

Cover Sheet: Request 11158

EDF4XXX Survey Research Methods in Education

Info

Process	Course New Ugrad/Pro
Status	Pending
Submitter	Manley, Anne Corinne amanley@coe.ufl.edu
Created	9/29/2016 8:58:51 AM
Updated	10/28/2016 6:15:57 PM
Description of request	This course provides students with an overview of the theory and application of survey research methods, with special emphasis on conducting survey research in educational settings. The full process of survey research is presented, including design, implementation, analysis, and data management.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	COE - School of Human Development and Organizational Studies in Education 011807000	Miller, David		9/29/2016
No document changes					
College	Approved	COE - College of Education	Waldron, Nancy L	New course to be offered as part of proposed BA in Education Sciences.	10/28/2016
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			10/28/2016
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

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Submitter: Waldron,Nancy L waldron@coe.ufl.edu

Created: 10/28/2016 5:59:08 PM

Form version: 4

Responses

Recommended PrefixEDF

Course Level 4

Number XXX

Category of Instruction Advanced

Lab Code None

Course TitleSurvey Research Methods in Education

Transcript TitleSurvey Research

Degree TypeBaccalaureate

Delivery Method(s)On-Campus

Online

UF Online - Please attach a letter of support from the Director of the UF Online program

Co-ListingNo

Effective Term Earliest Available

Effective YearEarliest Available

Rotating Topic?No

Repeatable Credit?No

Amount of Credit3

S/U Only?No

Contact Type Regularly Scheduled

Weekly Contact Hours 3

Course Description This course provides an overview of the theory and application of survey research methods, with special emphasis on conducting survey research in educational settings. The full process of survey research is presented, including design, implementation, analysis, and data management.

Prerequisites EDF 4430

Co-requisites None

Rationale and Placement in Curriculum This course will be offered as part of the proposed BA in Education Sciences. It is one of 5 required courses included in the Educational Psychology & Research specialization.

Course Objectives Objective 1: Students will design a survey and collect educational data in a manner that satisfies sampling principles and reduces various forms of bias.

Objective 2: Students will analyze educational survey data to produce answers to research questions.

Objective 3: Students will critique research conducted with survey methods.

Course Textbook(s) and/or Other Assigned ReadingTitle: The Practice of Survey Research: Theory and Applications

Authors: Erin Ruel, William Edward Wagner III, and Brian Joseph Gillespie

Publication Date: 2016

Readings: Primary readings will come from the chapters within the 4 sections of the book, which cover Decisions to be Made before Conducting the Survey, Questionnaire Design, Implementing a Survey, and Post Survey Data Management and Analysis.

Weekly Schedule of Topics Week 1: Introduction to Survey Research (purpose of survey research; appropriate contexts and research questions for survey research; typical uses of survey research in educational settings)

Week 2: Types of Surveys (paper-pencil versus electronic; individual versus group; multimode surveys; common surveys in educational research)

Week 3: Cover Letters and Instrument Introduction (attrition reduction techniques; organization choices; importance of appearance in surveys)

Week 4: Survey Question Construction Part 1(types of traits; types of prompts; types of response options; closed-ended versus open-ended questions; common question types in educational research)

Week 5: Survey Question Construction Part 2 (level of measurement; open-ended question writing; comparative items; retrospective items; multilingual educational settings)

Week 6: Quality of Measurement (reliability, validity)

Week 7: Pilot Testing (expert-driven pilots; response-driven pilots; administration procedures, with emphasis on educational settings; data analysis)

Week 8: Probability Sampling (probability sampling theory; power analysis; issues and advantages in educational settings)

Week 9: Nonprobability Sampling (convenience sampling; quota sampling; purposive sampling; special populations in educational settings; ethics of sampling in educational settings)

Week 10: Improving Response Rates and Retention (nonresponse bias; attrition; gaining cooperation; maintaining samples in longitudinal surveys; special emphasis on educational settings)

Week 11: Technologies for Developing and Implementing Surveys (online survey tools; computer-assisted interviewing; data cleaning technology; contracting with educational research centers)

Week 12: Data Collection and Entry (data collection in schools; administration mode; data and variable codes; reliability and documentation)

Week 13: Data Cleaning (cosmetic cleaning; skip patterns; cleaning for cosmetics; missing data related to educational clusters)

Week 14: Data Analysis Part 1 (descriptive statistics; content analysis)

Week 15: Data Analysis Part 2 (missing data analysis; correlation; regression; clustered analyses for data from educational settings)

Week 16: Writing Results from Educational Survey Research (creating tables; creating plots; journal article writing; policy report writing; technical report writing)

Links and Policies

1. Class attendance, make-up exams and other work: Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

2. Accommodations for students with disabilities:

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

3. Online course evaluation process:

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

4. UF Honor Code:

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor.

5. UF Campus Resources: Health and Wellness

U Matter, We Care:

If you or a friend is in distress, please contact umatter@ufl.edu or 352 392- 1575 so that a team member can reach out to the student.

Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc/Default.aspx>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

Sexual Assault Recovery Services (SARS)

Student Health Care Center, 392-1161.

University Police Department, 392-1111 (or 9-1-1 for emergencies).

<http://www.police.ufl.edu/>

Grading Scheme Assignments (60% of final grade; with 7.5% for each of 8 assignments): Each student will propose a methodological plan for an educational survey research study. This will be done through 8 assignments that build on one another across the semester. The assignments will successively cover survey preparation (weeks 1 to 3), survey question development (weeks 4 and 5), measurement methodology (week 6), pilot testing methodology (week 7), sampling methodology (weeks 8 and 9), methods for increasing response rates and reducing missing data (weeks 10 and 11), methods for data collection and cleaning (weeks 12 and 13), and data analysis methodology (weeks

14 and 15).

Survey Research Critiques (30% of final grade; with 10% for each of 3 critiques): Each student will select three different published, peer-reviewed articles on an educational survey research study. The students will critique the articles based on various aspects of survey design, survey implementation, and survey analysis.

Online Discussion Posts (10% of final grade; with 2% for each of 5 contributions to discussions): Each student will be required to contribute to the course discussion posts online. Some of the discussion threads will be started by the instructor, while others will be student initiated. In order to count as a contribution to be graded, the student's post must meet minimum length requirements and must not be repetitive with other student posts.

Final Grading Scale:

93% - 100% = A

90% - 92.99% = A-

87% - 89.99% = B+

83% - 86.99% = B

80% - 82.99% = B-

77% - 79.99% = C+

73% - 76.99% = C

70% - 72.99% = C-

67% - 69.99% = D+

63% - 66.99% = D

60% - 62.99% = D-

59.99% or Below = E

Instructor(s) Dr. Anne Corinne Manley