SURVEY DEVELOPMENT WORKSHOP

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Introduction

- Your facilitators
- Designing effective surveys
- Inclusivity
 - Accessible, Encouraging, Ethical*, Respectful



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Investigating the effects of reducing linguistic complexity on EAL student comprehension in first-year undergraduate assessments



Discussion: Why choose surveys?

- 1. How many of you have used a survey before?
- 2. In what context have you used surveys in the past?
- 3. Why are you deciding to use a survey now?
- 4. Why would you choose a survey and not something else?





Why choose surveys?

ADVANTAGES

- Can reach many participants in short periods of time.
- Easier to reach broader groups that may be difficult to connect with (e.g., alumni, employers, etc.)
- Little expertise needed and inexpensive to administer.
- Easy to integrate into class activities/assignments.
- Can aggregate data for long-term/iterative projects.
- Free online, FIPPA compliant software available: Qualtrics.

Rich data, small N

Limited data, large N



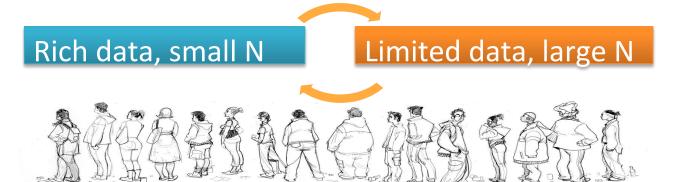




Why choose surveys?

DISADVANTAGES

- Difficult to balance length and coverage.
- Results tend to be highly dependent on wording of items.
- Responses may be biased by those who choose to participate.
- Low response rates.
- Set response choices may not allow respondents to express their true opinions and/or in-depth insights.





Activity #1: What do you want to measure?



 With a partner, discuss what you want to evaluate about your teaching practice or your classroom.

Describe this in a word or short phrase.

Inclusive survey design

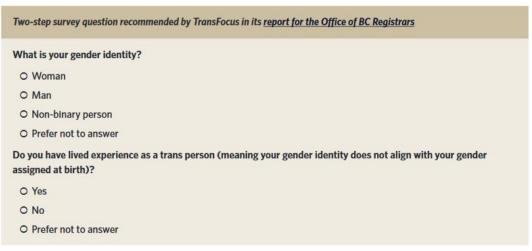
- What is the specific question you are trying to answer? How will each survey item help you measure what you want to evaluate?
 - Each survey question/item should represent a concept/variable you are trying to measure.
 - Do you need multiple questions to get at one concept/variable? If so, how will you "collapse" these questions to assess the concept/variable?
 - Consider the use of conditional statements or branching items if interpretation of responses will be contingent on other responses.
 - Imagining how you'd write up results can help with designing items.





Inclusive survey design

- Just because you could ask something, doesn't mean you should
 - Asking about sex or gender: How does your student's body relate to your research project about teaching and learning? If it is relevant (because of a student's experience, social identity, or self-perception) then ask about gender rather than sex.





Inclusive survey design considerations

- Will the student be able to recall the information you are asking about?
- Pilot the survey with a subsample to identify potential issues
- Ask someone to take the survey before sharing:
 - Reduce jargon, identify confusing items
 - Determine how long the survey takes
- Which questions should require answers?
 - Allow active refusal ("Prefer not to answer") but if a lot of students don't want to answer it, why? This could be telling!
 - Keep personal items optional (e.g., gender, salary, demographics)
- Use a previously validated instrument (when possible)





Question types

 Closed-ended (forced choice) questions: Appropriate if question can be meaningfully answered and most responses easily anticipated; Easily analysed.







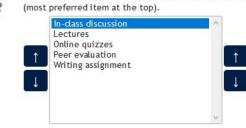
	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
It was easy to navigate the course site.	0	0	0	0	0



Is there a topic you would have liked further information on, or would like to learn more about at a future event? (Please check all that apply).		available expertise match your needs. If you require support that is not part of the SoTL Seed proplease contact us.				
☐ Applying for BREB	☐ Flipped classroom		Not at all	Some support	Full suppor	
Surveys and questionnaires	Experiential learning	Development of research plan	0	0	0	
☐ Focus groups and interviews	☐ Blended learning	Ethics and BREB	0	0	0	
Publishing and disseminating SoTL work	Peer assessment and feedback	Interviews and focus groups	0	0	0	
Getting started with SoTL	Other:	Survey development	0	0	0	
		Statistical analysis	0	0	0	

Did watching this video change your beliefs about diversity?

