Course teaches highly valued and marketable competencies. Prepares students for supervisory, managerial, and research positions in libraries, universities, government, and private for-and not-for-profit companies. Prepares information professionals for (1) knowledge about the literature on survey and questionnaire design process, empirical research in the social sciences, and relationship between graduate programs in higher education and professional careers; and (2) designing, organizing, and managing projects for audit and accountability in the workplace. Covers theoretical and practical issues involved in the design of surveys and their components. Students apply knowledge of survey research techniques to a collaborative group project to design a questionnaire on the careers of ILS alumni.

**GOALS AND OBJECTIVES**

Upon successful completion of this course, students will:

- Be knowledgeable about the scholarly theoretical and empirical literature on survey questionnaire design and the topic under investigation;
- Be knowledgeable about the foundations of university degree program goals and objectives and how they can be applied to information and library science degree programs;
- Understand the need for and benefits of program evaluation and assessment;
- Engage in practice experience with different data collection methods;
- Learn and apply best practices for survey design, administration, and evaluation; and
- Engage in high quality collaboration with other students.

**FACULTY CONTACT INFORMATION**

*Email:* arobin@indiana.edu  
*Telephone:* (812) 855-5389  
*Office:* LI023  
*Office hours:* By appointment

**WHO AM I?**

I distribute a “Who Am I?” questionnaire at the beginning of the semester. It helps me get to know you very quickly. It is located in the “Files” section of Canvas, IU’s Learning Management System (LMS). Please complete it and bring a print copy to class at the first session.
**ACADEMIC INTEGRITY (HONOR CODE)**

This class, as all classes at Indiana University, requires that students abide by the “Code of Student Rights, Responsibilities and Conduct.” As a rule of thumb, when in doubt, cite the source. Academic (e.g., plagiarism) and personal misconduct by students in this class are defined and dealt with according to the procedures in the Code.

Violations of these rules in any assignment may be subject to a minimum penalty of a grade of zero (0) for the assignment and may result in a grade of "F" for the course. Students found to be engaging in plagiarism, cheating, or other types of dishonesty may receive a grade of an F on the assignment in question and may be reported to the Dean's Office for appropriate action. The instructor will clarify any of these expectations that you do not understand.

There is, however, much more to avoiding plagiarism than just citing a reference. To help you recognize plagiarism, the IU Writing Center has prepared a helpful guide: [Plagiarism: What It is and How to Recognize and Avoid It](#). This is one of the few documents that actually gives you examples of what constitutes plagiarism and strategies for avoiding it. Carefully review this document and use it as a guide as you complete your assignments (in every course). Here are some tips on how to avoid inadvertent plagiarism from my colleague Ralph Brower (FSU):

- If you take material that is not yours, from any source whatsoever, and copy it into assignments for this class, you must provide a footnote, endnote, or parenthetical reference to the source of the material.
- Any material which quotes verbatim from other sources must be enclosed in quotation marks and its source attributed as noted in rule #1 above. See the APA *Style Manual* for guidance.
- Material not taken verbatim from a text but paraphrased must also be attributed as in rule #1.
- The citing of materials also includes a page number(s).

**COLLABORATIVE LEARNING**

Working with other people to accomplish some objective or task takes practice. This course and your grade will depend on how well you work with others.

**ATTENDANCE**

Designing and conducting a survey is a collaborative process. Everyone is committed to making this project a success. Attendance is required. The only exceptions are illness, a job interview, or attendance at a conference; the instructor must be notified by email in advance of the absence.

**KEEPING IN TOUCH EVERY DAY**

Please get into the habit of checking your IU email twice a day: both your IU email account and your Canvas account. Use your @iu.edu or @indiana.edu, for example. An IU account is the official way that IU and ILS communicate with you.

Information updates (announcements) are made by instructors to students. For example, you may receive announcements about course scheduling changes. Check Canvas every day for announcements and email sent to you inside Canvas. Also check your IU email account for communications from your
instructors, announcements from the Department and IU, and information about jobs postings, interesting articles, etc. (Sign up for ILS-STUDENTS-L and ILS-JOBS listservs, announcements from student chapters, etc.).

**ALTERNATIVE FORMATS**

It is the desire of our university that all students participate fully in its curriculum. To accomplish this, I need your help. If you have a disability or condition that compromises your ability to complete the requirements for this course, please notify me immediately. All reasonable efforts will be made to accommodate your needs. Please see me to make alternative arrangements.

**GRADES**

Assignments and percentage of final grade:

**Masters students:**
- IRB Modules: 0% (required in order to receive a final grade)
- Weekly journal (building a knowledge base): 25%
- Questionnaire design: 25%
- Questionnaire testing in multiple modes: 25%
- Contribution and collaboration in writing of final report: 25%

**Doctoral students:**
- IRB Modules: 0% (required)
- Complete Coursera lectures in Questionnaire Design by Professors F Conrad and F Kreuter of the University of Michigan: 20%
- Weekly journal (building a knowledge base): 20%
- Questionnaire design: 20%
- Questionnaire testing in multiple modes: 20%
- Contribution and collaboration in writing of final report: 20%

Grades will be assigned on an A, B, C, D, F scale. The following definitions of letter grades have been defined by student and faculty members of the Committee on Improvement of Instruction and have been approved by the faculty (November 11, 1996) as an aid in evaluation of academic performance and to assist students by giving them an understanding of the grading standards at SLIS.

