



## EDST 515 (021)

### Survey Research Methods: A Mixed Methods Approach

Dr. Lesley Andres

Winter Term 1, Online

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#### *Overview of the Course*

In the online version of this course we will examine survey research strategies – from a mixed methods perspective – employed in contemporary social science research. We will begin with an overview of history of survey research methods, debates, different perspectives on what constitutes survey research, ethical issues, and the advantages and disadvantages of surveys relative to alternative research designs. Next, the key elements in survey research design and analysis will be covered in detail, including the following: problem formulation; problems of measurement; scale construction; sampling; questionnaire construction; piloting; approaches to survey administration (mail and telephone surveys, face to face interviews, online surveys); issues of reliability, validity, trustworthiness, goodness; enhancing response rates; assessing costs of questionnaire administration; data clean-up and processing; preliminary analyses of results; coding and analysing open-ended responses and interview data; and comparisons of survey results with existing data bases (*e.g.*, Census, Statistics Canada data bases). Finally, we will address the following topics: gaining access to and analysing secondary data sources, triangulation of survey research with other methods, and conducting longitudinal studies.

The focus of this course is on survey research design. The course is intended to teach students the skills required to employ survey methods in their masters and doctoral theses, to devise research projects related to their employment, as well as those who want to be able to examine this type of research critically.



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Upon completion of this course, you will

- \* understand the required elements of survey research
- \* design a survey research project, including formulation of problem, development of a sampling strategy, completion of ethics approval forms, development of a survey instrument, preparation of a budget and schedule, and a strategy for analysis and report writing
- \* be familiar with a) secondary data analysis techniques, b) triangulation of methods, data, and analyses, and c) longitudinal research designs.

#### *Prerequisites*

Students should have a basic understanding of social science research design. Completion of EDUC 500 or equivalent and other research methods courses (e.g., EPSE 482; EPSE 596) is recommended.

#### *Assignments and Grading*

##### 1. Assignments

Assignments are designed to assist students in carrying out projects using survey methods, including initial formulation of the research problem, design of the survey instrument, data entry and analysis, and report writing.

Nine mini-assignments will be completed during the course. Assignment 4, worth **30%** of the final grade, entails a revision of assignments 1 – 3. *A grade for Assignment 4 will not be given unless Assignments 1-3 have been submitted at least once.* The final assignment will consist of revision and synthesis of the 9 previous assignments into a portfolio and represents **40%** of the final grade. *A grade for the final assignment will not be given unless Assignments 5-9 have been submitted at least once.*

Assignments must be handed in on the dates specified on page 6.





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## 2. Participation

The course is designed as an online seminar and active student participation in one synchronous class, online discussions, and exercises is expected. The grade for participation will be based on three criteria: 1) “presence,” 2) evidence of having read the relevant readings, 3) meaningful contributions in synchronous classes and online discussions, and 4) completion of activities. A total of **30%** of the grade may be earned through participation.

### *Academic Misconduct*

Please ensure that you read the UBC academic integrity policies:

<http://students.ubc.ca/calendar/>  
<http://www.vpacademic.ubc.ca/integrity/policies.htm>  
[www.library.ubc.ca/home/plagiarism/](http://www.library.ubc.ca/home/plagiarism/)

Plagiarism, cheating, and other forms of academic misconduct are serious academic offences. If you have any questions or concerns, please ask me.

### *Required Reading*

Andres, L. (2012). *Designing and doing surveys*. London: Sage.

### *Recommended Reading*

Palys, A. (2008). *Research decisions. Quantitative and qualitative perspectives*. Toronto: Nelson.

Purchase required text from the UBC Bookstore. Also, an electronic version is available on Amazon.ca. Other books can be ordered from Chapters, Amazon or Fetchbooks (<http://www.fetchbook.info>)

Outlines for each class will be available beforehand on Connect (<http://elearning.ubc.ca/connect/login-to-connect/>)



