IDE 742: Introduction to Survey Research

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Class format: Asynchronous online
Classroom: Blackboard https://blackboard.syr.edu/
Office hours: by appointment

Catalogue Description Provides knowledge and skills in basic survey design, sampling, instrument construction, data collection, and ethics of questionnaire and interview surveying

Additional Course Description
This course provides an introduction to the basic concepts and procedures for conducting survey research. Step-by-step guidelines in survey design, sampling, instrument construction, and data collection are presented. Data analysis, reporting, and ethical considerations are also covered. Using a hands-on, project approach, introductory skills are practiced to gain basic proficiency in self-administered and interview surveys.

Course Format
This is an asynchronous online course. All sessions will be delivered online. Specific information will be provided with unit based instructions. This course uses a combination of an individual project and group discussions. Therefore, it is essential students engage in individual learning activities to sufficiently develop an understanding of the course content in survey research and work closely with others to address important issues in survey research. Activities and assignments are scheduled with due dates.

Student expectations
- **Complete** assigned readings and associated assignments by due dates.
- **Create** assignments that exceed minimum requirements listed in the course syllabus. Check assignments thoroughly before submitting to see that they are accurate, grammatically correct, readable, and address established assignment expectations.
- **Submit assignments** by the posted due dates. Guidelines for assignment submission will be provided on the Blackboard.
- Actively **participate** in all class activities, exercises and discussions.
- Be **respectful, constructive, and professional** in your class participation. Asking questions for clarification of others' understandings is part of the learning process and expected in this course work and communications.

Prerequisite / Co-requisite None

Audience Graduate students

Credits 3

Course Instructional Goals & Learning Objectives

The goal of this course is to engage students in step-by-step activities for planning and executing academic survey research. At the end of this course, it is expected that students will be able to:

- Describe basic survey research concepts.
- Design survey research with the consideration of research questions, sampling, instrument construction, use of electronic survey platforms, systematic data collection, data analysis, and ethics of survey research.
- Execute survey research as planned.
- Produce a professional research document includes sections on: problem statement, research context selection, literature review, research questions, sampling, instrument construction and/ or modification, securing IRB approval for conducting survey research, pretest and reflection.

Bibliography/ Texts/ Supplied

Required
- Punch, K. F. (2003). Survey research the basics. (Online book is available for free through library.syr.edu) Relevant chapters will be posted in the units on Blackboard.

Online Readings
- Actual text files or web links will be provided if necessary.

Optional online books via Syracuse library
- Andres, L. (2012). *Designing & Doing Survey Research*. (Online book is available for free through library.syr.edu).
- Ruel, E., Wagner, W. E., & Gillespie, B. J. (2016). The practice of survey research: Theory and applications. (Online book is available for free through library.syr.edu)

Course Requirements & Expectations (assignments)

No.	Task	Points	Due
1	Scavenger hunt	2 pts.	2/14 (Sun.)
2	CITI training certificate	3 pts.	2/21 (Sun.)
3	Asynchronous online discussion 12 @ 2.5 pts	30 pts.	Check schedule
4	PA1. Study description	10 pts.	3/7 (Sun.)
5	PA2. Instrument	15 pts.	4/4 (Sun.)
6	PA3. Pretest	10 pts.	4/18 (Sun.)
7	PA4. Sampling, recruitment & ethical issues	10 pts.	5/2 (Sun.)
8	PA5. Final report	20 pts.	5/21 (Fri.)
	Total	100 pts.	

Optional zoom meetings. I plan to offer seven zoom meetings throughout the semester to support your learning. Each zoom meeting will be less than an hour and attendance is optional. I encourage you to attend as many sessions as possible. Each session is more likely community circle and it will be driven by you. So please bring the questions, concerns, and issues relevant to the projects and survey research in general.

All the zoom meeting will be video-recorded and shared with other classmates, who are not able to attend the video conference and/ or who want to re-watch the meetings.

