



welcome

- please fill out a survey and put it in the survey box – pens are available
 - no surveys left? forget it!
- please fill out the attendance sheet
 - if you wish to have a copy of the PPT let me know by filling out the email column and I'll send it via email



Burns Technology
C E N T E R

Surveys Help in Teaching

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September 15, 2005



In the age of data-driven decision making, collecting data and using it efficiently is key to all aspects of the education process.

Access to survey design and electronic implementation tools greatly enhances the data-driven decision-making process.

from:

Online Survey Checklist

By Catherine Parsons and Jodi DeLucia

(<http://www.techlearning.com/story/showArticle.jhtml?articleID=164300821>)



use surveys to...

- establish student skill levels, attitudes, learning styles
- suss out areas of “ease” or “trouble” spots
- explore pre-existing knowledge base(s)
- explore post instruction knowledge base(s)
- gain data-based information to shape your pedagogical revision



old dog – new trick

- survey = an ancient technology with new life
 - data-driven decisions
 - particularly K-12 (NCLB)
 - paper vs. machine read vs. online service(s)
 - paper = compile manually (labor + time + accuracy concerns)
 - machine read = scannable data read into computerized databases (since the 70's)
 - online services = now everywhere



in the survey world there are...

- various instruments (a survey is an instrument)
- choose an appropriate instrument - consider:
 - purpose
 - method of delivery
 - tabulation
 - display
 - interpretation
- not all survey instruments are created equal
- should you create your own?



in the survey world there are...

- many types of survey styles/uses
 - student self assessment
 - course or program assessment
 - detect areas of strength and weakness
 - seeking answers to achieve consensus
 - multiple choice vs. text answers



survey technologies

- free surveys (nothing comes for free)
- associated costs
 - hidden costs (labor = time)
 - usually a “ceiling” concerning # of responses... then the charge kicks in
- paper survey vs. electronic survey
 - transference of data



survey questions

- designing effective survey questions
 - establish goals
 - anonymity vs. known
 - getting at what you need to know
 - don't ask if you don't want to know
 - must you recreate the wheel?
 - question types
 - eliminate the middle in a 5-point scale?
 - open-ended comments?



in the online classroom...

- timing
 - pre? during? post?
 - all the time?
 - never?
- use the course management system or go outside
 - ease of use
 - disposition of data



in the face to face classroom

For example: CPS technology
(Classroom Performance System)

- just in time learning: what your students do and don't understand at a certain point in time via instant response
- ease of data analysis "after the fact" to help guide the class



A set of 32 hand-held response pads with software will run approximately \$1,995.

<http://www.einstruction.com/>



running a successful survey...

- generating solid return rates
 - bribery
 - tied to a grade
 - the good citizen
- quick turn-a-round of results
- results released and available
 - dependent on type or use
 - display concerns: how to display?
 - who gets the results?



interpreting data

- how to interpret data
 - dependent on purpose
 - hire a statistician
- survey results
 - pointed references
 - adjusting to what the surveys indicate



saving and viewing surveys

- archival practices
 - consistency
 - ability to create aggregates
- display practices
 - does your collection method easily translate into accessible data



WebCT at MSU

- built in survey tool
 - use this tool:
 - to adjust your survey questions
 - to view survey results
 - to download survey results
 - to release at certain times and/or to certain individuals



WebCT at MSU

- currently available survey question sets
 - request and use sets
 - bangert (7 principles), course specific (short, long)
 - adjustable - tailor to your class needs
 - import into your WebCT course
- integrated part of course management strategy
 - either online or hybrid



caution

- is it possible to “over-survey” students?
- don't ask questions that you don't want answered or you will not pay attention to
- technology = support mechanisms
 - if you sign up with a service... will it work?
 - who owns the data?
- too much survey not enough action!



finally...

remember this:

- having hard data at your fingertips eliminates the need for guesswork and basing actions on opinions — which can create emotional situations and impede real progress

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