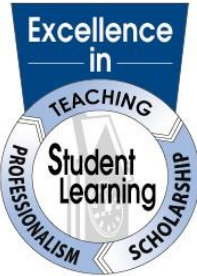


**Department of Teacher Education  
College of Education and Health Professions  
Columbus State University**

<b>Course:</b>	<b>EDUF 8135</b>		<b>Semester:</b>	<b>Fall 2019</b>
<b>Instructor:</b>	<b>Dr. Eli Andrew Jones</b>		<b>Time:</b>	<b>5:30 PM – 8:30 PM</b>
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The College of Education and Health Professions at Columbus State University prepares highly qualified teachers, counselors, and leaders who promote high levels of learning for all P-12 students by demonstrating excellence in teaching, scholarship, and professionalism. Teachers, counselors, and leaders continually acquire, integrate, refine, and model these qualities as they develop proficiency, expertise, and leadership. COEHP faculty guide individuals in this developmental process.

Teaching, scholarship, and professionalism encompass the highest standards represented in the ten (10) principles outlined by the Interstate New Teacher Assessment and Support Consortium (INTASC). The Department of Teacher Education has adopted these principles and assumptions, which are listed below, as standards for beginning teachers.

**InTASC Model Core Teaching Standards**

**The Learner and Learning**

**Standard #1: Learner Development.** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

**Standard #2: Learning Differences.** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

**Standard #3: Learning Environments.** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

## Content

**Standard #4: Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

**Standard #5: Application of Content.** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

## Instructional Practice

**Standard #6: Assessment.** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

**Standard #7: Planning for Instruction.** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

**Standard #8: Instructional Strategies.** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

## Professional Responsibility

**Standard #9: Professional Learning and Ethical Practice.** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

**Standard #10: Leadership and Collaboration.** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

## COURSE DESCRIPTION

**EDUF 8135. Survey and Questionnaire Design (3-0-3).** *Prerequisites: Acceptance into the EdD Program, EDUF 8126. Recommended prerequisite: EDUF 8127.* This course outlines the procedures for designing, validating, administering, and analyzing data concerning various educational issues using quantitative surveys. This course also outlines the procedure for designing, administering, and analyzing data obtained from qualitative questionnaires. For both objectives, this course covers the process of collecting and analyzing pilot data to determine validity and reliability.

## REQUIRED TEXTS AND SOFTWARE

**Title:** Scale Development: Theory and Practice (4<sup>th</sup> Edition)  
**Author:** Robert F. DeVellis  
**ISBN:** 9781506341569

**IBM SPSS:** In addition to the required readings, you will be required to utilize IBM SPSS for this course. Students can rent the software for 6 months through USG Technology Store (<http://personal.techstore.usg.edu/>). Be sure to rent the SPSS Standard Grad Pack (NOT the Base Grad Pack) SPSS is also available in two open computer labs on campus.

- On Main Campus, the open computer lab is located on the first floor of the Schwob Library. The hours are the same as the Library.
- On the RiverPark campus, the open computer lab is located in Dillingham Building Room 105, which is located at the corner of 9th Street and Broadway, directly across from the River Center. The hours are 7 AM to 12 midnight, and students must scan their card to gain entry into the building.

### **COURSE GOALS AND OBJECTIVES**

At the completion of this course successfully, the EdD students will be able to:

1. Explain and apply the concepts of reliability and validity to quantitative survey development/design.
2. Use exploratory factor analysis and confirmatory factor analysis to evaluate the construct validity and reliability of a quantitative survey.
3. Collect and analyze pilot data for a quantitative survey.
4. Apply qualitative design concepts to develop a qualitative questionnaire.
5. Collect and analyze pilot data for a qualitative questionnaire.

### **COURSE REQUIREMENTS**

The main purpose of this course is to give you an experience in developing and validating surveys. Therefore, our main project this semester will be developing a survey and piloting it. This will be a group project, and all projects, discussions, etc., will lead toward that goal.

**Participation, Preparation, and Communication** – EdD students will complete assigned readings and participate in all activities in class and in the clinical setting. Participation in class and as a group is required and will be assessed by the instructor and by peers at the end of the semester.

An important component of communication is participating during the online portions of the course. There will be a number of discussion boards that pertain to the instrument we are piloting. There are not a minimum number of posts required. Discussions are intended to foster critical thinking and collaboration at a doctoral level, and to prepare you to defend your dissertation. Posts are graded on quality, not quantity (although length can be an indication of quality). Specifically, discussions should:

- Provide specific, content-related details from the reading, lecture, or other sources (use APA citations if you cite a book).
- Build on what other people have posted.
- Respectfully challenge or critique others' posts.
- Be focused on course content and material related to the course.

- Follow appropriate Netiquette guidelines.
- Include everyone (don't just post to the same people all the time).

