# COMP6049
# Surveys:
# Purpose Paradigms Protocols and Pragmatics
# November

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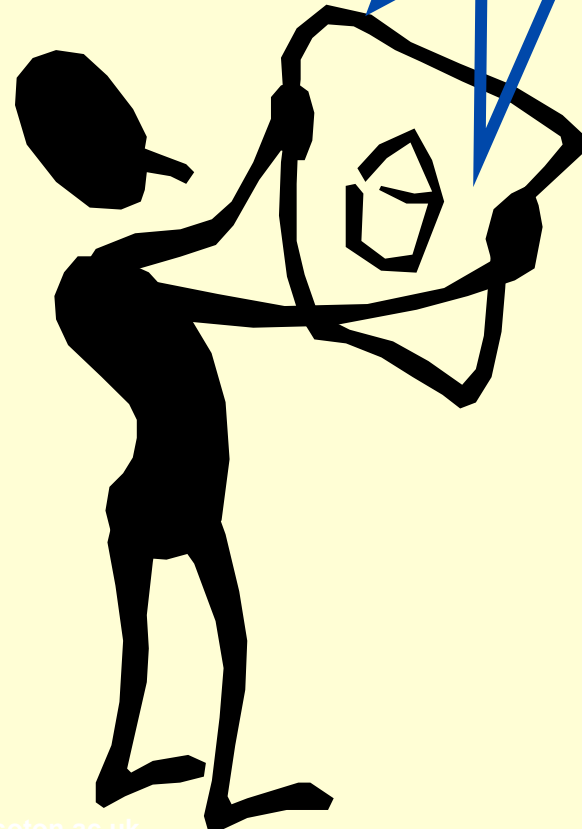# Introduction and Objectives

How I will run this class – with you!
What I want – us all to think!
What do you want? – keep that in sight

# The plan

I may skip over some slides, but use them as notes

- Surveys – what are they
- All the time… considering what we know already about research methods
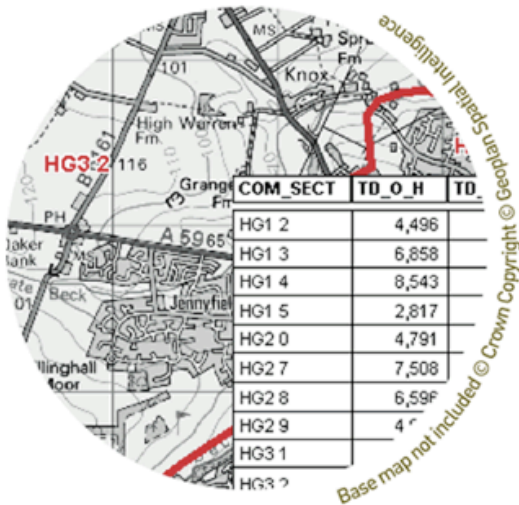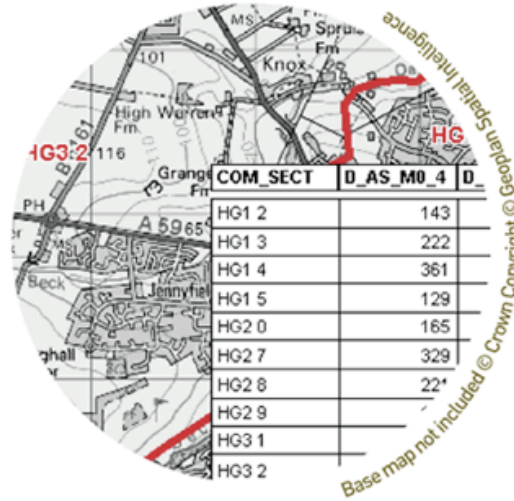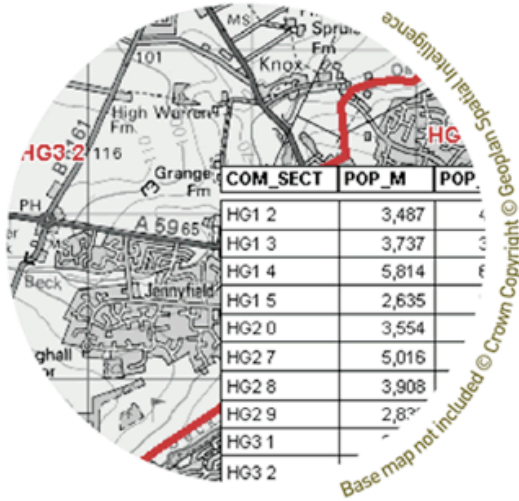- Linking methods to design
- Conclusion/reflection

