



DEPARTMENT OF EDUCATION AND SPECIAL EDUCATION

PDA116 Educational Research Method: Questionnaire research, 5 higher education credits

Utbildningsvetenskaplig forskningsmetod: Enkät, 5 högskolepoäng

Second Cycle

Confirmation

This course syllabus was confirmed by Department of Education and Special Education on 2014-02-12 and was last revised on 2016-02-26 to be valid from 2016-02-26, spring semester of 2016.

Field of education: Social Sciences 100%

Department: Department of Education and Special Education

Position in the educational system

The course Educational Research Methods Part 3, 5 higher education credits, is given within the Master programme in Educational Research, at the Faculty of Education. The course may also be taken as a second or third cycle independent course.

The course can be part of the following programme: 1) Nordic Master's Programme in Education with orientation towards Action Research (S2PEA)

Main field of studies

Pedagogy/Theory of Education

Specialization

A1N, Second cycle, has only first-cycle course/s as entry requirements

Entry requirements

A first cycle degree with a minimum of 60 higher education credits in Education is required along with proficiency in English equivalent to English B in the Swedish upper secondary school with at least a Pass mark, or a valid test of English as a foreign language TOEFL (232 computer-based), 575 (paper based) or IELTS with a minimum score of 6,0 in all scores, alternatively a Bachelor's degree from an education held in English is required.

Learning outcomes

The following describes the goals for what students are expected to know, understand, and/or will be able to demonstrate at the end of this course.

Knowledge and understanding

After the completion of this course, the student will have knowledge and understanding to describe and discuss:

- advantages and disadvantages of different methods of survey administration
- key features of questionnaire designs
- the philosophical basis of questionnaire research
- sampling and its consequences for analysis and interpretation
- common sources of bias and how to prevent and control for them
- questionnaire designs and the relation to the research question and sampling
- issues of validity and reliability in survey design methodology
- psychometric measurement properties of self-report data
- the planning, development and execution of questionnaire based research projects
- ethical issues related to questionnaire research.

Abilities and skills

After the completion of this course, the students will have practical and professional skills to:

- make a research design for a research question that requires a questionnaire data
- create a survey instrument for a specific research purpose
- administer a survey with sufficient preparation and control
- code, register and document the data according to standards for making data bases
- use statistical software to handle and conduct analysis of the data
- recode and compute the data to create measures for analysis
- analyze the quality of the data with appropriate statistical methods
- describe and present the results in writing according to current standard
- orally communicate the methods used and results of analysis to different audiences

Evaluating and Approach

After the completion of this course, the students will have practical and professional skills to:

- assess various quality aspects of survey instruments and survey designs
- assess the quality of survey research findings and their relevance to research within the field of education
- reflect upon the possibilities and limitations that comes with different research designs

- transfer and use of research findings and data in workplace and in profession.
- assess the knowledge claims of questionnaire research and the underlying debates that frame such knowledge claims
- using resources such as ICT resources to extend the learning.

Course content

This course is intended to familiarize students with the theory and application of survey research methods in data collection. Course material will cover both theoretical and practical issues in survey methods. The relationship between research question, study design and analysis will serve as a starting point. Students will learn the principles and practice of developing survey objectives, designing survey research studies that account for and reduce sources of error, assessing the reliability and validity of self-administered questionnaires and interview protocols, administering surveys, and analyzing and reporting results of survey. Key features of questionnaire designs will be addressed, taking into account relevant considerations of the target population including ethical issues. The process of designing survey instruments involves both qualitative and quantitative methods. One focus will be put on defining constructs; creating survey questions/items and item wording; response scales; organizing, ordering, and formatting surveys; and bolstering response rates. Another focus will be put on the statistical methods needed to evaluate quality and usefulness from a measurement point of view.

Knowledge and understanding are acquired in the course through published distance-learning materials, including specially written study materials, assignments and project guides. These will be presented through a range of multimedia material and facilitated through work on original texts and obtaining feedback on that work. Students will undertake field based observational exercises and complete tutor-marked assignments. Set books will be used to explicate the theory and principles of observational research. Purpose-written study guides will be used to guide you through this material and direct you to computer-based exercises. These exercises will include illustrative teaching points from the analyses undertaken and the practical exercises. Assignments will be set in order to allow tutors to give help with the understanding key concepts and the practical and theoretical aspects of questionnaire designs and quantitative research methods.

Form of teaching

Both oral and/or written assignments are used to examine the learning goals described for this course. There will be regular take-home assignments as well as a final project involving data analysis and the interpretation and reporting of research results. At least one assessment will involve actively conducting a relevant piece of data production and analysis and writing a short report based on this work.

Language of instruction: Swedish

Assessment

Grades

The grading scale comprises: Pass with Distinction (VG), Pass (G) and Fail (U).

Course evaluation

Continuous formative evaluation methods through dialogue and final summative evaluation by means of a set questionnaire will be used.

The first course language will be English. The use of Nordic literature may be used in some circumstances but is not obligatory. Net-based methods will be used.

The students are expected to use the IBM SPSS statistical software package in the course. Other statistical packages can be used, but will not be supervised.