SURVEY DESIGN FOR SOCIAL SCIENCE RESEARCH

COURSE PROPOSAL

Hongyan, Kerri, James

University of Tennessee, Knoxville

BASIC INFORMATION

COURSE NAME

Survey Design for Social Science Research

TARGET LEARNERS

Graduate Students at UTK (Campus and Distance)

LENGTH & TERMS

Seven Weeks Course
Summer and Winter Terms

NEEDS ANALYSIS

More than 6,000 graduate and professional students are enrolled on and off-UTK campus

The University of Tennessee Graduate school requires that all doctoral candidates and many master’s candidates must create a dissertation or thesis as the capstone of their graduate career.

LEARNER ANALYSIS

TARGET LEARNERS: Graduate students at UTK (campus and distance--online course)

MOTIVATIONS: Implementing a survey is a good data collection methodology for high-quality data (Aarons, 2020).

PRIOR KNOWLEDGE : No required knowledge of conducting survey
Basic knowledge of SPSS for data analysis.

TECHNOLOGY EXPERIENCE: ZOOM: Meeting Space
LMS: manage learning activities, Jamboard, Mural, Flipgrid

PHYSIOLOGICAL CHARACTERISTICS: Backup plan for disabled students

COURSE TECHNOLOGY ANALYSIS

- ZOOM: lectures, class discussions, meetings, one-on-one meetings.
- Jamboard and Mural: in-class group activities and presentations.
- Flipgrid: video discussion boards.
- Mentimeter: used to create interactive presentations by the instructor.
- Canvas: main learning management system for announcements, lesson materials, discussion boards, ZOOM link, grades, etc.

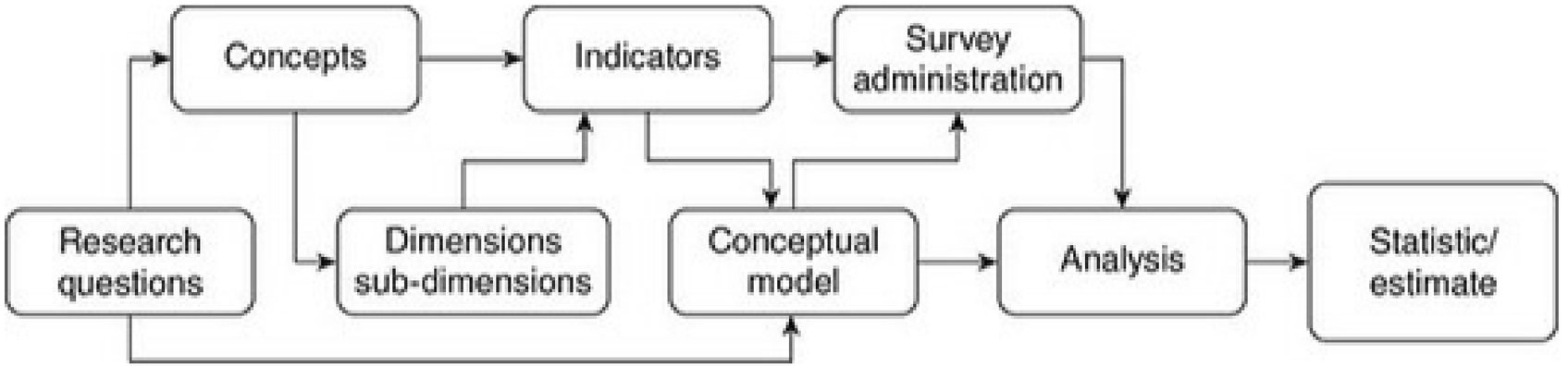
COURSE OBJECTIVES

1.List the steps of development in survey design.