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# Surveys we know and love

- National Student Survey
- Module Evaluations
- Vox Pop
- 'evidence' based practice
- NICE

- Populist?
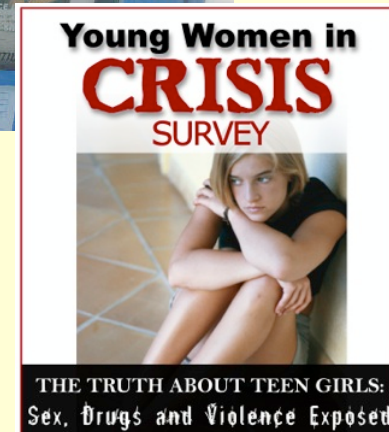
# All surveys have data - somewhere

# Thinking about surveys...

# Surveys grab attention...





Benefits from Web 2.0 Technology Deployment (McKinsey Global Survey)
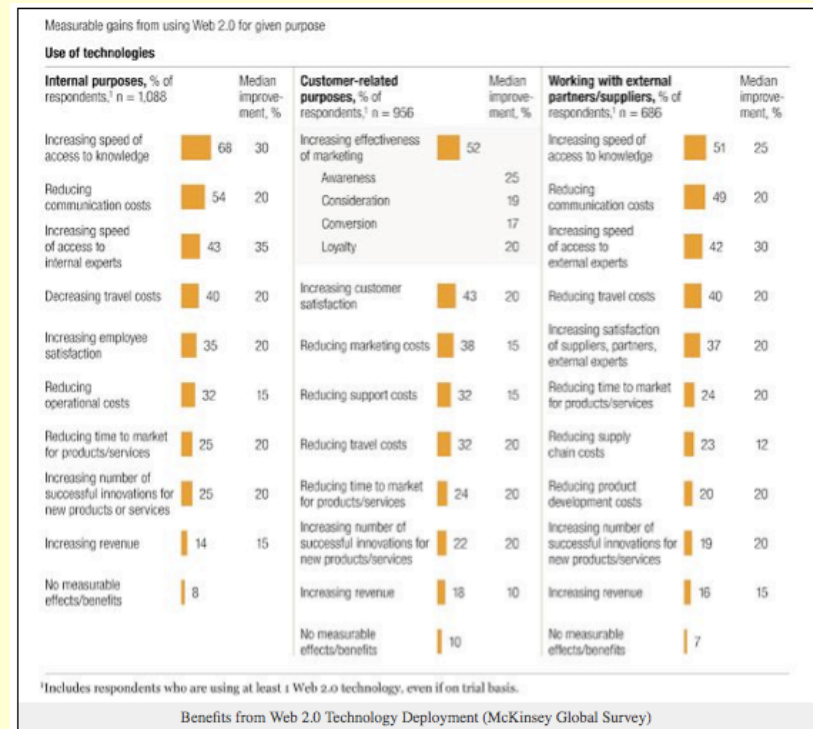
# Surveys grab headlines

22 % of the Danes say:
We would happily sacrifice our
mother tongue in favour of English

In a national opinion poll almost a fourth of the 1000
particiants say that they agree completely or somewhat
that it would be better if everybody in the world spoke
English. It is particularly the older citizens and low
income groups who would like to substitute Danish for
English.

source: qualitativeresearch.net

# Approaching a survey

Purpose

Paradigm

Protocols

Pragmatics

# Purpose

- Why do we conduct research?
  - Validate
  - Confound
  - Generate new evidence

- What sort of evidence
  - Convincing
  - Objective
  - Valid
    - ★ Does this raise issues?
- Enable analysis
- Generate Conclusions
- Publication

# Purpose: to publish...

- This is the way the world is
  (survey?)

