

LOYOLA UNIVERSITY

School of Education

Fall Semester, 2014

Survey Research

RMTD 403, 001

Instructor: Martha Ellen Wynne, Ph.D.

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Location: Corboy, Room 323

Class time: Tuesday 4:15-6:45,

Office hours: On Tuesdays BEFORE 3:45 p.m. and at other times by appointment

(Wednesdays are good)

The purpose of this course is to provide graduate students with both theoretical knowledge and practical strategies for conducting survey research and authoring evaluation instruments. Problems of conceptualization, research design, probability samples, instrumentation, pre-testing, piloting, index construction, reliability, and data reduction will be considered in detail. Statistical analysis of survey data will be covered as an integral part of the research process but specific statistical techniques will not be taught in depth. Although familiarity with Loyola's computer labs is not required, it is recommended. Students should acquire Loyola computer accounts to "try out" techniques discussed in class on their own survey data set. SPSS PC software may also be used. Examples of analytic techniques will utilize SPSS.

CONCEPTUAL FRAMEWORK

The conceptual framework of Loyola's School of Education is *Professionalism in the Service of Social Justice*. This course is consistent with that framework in that it seeks to orient students to the ethical and legal issues surrounding survey research activities. Students are encouraged to think about survey research issues from the perspectives of differing parties in the research process. This is integral to understanding the IRB requirement for the protection of human subjects (see Assignment 2). The question posed in this course then is, "What does social justice look like when addressing issues associated with conducting survey research?"

For your reference, here is the full text of the SOE Conceptual Framework:

Conceptual Framework: Professionalism in service of Social Justice

Our Conceptual Framework – through its components of service, skills, knowledge, and ethics – guides the curricula of School of Education programs in the preparation of “professionals in service of social justice.” These dimensions of the conceptual framework also serve as the foundation to the School of Education [Conceptual Framework standards](#) – standards that are explicitly embedded in major benchmarks across all SOE programs.

- **Service.** Our programs emphasize service to others. This implies a life-long commitment of reflection on each possible professional decision: how does my action serve others? In being taught how to critically evaluate their own social realities as well as the social realities of those different from them, professionals form moral and ethical convictions. These convictions become the basis for meaningful actions directed toward issues of social justice and service to others. Field experiences and structured service experiences followed by opportunities for reflection help shape this dimension.
- **Skills.** Professionalism implies practice in the use of relevant skills at a level of competency and developing expertise. Each professional field has a set of skills, termed variously methods, interventions, or treatments that all professionals in the discipline must be able to provide. Often a regulatory body specifies these skills or credentialing agency and these requirements inform our performance expectations. Our programs emphasize developing a repertoire of skills and being able to modify and adapt these skills for diverse settings and clients. In addition competence with rapidly changing technologies is part of each professional’s skill set.
- **Knowledge.** Professionals have a strong, knowledge base grounded in research. This requires not only the understanding of a current body of literature, but also knowing how to critically evaluate new practices and research and a commitment to life-long learning. Professional societies and governmental bodies establish standards and guidelines for knowledge. We believe that the professional’s depth of knowledge must exceed minimum standards for competent functioning. We place particular emphasis on expanded knowledge for working with diverse populations and the ways technology can enhance education.
- **Ethics.** No amount of knowledge or skills alone can make a professional in service of social justice. Both knowledge and skills must be accompanied by a capacity to make reasoned decisions about what is just and an understanding of ethical principles. Development of a professional ethical sense is essential to the School of Education’s learning community and a component of each program. All members of our community are to be life-long learners about the complex issues of what is just.

DISPOSITIONS

Each course in the School of Education focuses on one or more professional dispositions. Students are offered opportunities to receive feedback on their dispositional growth in the areas of professionalism, fairness and/or the belief that all students can learn. The specific disposition or dispositions for each course can be found on the rubric posted in LiveText for this course.

OBJECTIVES

These objectives are specific to the content of this course. Below in the next section are the universal goals selected from the 12 available in the university course evaluation system. At the end of the course, your on-line evaluation will be weighted according to the selected objectives.