<table>
<thead>
<tr>
<th>Grade</th>
<th>GPA</th>
<th>%</th>
<th>MEANING</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>96-100</td>
<td>Outstanding achievement. Student performance demonstrates full command of the course materials and evinces a high level of originality and/or creativity that far surpasses course expectations.</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>90-95</td>
<td>Excellent achievement. Student performance demonstrates thorough knowledge of the course materials and exceeds course expectations by completing all requirements in a superior manner.</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>87-89</td>
<td>Very good work. Student performance demonstrates above-average comprehension of the course materials and exceeds course expectations on all tasks as defined in the course syllabus.</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>84-86</td>
<td>Good work. Student performance meets designated course expectations, demonstrates understanding of the course materials and is at an acceptable level.</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td>80-83</td>
<td>Marginal work. Student performance demonstrates incomplete understanding of course materials.</td>
</tr>
</tbody>
</table>
**Required Textbook**


Articles are available in journal databases, in the Learning Management system (e.g., when book chapters are scanned), and freely available on the Web. A supplemental resources document is available for more suggested readings.

**Highly Recommended Textbooks on Research and Cognitive Interviewing**


**Changes in the Course Syllabus**

The instructor reserves the right to CHANGE, OMIT, OR APPEND THE course syllabus whenever she deems it appropriate to do so. The class will be notified in advance of any changes.

**Assignment Due Dates, Late Assignments, Extensions, & Incompletes**

**Late Submissions.** Late homework is not ordinarily accepted. Documented medical reasons are typically the only exception made to this rule. In fairness to students who turn in assignments on time, all late papers will be penalized by lowering the earned grade by 10 percent for each day that an assignment is late. For example, if an assignment is worth a total of 20 points, your grade on the assignment is 17 points, and you hand in the assignment one day late, then your earned grade is 15 points.

**Extensions.** Extensions beyond an assignment due date may be given, subject to conditions.
Incompletes. Incompletes are rarely given. Permission will be granted only under special circumstances, and is made by the instructor in the final weeks of a semester. Permission will be granted only under special circumstances, and is available only to students with a medical or family emergency, for which written documentation is required. Decisions about granting incompletes will generally not be made until the last three weeks of the course.

Loss of Homework Assignment: Computer "Glitches" that Prevent Timely Assignment Submission. Students want to ensure that the loss of homework assignment documents does not take place. Work must be saved and backed up. On your own PC, make sure the “save” function is implemented. Back up your daily work on a flash drive or in a folder in Canvas, an ILS server, or elsewhere, so that at least one copy of the work can be recovered. Late or incomplete papers will not be accepted when they are the result of failure to back up work.

Word of warning comes from a recent story about the loss of dissertation data that was only on a flash drive which was stolen when the student’s apartment was robbed. Story available at: https://www.insidehighered.com/quicktakes/2015/08/25/dont-save-dissertation-data-only-one-flash-drive

ASSIGNMENTS

Assignment 1. Completing the Human Subjects Research Course
IRB modules (0% of grade) (Master’s and doctoral students)
DUE DATE: Completed by October 31, 2015

The course project is to design a survey to investigate what ILS students have done after they completed their ILS degree program. What does their career path look like? What have they done after graduating with a Master’s degree from ILS?

This requires our attention to the ethics of collecting information that has been shared with us: we want to build trust and we want to ensure the privacy of personal thoughts and feelings. We will also report in summary form our findings to people outside our project; and we may want to consider an article for publication. As responsible producers and reporters, we want to be ethical researchers: to understand the potentially deleterious effects of a design and how we collect, process, and report personal information. Anonymity and confidentiality are our guiding principles (in addition to other principles that are the foundation for protecting human subjects).

If you decide that you want to be a librarian in a librarian in a university or a public library, you will be required to adhere to federal regulations and to complete an application to carry out your research on human subjects. If you work for

If not already completed with a passing grade obtained in another course (passing is defined as 80%), students are required to complete the Human Subject Research (Social/Behavioral Researcher) course via the CITI module provided by the Office of Research Administration (http://researchadmin.iu.edu/EO/eo_citi.html). Please save a copy of the Completion Report and submit
it to the instructor. It you have trouble saving, please do a print screen of the report screen. Take care to select the Social/Behavioral modules, rather than the biomedical modules.

**NOTE:** If you have already completed your CITI training before this class within the last year, you do not need to redo it, but must show proof of completion; be sure to send the report to your instructor.

