

 <p>GEORGE FOX SCHOOL OF EDUCATION</p>	<p>EDFL 707 Survey Research Designs 2 semester hours</p> <p>Fall 2007</p>
Instructor:	Gary L. Railsback, Ph.D.
Class sessions:	Fridays 5:30 to 8:30 pm, Saturdays 9 to 4 pm September 14-15, October 12-13, December 7-8, 2006 Medford School District Offices
Office Location:	George Fox University 501 Villa Rd., Office 183
Office Hours:	By appointment
Telephone:	Office (503) 554-2855 Home: 554-0618
Mailing address:	422 N Meridian St # V124 Newberg, OR 97132-2699
Email	grailsback@georgefox.edu
Class websites	http://foxtale.georgefox.edu

1. Course Description

This course presents the techniques of processing and analyzing non-experimental and quasi-experimental quantitative data. Focuses on problems of conceptualization, organization, and gathering non-experimental and quasi-experimental quantitative and qualitative data. Includes relationships between data, predictions, questionnaire construction, correlation and regression analysis, and sample selection.

Prerequisite: EDFL 600 or 700 or 704; and EDFL 701 for EDD students.

Format: face-to face.

Offered: Fall face to face with some online sessions, and face-to-face summer semester.

2. General Course Goals

The goals of this course are threefold:

Objectives	TSPC	GFU Conceptual framework	Assessment
develop a survey instrument		Think critically	Survey development Assignment A, steps 1, 5, 6, 7, 8, 9,
Develop a sample appropriate to your research topic		Think critically	Survey development Assignment A, steps 7, 8
analyzing the results		Think critically	Survey development assignment A,

			steps 10, 11, 12, 13, 14, 15,
writing up the results to explain your findings		Think critically	Survey development assignment A, steps 16, 17

Following the completion of this course you will need to complete the following steps before your begin your research project.

- a.) Identify three GFU faculty members to serve on your faculty research committee. See committee formulation form on the Foxtale EDFL Research
- b.) Complete a human subjects form (if appropriate for your study)
- c.) Obtain a letter of permission from your school district or agency if you are using teachers and/or students at your school. *This must be written on district or school letterhead.*

3. Required Texts

(Nardi, 2006) *Doing survey research: A guide to quantitative methods (2nd edition)*¹

4. REFERENCE BOOKS:

(Hill & Hood, 1999) *Measures of religiosity*¹

(Lester & Bishop, 2000) *Handbook of tests and measurements in Education...*¹

Research articles to be read during the class are listed in the class calendar below with the complete citation in the references section at the end of this syllabus.

5. ADDITIONAL RESOURCES:

Practical assessment, research & evaluation. An online peer reviewed journal based [Department of Measurement, Statistics, and Evaluation](#) at the University of Maryland, College Park. The homepage for this online journal is <http://pareonline.net/> The following articles are particularly of interest to this course.

Web-based surveys <http://pareonline.net/getvn.asp?v=8&n=22>

Questionnaires - <http://pareonline.net/getvn.asp?v=5&n=3>

Item bias - <http://pareonline.net/getvn.asp?v=4&n=6>

Reducing error in mail surveys - <http://pareonline.net/getvn.asp?v=8&n=18>

6. WRITING & PUBLICATION REQUIREMENTS:

The EDFL Department has agreed that all research proposals for either the M. Ed. Or the Ed.D. will use the *Publication Manual of the American Psychological Association* (5 th Edition) 1-55798-810-2 This ISBN is for the paperback version that I own, but *I would highly recommend you purchase the spiral bound version as it is much easier to lay open and use than the paperback version.*

¹ See references at end of syllabus for full citation

The APA Style Manual is also available in the reference section of both the GFU Newberg & Portland Center Libraries.

7. Course and Assignment Expectations

The following are the course assignments and expectations. For some work more specific criteria will be identified in class.