At this time, seven zoom meetings are scheduled in certain Wednesdays at 11:00 AM (Eastern Time). Because everyone's schedule is different, I chose this day and time with my brief research to accommodate as many students' schedules as possible.

Advices to be productive in this course.

Effort will go a long way in this course. Expect to work hard. Use your imagination and take risks! The amount of effort you are willing to invest in this course will be directly proportional to how much you will learn in terms of knowledge, skills, and attitudes. It is assumed that this is not a "required" course for every participant, and that you are primarily enrolled in this course to enhance your knowledge, skills, attitudes for academic survey research. Motivation to learn is difficult to measure, and the best proxy assessment is probably behavior. Your learning will be determined by the extent to which you maintain a high level of commitment in terms of 1) keeping up with the readings, 2) participating in online discussions, and 3) executing your research projects.

We shall strive to develop and nurture a learning community in this course. The development of a strong learning community is not guaranteed by class attendance. Instead, it requires the active engagement of each participant in this course to contribute to a "culture" of sharing and trust. This culture may not be evident in the first weeks of this semester long course, but hopefully by the mid-point of the semester, you will feel fully involved and supported in a unique and powerful learning community.

Project Assignments

All student assignments for the course will involve the survey research project. Each student will conduct all aspects of survey research for a particular study with specific research questions.

No.	Specific assignment	Description
1	Scavenger hunt	The scavenger hunt is designed to help you become familiar to the structure of the course, syllabus and functions of the Blackboard.
2	CITI training certificate	In order to formally conduct your survey research, you need to get your research proposal reviewed by the campus Institutional Review Board (IRB). IRB requires all the student researchers to get appropriate research training and achieve training certificate.
3	Asynchronous online discussion	We will have 12 asynchronous discussions during the semester. At least one initial and two responses are required to be posted in each discussion board. All the asynchronous online discussion will continue from Tuesday to Sunday midnight.
4	PA1. Study description	Describe the research you will be conducting. Include problem statement, objectives of the survey research, specific research questions, conceptualization and operationalizing variables and samples to be surveyed.
5	PA2. Instrument	Depending on your research topic, you may either develop a new questionnaire, adopt existing questionnaire or mixed. In your report, justify what variable each question represents, and briefly explain how you would analyze the questions and/ or variables.
6	PA3. Pretest	Select at least 2 participants from your classmates or at least 2 participants from your target samples and conduct pretest. Then, systematically present what you found and how you improved them. Last, refine your survey questions.

7	PA4. Sampling procedures, recruitment of participants and ethics of survey research	Present in detail the specific design, methods, and samples you will be using for your survey research project and respond to the ethical issues in IRB form. All the relevant materials should be attached with numbering (e.g., instrumentation, recruiting email, consent form etc.). Submitting your research application to IRB is not required.
8	PA5. Final report	Assemble your work in PA1-PA4 into a final survey research report. Prepare an online PPT presentation of your research to the class.

Note. More specific information on all course assignments will be forthcoming during the semester.

Grading and Grading Table

Grade	%	Notes +/- will be used as indicated gradation of each grade
A	90-100	A = 93%-100%; A- = 90%-92% (If any activity or deliverable is NOT completed, you cannot earn an "A") Final grades will be based on the total number of points earned. For example, students with 93% or more of the total points will be guaranteed an "A"
B	80-89	B+ = 87%- 89%; B = 84%-86%; B- = 80%-83%
C	70-79	C+ = 77%-79%; C = 74%-76%; C- = 70%-73%
F	< 70	Less than 70% with minimal effort and no excuses
I		Rarely given and only when adequate evidence can be provided (requires completion of a request for an incomplete by student)

Overall Course Grading Guidelines

A	Consistently exceptional performance; highest level of honors work; beyond what is specified in terms of amount and quality.
B	Fully satisfactory performance; the amount and quality were completely acceptable; professional competence was demonstrated.
C	Minimum performance; the amount of work was less than expected; performance does not warrant a professional recommendation.
I	Incomplete; work performed was fully acceptable and faculty member has evidence to support the expectation that the incomplete activities will be completed within a specified length of time not to exceed two semesters or student loses any partial credit for work that was completed and must repeat the course; if the course is no longer offered, the student loses credit and must take another course; student must complete the form requesting an I.
F	Failure; unacceptable performance.