*Assignment 2. Journaling: Building a Knowledge Base*
* (Master’s students: 25%; Doctoral students: 20%)

**See Schedule below for submission dates**

**See “Assignments” in Canvas for instructions and grading rubric**

**DUE DATES:** Weekly assignments submitted the night before the class session day (See schedule for submission dates)

**FINAL DUE DATE:** December 19, 2015: Compilation of weekly assignments

**Required Number of Weekly Submissions** (See Schedule for due dates)

**Master's students:** 3-4 abstracts/week; **total of 25 abstracts:** 10 abstracts on the literature of conducting an alumni survey (e.g., rationale (why), design (contents), methodology, data collection, results/findings, recommendations); 15 abstracts on any aspect(s) of the methodology of survey design

**Doctoral students:** 5-8 abstracts/week; **total of 40 abstracts:** 10 abstracts on the literature of conducting an alumni survey (e.g., rationale (why), design (contents), methodology, data collection, results/findings, recommendations); 30 abstracts on any aspect(s) of the methodology of survey design

The principal objective of this assignment is to become knowledgeable about the literature on the topic of the survey and the literature on survey questionnaire design and administration. This assignment is designed to employ and extend search skills learned in other courses to locate appropriate texts (e.g., journal articles) that help us understand the many facets of survey research and research that has been conducted on alumni. A second objective is to share your growing knowledge base with the others with whom you collaborate on the project. We want to collaboratively create a questionnaire that includes the best survey questions that have been administered in other alumni/career surveys. A third objective is to create a resource for your portfolio, which can be used to demonstrate your knowledge of a subject area and can be co-authored and published.

The literature in survey design is exceptionally large. We still read the “classics” that were written more than 60 years ago! Contributions to the published literature have been made by scholars and practitioners in a number of social science disciplines, including cognitive science and information science, both of which have contributed to designing web surveys. (Indeed, the senior author of our textbook taught himself information science, human-computer interaction (HCI), visualization, and cognitive psychology to be able to design email and web surveys.)

Although I provide some of the foundational literature and resources that we will discuss in class, each week you will use your reference expertise to search for additional relevant literature in the topic(s) for that week. This also includes the large extant literature on “alumni” and “career” surveys that we will investigate for our own survey. By the end of the semester you will have a large bibliography that will
serve as the foundation as a future professional reference expert in survey methodology and the subject of “what happens after students graduate from higher educational institutions.”

Students maintain a journal of the literature that has been located, of which a portion may include the required and supplemental readings. These articles, reports, book chapters, or other documents will be shared and discussed with other members of the class.

**Assignment 3. Questionnaire Design**  
*Master’s students: 25%; Doctoral students: 20%*  
*DUE DATES: Ongoing. Assessment made by the instructor and members of the group*  
*See “Assignments” in Canvas for instructions and grading rubric*

This activity attends to the contribution made to the design of the questionnaire: the topic(s) under investigation, relationship between objectives of the survey and the concepts that are operationalized as questions, and appropriate response sets. This requires a written rationale for a question and support from empirical research, both cognitive science and survey methodology, conducted in other venues (see journaling objective above). Many questions will be considered before testing is carried out and, moreover, the design will evolve as we understand the results of our pretesting. This part of the process leads to coding the questions and response sets and instructions (script) about how to ask the questions. Note that the expectation is that a comprehensive search will be carried out to locate surveys, including published reports, that will guide our own survey. This is one of the few areas in survey work where we want to rely on the work of others in developing our own questionnaire, i.e., not considered plagiarism.

A portion of the grade will be based on the quality of the student’s collaboration and contribution to the group.

**Assignment 4. In the Field: Questionnaire Testing**  
*Master’s students: 25%; Doctoral students: 15%*  
*DUE DATES: Ongoing. Assessment made by the instructor and members of the group*  
*See “Assignments” in Canvas for instructions and grading rubric*

This activity is designed to experience how to prepare questionnaires in different modes of data collection. Ultimately, our survey will be prepared for the web environment and the telephone (should there be follow-up to obtain more in-depth responses to our questions). However, before we can prepare a web survey, we want to carry out “pretesting” of the questionnaire employing different modes of data collection and determining reliability and validity. As part of the administration of data collection, we will practice: obtaining cooperation to participate in a survey, use of incentives, and different modes of data collection. These modes include: cognitive interviewing, face-to-face interviewing (one interviewer-one interviewee/respondent), focus group interviewing (several persons in a group, script designed), and telephone interviewing (script designed), self-administration, and web (Qualtrics). We will learn how to document the interview and what transpired. This activity leads to creating data files for each mode.
A portion of the grade will be based on the quality of the student’s collaboration and contribution to the group.

**Assignment 5. Writing the Final Report**  
(Master’s students: 25%; Doctoral students: 20%)  
**DUE DATE: December 16, 2015:** Assessment made by the instructor and members of the group  
See “Assignments” in Canvas for instructions and grading rubric

Our final activity is the collaborative report written by all members of the class. It serves as a document of our experiences, findings, and recommendations. We will look at useful examples as a guide to preparation. We want this report to be a public record of our work during the semester. We should plan on utilizing our experience to report to the ILS faculty and to prepare a journal article. Students will be assessed (graded) on their quality of their collaboration and contribution to the final report. (This grading will be discussed in a memo and in class.)

A portion of the grade will be based on the quality of the student’s collaboration and contribution to the group.