A. SURVEY DEVELOPMENT & ANALYSIS: (50%)

1. Choose an existing survey, questionnaire or scale that interests you and is hopefully related to your proposed research topic. The reason for starting with an existing instrument is that it has already been tested for validity and reliability.
2. A good place to start would be in either of the following books (but you are not limited to them).
 - Lester & Bishop (2000) Handbook of tests & measurement... You can view the table of contents for Lester & Bishop's handbook at at foxtale (Reserve counter in Newberg), or
 - Hill & Hood (1999) Measures of religiosity. (available in GFU Reference section) See table of contents in foxtale
3. Attempt to find the research article that introduces the instrument. Use this in your references and description of the development of the instrument.
4. Locate and read at least one article where the survey, scale or questionnaire was either used by someone other than the author, or critiqued by someone else.
5. Add a minimum of five or more questions to the instrument of your own that are not on the original survey. This could be demographic information, or additional questions on the topic. At least three (3) of these questions should be likert scale or forced choice, and a maximum of two (2) can be open ended questions. You can use all likert or forced response questions.
6. You'll be distributing this survey in two formats, one online using TESTPILOT and in a conventional paper format. For the latter, type up the survey giving credit to the original author for their questions and adding yours, describing at the top that this is a project for EDFL 707, your name, make a note about confidentiality or anonymity whichever you choose.
7. Make 20 copies of the paper instrument, have your colleagues in class take the instrument and ask additional people to take it so that your total equals 20. Have this new instrument available at the beginning of class on the assigned date in the calendar so that you can distribute it. I may be able to get other students enrolled in research classes to also take either the written or online version.

8. Write out written instructions so that people can access your testpilot version, recruit at least 10 people to take the same survey online.
9. Enter the results from the written surveys into your testpilot website.
10. Print off the statistics sheet off of testpilot.
11. Download the results from testpilot into an excel spread sheet (We'll do this in October)
12. Import the datafile you created into SPSS. (October)
13. Run frequencies on all variables. (October)
14. Compute two (2) crosstabulations. This means that you want to compare at least two groups on at least 2 questions. For example male/female on question 1, class mates/non-class mates on question 3.
15. Compute Correlation for at least two numerical variables.
16. Write up a research report using the Survey Research Template available in Foxtale course "EDFL RESEARCH RESOURCES" describing as much as you can regarding your research questions, survey development, sample, distribution method (paper or web), and report the results of your study. (Due in December)
17. Include an appendix after the research report that includes the following items (be sure to label each item using APA style of A, B, C, etc):
 - i. A copy of at least one research article that either used this instrument or tested it.
 - ii. A copy of the survey instrument you used.
 - iii. A copy of the SPSS printout of your frequencies, crosstabs and correlation.
 - iv. anything else of interest.

B. Human Subjects Document (10%)

The GFU university policy is that you complete the Human Subjects form prior to conducting research. The form is found in foxtale in the site “EDFL Research Resources.” It is a microsoft word document, simply download it, complete it, and then upload it to foxtale assignment labeled “human subjects.” I will process it like any other form I receive.

C. Quizzes (20%)

The foxtale website will have links to online quizzes that you will take following reading and discussions. There are 10 chapters in Nardi that we’ll be reading and discussing.

D. Attendance and Participation (20%)

The class has just three (3) weekend class meetings so on your grade report give yourself 5 points for each of the days that you are on time, stay the entire class time and have completed assignments due that day.

8. WRITTEN FORMAT REQUIREMENTS:

1. To facilitate emailing of your paper to myself and other faculty members on your committee, please submit in Microsoft word.
2. For citation of sources use APA format.
3. Plagiarism – for accuracy and honesty it is important to note when you have quoted someone else’s ideas and words.