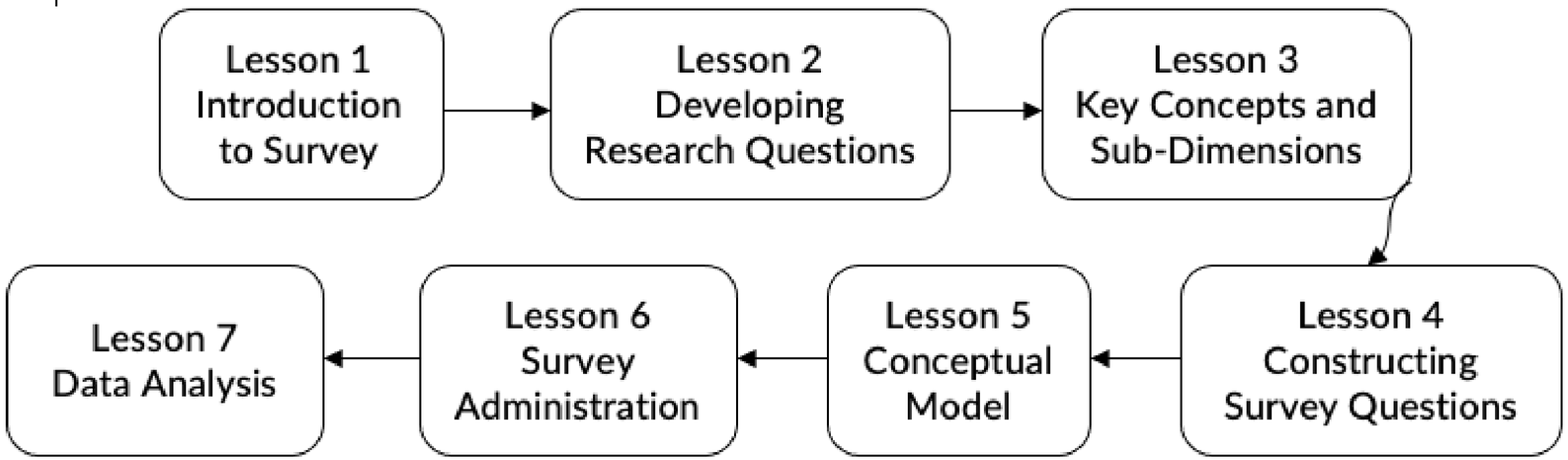
2. Design a survey for their own research based on the survey design steps

LESSON PLAN

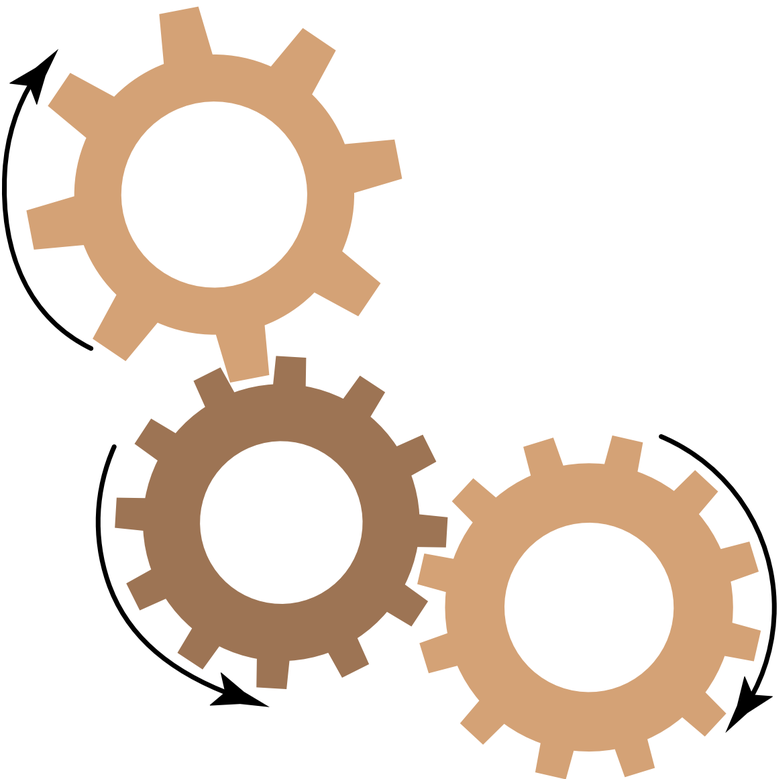
TEXTBOOK: A Practical Introduction to Survey Design: A Beginner' s Guide



The Survey Design Process (Aarons, 2020, p.22)



ASSESSMENT



Survey Design Project	Quizzes for Content of Text
Topic Proposal	Quiz A: Survey Introduction
Develop Research Questions	Quiz B: Research Questions
Identify Concepts, Dimensions, and Indicators and Write a Literature Summary	Quiz C: Concepts, Dimensions, and Indicators
Construct Research Questions	Quiz D: Type of Questions and Response Format
Create a Conceptual Model	Quiz E: Conceptual Model
Write a Survey Administration Plan and Implement the Survey to Collect Data	Quiz F: Survey Administration
Report the Analysis and Pull all Together as the Final Survey Project	Quiz G: Data Analysis

EXAMPLE: LESSON PLAN

Lesson 4: Constructing Survey Questions

Lesson Introduction:
Welcome to Lesson 4. This week we will apply what we have analyzed about the research questions to construct questions for your survey. We will explore knowledge about types of questions, question and response formats, coding, levels of measurement, and measurement errors to build up your questions for your surveys.

Learning Objectives:
Explain different types of questions, response format, levels of measurement, and measurement errors by correctly answering online quiz questions.
Apply the knowledge of constructing survey questions to design and write out questions for their survey project.