1. Students will understand the strengths and limitations of survey research designs.
2. Students will compare the strengths and limitations of experimental research, evaluation techniques, and survey research.
3. Students will understand basic concepts of simple random, stratified, and cluster sampling techniques.
4. Students will logically plan a survey operationalizing the variables under study, develop an instrument, develop a coding schema, and set up preliminary data analysis.
5. Students will pretest and pilot their research plan.
6. Students will logically and empirically improve their research design and instrumentation by basic analysis of pilot results.
7. Students will demonstrate knowledge of descriptive and inferential statistics appropriate to survey research designs.
8. Students will demonstrate an understanding of the protection of human subjects in conducting research.

IDEA Objectives for the Faculty Information Form

To facilitate the process for online course evaluations, please include on your syllabus 3 – 5 objectives that you would indicate as an essential or important objective for this course. Multiple sections of the same course should have the same essential and/or important objectives. Be sure to rate these objectives as essential or important on your Faculty Information Form for the IDEA online course assessment, and to rate the remaining objectives as minor. The 12 objectives are listed below:

Essential

Important

1. Gaining factual knowledge (terminology, classifications, methods, trends)
2. Learning fundamental principles, generalizations, or theories
3. Learning to apply course material (to improve thinking, problem solving, and decisions)
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
5. Acquiring skills in working with others as a member of a team
6. Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)
7. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
8. Developing skill in expressing oneself orally or in writing

9. Learning how to find and use resources for answering questions or solving problems
10. Developing a clearer understanding of, and commitment to, personal values
11. Learning to analyze and critically evaluate ideas, arguments, and points of view
12. Acquiring an interest in learning more by asking questions and seeking answers

TEXTBOOKS

The required textbook selected for the course is as follows:

Babbie, Earl, (1990). *Survey Research Methods*, 2nd Ed. Belmont, CA:Wadsworth, ISBN: 0-534-12672-3.

The bookstore decided not to handle the book which is only available through re-sellers. You may purchase it new or used at www.amazon.com, www.half.com or any other on-line source of your choice.

Reference books recommended for the course:

(Do not purchase all of these--pick one or possibly two that meet your needs if you do not already own an SPSS reference. You will need something to assist you unless you are an SPSS/PASW expert.)

Pallant, Julie, (2010). *SPSS Survival Manual: A Step by Step Guide to Data Analysis Using SPSS for Windows*, 4th ed. (Spiral-bound) ISBN: 0-33-524239-1 (easy) (Also available in a Kindle version.)

Field, Andy, (2009). *Discovering Statistics Using SPSS for Windows : Advanced Techniques for Beginners* 3rd ed. ISBN: 978-1-84787-907-3 (Introducing Statistical Methods series) (more statistical information but not too mathematical)

Cronk, Brian C. (2013). *How to Use SPSS Statistics: A Step-By-Step Guide to Analysis and Interpretation* ISBN-10: 188458599X (Easy)

Or others of your choice that will provide support for using SPSS. All the above are available on-line new and some used– and are easy to get

Andrew, Klein, Davidson, et al. *A guide for selecting statistical techniques for analyzing social science data*. University of Michigan, Institute for Social Research. ISBN:0-8794-41615 (Out of print–hard to get even on-line and expensive; a wonderful book, but you might want to see it before you decide to buy it.)

ASSIGNMENTS

THERE WILL BE TWO GENERAL ASSIGNMENTS:

Students will develop and pilot an **original** survey research project which includes research design, instrumentation, pre-testing, piloting, code book construction, and analytic design. Following the pilot phase, students will use resulting data to modify the design and instrument as needed. Students will analyze their pilot data using appropriate statistical techniques. The results must be interpreted and written up in an acceptable style (APA journal) and the final printouts of procedures turned in as well. **DO NOT TURN IN EVERYTHING YOU RUN ON SPSS!** If you intend to use an on-line survey, you need to be aware that it is possible to devise excellent response formats that will not be supported within on-line canned programs (survey drivers). If you wish to demonstrate a format not supported by the survey driver you are using, please submit a sample of it on paper as an Appendix to your project.

