

Questionnaire-Based Research in Education

ERSH 7610

Fall 2007

Syllabus

Instructor	Thomas Valentine 407 River's Crossing Office: 542-2214 Home: 353-2407 (No weekend or evening calls, please.) Email: tvnj@aol.com
Co-Instructor	Judy Milton 320 E. Clayton Street, Suite 400 Office: Cell: 706-340-2403 Email: jmilton@uga.edu
Room	G64 River's Crossing
Day and Time	Selected Saturdays, 8:30am-1pm Dates: Aug. 18, Sep. 22, Oct 6 & 20, Dec. 1 Web-based activities as scheduled

Overview

This course focuses on the theoretical and procedural knowledge underpinning the use of questionnaires in educational research.

Course Objectives

1. Students will understand the major uses of questionnaires in educational research.
2. Students will acquire an understanding of the key concepts and terminology used in questionnaire-based research in education.
3. Students will learn the process of questionnaire development.
4. Students will understand the strengths and weaknesses of various data collection strategies.
5. Students will understand the fundamentals of survey analysis.

Learning Formats and Requirements

The course will employ a variety of learning formats including:

- **Lectures and Hands-On Activities.** Each of the five face-to-face sessions will include lectures and activities centering on a topic central to questionnaire-based research.
- **Reading Reaction Papers on WebCT.** Each student will read the assigned texts and post ten separate reaction papers for the class to read and comment upon. Each reaction papers should be substantive (300-400 words) and address the points in the assigned reading that you find (a) useful, or (b) thought-provoking, and/or (c) troublesome. The reaction papers constitute a critically important part of the class. By handling them on the web, we free up limited face-to-face time for other learning activities. Hopefully, you will take the time to read and learn from the reactions of your fellow students.
- **Written Assignments.** The course will require each student to prepare a total of five separate written assignments: a statistics review, two questionnaire critiques, and two article critiques. Details for these assignments are available on WebCT.

Textbooks

Required:

Dillman, Don. (2007) *Mail and Internet Surveys: The Tailored Design Method*. (2nd Edition) John Wiley and Sons. (ISBN-10: 047003856X)

Spector, Paul E. (1992) *Summated Rating Scale Construction: An Introduction*. Sage Publications (#82 in Quantitative Applications in the Social Sciences). (ISBN: 0-8039-4341-5)

Recommended:

Fraenkel, J.R., & Wallen, N. E. (2003). *How to design and evaluate research in education* (5th ed.; with CD and workbook). New York: McGraw-Hill. (With CD) (ISBN: 0-07-248560-4)

Grading

Grading is based on a 100-point system. Letter grades will be assigned based on the points earned, as follows:

- A = 90 points or more
- B+ = 85 through 89 points

- B = 80 through 84 points
- C+ = 75 through 79
- C = 70 through 74
- D = 60 through 69
- F = less than 60 points

Points are earned through specific course activities as follows:

Activity/Product	Points
Class Participation	20 (4 per class)
Reading Reaction Papers (ten)	20 (2 per paper)
Written Assignment #1: Stats Review	10
Written Assignment #2: Questionnaire Critique I	10
Written Assignment #3: Questionnaire Critique II	10
Written Assignment #4: Article Critique I	15
Written Assignment #5: Article Critique II	15
<i>Total Points</i>	100

Because there are only five class meetings, attendance at all sessions is critical. Please make every effort to be on time for class. If you miss a class session, you will automatically lose the participation points associated with that session unless you arrange to submit a written assignment to make up for the content covered during class.

Special Notes

Accommodations. Anyone requiring special accommodations for a disability should alert me as soon as possible. I will be happy to make necessary and reasonable accommodations.

Syllabus Subject to Change. The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary. It is your responsibility to be aware of changes that may be made.

UGA's Academic Honesty Policy. All academic work must meet the standards contained in "A Culture of Honesty." Students are responsible for informing themselves about those standards before performing any academic work. The link to more detailed information about academic honesty can be found at:

<http://www.uga.edu/ovpi/honesty/acadhon.htm>.

Course Schedule

<i>Date</i>	<i>Topic</i>	<i>Due</i>
8/18	<p>Course planning</p> <p>Overview: The Uses of Questionnaire-Based Research in Education</p> <p>Survey Research as a Social Activity: Engineering the information exchange</p>	
9/14	Reading: Dillman, Chapters 1-3	Reaction Paper #1 (Chapter 1) Reaction Paper #2 (Chapter 2) Reaction Paper #3 (Chapter 3)
9/22	<p>Questionnaire Development</p> <p>Crafting Clear Research Questions Defining measurement targets Sources of items Saturation</p>	Written Assignment #1: Statistics Review (Submitted in WebCT dropbox by 8:00 am on 9/22)
10/5	Reading: Spector (whole book)	Reaction Paper #4 (Section 1) Reaction Paper #5 (Sections 2 &3) Reaction Paper #6 (Section 4)
10/6	Validity and Reliability	Written Assignment #2: Questionnaire Critique I (Submitted in WebCT dropbox by 8:00 am on 10/6)
10/19	Reading: Dillman (Chapters 4 & 5)	Reaction Paper #7 (Chapter 4) Reaction Paper #8 (Chapter 5)
10/20	Data collection strategies	Written Assignment #3: Questionnaire Critique II (Submitted in WebCT dropbox by 8:00 am on 10/20)
11/16	Reading: Dillman 7-12. Skim all chapters and choose the two you find most relevant to your interests for careful reading and written reactions.	Reaction Paper #9 (Your choice) Reaction Paper #10 (Your choice)

<i>Date</i>	<i>Topic</i>	<i>Due</i>
11/26	Written Assignments Due	Written Assignment #4: Article Critique I Written Assignment #5: Article Critique II (Submitted in WebCT dropbox by 8:00 am on 11/26)
12/1	Data Entry and Analysis Individual Portfolio Meetings	