UNIVERSITY AND COURSE POLICIES

Syracuse University Policies -- *Students should review the University's policies regarding…*

- Diversity and Disability -- https://www.syracuse.edu/life/accessibility - diversity/ ...
- Religious Observances Notification and Policy --
  http://supolicies.syr.edu/studs/religious_observance.htm
- Orange SUccess -- http://orangesuccess.syr.edu/getting-started-2/

Disability-Related Accommodations

If you believe that you need academic adjustments (accommodations) for a disability, please contact the Office of Disability Services (ODS), visit the ODS website -- http://disabilityservices.syr.edu located in Room 309 of 804 University Avenue, or call (315) 443-4498 or TDD: (315) 443-1371 for an appointment to discuss your needs and the process for requesting academic adjustments. ODS is responsible for coordinating disability-related academic adjustments and will issue students with documented Disabilities Accommodation Authorization Letters, as appropriate. Since academic adjustments may require early planning and generally are not provided retroactively, please contact ODS as soon as possible.

Academic Integrity Policy

Syracuse University's Academic Integrity Policy reflects the high value that we, as a university community, place on honesty in academic work. The policy defines our expectations for academic honesty and holds students accountable for the integrity of all work they submit. Students should understand that it is their responsibility to learn about course-specific expectations, as well as about university-wide academic integrity expectations. The policy governs appropriate citation and use of sources, the integrity of work submitted in exams and assignments, and the veracity of signatures on attendance sheets and other verification of participation in class activities. The policy also prohibits students from submitting the same work in more than one class without receiving written authorization in advance from both instructors. Under the policy, students found in violation are subject to grade sanctions determined by the course instructor and non-grade sanctions determined by the School or College where the course is offered as described in the Violation and Sanction Classification Rubric. SU students are required to read an online summary of the University's academic integrity expectations and provide an electronic signature agreeing to abide by them twice a year during pre-term check-in on MySlice.

For this course, if you are found to violate an Academic Integrity policy you may be sanctioned with an assignment failure. However, the severity of the violation may lead to failure of the course. Copying other's work without citation and using other's projects as your own are the most common type of violations and are Academic Integrity infractions. Please READ the academic integrity policy statements in Myslice... do your own work and cite work that you are referencing ... and ask if you are not sure... to avoid Academic Integrity violations.

IDD&E PROGRAM POLICIES

Attendance Students are expected to participate fully in this course. It is highly experiential and relies on participation and collaborative work to achieve its goals. If you are unable to participate due to illness, notify professor or your team members immediately.

Late Assignments It is expected that assignments will be submitted on or before specified due date. Unexcused late assignments will be penalized 25% for each day late. Assignments will not be accepted after the second late day. Excused late assignments will be granted only in the most extraordinary circumstances, e.g., personal illness. Permission for late assignments must be requested no later than 2 business days before the assignment due date. Excused assignments will be due within three days of the original due date. Grading issues are ONLY discussed in-person, NOT through email.

Student Works Policy Work produced by students will be used in class for educational or research purposes. Under the federal Family Educational Rights and Privacy Act, it is understood that registration and continued enrollment in this course constitutes permission by the student for such uses. After this course is completed, any further use of student works will meet one of the following conditions: (1) the work will be rendered anonymous through the removal of all personal identification of the creator/originator(s); or (2) the creator/originator(s)' written permission will be secured.

NOTE: As a researcher in the Instructional Sciences it is likely that survey responses, project works, online discussions, etc. produced during this course may be used to inform the creation of other online, blended, or face-to-face courses and may be used for other research. The two conditions above will also be followed for research uses, either removal of personal identification or seek permission from those in this course.