- This is what is wrong with the world
  (evidence?)

- This is my startling idea
  (remember paradigm/epistemology)

- This is what I found
  (valid method, evidence and conclusions)

# Paradigm

■ Epistemology

- Will determine where we start
- Where we want to engage in discourse
- May constrain our beliefs
- May determine the contents of our survey

■ Methodology

- What sort of survey?
- What sort of data
- Anticipates analysis

# Paradigm: What tools do we have?

- Methodology – a way of thinking about or studying (social reality)

- Method – a set of procedures and techniques for gathering and analysing data

- Analytical Processes – the application of set techniques appropriate to quantitative or qualitative methodologies

Thanks (in part) to Strauss and Corbin)

# What type of survey?

- Telephone surveys
- Self-administered questionnaires: mail surveys and other applications
- Internet surveys
- IVR: Interactive Voice Response
- Mixed mode surveys
- Also includes face-to-face interviews

Our interest today is surveys which gather predominantly quantitative data

# Paradigm: an example...

Folksonomies are internet based collections of user assigned labels, or "tags", for web resources. There is a debate within the Web Science community as to the importance of social tagging in general, and folksonomies in particular.

This report surveys a range of current social tagging systems and distinguishes between true folksonomy systems such as Del.icio.us, which attempt to enhance the classification of resources, and simple tagging systems such as Flickr, which merely improve description.

The paper concludes by describing some research work in progress to extract semantic metadata from folksonomies in order to improve search engine performance.

# Or this….

In recent years, under the impacts of educational reform, economic changes, and globalization… Therefore, the researcher, an ESP teacher with over twenty years' teaching experience, intended to explore the ESP pedagogy, design and teach an ESP course, and employ the phenomenographic approach to examine ESP teaching and learning.

The qualitative data were collected from an online syllabus survey, needs analysis survey, student journals, and individual interviews with 19 adult ESP learners. The researcher developed a constructivist, e-learning model for ESP teaching which encompasses the fields of EFL teaching, adult learning, and cross-cultural study, and learning psychology.

The phenomenographic study identified four major categories of ESP learning conceptions which are: following, discussing, applying, and reflecting.

**Patterns of students' use of technologies**

The paper describes the findings from a study of students' use and experience of technologies. A series of in-depth case studies were carried out across four subject disciplines, with data collected via survey, audio logs and interviews.

The paper will concentrate on the survey data, which consisted of a mixture of qualitative and quantitative results. It will compare this findings with related international surveys on students use of technologies and argue that taken together this wider body of evidence indicates that students are immersed in a rich, technology-enhanced learning environment and that they select and appropriate technologies to their own personal learning needs.

The paper concludes by suggesting that the findings have profound implications for the way in which educational institutions design and support learning activities.

# Protocols

- Ethics, Privacy and Data Protection

- Just think about the personal…
  - You are asking for information
  - Respect your contributors
- You don't want to bias the outcomes
  - Protocols may help

# Pragmatics

- **Constraints**
  - Timing and access
- **Population/sample size**
- **Consequences**
  - Data Volume
- **Design**
  - Expertise
  - Tools
  - Draft and Review

- **Solutions**
  - Smart surveys
  - Existing data
  - Previous Surveys
  - Sanity Check
  - Peer Review
- **Process**
  - Pre-test/Trial/Pilot …then survey
  - Follow up survey

# Pragmatics – bringing it together

- What you want to explore/find out/prove/discover?
- Who will you survey?
- How you will do it?
- What you will ask?

