The purpose of this assignment is to give you the opportunity to practice developing survey or interview questions and to learn how to use an online survey tool. It is also designed to have you begin to think about a topic for your overall research design project. Please note that you will be assigned to groups for this project but, you can change groups for the overall research design project. Depending on the type of research study you want to do, it is possible that some or most of the items you develop for this assignment may be woven into your data collection instrument that will be included in your final research plan. On the other hand, if you are planning some sort of experiment or observational study, these interview or survey questions may not be of use to you. Nonetheless, this exercise should give you a deeper understanding of importance of tying your data collection instrument to your research question(s) or hypothesis(es).

You have two options. First you can choose a topic that you are interested in pursuing to design your survey and interview. The second option is to use the research questions and hypothesis that listed below. I would encourage you to use your own topic, even if it means trying to write survey and interview questions that are geared for a different audience than you normally work with. But either option is totally acceptable.

### Optional Hypothesis & Research Questions

**Hypothesis:**
College professors in the social sciences grade give higher grades than college professors in the physical sciences.

**Research Questions:**

*Primary:*
Is there any difference in grading patterns between social science faculty and physical science faculty?

*Secondary:*
1. Are there differences in grading patterns in the introductory level courses between social science and physical science courses?
2. Are there differences in grading patterns in the upper level courses between social science and physical science courses?
3. Are the differences, if any, observed for both majors and non-majors?
4. Do students feel that there is a difference in grading practices between social science faculty and physical science faculty? If yes, why do they think this is so?

While it won’t be feasible to practice the full range of survey and interviewing techniques as part of this course, through this assignment you will have the opportunity to actually collect some survey or interview data and then analyze it during the second part of this assignment (Assignment #2: Analysis of Survey Data which will be due June 6th) in which your classmates will be completing your survey or interview and you will be analyzing the results. (If you would prefer to actually interview some of your classmates rather than utilize survey data, please contact me directly and I will work out arrangements with you.)
Using appropriate item development techniques, your task is to:

1. Generate a narrow research question that can be ‘answered’ though a short series of closed ended survey questions or interview questions, e.g., “What is the attitude of EDU738 students towards the Massachusetts Test for Educator Licensure (MTEL)?”;

2. Create either:
   a. An online survey using the course’s SurveyMonkey account (see below) or a GoogleForm from your own Google account that contains between 5 to 10 survey items. The survey should contain:
      i. A brief introduction and a ‘thank you for participating’ at the end;
      ii. 2 or 3 items to obtain background information about your respondents;
      iii. 4 to 6 items Likert format items, e.g., strongly agree to strongly disagree;
      iv. 1 to 3 short answer open-ended items, e.g., “Where did you take the MTEL C&L test?”;
      v. (See more information on page 14-15 in: http://s3.amazonaws.com/SurveyMonkeyFiles/SmartSurvey.pdf)
      See also the ‘Help’ area on SurveyMonkey where there are sections on designing and analyzing surveys: http://help.surveymonkey.com/
   b. Create an interview
      i. A brief introduction and a ‘thank you for participating’ at the end;
      ii. 5 to 7 inter-connected interview questions that could be used all by themselves in a telephone or SKYPE interview.
      iii. The interview questions should be geared to obtaining more in-depth information from your interviewees regarding your research topic.
      iv. For purposes of convenience, you can use SurveyMonkey or your Google account to write-out your interview items. Thus, in terms of SurveyMonkey terminology you would be creating an “interview survey”.

3. This assignment will be ‘submitted’ on either SurveyMonkey.com or as a GoogleForm¹. Once your survey is ready, email me a notification so I can review it and distribute the link to the rest of the class or work out interviewing arrangements.

4. The url for SurveyMonkey is: https://www.surveymonkey.com/MyAccount_Login.aspx
   user name: SSU_SGS_student_research
   pw: I will email the password directly to your Salem State email account. It isn’t included here since this website is viewable by any web user.

5. Please be careful when you are on the SurveyMonkey site because you could delete or modify another group’s survey by mistake. It is best to include your group members’ names as part of the survey name, for example “Rocky and Greg’s Textbook Usage Survey”.

6. DON’T CREATE YOUR OWN SURVEYMONKEY ACCOUNT!! The free accounts are limited to 10 items and you can’t get detailed response information that will be crucial for the second phase of this assignment.

7. If you create a GoogleForm, be sure to add me as “collaborator” so I can see and if need be edit the form.

8. Anonymity is for the online surveys is very important for this assignment. For SurveyMonkey you have to take an extra step to ensure that the responses can’t be tracked back to a specific location, i.e., an IP address. Please see the screenshot at the end of this document and the short video (http://rockyswedel.ipage.com/Anonymity_TY.html) that shows what you need to do. If you have any questions about this, please contact me.