O Yes
O Somewhat



Rank the following course aspects in order of preference

What percent of your income do you spend on the following items

Rent	40
Grocery	20
Entertainment	10
Total	70

Likert scales

- Stick to 5-7 options
- Avoid using "Always/Never"
- Using "Not Applicable or Do Not Know" is a good way to remove answers from analyses.

Disagree	Somewhat Disagree	Somewhat	Somewhat Agree	Agree
Almost never	Seldom	Sometimes	Often	Very often
Very Poor	Poor	Satisfactory	Good	Very Good
Very little	A little	Somewhat	A lot	Quite a lot
Mostly not useful	Not very useful	Somewhat useful	Very useful	Extremely useful
Extremely dissatisfied	Moderately dissatisfied	Neutral	Moderately satisfied	Extremely satisfied





Question types

 Open-ended questions: Appropriate if question can't be easily answered and a large variety of responses is possible/desired; More difficult to tally and analyse.

What did you like the most about the course?						
Please fill in the	following informa	ation				
F						
First Name						
Last Name						
Email						







Don't reinvent the wheel!

- Participation
 - Student attitudes (Summers & Volet, 2008)
- Motivation
 - Situational motivation scale (Guay, Vallerand & Blanchard, 2000)
 - Motivated Strategies for Learning Questionnaire (Pintrich, et al. 2001: MSLQ)
- Long-term learning
 - 14-item questionnaire (Kirby, Knapper, Lamon, & Egnatoff, 2010)
- Confidence/Self-efficacy
 - Self-efficacy Survey: Education subsection (Panc, Mihalcea, & Panc, 2012)
- Social belonging in School
 - o Cook et al., 2011
- Intercultural competencies
 - o Pascarella et al., 1996; Whitt et al., 2001
- Course specific surveys
 - Chemistry Attitudes and Experiences Questionnaire (Coll, Dalgety, & Salter, 2002)



Activity #2: Survey rewriting

- Read each item and put an X next to questions that need to be improved.
- 2. In pairs, compare your decisions.
- 3. For items that you agree are poor, rewrite the question/responses in a more inclusive (or less confusing way)!





Increasing response rates

- Incentives are okay, but don't coerce!
 - Students should always have a choice whether to participate
- Be open with students about the purpose and what they will get out of it
- Reminder(s)
- Shorter surveys are better (under 15 minutes!)
 - Branching Qs can reduce items that are only applicable to certain students
 - Qualtrics shows an estimate for inactive surveys





Increasing response rates

- Complete in-class (when possible)
 - Give the option to continue at a later time, as some students might need more time
 - Option of a paper copy
- Provide open and close dates
 - don't schedule near exams, final assignments, religious holidays, or long after the semester is over
 - A deadline to participate might encourage responses
- Make survey anonymous (unless you need to link it to other data that requires student ID)





Thank you for attending!

UBC

- Did you like this workshop?
- It was amazing
- It exceeded my expectations
- I agree that this was a good workshop
- The workshop was okay

Your facilitators:

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Please connect with us with questions/concerns related to evaluation!

SOTL SEED PROGRAM

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Additional Resources

- Survey and questionnaire quick guide:
 https://isotl.sites.olt.ubc.ca/files/2017/02/surveys-questionnaires.pdf
- Asking about demographics: https://isotl.sites.olt.ubc.ca/files/2019/03/eio-general_quidelines.pdf
- Asking about gender: https://isotl.sites.olt.ubc.ca/files/2019/03/eio-gender guidelines.pdf
- Consultation requests for evaluation support: https://isotl.ctlt.ubc.ca/services/consultation/