**Assignment 6. ONLY DOCTORAL STUDENTS.**  
**Attendance in the Coursera “Questionnaire Design” course:** (Doctoral students: 25%)  
To supplement the lectures in this course, please sign up and complete a Coursera course on Questionnaire Design (six units). It covers additional issues beyond what we can cover in this course that will be necessary for future doctoral projects and research. Please sign up for the course which begins on October 5, 2015. The URL address is: [https://www.coursera.org/course/questionnairedesign](https://www.coursera.org/course/questionnairedesign)  
Please send me the results of the test questions that are part of every lecture.
<table>
<thead>
<tr>
<th>Session Date</th>
<th>Lecture and Discussion</th>
<th>Assignment Due Dates: to be completed outside of class, in addition to scheduled readings and in-class discussions</th>
</tr>
</thead>
</table>
| 8/26 WEEK 1  | **Introductions and overview:** Project topic. Philosophy: Inquiry and experiential learning. Best practices. Legal and ethical considerations, including CITL | **What to Do**  
Prepare readings for the session and other folders in Canvas/files  
Create a Z506 or Z706 course folder and a sub-folder named Abstracts on your personal computer and save your abstracts there and on a flash drive (for back up). Bring them to class for sharing and discussion. Print out a copy. |
| 9/2 WEEK 2   | **Core concepts:** The research process  
**Survey objectives:** What do we want to know? (1)  
- Categories (types) of information we want in the survey  
- Context counts: The history of programs at ILS from 1947 through December 2014: Evolution, change, and stability | **What to Do**  
Prepare readings and other folders for the session. |
| 9/9 WEEK 3   | **Survey objectives:** What do we want to know? (2)  
- Categories (types) of information we want in the survey  
- Context counts: The history of programs at ILS from 1947 through December 2014: Evolution, change, and stability | **What to Do**  
Prepare readings and other folders for the session.  
**Prepare Abstracts:** Search for literature on alumni and career surveys: Topics: Rationale (Why do an alumni survey?), theory (theoretical frameworks), methodology, empirical studies, examples of surveys (actual questionnaires and documentation).  
**Assignment 2: Everyone Bibliography building:**  
See instructions for the # of abstracts  
Night before class, email the results of your search to instructor. |
<p>| 9/16 WEEK 4  | <strong>Survey objectives</strong> (3) | [continued on next page] |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Week</th>
<th>Topic 1</th>
<th>Topic 2</th>
<th>Assignment 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/23</td>
<td>5</td>
<td><strong>Questionnaire design:</strong></td>
<td><strong>Understanding measurement</strong></td>
<td><strong>Everyone</strong> Bibliography building: See instructions Night before class, post results via email to instructor.</td>
</tr>
<tr>
<td>9/30</td>
<td>6</td>
<td><strong>Questionnaire design:</strong></td>
<td><strong>Understanding Measurement</strong></td>
<td><strong>Assignment 2: Everyone Bibliography building (see above)</strong></td>
</tr>
<tr>
<td>10/7</td>
<td>7</td>
<td><strong>History of SLIS/ILS</strong></td>
<td><strong>Introduction to Sampling</strong></td>
<td><strong>Assignment 2: Everyone Bibliography building (see above)</strong></td>
</tr>
<tr>
<td>10/14</td>
<td>8</td>
<td><strong>Introduction to survey sampling</strong></td>
<td><strong>From concepts to questions</strong></td>
<td><strong>Assignment 3: Everyone Questionnaire Design Review instructions in advance of next week.</strong></td>
</tr>
</tbody>
</table>

**II. Fundamentals of Instrument Development**

<table>
<thead>
<tr>
<th>Date</th>
<th>Week</th>
<th>Topic 1</th>
<th>Topic 2</th>
<th>Assignment 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/21</td>
<td>9</td>
<td><strong>From concepts to questions</strong></td>
<td><strong>Introduction to cognitive interviewing</strong></td>
<td><strong>Assignment 2: Everyone Bibliography building (see above)</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>OUTSIDE OF CLASS:</strong></td>
<td></td>
<td><strong>Assignment 3: Everyone Questionnaire Design Review instructions with your group</strong></td>
</tr>
</tbody>
</table>

Prepare readings and other folders for the session.

[continued on next page]
<table>
<thead>
<tr>
<th>DATE</th>
<th>WEEK</th>
<th>TOPIC 1: From concepts to questions</th>
<th>TOPIC 2: Continuation of cognitive interviewing</th>
<th>2) Prepare human subject consent form and have it approved by instructor. 3) Have instructor review draft questionnaires (version 1) and provide assistance.</th>
<th>Prepare readings and other folders for the session.</th>
<th>Assignment 1: Everyone Last date for results of CITI test sent to instructor  Assignment 2: Everyone Bibliography building (see above)</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/28</td>
<td>WEEK 10</td>
<td>Participation, recruitment, and interviewing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11/4</td>
<td>WEEK 11</td>
<td>Web questionnaires, mail questionnaires, and paradata</td>
<td></td>
<td></td>
<td></td>
<td>Assignment 2: Everyone Bibliography building (see above)  Assignment 4: Everyone Questionnaire Testing in the field</td>
</tr>
<tr>
<td>11/11</td>
<td>WEEK 12</td>
<td>Cross-cultural survey research</td>
<td></td>
<td></td>
<td></td>
<td>Assignment 2: Everyone Bibliography building (see above)</td>
</tr>
<tr>
<td>11/18</td>
<td>WEEK 13</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>11/25</td>
<td>WEEK 14</td>
<td>NO CLASS THANKSGIVING WEEK</td>
<td></td>
<td></td>
<td>Group catch-up, if necessary. Communicate with each other.</td>
<td></td>
</tr>
</tbody>
</table>