Readings:
Complete the following reading. And finish an online quiz on Canvas.
Chapter 6: Constructing Survey Questions

EXAMPLE: LESSON PLAN

Instructional Activities:

- Discussion: Post your question or quotation in the chat.
  Student A will lead this discussion.
- Lecture: Using the ZOOM annotations (such as heart or question mark) to engage your learning about the following content.
  Rating-type of questions, Ranking-type of questions, Knowledge-type of questions, and Descriptive/demographic-type of questions, etc.
- Consider the various question and response formats that we have presented and discussed. Which ones do you think are appropriate for your own survey, given your research questions and concepts? Work up a draft of the survey questions for each concept on the shared Jamboard (individual work–30 minutes, each student works on one page).
- Pilot study: Exchange the survey questions and pretest the questions among class members. Give feedback to the questions about their clarity and validity.
- ·After class, compose all the survey questions for their survey, submit them on LMS and the instructor will give feedback to them before the next lesson.

DEVELOPMENT PLAN

- Course development will occur over the course of 18 weeks
- The instructors and instructional designers will work together to develop the course content.

Milestone/Deliverables	Responsible Party	Due Date
Draft design plan	Instructor	05/10/2022
Design plan reviewed	Instructional Designers and Instructor	05/15/2022
Lesson 1 and 2 Quiz, PPT, Instructional activities	Instructor	05/30/2022
Lesson 1 and 2 reviewed and tested	Instructional Designers and Instructor	06/07/2022
Lesson 1 and 2 revised and completed	Instructor	06/14/2022
Lesson 3 and 4 Quiz, PPT, Instructional activities	Instructor	06/30/2022
Lesson 3 and 4 reviewed and tested	Instructional Designers and Instructor	07/07/2022
Lesson 3 and 4 revised and completed	Instructor	07/14/2022
Lesson 5, 6 and 7 Quiz, PPT, Instructional activities	Instructor	07/30/2022
Lesson 5, 6 and 7 reviewed and tested	Instructional Designers and Instructor	08/07/2022
Lesson 5, 6 and 7 revised and completed	Instructor	08/14/2022
Final Revisions	Instructor	08/30/2022
Pilot Test	Instructor	09/10/2022
Deployment	Instructor	12/01/2022

THEORETICAL FOUNDATIONS

ALIGNMENT OF FOUR ELEMENTS

In order to create a coordinated plan for instruction, the four elements of learning outcomes, assessments, teaching & learning strategies, and technologies should be aligned and coalesce together (Larson & Lockee, 2020).

Learning Outcomes	Assessments	Teaching and Learning strategies	Technologies
1. List the steps of development in survey design. 2. Design a survey for their own research work based on the survey design steps.	1. Quizzes 2. Survey Project	1.Readings One-question discussion at the beginning of each lesson Lectures 2.One-to-one tutors Individual asynchronous activities Blind peer reviews Instructor's formative feedback Pilot study	1. ZOOM Canvas 2. ZOOM Canvas Jamboard Mural

PEDAGOGICAL ASSUMPTIONS

CONSTRUCTIVISM

- The assumption of constructivism: actively exploring and solving authentic complex problems.
- Survey project for an authentic, real-world research problem.

INSTRUCTIVISM

- The instructor presents the content, monitors, and guides & learners are then assessed on their performance
- The content about the steps of designing a survey represents objective knowledge.
- Format: synchronous lectures and asynchronous quizzes.

