

***AEED 5493 – Survey Development***

**Instructor**

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Office Hours: by appointment

**Prerequisite:**

Graduate level classification

**Course Meeting Schedule:**

All course content and assignments will be accessed through Blackboard via weekly electronic modules. Supplemental interface time will occur once per week via a Blackboard Collaborate session on Tuesdays at 7:00pm CST. Those that are not available during the times listed below may view the recordings for full participation credit.

**A webcam with visual and audio support is required for all collaborate sessions.** Your experience will be pretty lame without a webcam, and your text-based communication will slow the conversation down...so make it happen!

**Course Communication and Assignment Submissions:** <http://learn.uark.edu>

**Purpose**

To prepare graduate students to understand the need for and the process of developing rigorous questionnaires and assessments for survey research.

**Required Texts** (Available at the UofA Bookstore or other approved vendor)

Dillman, D. A., Smyth, J. D., & Christian, L. M. (2014). *Internet, Phone, Mail, and Mixed-Mode Surveys: The Tailored Design Method*. Wiley Press.  
*Additional readings will be available through Blackboard*

**Student Learning Outcomes**

**The student will be able to:**

1. Explain the importance of quality instruments in the research process.
2. Identify and evaluate existing questionnaires.
3. Explain the systematic process of questionnaire development.
4. Design appropriate parametric and nonparametric instrument items.
5. Conduct appropriate measures to establish validity and reliability for an instrument.
6. Employ methods of addressing nonresponse error.

**Course Assignments**

Assignment	Objective	Due Date	Points
Weekly Instrument Critiques	2	Wednesday/Friday of each week	160 (20 each)
Weekly Visual Reflection	1, 3	Friday of each	80 (10 each)

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		week	
Instrument Development Project (added to and assessed 7x throughout semester)	3, 4, 5	Friday of each week	140 (20 each)
Attendance	All	Throughout	80 (10 each)
<b>Total</b>			460

**Assignment Summaries**

Weekly Instrument Critiques

Each week, students will be offered a selection of questionnaires and assessments from which they will select one to critique. Each critique will require student responses to specific questions pertaining to the week's lesson. Therefore, it's helpful if you critique the instrument AFTER you complete the module's informative components. Critiques are to be posted in the weekly discussion board on Blackboard by Wednesday at 11:59pm CST each week. Within the critique, students are to post one question regarding the instrument's contents. Students must then respond to a minimum of two questions posted by other students by Friday at 11:59pm CST each week. This is to be an opportunity for open, yet focused, dialogue to enhance learning, so don't be afraid to be wrong, and don't worry about getting hung up in overly formal jargon. Just be yourself!

Weekly Visual Reflections

Each week, you will be required to submit an image (found via Google or other search engine) that portrays your feelings about the topic at hand. Along with the image, you will submit one paragraph that describes how the image portrays your feelings. These will be discussed each week during our class meetings.

Instrument Development Project

Throughout the semester, students will create an instrument to collect data on a particular research topic of their choosing. The goal is for each student to leave with a quality instrument to be used in a thesis, dissertation, or other research endeavor. Instruments will be developed in Qualtrics, which is a free internet-based survey development tool. Students will be given weekly instructions to develop their instruments. A total of 7 steps will complete the project.

Attendance

Class meetings (via Collaborate) are mandatory, and each week's attendance is worth 10 points. Should you be unable to meet during the scheduled time, you have the opportunity to view the recorded Collaborate session in order to make up your week's attendance points. In order to receive the attendance points, you must submit via email to the instructor a ½ page summary of the session you watched, including at least one question you have that you would have asked if you had been present. This summary must be submitted before the next scheduled Monday meeting in order for you to receive attendance points. NO late work will be accepted, so please either submit the summary or accept that you will not receive attendance points for the week.

