



**UNSW**  
A U S T R A L I A

Arts & Social  
Sciences

School of Education

EDST5103  
Survey Research Design and Analysis

Semester 2

## Contents

1.	LOCATION .....	2
2.	STAFF CONTACT DETAILS .....	2
3.	COURSE DETAILS .....	2
	Summary of Course .....	2
	Aims of the Course .....	2
	Student Learning Outcomes .....	3
	Program Learning Outcomes .....	3
4.	RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH ..	3
5.	TEACHING STRATEGIES.....	3
6.	COURSE CONTENT AND STRUCTURE .....	4
7.	RESOURCES .....	4
8.	ASSESSMENT .....	5

### IMPORTANT :

For student policies and procedures relating to assessment, attendance and student support, please see website, <https://education.arts.unsw.edu.au/students/courses/course-outlines/>

**The School of Education acknowledges the Bedegal and Gadigal people as the traditional custodians of the lands upon which we learn and teach.**

## 1. LOCATION

Faculty of Arts and Social Sciences  
School of Education  
EDST 5103 Survey Research Design and Analysis  
Semester 2, 2016

## 2. STAFF CONTACT DETAILS

Course Coordinator: Jae Yup Jung  
Office Location: John Goodsell 113  
Email: [jae.jung@unsw.edu.au](mailto:jae.jung@unsw.edu.au)  
Phone: 9385 8629  
Availability: By appointment and after class

## 3. COURSE DETAILS

<b>Course Name</b>	Survey Research Design and Analysis
<b>Credit Points</b>	6 units of credit (uoc)
<b>Workload</b>	Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.
<b>Schedule</b>	
Lecture	July 4, 5, 7, 8 (Mathews 211) 09:00 – 16:00 daily

### **Summary of Course**

This course will focus on two areas: (a) issues relating to survey research design, and (b) some commonly used survey data analytical techniques.

The course will cover research ethics, research design, population/sampling selection, instrument construction/survey development, data coding, basic data analysis, correlation analysis, exploratory factor analysis and multiple regression analysis. Confirmatory factor analysis and structural equation modelling will only be covered if time permits.

**The course assumes no prior knowledge in statistics or mathematics at the university level.**

*The main ways in which the course has changed since last time as a result of student feedback:*

- Students will be given the opportunity, if desired, to work in pairs or groups for some activities

### **Aims of the Course**

This course aims to:

- To familiarise students with the major issues associated with survey research design
- To familiarise students with some commonly used survey data analytical techniques

### ***Student Learning Outcomes***

Outcome		Assessment/s
1	Develop a research-based survey instrument	1
2	Use computer software programs designed for survey data analysis	1,2
3	Understand the key concepts associated with various survey data analytical techniques	1,2
4	Report the results of various survey data analytical techniques	1,2

### ***Program Learning Outcomes***

Standard		Assessment/s
	<b>Enquiry-based learning</b>	
1	Demonstrate an in-depth understanding of research-based learning and the ability to plan, analyse, present, implement and evaluate complex activities that contribute to advanced professional practice and/or intellectual scholarship in education.	1,2
	<b>Cognitive skills and critical thinking</b>	
2	Demonstrate advanced critical thinking and problem solving skills	1,2
	<b>Communication, adaptive and interactional skills</b>	
3	Communicate effectively to a range of audiences, and be capable of independent and collaborative enquiry and team-based leadership	1,2
	<b>Ethics</b>	
4	Demonstrate an advanced capacity to recognise and negotiate the complex and often contested values and ethical practices that underlie education	1,2

## **4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH**

The content of the course provides an overview of survey research design and analysis. The teaching approach attempts to actively engage students as they discuss major issues relating to survey research design and analysis, and learn new information and skills.

## **5. TEACHING STRATEGIES**

The teaching strategies used in the course will include lecturing, discussion, demonstration, and “hands on” practice.