Students will keep a journal for their Project from conceptualization to completion documenting the PROCESS which they used to develop the final PRODUCT (research design, instrument, analysis plan and data analysis.) The process of “doing survey research” will be considered continuously during the course and students are expected to contribute on-going accounts of problems (and solutions) encountered as their projects develop. This course, in general, and this assignment in particular, are incompatible with procrastination. You cannot satisfactorily complete this project during the final two weeks of the course so please **STAY CURRENT** with topics and readings. If class participation suggests that the survey projects are not progressing and students need specific feedback, the instructor can communicate with students on SAKAI regarding their journals. Journals need to be handed in at the midpoint of the semester and at the end. Students use the ASSIGNMENT UPLOADER for journals

1. Proof of completion of the IRB training module on Protection of Human Subjects. <http://www.citiprogram.org>. You must complete this prior to beginning any data collection. If you have already completed this training, your certificate is valid for three years. **UPLOAD THIS ASSIGNMENT BY 10/1/2014.**

Step-by-Step Instructions to Begin Your On-line Training

- 1) Go to <http://www.citiprogram.org/>;

- 2) Click on "Register Here";
- 3) To select your Institution, go to the first drop-box labeled "Participating Institutions" and select Loyola University Chicago; you do not have to select any other options.
- 4) Click Submit at the bottom
- 5) Select a user name and password (you will need these to re-enter the site); Click Submit
- 6) Complete the CITI Member Information page; Click Submit
- 7) For Question 1: Select the group appropriate for your research activities: Select **Group 1**; Click Continue
- 8) Next CITI asks if you need to take training for more than one institution, Select **No**
- 9) You are now at the **Learner's Menu** page. Under *Loyola University Chicago Learner Utilities* you will find instructions page to view;
- 10) Return to the **Learner's Menu** by clicking on "Main Menu" at the top right corner of the page;
- 11) To begin a course click on "Grade Book," then click on the first module;
- 12) After all modules are complete, download the course completion report. When you submit the report, a copy will automatically be sent to the Office of Research Services (ORS) which will notify the IRB that you've passed the course. It takes 5-7 business days after you complete the course for ORS to receive your score; you will be notified once it is received and an official e-certificate of completion will be emailed to you.

- **Five (5) Bonus points** are available for students who develop a **HOME PAGE** within SAKAI that includes a short description of your personal/professional interests AND a picture by September 2, 2013.
- **Communicating with your peers (and me) is an important part of this course, so I have created a Q & A page under "Forums" to get things started.**

GRADING

The evaluation of individual projects is always more subjective than examinations. Survey projects will be evaluated using criteria for survey research set forth in readings and in class. It is recognized that there are limitations inherent in a 15 week semester which make the process the student uses to develop the project as important as the product itself. The projects and accompanying notebooks will be weighted 3 to 1 against the data analysis.

Points:

Survey Construction Process/Journal	= 600
Data Analysis	= 200
Journal	= 100
IRB Module	= <u>required unless already current</u>
Total	900

Scale:

94% and above = A	76%-80% = C
90%-93% = A/B	72%-75% = C/D
85%-89% = B	67%-71%= D
81%-84% = B/C	66% and below =F

THE ABOVE BREAKDOWN IS FYI. YOUR SURVEY AND DATA ANALYSES ARE HANDED IN AS ONE PAPER! THE JOURNAL AND IRB CERTIFICATE ARE HANDED IN SEPARATELY.

USE THE “ASSIGNMENT UPLOADER” IN SAKAI (NOT EMAIL) TO HAND IN YOUR ASSIGNMENTS.

You will need access to email and the World Wide Web for this course. Note – The course syllabus, course resources, and assignments are provided through SAKAI. It is recommended that you check SAKAI frequently for updates and information. All Loyola students are issued Outlook IDs as part of the initial enrollment process. If you prefer to use your own email provider, you can have Outlook forward your email to your preferred provider. Please be aware that all e-mail sent through the SAKAI system will be sent to your Loyola e-mail address. It is your responsibility to read individual and all-class e-mails in a timely manner. In addition to your home computer, you may access SAKAI from the computer labs on Loyola’s various campuses.

SCHEDULE

N.B.: All assignments are to be read **PRIOR TO** the class for which they are listed.