- Pre-test, pilot
- Conduct survey/collect data

- Analyse data
- Interim conclusions/discussion/
- Draft, review, publish

# Pragmatics: some options

# Pragmatics – some options

Thanks to Tony Hirst
http://ouseful.wordpress.com/2009/02/17/creating-your-own-results-charts-for-surveys-created-with-google-forms/

### Creating Your Own Results Charts for Surveys Created with Google Forms

Published February 17, 2009 CandS_HowTo , Tinkering   4 Comments

Just before Christmas, I volunteered to put together a questionnaire for a course on ICT (T209) that would informally and anonymously collect information from students about their mobile phone usage; the idea being that we could run similar surveys in the follow on course (T215 Communication and information technologies) in future years and give a students' eye view of trends in behaviour around network connectivity and mobile devices; (the courses have large populations, so the results are potentially statistically significant).

The tool I suggested was Google Forms, partly because it's likely to have some sort of longevity (for the number of respondents we expect, we would have to pay to make use of something like SurveyMonkey), partly because I couldn't find a nice locally hosted survey tool (I did ask...).

Creating forms is easy, as this mini-tutorial suggests: Introduction to Google Forms.

As you would expect, different question types are possible:

**Does your mobile phone have the following built in?**
Select all that apply

☐ GPS
☐ FM Radio

# iSurvey – the soton survey tool

http://www.isurvey.soton.ac.uk/

# References

for background and related material and references please see the course web page (resources)

**Useful text:**

**International handbook of survey methodology** de Leeuw et al, 2008

**Available from library, also supported by companion web site**

http://www.xs4all.nl/~edithl/surveyhandbook/contents.htm

# references



Creswell 2009

# Further Reading

- Moore McCabe and Craig - Introduction to the practice of statistics (and associated excel manual)

- Tufte – The visual display of quantitative analysis
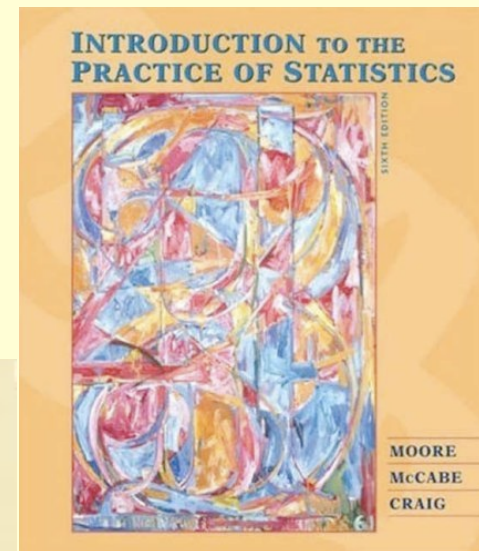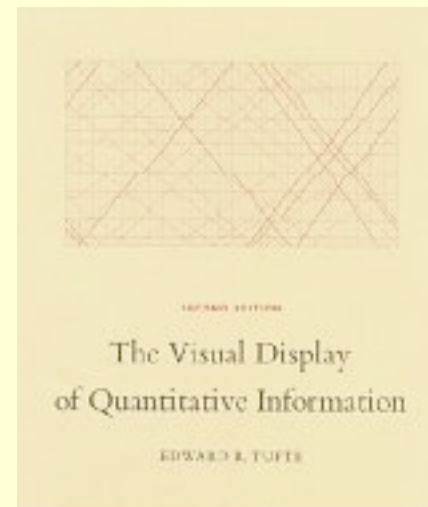
# Next Class – survey tutorial

- Working in small groups
- Making an initial design
- Selecting question types
- ++
- Prepare by reviewing the handout from today's class
- Taking a look at iSurvey
- Resources: http://www.edshare.soton.ac.uk/6254/

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