## 6. COURSE CONTENT AND STRUCTURE

Date	Lecture Topic
Monday 4 July*	Introduction Population, sampling and instrument construction Survey development and data coding
Tuesday 5 July	Basic data analysis Correlation analysis Exploratory factor analysis I
Wednesday 6 July	Study Day
Thursday 7 July	<b>Test</b> Exploratory factor analysis II Regression analysis Multiple regression analysis I
Friday 8 July	Multiple regression analysis II Assistance with Assignment

**\*STUDENTS ARE STRONGLY ADVISED TO READ THE FOLLOWING CHAPTERS IN FIELD (2013) PRIOR TO THE FIRST DAY OF THE COURSE: INTRODUCTION (CHAPTER 1), THE SPSS ENVIRONMENT (CHAPTER 3), CORRELATION (CHAPTER 7), REGRESSION (CHAPTER 8), AND EXPLORATORY FACTOR ANALYSIS (CHAPTER 17).**

Field, A. (2013). *Discovering statistics using IBM SPSS Statistics* (4<sup>th</sup> edition). London; Sage.

## 7. RESOURCES

Field, A. (2013). *Discovering statistics using IBM SPSS Statistics* (4<sup>th</sup> edition). London: Sage.

Hair, J.F., Black, W.C., Babin, B.J., & Anderson, R.E. (2010). *Multivariate Data Analysis: A Global Perspective*. Upper Saddle River, NJ: Pearson.

**STUDENTS ARE STRONGLY ADVISED TO READ THE FOLLOWING CHAPTERS IN FIELD (2013) PRIOR TO THE FIRST DAY OF THE COURSE: INTRODUCTION (CHAPTER 1), THE SPSS ENVIRONMENT (CHAPTER 3), CORRELATION (CHAPTER 7), REGRESSION (CHAPTER 8), AND EXPLORATORY FACTOR ANALYSIS (CHAPTER 17).**

## 8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Program Learning Outcomes Assessed	Due Date
Test	Approx. 1 hour	40%	1,2,3,4	1,2,3,4	7 July 2016
Assignment	Approx. 4,000 words	60%	1,3,4,5	1,2,3,4	1 August 2016

*Students are required to follow their lecturer's instructions when submitting their work for assessment. All assessment will be submitted online via Moodle by 5pm. Student no longer need to use a cover sheet. Students are also required to keep all drafts, original data and other evidence of the authenticity of the work for at least one year after examination. If an assessment is mislaid the student is responsible for providing a further copy. Please see the Student Policies and Procedures for information regarding submission, extensions, special consideration, late penalties and hurdle requirements etc.*

### Assessment Details

#### Test

A test (that combines multiple choice questions and short answer questions) will be held on topics covered in the first two days of the course.

#### Assignment

All students are required to: (a) analyse some data using one of the survey data analytical techniques covered in this course (e.g., exploratory factor analysis, multiple regression analysis), and (b) write a report on it.

Students may use their own data set (which **should** be shown to, and discussed with, the course co-ordinator before the student commences work). Alternatively, students may use data provided by the course co-ordinator. Students using data provided by the course co-ordinator will also receive basic background information about the data. Exploratory factor analysis is recommended with this data set (if an alternative data analytical technique is being considered, students must discuss the matter with the course co-ordinator).

All reports must incorporate the following sections at a minimum:

(a) Background

- Information that sets the context for the report: For example, an introduction to the analysis, information on the research instrument used to collect data, information on the variables that the research instrument was designed to assess, population/sampling information etc.
- As EDST5103 is a course on survey research design and analysis, if you are using the data set provided by the course co-ordinator, you are not expected to do much additional research to complete the "Background" section of the assignment. You may complete this section by relying **substantially** on the background information provided by the course co-ordinator.

(b) Research question(s) (or hypotheses)

- If the analytical technique chosen is exploratory factor analysis, some examples of research questions are: *What is the factor structure of the data set? What is the factor structure of a subset of the data?*
- If the analytical technique chosen is multiple regression analysis, an example of a research question is: *What are the statistically significant predictors of X?*

(c) Details of Analysis

(d) Results/Conclusion

Please ensure that:

- (a) The assignment is informed by **wide and appropriate reading** on the chosen analytical technique(s) (and appropriate references are made);
- (b) The major assumptions/issues relating to the use of the chosen analytical technique are addressed;
- (c) **Electronic copies** of all final SPSS files are emailed to the course co-ordinator by the due date of the assignment; and
- (d) The exact steps/procedures used (and the reasons for these steps/procedures) are clearly discussed.