#### *Additional Readings*

- Babbie, E., & Halley, F. (1995). *Adventures in social research: Data analysis using SPSS*. Pine Forge Press.
- Bell, J. (2005). *Doing your research project. A guide for first-time researchers in education and social science*. Milton Keynes: Open University Press.
- Bergman, M.M. (2008). *Advances in mixed methods research*. London: Sage.
- Blaxter, L., Hughes, C., & Tight, M. (2006). *How to research*. Buckingham: Open University Press.
- Bradburn, N.M., & Sudman, S. (1988). *Polls and surveys. Understanding what they tell us*. San Francisco: Jossey-Bass.
- Braverman, M.T., & Slater, J.K. (Eds.) (1996). *Advances in survey research. New Directions for Evaluation #70*. San Francisco: Jossey-Bass.
- Czaja, R., & Blair, J. (2005). *Designing surveys: A guide to decisions and procedures*. Thousand Oaks: Sage.
- De Vaus, D. (2002). *Analyzing social science data*. Thousand Oaks: Sage.
- De Vaus, D. (2002). *Surveys in social research*. London: Routledge.
- Devellis, R.F. (1991). *Scale development*. Newbury Park: Sage.
- Foddy, W. (1994). *Constructing questions for interviews and questionnaires*. New York: Cambridge University Press.
- Fowler, F. J. J. (2009). *Survey research methods*. Los Angeles: Sage.
- Groves, R.M., Fowler, F.J., Couper, M.P., Lepkowski, J.M., Singer, E., & Tourangeau, R. (2004). *Survey methodology*. New Jersey: John Wiley & Sons, Inc.
- Guppy, N. & Gray, G. (2008). *Successful surveys*. Toronto: Nelson.
- Igo, S. E. (2007). *The averaged American: Surveys, citizens, and the making of a mass public*. Cambridge, Massachusetts: Harvard University Press.

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- Lazarsfeld, P. (1944). The controversy over detailed interviews - An offer for negotiation. *The Public Opinion Quarterly*, 8(1), 38-60.
- Marshall, C., & Rossman, G. B. (2006). *Designing qualitative research*. Thousand Oaks: Sage.
- Nardi, P.M. (2006). *Doing survey research. A guide to quantitative methods*. Toronto: Pearson Education, Inc.
- Norusis, M. J. (2010). *PASW (SPSS) 18.0 Guide to data analysis*. Upper Saddle River: Pearson.
- Payne, S. (1951). *The art of asking questions*. Princeton: Princeton University Press.
- Rea, L.M. & Parker, R.A. (2005). *Designing and conducting survey research. A comprehensive guide*. San Francisco: Jossey-Bass.
- Sapsford, R. (2007). *Survey research*. London: Sage.
- Saris, W.E., Gallhofer, I.N., & Sirkin, R.M. (2006). *Design, evaluation, and analysis of questionnaires for survey research*. Thousand Oaks: Sage.
- Sudman, S., & Bradburn, N. M. (1982). *Asking questions. A practical guide to questionnaire design*. San Francisco: Jossey-Bass.
- Tuhiwai Smith, L. (1999). *Decolonizing methodologies*. London: Zed Books Ltd.
- Viswanathan, M. (2005). *Measurement error and research design*. Thousand Oaks: Sage.
- Weisberg, H.F. (2005). *The total survey error approach*. Chicago: The University of Chicago Press.





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#### EDST 515 Class Schedule

<i>Date</i>	<i>Format</i>	<i>Topic</i>	<i>Readings</i>
Class 1	online synchronous	Introduction to the course History and contemporary issues related to survey research	Andres, Ch. 1
Class 2	online asynchronous	Overview of the survey research process	Andres, Ch. 2
Class 3	online asynchronous	Types of surveys and designs Advantages and disadvantages of surveys	Andres, Ch. 4
Class 4	online asynchronous	Developing a research problem Development of hypotheses Formulating a model Developing a “blueprint” Anticipating analyses of the results	Andres, Ch. 3
Class 5	offline asynchronous	Ethics	Andres, All chapters
Class 6	online asynchronous	Sampling theory and practice	Andres, Ch. 6
Class 7	online asynchronous	Non-response and sources of error	Andres, Ch. 6
Class 8	online asynchronous	Developing survey questions Questionnaire construction Wording of questions Questionnaire construction Measurement Scale construction Multiple indicators Piloting	Andres, Ch. 5



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Class 9	online asynchronous	Validity and reliability Schedule Budget estimates	Andres, Ch. 7 & 8 *Palys, Ch. 9 & 10
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<i>Date</i>	<i>Format</i>	<i>Topic</i>	<i>Readings</i>
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Class 10	offline asynchronous	Survey formats: Mail-return self-report Telephone Interviews “Online” surveys	Andres, Ch. 4
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Class 11	online asynchronous	Administration of surveys Enhancing response rates Non-response Management of the project	Andres, Ch. 8
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Class 12	online asynchronous	Code book construction Data transfer and entry Preparing data for analysis Coding open ended questions Basic data analysis using SPSS An overview of analyses of open ended questions	Andres, Ch. 9
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Class 13	online synchronous	Report writing Summing up	Andres, Ch. 10
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Hand in final assignment

\* Recommended readings





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*CLASS EXERCISES*

***Week 1***

***Before Class***

Complete *Survey #1* (found on Connect).

