstances and must be approved by the Dean of the College of Education.

Note that the incomplete grade (IN) policy is in effect. The new policy requires that students complete a form requesting that an IN grade be assigned. If this form in not completed and given to the instructor of the class, a grade will be assigned with a score of zero (0) for work that has not been completed and turned in by the time the instructor reports grades.

*Academic Misconduct*

The Department of EFLT recognizes university policy regarding academic misconduct. Violations include, but are not limited to: plagiarism, unauthorized assistance during examinations, submitting another’s work product as your own, using another’s words as your own without appropriate citation, sharing unauthorized materials with another that contain questions or answers to examinations, altering or attempting to alter assigned grades. In accordance with University policy regarding academic misconduct, students may be subject to several sanctions upon violations of the Student Academic Honesty Code. See the Tiger Cub publication for the current year for specifics regarding academic misconduct as well as student’s rights and responsibilities associated with the Code.

*Disability Accommodations*

Students who need accommodations are asked to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the PSD office, but need accommodations, make an appointment with The Program for Students with Disabilities, 1228 Haley Center, 844-2096 (V/TT).

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