**III. Instrument Testing**

<table>
<thead>
<tr>
<th>DATE</th>
<th>WEEK</th>
<th>TOPIC 1: From concepts to questions</th>
<th>TOPIC 2: Continuation of cognitive interviewing</th>
<th>2) Prepare human subject consent form and have it approved by instructor. 3) Have instructor review draft questionnaires (version 1) and provide assistance.</th>
<th>Prepare readings and other folders for the session.</th>
<th>Assignment 1: Everyone Last date for results of CITI test sent to instructor  Assignment 2: Everyone Bibliography building (see above)</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/28</td>
<td>WEEK 10</td>
<td>Participation, recruitment, and interviewing</td>
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</tr>
<tr>
<td>11/4</td>
<td>WEEK 11</td>
<td>Web questionnaires, mail questionnaires, and paradata</td>
<td></td>
<td></td>
<td></td>
<td>Assignment 2: Everyone Bibliography building (see above)  Assignment 4: Everyone Questionnaire Testing in the field</td>
</tr>
<tr>
<td>11/11</td>
<td>WEEK 12</td>
<td>Cross-cultural survey research</td>
<td></td>
<td></td>
<td></td>
<td>Assignment 2: Everyone Bibliography building (see above)</td>
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<tr>
<td>11/18</td>
<td>WEEK 13</td>
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<tr>
<td>11/25</td>
<td>WEEK 14</td>
<td>NO CLASS THANKSGIVING WEEK</td>
<td></td>
<td></td>
<td>Group catch-up, if necessary. Communicate with each other.</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Week</td>
<td>Activity</td>
<td>Details</td>
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</tr>
<tr>
<td>12/2</td>
<td>15</td>
<td>Survey methods and the problematics of Big Data and emerging technologies</td>
<td>Prepare readings and other folders for the session.</td>
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</tr>
<tr>
<td>12/9</td>
<td>16</td>
<td>Wrap-up; Q&amp;A; Final Report Preparation</td>
<td>No session reading assignment.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thursday</td>
<td>12/17</td>
<td>Final Report Submission</td>
<td>Assignment 5: FINAL REPORT DUE [Group/team leader submits on behalf of group/team]</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Saturday</td>
<td>12/19</td>
<td>Bibliography Submission</td>
<td>Assignment 2: BIBLIOGRAPHY DUE [Students submit their compilation of abstracts]</td>
<td></td>
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</tr>
</tbody>
</table>
READINGS AND RESOURCES

NOTE: Asterisked (*) readings are required for doctoral students and recommended for Master’s students.

NOTE: “LMS” means document/reading is available in IU’s Learning Management System called Canvas available at: http://canvas.iu.edu [access requires use of your IU network id]

Week 1. August 26, 2015

Topic 1: The “Who Am I?” questionnaire (complete, print a copy for the instructor, and bring to class)

Topic 2: Introduction to the course

Topic 3: Brief discussion of required and supplementary readings

Topic 4: Introducing the research process and preparing to write abstracts

Required Readings [Available in LMS]

- Syllabus [Discussed in class and available in LMS before start of class]
  - Chapter 1. Sample Surveys in Our Electronic World. (pp. 1-18) [Our textbook; chapter also available in LMS and textbook on reserve at Wells Library]
  - Chapter 1. Survey interviews and new communication technologies. (pp. 1-29).

Documents for the Research Process and Writing Abstracts [Available in LMS]

Introduction to Research
Fall 2015
Readings and Resources Weeks 1-17
UPDATED: 23 September 2015

  - Figure 1. The Research Process is Cyclical.
  - Chapter 17. Reading and Writing Social Research (Summary of topics).

Supplemental Resources
- Elon University Poll. (Producer). (2014). *Surveys in society* [DVD]. Retrieved from https://www.youtube.com/watch?v=ToTY5172ANY (3m24s)
  - Chapter 3. The Ethics and Politics of Social Research. [Available in LMS]

Part I. Foundations of Questionnaire Design

Week 2.
September 2, 2015

Topic 1: Introduction to alumni surveys

Topic 2: Introduction to the research process

Required Readings [Available in LMS]
Z506/Z706 Introduction to Research
Fall 2015
Readings and Resources Weeks 1-17

UPDATED: 23 September 2015


**Documents for the Research Process and Writing Abstracts** [Available in LMS]
  - “How to Search the Literature” (pp. 78-80).

**Supplemental Resources [Available in LMS]**
  - Chapter 17. Reading and Writing Social Research. (12th ed.). (Complete chapter).

**Week 3. September 9, 2015**

**Topic 1: Introduction to alumni surveys: Their relevance for institutional policy and curriculum reform**

**Topic 2: Introduction to the research process: Understanding the vocabulary of research (theories, concepts, definitions, and operationalization)**

**Required Readings [Available in LMS]**

**Documents for the Research Process and Writing Abstracts** [Available in LMS]
Z506/Z706 Introduction to Research
Fall 2015
Readings and Resources Weeks 1-17

UPDATED: 23 September 2015

- **Supplemental Resources [Available in LMS]**

Week 4.

September 16, 2015

Topic 1: **Survey objectives: Methodological insights into theories, constructs, variables (measurement) in Higher Education**

**Topic 2: Introduction to the research process: Understanding the vocabulary of research (theories, concepts, definitions, and operationalization)**

**Required Readings**

- Dillman et al. (2014). *(Textbook)*

[Available in LMS]

  
  **NOTE:** You might think a bit strange that we read this article a long time before we write our report, which will be done at the end of the semester. However, we work “backwards.” We plan what we intend to study and the audience for whom we write before we undertake our project. Indeed, government agencies like the Census Bureau, develop the tables for their reports before they design their statistical series and decide what data will be collected.