BEHAVIORISM

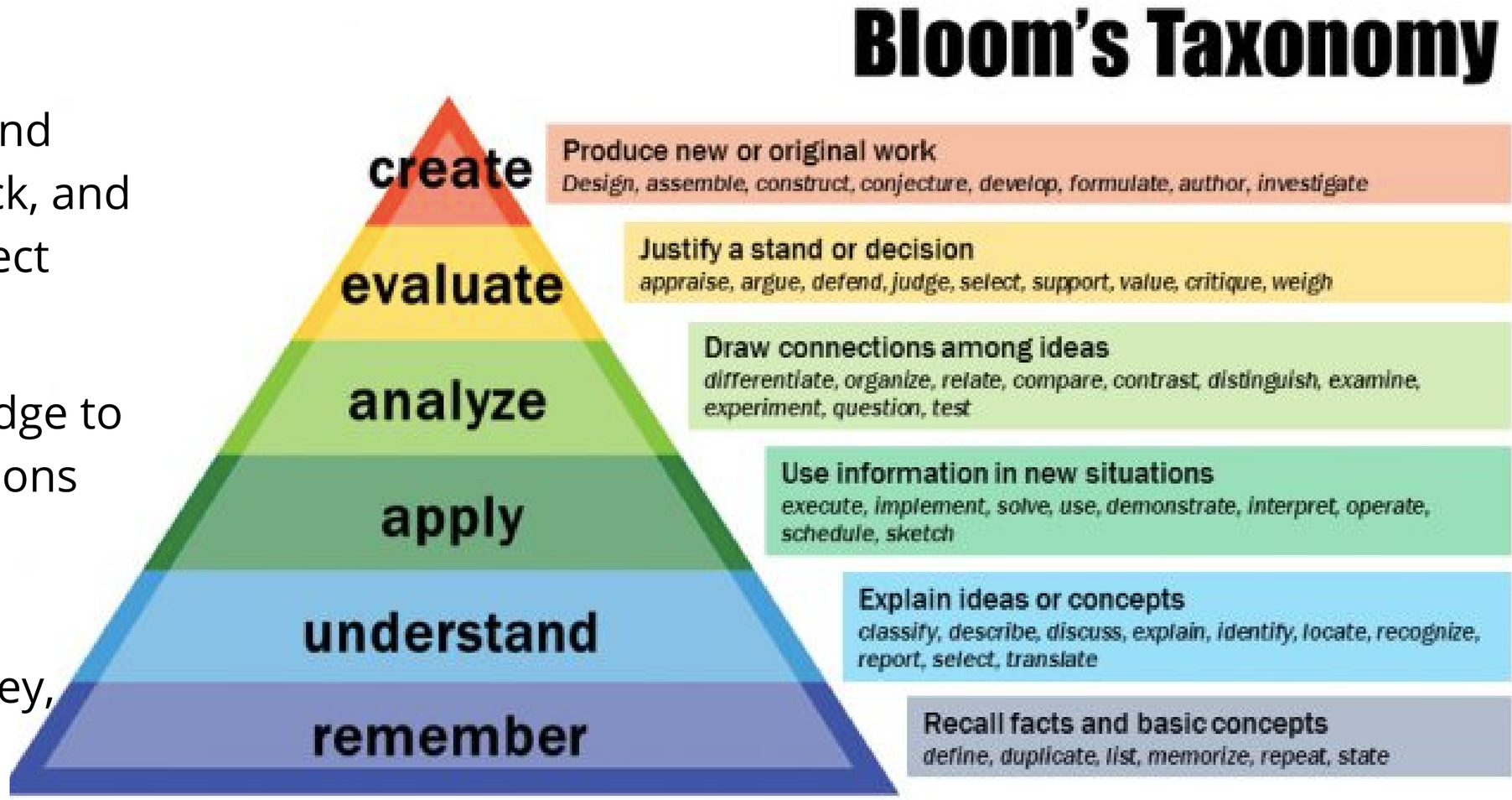
- Behaviorism is implemented based on reinforcement of behaviorism
- behavior that is positively reinforced will reoccur
- feedback from peers and instructors

BLOOM'S TAXONOMY

evaluate each other's work and provide constructive feedback, and create their own survey project

apply the theoretical knowledge to analyze their research questions

theoretical knowledge of the survey, such as types of survey, concepts, dimensions, and constructing questions, etc.



Citation of the image: Armstrong, P. (2010). Bloom's Taxonomy. Vanderbilt University Center for Teaching.

LEARNER-CENTERED APPROACH

- Combined synchronous/asynchronous course
- Feedback and collaboration with peers
- One on one time with faculty/instructors to meet students' needs

learners will explore, discuss, negotiate, collaborate, cooperate, investigate, and solve real-life problems in an online learning environment

ONLINE COMMUNITY

synchronous video-based
communication for introductions

Weekly routine meetings to build a sense of cohesion
& also provide a higher sense of social presence.

Discussion board on canvas

INSTRUCTOR IMMEDIACY

verbal and nonverbal behaviors to signal immediacy and to reduce physical and psychological distance with students

EXAMPLES- verbal

asking questions
encouraging students to talk
using humor
addressing students by name
providing thoughtful feedback& encouraging students' work

DIVERSITY AND EQUITY

Every individual brings a diversity of experiences and should not be hesitant to share his or her experiences (Conrad & Donaldson, 2012).

We aim to provide a more equitable experience for every student because students do not all have equal previous experience or advantages (Oliver, R. 2001)

ACCESSIBILTY

We provide universal access to all aspects of this class to everyone whether they be limited by personal abilities/disabilities (De Marsico et al., 2006).

Specifically, we have included closed captioning, Adobe Presenters, etc, depending on their disabilities (Badge, Dawson, Cann & Scott, 2008) to ensure more equitable learning experience.

OPEN EDUCATIONAL RESOUCES

OER training is open to everyone anytime and students can go through the course or courses more than once if needed.

THANK YOU FOR YOUR TIME & ATTENTION

QUESTIONS?