Class Material Policy Students are not to disseminate any course materials to others either in person or via web without express permission of the professor. All technology mediated conferences in this course will be recorded for use by registered students or to support research studies. As stated above any uses for research studies will begin with removing student names or seeking student permissions to use recordings for research. You must notify instructor if you do not wish your responses to be used in research projects.

Advising sessions or other types of meetings may NOT be recorded (audio or video) unless all involved have consented to the recording and the disposition of the record materials. You are also NOT to upload or sell any recordings or materials from any courses for public consumption. Use of recordings is strictly for individual or course team learning or assignment uses.

Courses are the intellectual property of the course instructors and Syracuse University. Violating this policy may result in an academic integrity policy violation.

Student Portfolio Requirements Students registered for the MS-IDDE or CAS-DDI should prepare appropriate assignments from this course for inclusion in their portfolio. In the *IDD&E Student Handbook,* contains guidelines and requirements for your portfolio.

Professionalism This course is part of a professional degree. It is expected that you demonstrate professionalism in behaviors, feedback, and all communications. This is also designed as a learning experience and it is expected that you may experience some difficulties as you engage in activities. These situations should be taken as learning experiences and reflected upon in terms of the realities of professional working environments. You are expected to do your best on assignments, be critical and constructive on your feedback, consider feedback on carefully, strive to work effectively on team assignments, and maintain a professional demeanor at all times.

Class Schedules

Unit	Week	Topic	Chapters	Discussion	Project process	Assignments/ activities dues
Unit 1	W1 2/8 – 2/14	Introduction to the course and each other	Punch 1	Introduce yourself (D1)	Explore topics of interests	D1 (Tue-Sun) Zoom1 (2/10) **Scavenger hunt (2/14)**
	W2 2/15 – 2/21	Types of survey research		Share your topic of interest for survey research (D2)	Find a survey research that is most relevant to your research (Exercise)	D2 (Tue-Sun) CITI Training certificate **(2/21)**
Unit 2	W3 2/22 – 2/28	Planning survey research	Punch 2	Interview with other researchers, administrators, research participants, or expert (D3)	Understand your research context as thoroughly as possible	D3 (Tue-Sun) Zoom 2 (2/24)
	W4 3/1 – 3/7	Conceptualization & Operationalization	Punch 3	Conceptualization & Operationalization (D4)		D4 (Tue-Sun) **PA1: Study description (3/7)**
Unit 3	W5 3/8 – 3/14	Planning questionnaire Likert-scale		Interact with others about the proposal (D5)	Plan the questionnaire (Exercise)	D5 (Tue-Sun) Zoom 3 (3/10)
	W6 3/15 – 3/21	Validity & Reliability Qualtrics		Reliability and Validity issues (D6)		D6 (Tue-Sun)

Unit 4	W7 3/22 – 3/28	Developing questionnaire	Punch 4	Share survey questions (D7)	Preparing survey instrument	D7 (Tue-Sun) Zoom 4 (3/24)
	W8 3/29 – 4/4	Online survey				**PA2 Instrument (4/4)**
Unit 5	W9 4/5 – 4/11	Pretest Demographic information in survey		Placement of demographic information in survey (D8)	Pretest	D8 (Tue-Sun) Zoom 5 (4/7)
	W10 4/12 – 4/18	Statistics I				**PA3 Pretest (4/18)**
Unit 6	W11 4/19 – 4/25	Sampling, recruitment & ethical issues Response rate		Justifying your sampling (D9)	IRB application	D9 (Tue-Sun) Zoom 6 (4/21)
	W12 4/26 – 5/2	Statistics II		Justifying your choice of statistics analysis (D10)	Plan statistical data analysis	D10 (Tue-Sun) **PA4 IRB application with CITI training certificate (5/2)**
Unit 7	W13 5/3 – 5/9	Issues in survey research	Punch 5	Significance and limitations of the study (D11)		D11 (Tue-Sun) Zoom 7 (5/5)
	W14 5/10 – 5/16	Final week – Wrapping it up		Lessons learned and future plan (D12)	Polish your research survey research proposal	D12 (Tue-Sun) **PA5 Final report (5/21)**