9. LATE WORK/INCOMPLETE POLICY

If you will not complete all work when it is assigned it is your responsibility to request an incomplete from the Registrar’s office. Please see the GFU Graduate catalog available on line for further details: <http://www.georgefox.edu/catalog/graduate/pdf/>

10. FALL 2007 SEMESTER SCHEDULE

Day #1 Friday, September 14, 2007 Part A 5:30 to 8:30 pm.	
Read before class	1. Nardi – Ch 1 – 4 Develop ideas for a survey
In class	<ol style="list-style-type: none"> 1. Discuss topics from Nardi Chapter 1 (handout) p 1-22 2. Astin, (2003) “Studying how college affects students: a personal history of the CIRP.” 3. Review questions on CIRP Freshman survey (handout) 4. Astin, Parrot, Korn & Sax “thirty years” (handout) 5. Hill & Hood (1999) “Shepherd scale.” (Handout) 6. Foster & La Force (1999). Moral development at George Fox (read in foxtale)

Day #2 – Saturday, September 15 9 to 12 noon	
Read prior to class	<ol style="list-style-type: none"> 1. Nardi – Ch 2 “Finding ideas to research” p. 23-41 2. Nardi – Ch 3 “Designing research: Concepts, hypotheses, and measurement” p. 42-66 3. Nardi – Ch 4 “Developing a questionnaire” p. 66-106 4. Astin, Parrott, Korn & Sax (1997) <u>The American Freshman: Thirty year trends, 1966-1996 (handout)</u> 5. Daniel, Evans & Scott (2001). Understanding family involvement in the college experience today. <i>New Directions for Student Services, Summer.</i> (read in foxtale)
LAB	Getting started on Testpilot (online surveys) begin putting your survey online using Testpilot
Day #3 Friday, October 12 5:30 to 8:30 pm	
Read prior to class	<ol style="list-style-type: none"> 1. Nardi – Ch 5 “Sampling” p. 107-126 2. Nardi – Ch 6 “presenting data: Descriptive statistics” p. 127-151
LAB	<ol style="list-style-type: none"> 1. Download results from testpilot to Excel & then SPSS. 2. Analyze survey data in excel & spss.
Day #4 Saturday, October 13 9 to 4 pm	
DO	<ol style="list-style-type: none"> 1. Discuss Chapters 5 & 6 from Nardi 2. continue analysis of survey results
Day #5 Friday, November 9 & Saturday Nov 10 Online sessions	
Read prior to class	<p>TOPIC: Web-based surveys: pros and cons</p> <ol style="list-style-type: none"> 1. Mertler (2003) “Patterns of responses and nonresponse from teachers to traditional and web surveys.” (available on foxtale) 2. Nardi Ch. 7 “analyzing data: Bivariate relationships” p. 152-175 3. Nardi Ch 8 “analyzing data: Comparing means” p. 176-191 4. Nardi Ch 9 “presenting results, making conclusions, and writing reports” p. 214 – 232.
DO	<p>Assignment:</p> <ol style="list-style-type: none"> 1. Participate in online discussion forums in foxtale for these assigned readings 2. perform crosstabs, correlation, t-tests, anova & multiple regression. 3. Take foxtale quizzes on chapters 7-9
Day #6 Friday, December 7 & Saturday, December 8 - Face-to-face session	
Prepare prior to class	Your presentation of your survey results (See assignment instructions steps 16 & 17 (powerpoint)
Friday, December 14 – 5:00 pm	
DO	<ol style="list-style-type: none"> 1. upload final written report to foxtale (Steps 16 & 17)

11. References

- Astin, A. W. (2003/July-August). Studying how college affects students: A personal history of the CIRP (pp. 21-28): About Campus.
- Astin, A. W., Parrott, S. A., Korn, W. S., & Sax, L. J. (1997). *The American freshman: Thirty year trends, 1966-1996*. Los Angeles, CA: Higher Education Research Institute, Graduate School of Education & Information Studies, University of California, Los Angeles.
- Hill, P. C., & Hood, R. W. (1999). *Measures of religiosity*. Birmingham, Al: Religious Education Press.
- Lester, P. E., & Bishop, L. K. (2000). *Handbook of tests and measurement in education and the social sciences* (2nd ed.). Lanham, Md.: Scarecrow Press/Technomic Books.
- Mertler, C. A. (2003, December 15, 2003). Patterns of response and nonresponse from teachers to traditional and web surveys. Retrieved 22, 8
- Nardi, P. M. (2006). *Doing survey research : a guide to quantitative methods* (2nd ed.). Boston: Allyn and Bacon.