<u>DATE</u>	<u>TOPIC</u>	<u>ASSIGNMENT</u>
8/26/2014	Introduction to the Course Survey Research Overview	Syllabus
9/2/2014	Inquiry: What is it as a research endeavor Ethics of Surveys	Babbie, Ch 1, 2, 3 & 19 <u>IRB Human Subjects Module (Due 10/1/2014)</u>
9/9/2014	Conceptualization and the Logic of Operationalization	Babbie, Ch 4 & 13
9/16/2014	Sampling	Babbie, Ch 5 & 6
9/23/2014	Measurement ; Developing Questions	Course Document Files Babbie, Ch 7 pp.118-134
9/30/2014	Constructing a Questionnaire Pretesting	Course Document Files Babbie, Ch 7 pp.135-146 IRB Certificate Due 10/1/14
10/7/2014	NO CLASS -mid semester break	
10/14/2014	Self-administered Questionnaires Interviewing and Alternatives	Babbie, Ch 9 & 10 JOURNAL DUE FOR MIDSEMESTER CHECK-IN
10/21/2014	Code Book Construction	Babbie, Ch 11

10/28/2014	Piloting Revision of Instrument Wild Code Checking	Babbie, Ch 12
11/4/2014	Complex Constructs Scaling, Indexing, and Reliability	Babbie, Ch 8 SPSS resources
11/11/2014	Descriptive Statistics Constructing Univariate and Bivariate Tables Basic Statistics	Babbie, Ch 14 & 16 SPSS resources
11/18/2014	Data Analyses Multivariate Techniques	Babbie, Ch 15 & 17 SPSS resources
11/25/2014	Interpretation of Data and Reporting of Results Student presentations	Babbie, Ch 18 SPSS resources
12/2/2014	Loose Ends Student Presentations	DUE: IRB certificate, Surveys/ Data Analysis, Journal and IRB certificate
12/8/2014	Assignments handed in later than today will result in an incomplete.	

Incompletes MUST BE CLEARED by MAY 1, 2015 if you are a Ph.D. or M.A. student per Graduate School rules!!! This means you need to have all work turned in to me by April 15, 2015

SYLLABUS NOTES

ACADEMIC HONESTY

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education's Policy on Academic Integrity can be found at: http://www.luc.edu/education/academics_policies_integrity.shtml. For additional academic policies and procedures refer to: http://www.luc.edu/education/academics_policies_main.shtml

STUDENTS WITH DISABILITIES

Accessibility

Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: <http://www.luc.edu/sswd> .

ELECTRONIC COMMUNICATION POLICIES AND GUIDELINES

The School of Education faculty, students and staff respect each other's rights, privacy and access to electronic resources, services, and communications while in the pursuit of academic and professional growth, networking and research. All members of the university community are expected to demonstrate the highest standards of integrity, communication, and responsibility while accessing and utilizing technology, information resources, and computing facilities. A link to the Loyola University Chicago and School of Education official policies and guidelines can be found at: http://www.luc.edu/media/lucedu/education/pdfs/SOE_Cyberbullying_Policy.pdf

HARASSMENT (Bias Reporting)

It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago's Jesuit Catholic University-- a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: <http://webapps.luc.edu/biasreporting/>

TECHNOLOGY

While there is no specific technology instructional component in this course, a high level of technological competence is utilized: students must complete their IRB training modules on-line; many students will use on-line survey techniques to collect data, and all students will use statistical applications programs to analyze their data. In addition, bonus points are available for constructing a Homepage with picture within SAKAI.

DIVERSITY

It is important to recognize that everything we do as professionals interacts with the diversity of the children and adults served. This is true for all forms of diversity including race, ethnicity, gender, disability, socioeconomic status, and sexual orientation. This course addresses diversity first by attempting to provide sensitivity to the need to expand research sample beyond majority, middle class heterosexuals. Students should reflect on the ways in which a lack of respect for diverse populations creeps into research design and sampling methods. In order to pursue social justice, researchers need to be aware of the lack of representation of diverse samples in many publish research studies and make a commitment to increase diversity in their own research topics and sampling methods.

Please print the following page and bring it to the first class

STUDENT DATA SHEET

Name: _____ Loyola ID _____

Address _____

Best telephone number: _____

Program: _____

Major: _____

Areas of concentration: _____

Previous experiences with individuals with research in general or survey research

BRIEF PROFESSIONAL GOAL STATEMENT:

Are there any circumstances that might affect your performance in class of which I should be aware?

No Yes

If yes, please explain on the reverse side