

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

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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.

Rich data, small N

Limited data, large N



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.

Two-step survey question recommended by TransFocus in its [report for the Office of BC Registrars](#)

What is your gender identity?

- Woman
- Man
- Non-binary person
- Prefer not to answer

Do you have lived experience as a trans person (meaning your gender identity does not align with your gender assigned at birth)?

- Yes
- No
- Prefer not to answer

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. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |



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).

- | | |
|---|---|
| <input type="checkbox"/> Applying for BREB | <input type="checkbox"/> Flipped classroom |
| <input type="checkbox"/> Surveys and questionnaires | <input type="checkbox"/> Experiential learning |
| <input type="checkbox"/> Focus groups and interviews | <input type="checkbox"/> Blended learning |
| <input type="checkbox"/> Publishing and disseminating SoTL work | <input type="checkbox"/> Peer assessment and feedback |
| <input type="checkbox"/> Getting started with SoTL | <input type="checkbox"/> Other: <input type="text"/> |

This information will help us understand the requirements of your project and make sure that the available expertise match your needs. If you require support that is not part of the SoTL Seed program, please contact us.

| | Not at all | Some support | Full support |
|------------------------------|-----------------------|-----------------------|-----------------------|
| Development of research plan | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Ethics and BREB | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Interviews and focus groups | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Survey development | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Statistical analysis | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Did watching this video change your beliefs about diversity?

- Yes
 Somewhat
 No

Rank the following course aspects in order of preference (most preferred item at the top).

In-class discussion

Lectures

Online quizzes

Peer evaluation

Writing assignment

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 information

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
 - Cook et al., 2011
- Intercultural competencies
 - Pascarella et al., 1996; Whitt et al., 2001
- Course specific surveys
 - Chemistry Attitudes and Experiences Questionnaire (Coll, Dalgety, & Salter, 2002)



Activity #2: Survey rewriting

1. 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

| | | | | | |
|--|--------|-----------|-----------|--|-----|
|  Survey | | | | | |
| 2019 Celebrate SoTL - Post Event S... | New | 9 | 1 |  2 minutes | ... |
| Modified Dec 2, 2019 | Status | Questions | Languages | Est. response time | |



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!

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_guidelines.pdf
- Asking about gender:
https://isotl.sites.olt.ubc.ca/files/2019/03/eio-gender_guidelines.pdf
- Consultation requests for evaluation support:
<https://isotl.cltl.ubc.ca/services/consultation/>