***In Class – Online Synchronous Time***

Comment on the content, format, and general appeal of the *Survey #1*.

***In Class – Online Asynchronous Time***

Watch *Class #2*.

***After Class***

Discuss with a classmate your initial ideas about your survey.

***Week 2***

***Before Class***

Complete *Survey #2* (found on Connect). In the Discussion, comment on the content, format, and general appeal of the survey.

***In Class – Online Asynchronous Time***

Watch *Class #2*.

***After Class***

Complete the exercises specified in Chapter 2.





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#### *Week 3*

##### *Before Class*

Complete **Survey #3** (found on Connect). In the Discussion, comment on the content, format, and general appeal of the survey. Focus on the type of survey and its appropriateness.

##### *In Class – Online Asynchronous Time*

Watch **Class #3**.

##### *After Class*

Complete the exercises specified in Chapter 4.

#### *Week 4*

##### *Before Class*

Complete **Survey #4** (found on Connect). In the Discussion, comment on the content, format, and general appeal of the survey. Focus on the underlying questions driving the survey.

##### *In Class – Online Asynchronous Time*

Watch **Class #4**.

##### *After Class*

Using coloured paper and Survey #4, create rectangles for “indicator” variables and circles for “constructs.” Match the indicators to the constructs. Create tentative relationships among the constructs.



***Week 5 – No Exercises***

***In Class – Offline Asynchronous Time***

You will work independently to complete the exercises described in Assignment #2. In asynchronous time in Week 5, please post your comments and questions regarding the ethics process.

**Due: Assignment # 1**

***Week 6***

***Before Class***

Complete **Survey #6** (found on Connect). In the Discussion, comment on the content, format, and general appeal of the survey and issues around ethics.

***In Class – Online Asynchronous Time***

Watch **Class #6**.

***After Class***

Replicate the candy exercise as demonstrated in the online class.

Discuss with a classmate the advantages and disadvantages the various non-probabilistic and probabilistic sampling designs for your research.

**Due: Assignment # 2**



***Week 7***

***Before Class***

Complete **Survey #7** (found on Connect). In the Discussion, comment on the content, format, and general appeal of the survey. Focus on the sample in relation to the survey.

***In Class – Online Asynchronous Time***

Watch **Class #7**.

***After Class***

Discuss with a classmate, discuss non-response and sources of error that might affect your surveys.

***Week 8***

***Before Class***

Complete **Survey #8** (found on Connect). In the Discussion, comment on the content, format, and general appeal of the survey. Focus on the quality of the questions and the structure of the survey.

***In Class – Online Asynchronous Time***

Watch **Class #8**.

***After Class***

No exercise. Work on the design of your survey instruments.

**Due: Assignment # 3**



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#### **Week 9**

##### ***Before Class***

Complete **Survey #9** (found on Connect). In the Discussion, comment on the content, format, and general appeal of the survey. Focus on issues of “trustworthiness.”

##### ***In Class – Online Asynchronous Time***

Watch **Class #9**.

##### ***After Class***

Complete the exercises specified in Chapter 7.

**Due: Assignment # 4**

#### **Week 10**

##### ***Before Class***

Complete **Survey #10** (found on Connect). In the Discussion, comment on the content, format, and general appeal of the survey. Focus on everything we have discussed so far.

##### ***In Class – Offline Asynchronous Time***

Complete the exercise described below in asynchronous time during Week 10.

Using the survey posted on Connect (**Survey for Exercise 10**) and with a partner, (1) conduct a telephone survey. One person will be the interviewer and the other person will be the interviewee. Switch roles and (2) conduct either a face-to-face or video Skype (or other medium) interview with the same survey.

##### ***After Class***

Debrief with your partner. What did you like about each format? What did you not like? How could you improve the quality of the interviews in each format?