  
  **NOTE:** This article gives us insights into the different theories and theoretical frameworks that are used to evaluate the quality of student self-reports. This is a somewhat “tough” article to read, but we will also review it in class.

**Documents for the Research Process and Writing Abstracts [Available in LMS]**
Dixon et al. (2015)
- Research Design and Vocabulary (Excerpts)

- **Appendix A.** Contributing Theories and Constructs.
- **Appendix B.** Constructs, Items, and Measurement Sources.

**NOTE:** You do not need to understand the contents of these Appendices. We will only use them as a template to understand how to organize our thinking about the relationship between theory, concepts (constructs), and operationalization as a precursor to thinking about how to design a survey.

- Standard Nomenclature for Relative Position of Variables. (p. 21)

- Exhibit 5.4 A Spurious Relationship; Exhibit 5.8 Intervening Variables in Nonexperimental Research: Juvenile Delinquency and Adult Criminality (Sampson & Laub). (pp. 156, 165)

- Abstract and Figure 1. Heuristic Model for the Relationship of Personal, Family, and Schooling Variables in the Preference Structure of Adult Job Values. (pp. 251, 288)

- Table 1. Variable Definitions, Means, and SDs of Measures. (pp. 1466-1467).
- Figure 1. Conceptual Model of Grade 1 Predictors of Educational attainment at Age 22 (p. 1468).

**Supplemental Resources [Available in LMS]**

  
  **NOTE:** It is important to attend to the specific population that was studied. As the authors comment, this population may reflect a limitation in the ability to generalize to other populations, such as more advanced students. Thus, read the Volkwein and Yin and Bowman and Hill articles for their insights into the theories and constructs that are employed, the methodological exercise that is carried out, and the results of the research.
- Figure 6. Examples of Four-Variable Systems (pp. 10-17)

**Week 5.**
**September 23, 2015**
**Topic 1: Role of cognition**

**Topic 2: Understanding measurement**

**Required Readings [Available in LMS]**
  - Chapter 2. Respondents’ Understanding of Survey Questions. (pp. 23-61)
  - Chapter 3. The Role of Memory in Survey Responding. (pp. 62-99)
  - Tourangeau, R., & Bradburn. Chapter 10. The psychology of survey response. (pp. 315-346)

**Documents for the Research Process and Writing Abstracts [Available in LMS]**
- Dixon et al. (2015).
  - Overview: The Measurement Process (pp. 104-105)
  - Conceptualization and Operationalization (pp. 105-110)
  - Selection of Operational Definitions (pp. 115-116)

**Supplemental Resources [Retrieve from source]**
Week 6.
September 30, 2015

Topic 1: Introduction to questionnaire design

Topic 2: Understanding measurement

Required Readings

• Dillman, D. A. et al. (2014). [Textbook]
  - Chapter 2. Guideline 2.3: Identify and Evaluate Whether to Change or Eliminate Design Constraints that are Especially Likely to Have a Negative Impact on Response and Data Quality (pp. 45-46)
  - Chapter 2. Guideline 2.6: Utilize Knowledge from Past Research and Feedback from Early Contacts to Adapt Implementation Procedures in Order to Reduce Nonresponse Error (pp. 48-50)
  - Chapter 4. The Fundamentals of Writing Questions (pp. 94-126).

Documents for the Research Process and Writing Abstracts [Available in LMS]

  - Levels of Measurement (pp. 114-122)
  - * Assessing the Quality of Operational Definitions (pp. 122-131)
  - The Feedback Loop: From Data Back to Concepts and Measurement (pp. 132-134)
  - Summary (p. 134)
  - Key Points (pp. 134-135)

Supplemental Resources [Available in LMS]

• Marsden, P. V., & Wright, J. D. (Eds.). Handbook of survey research. (2nd ed.). Bingley, UK: Emerald Group Publishing Limited,

NOTE: I urge you to read this, although it is a very long chapter. It is the most complete analysis and synthesis of what we know today about questionnaire design.

[Retrieve from source]

Week 7.
October 7, 2015

**Topic 1: Background: School of Library & Information Science (formerly); Department of Information & Library Science**

**Topic 2: Introduction to Sampling (1): Guest Lecturer: Ashley Bowers Clark, Director, IUB Center for Survey Research**

**Required Readings**  [Available in LMS]

**Topic 1:**

  - **File Name:** ils-AlumniFA09.pdf SLIS Alumni Board 2012. (I have also extracted the Alumni Board in a separate file that is uploaded.)
  - **File Name:** ils-AlumniFA12.pdf SLIS Class Notes.

*NOTE:* Carry out a global search at http://www.indiana.edu using keywords “SLIS Network” to locate issues of this magazine. They are a valuable resource for locating alumni who could potentially assist in developing the Alumni Survey questionnaire. (Remember that some of these people are no longer at either IU or residing in Bloomington and may also be deceased.) I have included

**Topic 2:**

  - **Chapter 6.** Sampling. Case Selection as a Basis for Inference (pp. 137-172).