Please keep in mind that the review of research is in reality an iterative process. As you read in your topic area in subsequent assignments, you will become clearer about 'what's out there', about what you want to

¹ Note: The GoogleForms version of a survey would not meet the anonymity requirements of Salem State’s IRB but since the Summer version of EDU 738 does not involve an actual research study, it is acceptable to use GoogleForms for our class.
do, and what you can reasonably do. Thus, the survey and interview questions you develop for this assignment may vary totally from the instrument you create for your final research plan.

**Grading Procedures:**
(1) Assignment #1 will be worth 10% of your final grade for this course. The review will be evaluated on the basis of the attached rubric. If you have any questions, please contact us.
<table>
<thead>
<tr>
<th>Needs Improvement (B- or lower)</th>
<th>Adequate (B/B+)</th>
<th>Proficient (A-/A)</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Question:</td>
<td>• The wording of the research question(s) would make it difficult to obtain a clear answer through a survey or interview.</td>
<td>• The research question(s) is capable of being answered through survey and/or interview questions.</td>
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<td>• The research question is clearly and concisely worded.</td>
<td>• The research question is clearly and concisely worded.</td>
<td>• The wording provides guidance for the development of survey and/or research questions.</td>
</tr>
<tr>
<td>Introduction and Closing to the Survey/Interview</td>
<td>• Instructions are missing or unclear.</td>
<td>• Clear instructions are provided to the participant.</td>
<td>• A clear and succinct rationale for the survey/interview is provided.</td>
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<td>• There is no acknowledgement for participating.</td>
<td>• The participant is acknowledged for her/his assistance with this project.</td>
<td>• Clear instructions are provided to the participant.</td>
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<tr>
<td></td>
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<td></td>
<td>• The participant is acknowledged for her/his assistance with this project.</td>
</tr>
<tr>
<td>Survey: Relevance of Items</td>
<td>• Many or most of the items are extraneous or not geared to answering the research question.</td>
<td>• Most of the items are directly connected to addressing the specific research question.</td>
<td>• Every item is directly connected to addressing the research question.</td>
</tr>
<tr>
<td></td>
<td>• ‘Extraneous’ questions are closely tied to the research question but aren’t immediately relevant.</td>
<td></td>
<td></td>
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<tr>
<td>Survey: Clarity of Questions</td>
<td>• The wording of some or many of the items is not geared to the reading level</td>
<td>• For all items, the wording is geared to the reading level and background</td>
<td>• For all items, the wording is geared to the reading level and background</td>
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<td>and/or background knowledge of the target participant; and/or • The wording of many of the items is ambiguous for the target participant.</td>
<td>knowledge of the target participant. • For most items, the wording is unambiguous to the target participant. • For most items, each one only contains a single concept or idea that the respondent needs to consider.</td>
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<td></td>
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</table>

Survey: Response Options • For most items, the response options are not appropriate for the wording of item. • For most items, the response options are appropriate for the wording of item. • For all items, the response options are appropriate for the wording of item. • If the response options change across items, the layout of the survey makes this change obvious to the respondent. |

Survey: Sequence of Items • There is no apparent logic to the flow of the items. • Items follow a logical flow. • If it is a long survey, items related to similar topics are grouped together. • Items follow a logical flow. • If it is a long survey, items related to similar topics are grouped together. • The item sequence is such that the items build upon one another to help the respondent consider more complex aspects of the topic. |

Interview: Relevance of Items • Many or most of the items are extraneous or not geared to • Most of the items are directly connected to addressing the specific research question. • Every item is directly connected to addressing the research question. |
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<th>Proficient (A-/A)</th>
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<tr>
<td>answering the research question.</td>
<td>‘Extraneous’ questions are closely tied to the research question but aren’t immediately relevant.</td>
<td>For all items, the wording is geared to the vocabulary and background knowledge of the target participant. For most items, the wording is unambiguous to the target participant. For most complex questions, there is enough contextual information provided to help the participant respond to the focus of the question.</td>
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**Interview: Clarity of Questions**

- The wording of some or many of the items is not geared to the vocabulary or background knowledge of the target participant; and/or
- The wording of many of the items is ambiguous for the target participant.

- For all items, the wording is geared to the vocabulary and background knowledge of the target participant.
- For most items, the wording is unambiguous to the target participant.
- For most complex questions, there is enough contextual information provided to help the participant respond to the focus of the question.

**Interview: Sequence of Items**

- There is no apparent logic to the flow of the interview.

- The interview follows a logical flow.
- If it is a long interview, questions related to similar topics are grouped together.

- The interview follows a logical flow.
- If it is a long interview, questions related to similar topics are grouped together. The interview sequence is such that the questions build upon one another to help the respondent consider more complex aspects of the topic.
This is the default and the survey will NOT be Anonymous :( 

This makes the responses anonymous. :)}