**Due: Assignment # 5**



***Week 11***

***Before Class***

Complete **Survey #11** (found on Connect). In the Discussion, comment on the content, format, and general appeal of the survey. Focus on the issue of response rates.

***In Class – Online Asynchronous Time***

Watch **Class #11**.

***After Class***

Discuss with a classmate the appeal of various incentives and ways to enhance the response to your survey.

**Due: Assignment # 6**

***Week 12***

For this week's class, you will need to download the demo versions of SPSS (found on the IBM website) and Atlas.ti (found on the Atlas.ti website.) Also, there are many other online tutorials for these analytical programs.

***Before Class***

Complete the tutorials for both SPSS and Atlas.ti. The tutorials can be found on the respective websites. Also, there are many more tutorials available on the web.

***In Class – Online Asynchronous Time***

Watch **Class 12**. Revise the survey and enter the information into SPSS along with me.

**Due: Assignment # 7**



***Week 13***

***Before Class***

No exercises.

***In Class – Online Synchronous Time***

Be prepared to participate in a class discussion and summary of the course.

**Due: Assignment # 7 & 8**

***Monday December 7***

**Due: Assignment # 9**

***Assignments***

***Assignment 1.***

1. Describe your research problem. The problem should focus on a specific educational issue that interests you.

***Examples:***

Do adolescents' attitudes toward compulsory work experience as part of the school curriculum vary by their high school program (*i.e.*, academic or non-academic)?

Are there gender, socio-economic, and ethnic differences in university undergraduate completion rates?

To what extent do years of experience and level of education influence teachers' use of technology in the classroom?



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2. Provide clear definitions for the terms specified in your research problem (*e.g., academic program, socio-economic status, ethnicity*)
  3. Specify all the independent and dependent variables for your study.
  4. Outline the research hypotheses for your problem.
  5. Use #1 - 4 to design a model for your study. Provide both a schematic model and a written description. Specify the dependent variable(s), key independent variables, and all mediating and moderating variables.

**Due: Week 5**

#### *Assignment 2*

Complete the TCPS tutorial and submit the Certificate of Completion. Read the BREB Guidance Notes document. Complete the UBC ethics review forms for your survey research project. Begin constructing draft letters as required for approval by the Behavioural Research Ethics Board (BREB).

BREB form and guidance notes: <http://rise.ubc.ca/>

TCPS document [http://www.pre.ethics.gc.ca/pdf/eng/tcps2/TCPS\\_2\\_FINAL\\_Web.pdf](http://www.pre.ethics.gc.ca/pdf/eng/tcps2/TCPS_2_FINAL_Web.pdf)

TCPS tutorial <http://tcps2core.ca/welcome>

**Due: Week 6**

#### *Assignment 3*

Describe your sampling strategy in detail. Include descriptions of your frame and target and population, intended sample size, and method of sample selection. Describe whether you will employ non-probabilistic, probabilistic sampling strategies, or both, and whether you will use a stratified approach to sampling. Discuss potential non-sampling, sampling, and non-response errors.

**Due: Week 8**



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#### *Assignment 4*

Revise and refine Assignments 1 to 3. Submit Assignment 4 as a complete package of the revised versions of Assignments 1 to 3.

**Due: Week 9**

#### *Assignment 5*

Devise a detailed budget for your study. Provide detailed costs (e.g., printing, postage, data entry). Consider alternate scenarios and discuss the advantages and disadvantages of each.

Specify a schedule for your study, including timing of survey administration, plans for follow-up, and quality control.

**Due: Week 10**

#### *Assignment 6*

Develop the survey instrument to be used in your survey project. Prepare two versions from the following: mail out survey, telephone survey, face-to-face survey, online survey using a mixed-methods approach. Plan to conduct a pilots of your survey instruments before completion of Assignment 8.

**Due: Week 11**

#### *Assignment 7*

Prepare a package of materials required for BREB approval.

**Due: Week 12**





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*Assignment 8*

Submit revised drafts of two your survey instrument.

**Due: Week 13**

*Assignment 9*

Prepare a coding scheme for your study in SPSS (Data File Information).

**Due: Week 13**

**FINAL ASSIGNMENT – PORTFOLIO**

Synthesize and revise Assignments 1 through 9 and organize these materials into a portfolio. The grade will depend on the quality, evidence of progress, and level of effort expended to develop the survey research portfolio.

**Due: Week 14 (Monday December 7)**