Students may benefit from reviewing research in academic journals that have used the chosen data analytical technique.

Students who are having difficulty with the assignment, or who require additional information, are invited to approach the course co-ordinator. Generally, students are invited and encouraged to discuss their work on the assignment with the course co-ordinator prior to submission.

Feedback

<b>Assessment Task</b>	<b>Feedback Mechanism</b>	<b>Feedback Date</b>
One: Test	Written	13 July 2016
Two: Assignment	Written	15 August 2016

UNSW SCHOOL OF EDUCATION  
 FEEDBACK SHEET  
 EDST5103 SURVEY RESEARCH DESIGN AND ANALYSIS

Student Name:  
 Assessment Task: Test

Student No.:

SPECIFIC CRITERIA	(-) <span style="font-size: 2em;">→</span> (+)				
<b>Understanding of the question or issue and the key concepts involved</b> <ul style="list-style-type: none"> <li>• Appropriateness of responses</li> <li>• Adequacy of responses (i.e., incorporation of all necessary information)</li> </ul>					
<b>Depth of analysis and/or critique in response to the task</b> <ul style="list-style-type: none"> <li>• Appropriateness of the decision-making in the use of data analytical techniques</li> <li>• Appropriateness of the interpretations of data analysis</li> <li>• Demonstration of familiarity with the use of IBM SPSS Statistics for data analysis</li> </ul>					
<b>Familiarity with and relevance of professional and/or research literature used to support response</b> <ul style="list-style-type: none"> <li>• Demonstration of familiarity with the research and current knowledge in survey research design and analysis</li> </ul>					
<b>Structure and organisation of response</b> <ul style="list-style-type: none"> <li>• Logical organisation of responses</li> </ul>					
<b>Presentation of response according to appropriate academic and linguistic conventions</b> <ul style="list-style-type: none"> <li>• Clarity of responses</li> </ul>					
<b>GENERAL COMMENTS/RECOMMENDATIONS</b>					

**Lecturer**  
**Recommended:**      /20      (FL PS CR DN HD)

**Date**  
**Weighting:**      40%

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**



UNSW SCHOOL OF EDUCATION  
FEEDBACK SHEET  
EDST5103 SURVEY RESEARCH DESIGN AND ANALYSIS

Student Name:  
Assessment Task: Assignment

Student No.:

SPECIFIC CRITERIA	(-)	—————>			(+)
<b>Understanding of the question or issue and the key concepts involved</b> <ul style="list-style-type: none"> <li>• Appropriateness of the assignment</li> <li>• Adequacy of the assignment (i.e., incorporation of all necessary information)</li> </ul>					
<b>Depth of analysis and/or critique in response to the task</b> <ul style="list-style-type: none"> <li>• Demonstration of familiarity with the chosen analytical technique</li> <li>• Appropriateness of technique</li> <li>• Decision-making in the use of the technique</li> <li>• Addressing assumptions/issues associated with the technique</li> <li>• Supporting documentation</li> </ul>					
<b>Familiarity with and relevance of professional and/or research literature used to support response</b> <ul style="list-style-type: none"> <li>• Appropriateness of reading</li> <li>• Breadth of reading</li> </ul>					
<b>Structure and organisation of response</b> <ul style="list-style-type: none"> <li>• Logical sequencing</li> <li>• Flow of ideas</li> <li>• Overall cohesiveness</li> </ul>					
<b>Presentation of response according to appropriate academic and linguistic conventions</b> <ul style="list-style-type: none"> <li>• Clarity of writing (e.g., sentence structure, paragraphing, vocabulary, spelling, punctuation)</li> <li>• Use of a serious, formal and academic style of writing</li> <li>• Use of appropriate conventions in academic writing (e.g., citations, paraphrasing, reference list)</li> <li>• Clarity of tables/figures (as applicable)</li> <li>• Readability</li> </ul>					
<b>GENERAL COMMENTS/RECOMMENDATIONS</b>					

**Lecturer**  
**Recommended:**      /20      (FL PS CR DN HD)

**Date**  
**Weighting:**      60%

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**