*• Fran Featherton. (2015, January 6). Threats to validity: What you should know to interpret research findings. [Video]. Washington, D.C. National Capital Area Skeptics. Available at: https://www.youtube.com/watch?v=msrVDB7YGqg*
Documents for the Research Process and Writing Abstracts  [Available in LMS]

  - Figure 2.2. Survey Lifecycle from a Design Perspective. (p. 42)
  NOTE: This figure summarizes the process of questionnaire design that we are engaged in this semester and introduces this week’s (Week 7) and next week’s (Week 8) lectures on an “Introduction to Sampling.”

  NOTE: This op-ed piece does not have much to do with the 2016 elections. Rather, Gelman explains what “Total Survey Error” means in the context of “sampling and non-sampling error” and why there is no such thing as a “probability sample.”

- YouTube: Search YouTube for “sampling” and you will find a number of excellent short videos that explain various concepts. One example is Elon University (see Week 1 Supplemental Resources for the site.)

*Week 8.*

*October 14, 2015*

**Topic 1: Introduction to Sampling (2): Guest Lecturer: Ashley Bowers Clark, Director, IUB Center for Survey Research**

**Topic 2: Operationalizing what we want to know: Instrument design and development: From concepts to questions**

*Required Readings (Same as Week 7)  [Available in LMS]*

**Topic 1:**

  - Chapter 5. Sampling. Case Selection as a Basis for Inference (pp. 137-172).


**Topic 2:**

- Dillman et al. (2014). [Textbook]
  - Chapter 4. Fundamentals of Writing Questions (pp. 94-124)

*Supplemental Resources*

- Dillman et al. (2014). [Textbook]
  - Chapter 3. Covering the Population and Selecting Who to Survey. (pp.228-257)
NOTE: Most introductory textbooks introduction to sampling differ only slightly in their explanation of concepts, etc. Figure 3.1 gives a succinct set of definitions for all the terms (p. 59). It is always helpful to read the same information stated or emphasized slightly differently.


  “Weights, what should we do with it? Although all survey samplers will agree that the inclusion of weights in any statistical analyses is necessary to avoid biased estimates, the ‘how’ and ‘why’ are less obvious for data users. In many aspects, weights are just a bit of a mystery. With this collection of articles, ‘Survey Methods: Insights from the Field’ hopes to help its reader to gain a better understanding of weights, both on what they are and on the reasons why they should be included in analyses. The editors warmly thank all the authors who contributed to the thematic.”


**Part II. Fundamentals of Instrument Development**

**Week 9.**

**October 21, 2015**

**Topic 1: Operationalizing what we want to know: Instrument design and development: From concepts to questions**

**Topic 2: Introduction to testing and evaluating the survey instrument: The cognitive interview**

NOTE: There are multiple methods available for evaluating the instrument. Presser et al.’s Chapter 1 (see supplemental resources) discusses them and I will review the content of this chapter in class. This course concentrates on the cognitive interview.

**Required Readings**

**Topic 1:**

- Dillman et al. (2014). [Textbook]
  - Chapter 5. How to Write Open- and Closed-ended Questions (pp. 127-168)
  - Chapter 6. Aural Versus Visual Design of Questions and Questionnaires (pp. 169-227)

**Topic 2:** [Available in LMS]

NOTE: You only need to concentrate on the figures and charts that are provided in these chapters. They provide an accessible summary and synthesis of the text.

  - Chapter 1. Introduction to Cognitive Interviewing (pp. 3-11).
UPDATED: 23 September 2015

- **Chapter 2.** Setting the Stage for Cognitive Interviewing: First Principles of Questionnaire Design (pp. 12-33).
- **Chapter 5.** Developing Standard Cognitive Probes (pp. 65-86).

**Supplemental Resources**


  **NOTE:** This is a very nice summary of the key points that are detailed in Willis (2005).


  - **Chapter 1.** Presser et al. Methods for Testing and Evaluating Survey Questions. (pp. 1-22)
  - **Chapter 2.** Willis, G. B. Cognitive Interviewing Revisited: A Useful Technique, in Theory? (pp. 23-43)
  - **Chapter 3.** Beatty, P. The Dynamics of Cognitive Interviewing. (pp. 48-66)
  - * **Chapter 4.** Conrad, F. G., & Blair, J. Data Quality in Cognitive Interviews: The Case of Verbal Reports. (pp. 67-87)
  - * **Chapter 5.** DeMaio, T. J., & Landreth, A. Do Different Cognitive Interview Techniques Produce Difference Results? (pp. 89-108)

- Dillman, D., & Smyth, J. (2015, September 4). Re [aapor-net] Select all that apply or individual items? [Dillman and Smyth conclusion about what should be used. They provide the same argument in their Dillman et al., 2014 book.]