**Grading Scale**

A	90 - 100%	D	60 - 69%
B	80 - 89%	F	< 60%
C	70 - 79%		

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**Late Assignments**

Due to the comprehensive nature of the course, late assignments will not be accepted. Because assignments build upon one another, missing an assignment when it is due can be detrimental to one's understanding of the research process. To accommodate busy schedules, each week's assignments will be made available to students one week before the deadlines. If an emergency arises that will require an assignment to be turned in late, the student should contact the instructor immediately ([cshoulde@uark.edu](mailto:cshoulde@uark.edu) or 479-575-3977). **Failed technology and busy work schedules are not considered legitimate excuses for late assignments;** please save your work in multiple places, and don't procrastinate!

**Importance of Writing:**

The ability to write clearly and effectively is an essential characteristic of an educated person. Great ideas, poorly expressed, are of little benefit to society or to you. Because of the importance of effective writing, ALL AEED courses include formal writing assignments. These assignments are graded for grammar, punctuation, organization, clarity of expression, and content. All assignments in this course are subject to this expectation.

**Americans with Disabilities Policy**

The American Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities be guaranteed a learning environment that provides for reasonable accommodation. All services, programs, and activities at the University are accessible to students with disabilities. If you have a disability that interferes with your potential success in this course, please inform the instructor during the first week of class so special arrangements can be made. To receive special services, you must be registered with the Center for Students with Disabilities. Please contact 479-575-3104 or visit <http://cea.uark.edu> for more information.

**Academic Honesty**

As commonly defined, plagiarism consists of passing off as one's own ideas, work, writing, etc., which belong to another. In accordance with the definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues. As a professional in any communications field plagiarism harms the profession as a whole.

Students are required to comply with all University policies regarding scholastic dishonesty and other issues outlined in the official student rules. Your work on individual assignments and exams must be your own work, but collaborative learning with peers is encouraged in group projects. Appropriate citations for sources used in written assignments are required.

“As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail.”

“Each University of Arkansas student is required to be familiar with and abide by the University's ‘Academic Integrity Policy’ which may be found at <http://provost.uark.edu>. Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.”

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**Syllabus Content and Schedule Changes**

The syllabus schedule and content may change at the discretion of the instructor. Such changes will be announced in class.

**Course Calendar**

<b>Dates</b>	<b>Topics / Learning Experiences</b>	<b>Assignments Due (date)</b>	<b>Reading</b>
Week 1 (May 28-June 1)	Introduction to Survey Development/Beginning with the End in Mind	Visual Reflection (Friday) Instrument Critique Discussion Post (Wednesday/Friday) Instrument Project Step #1 (Friday)	
Week 2 (June 2-June 8)	Sources of instruments and item content	Visual Reflection (Friday) Instrument Critique Discussion Post (Wednesday/Friday) Instrument Project Step #2 (Friday)	
Week 3 (June 9-June 15)	Item development - content	Visual Reflection (Friday) Instrument Critique Discussion Post (Wednesday/Friday) Instrument Project Step #3 (Friday)	
Week 4 (June 16-June 22)	Item development - formatting	Visual Reflection (Friday) Instrument Critique Discussion Post (Wednesday/Friday) Instrument Project Step #4 (Friday)	
Week 5 (June 23-June 29)	Establishing validity of instruments	Visual Reflection (Friday) Instrument Critique Discussion Post (Wednesday/Friday) Instrument Project Step #5 (Friday)	
Week 6 (June 30-July 6)	Establishing reliability of instruments	Visual Reflection (Friday) Instrument Critique Discussion Post (Wednesday/Friday) Instrument Project Step #6 (Friday)	
Week 7 (July 7-July 13)	Modes of instrument administration	Visual Reflection (Friday) Instrument Critique Discussion Post (Wednesday/Friday) Instrument Project Step #7 (Friday)	
Week 8 (July 14-July 18)	Addressing nonresponse	Visual Reflection (Friday) Instrument Critique Discussion Post (Wednesday/Friday) Instrument Project Step #8 (Friday)	