**Week 10.**

**October 28, 2015**

*Topic 1: Continuation of “cognitive interviewing” if not completed in previous session*

*Topic 2: Operationalizing what we want to know: Instrument design and development: From concepts to questions*

**Required Readings**

**Topic 1:** Cognitive interviewing (see previous week’s readings)

**Topic 2:** Instrument design

- Dillman et al. (2014). [Textbook]
  - **Chapter 7.** Ordering Questions and Testing for Question Order Effects (228-257)
Part III. Instrument Testing

Week 11.
November 4, 2015
Topic: Participation, Recruitment, and Interviewing

Required Readings

- Dillman et al. (2014). [Textbook]
  - Chapter 2. Reducing People’s Reluctance to Respond to Surveys. (pp. 19-55)
  - Chapter 8. Telephone Questionnaires and Implementation. List of Guidelines. (pp. 298-300)
    *NOTE: This chapter is very helpful for understanding the University of Michigan videos (below).*
- Marsden, P. V., & Wright, J. D. (2010).
- University of Michigan. Survey Research Center. (n.d.). Field Positions. [Retrieve from source]
  - A Day in the Life (Phone Interviewer). Retrieved from https://recruit.isr.umich.edu/Phone.aspx#video (7m14s)
  *NOTE: This is a position description for a telephone interviewer position. Scroll down to bottom to click on url to view short video of “part of a phone interviewer’s typical day of life while working in the local telephone facility.”*
  - A Day in the Life (Field). Retrieved from https://recruit.isr.umich.edu/ Field.aspx (23m17s)
  *NOTE: Scroll down to bottom to click on the url to view this short video that “introduces social research interviewing as seen through the eyes of a field interviewer and depicts work typically completed on most field research projects.”*
  - Physical Measures. Retrieved from https://recruit.isr.umich.edu/ Field.aspx (10m25s)
  *NOTE: Again, at the bottom of the page, click on the url to view this “video [that] shows some of the job responsibilities involved with collecting physical measures (such as grip strength, balance, height, walking speed), and measuring biomarkers (blood spots and saliva samples).”*

Supplemental Resources

  - Schaeffer, N. C., & Maynard, D. W. Chapter 2. The Contemporary Standardized Survey Interview for Social Research. (pp. 31-57) [Available in LMS]


*Survey Practice* is a highly accessible, open access, online peer-reviewed publication of the American Association for Public Opinion Research. These articles are short (3-4 pages in length) and well-written. I depend on this journal for the latest developments in survey methodology, almost always quite practical and always very thoughtful and useful. (I say “latest” because journal production is much slower.) [Retrieve from source]


*Survey Methods: Insights from the Field* is an online peer-reviewed, open access journal with short articles (≤ 10p.) that are nearly always practical lessons in “how we did it” (“it” being methodology, technology). [Retrieve from source]


**Week 12.**

**November 11, 2015**

**Topic:** Web questionnaires (Internet, mobile devices), mail questionnaires, and paradata

**Required Readings**

- Dillman et al. (2014) [Textbook]
  - Chapter 9. Web Questionnaires and Implementation. (pp. 301-350)
  - Chapter 10. Mail Questionnaires and Implementation. List of Guidelines. (pp. 396-397)
SUPPLEMENTAL

UPD: 23 September 2015

- **Chapter 5.** Selected Topics in Web Survey Implementation: **Section 5.1** Smartphones, Tablets and Other Devices. (pp. 192-205)


**Supplemental Resources**

  - **Chapter 2. 2.4** Technical Preparations. (pp. 115-130)
  - **Chapter 2. 2.5** Non-response Strategy (pp. 130-160)
  - **Chapter 2. 2.6** General Management (160-163)
  - **Chapter 5.** Selected Topics in Web Survey Implementation: **Section 5.3** Web Survey Software. (pp. 215-228)


[Available in LMS]

- *Public Opinion Quarterly*: Conduct a search using the keywords “web survey” or “web surveys.” To reduce the number of “hits,” bound the search by year. For example, I searched on “web survey” for the years 2012-2015 and retrieved 313 on September 5, 2015. Doing this search will yield the best analyses of web surveys; there are many that compare multi-modes, which is very helpful.

- WebSM.org: [http://www.websm.org/c/1888/About/](http://www.websm.org/c/1888/About/) : This is a must-bookmark site. “WebSM website is dedicated to the methodological issues of Web surveys. It also covers broader area of interaction between modern technologies and survey data collection process.” Outstanding site! You will find a regularly updated bibliography, information about events and other resources.

  
  NOTE: This book is also an online resource through IU Herman Wells Library. To read online: Go to IUCat, type in Title, and then follow the link for Bloomington users.


  NOTE: This article selected because the authors use paradata to analyze the subjects they discuss.
Week 13.

November 18, 2015

Topic: Cross-cultural survey research

Required Readings


Supplemental Resources

[Retrieve journal articles from source]


[Available in LMS]


WEEK 14.
November 25 2015   THANKSGIVING WEEK: NO CLASS

Part IV. Instrument Revision

Week 15.
December 2, 2015
Topic: Introduction to survey methods and the problematics of Big Data and emerging technologies

Required Readings [Available in LMS]


Supplemental Resources [Available in LMS]


http://www.aapor.org/AAPORKentico/AAPOR_Main/media/MainSiteFiles/AAPOR_Social_Media_Report_FNL.pdf


**Part V. Final Report Preparation**

*Week 16.*
*December 9, 2015*

*Topic: In-class discussion of final paper; wrap-up; Q&A*

PLEASE NOTE: ATTENDANCE IS REQUIRED.

**Part VI. Assignment Submission**

*Week 17.*
*December 12, 2015*  FINAL REPORT DUE
*December 19, 2015*  BIBLIOGRAPHY DUE