On the other hand, discussions should NOT:

- Restate what other people have posted.
- Consist of ONLY affirming words.
- Be posted right before the deadline (within 24 hours).
- Include information unrelated to the course.

Please treat the discussions as something to help learn or explore various ideas through this venue. Be sure to read what others have to say, and post in a timely manner to facilitate engagement with your ideas.

You are *highly* encouraged to subscribe to the discussion threads that you are participating in so that you know when someone responds to your post.

Discussion participation will be graded at two points during the semester (at the midpoint and at the end). *Participation in class, discussions, and the project is worth 50 points.*

**Institutional Review Board** - EdD Students will obtain approval to analyze and publish the results of a quantitative and/or qualitative survey from the IRB at Columbus State University. This will be a group project, but each student must complete the IRB training and participate in preparing and submitting the form. *Submitting the IRB will be worth 25 points.*

**Survey or Questionnaire.** As a group, students will identify a construct to explore a specific educational phenomenon. Using literature and survey design concepts, students will develop and pilot a 6-12 item questionnaire. This will include identifying a pilot sample, collecting pilot data, and analyzing the data to determine the quality of the items. Students will have the option of either focusing on a quantitative or a qualitative survey. However, students will actively participate in the development of both qualitative and quantitative instruments. We will be following the steps as outlined in Boateng et al. (2018). The instrument in total is worth 75 points (25 points for the design, 25 points for data collection, and 25 points for analysis).

**Conference Submission Proposal.** In a group, students will prepare the results of one of the two analyses (quantitative or qualitative) to submit to the Georgia Educational Research Association. The proposal should follow the guidelines outlined by AERA (a 2,000 word limit). Typically, the proposal will include:

- a. Introduction: Brief literature review, theoretical/conceptual framework, and research questions. (~ 400 words)
- b. Method: Setting, Participants, Survey Development, Procedures, and Analysis. (~ 800 words.
- c. Results: Descriptive statistics, Reliability and validity, etc. (~ 400 words)
- d. Discussion: discuss results, explain limitations, future research. (~ 400 words)

One ungraded draft of the proposal will be submitted three weeks prior to the final. The completed Conference Submission Proposal is worth 75 points, with an additional 25 points given by peers for a total of 100 points.

# Grading

Students are expected to be fully prepared to discuss the topic(s) each week and complete the assignments each week. Your final grade will be based upon completing the following learning activities and exams.

<b>Graded Activities and Exams</b>		
<b>Graded Learning Activities and Exams</b>	<b>Percentage (Approximate)</b>	<b>Points</b>
Participation, Preparation, and Communication	20%	50
IRB Application	10%	25
Instrument Development	10%	25
Instrument Piloting	10%	25
Instrument Analysis	10%	25
Conference Submission Proposal	40%	100
<b>Total Possible</b>	<b>100%</b>	<b>250</b>

<b>Final Grade Calculation</b>		
<b>Point Range</b>	<b>Percentage Range</b>	<b>Final Grade</b>
225-250 points	90-100%	A
200-224 points	80-89%	B
175-199 points	70-79%	C
150-174 points	60-69%	D
149 and below	59% and below	F

## **ADA/504 ACCOMMODATIONS**

If you have a documented disability as described by the Americans with Disabilities Act (ADA) and the Rehabilitation Act of 1973, Section 504, you may be eligible to receive accommodations to assist in programmatic and/or physical accessibility. We recommend that you contact the Center for Accommodation and Access located in Schuster Student Success Center, Room 221, [706-507-8755](tel:706-507-8755) as soon as possible. The Center for Accommodation and Access can assist you in formulating a reasonable accommodation plan and in providing support. Course requirements will not be waived, but accommodations may be able to assist you to meet the requirements. Technical support may also be available to meet your specific need. Technical support may also be available to meet your specific need. For more information, go to Desire 2 Learn at <http://www.desire2learn.com/products/accessibility/>.

## **RESPECT FOR LEARNING COMMUNITY**

The College of Education and Health Professions is committed to creating and nurturing an atmosphere where the diversity of all individuals is celebrated. Our intention is to establish and continue an atmosphere that encourages and appreciates diversity in faculty, staff and students,

to include, but not limited to, the following: cultural, ethnic, racial, gender, sexual orientation, socio-economic status, geographical, disabilities, religious, and in academic freedom. It is also to instill in teachers an appreciation of the diverse nature of school children, their families, and the wider community. Perspectives on the importance of cultural diversity on the various topics will be included in the reading materials and classroom discussions.

### **TECHNOLOGY**

EdD students will be encouraged to use the broad range of electronic technology available. This includes appropriate computer hardware and software, internet resources, and audio/video technology.

### **PROFESSIONALISM AND ATTENDANCE**

Timeliness, responsibility, and positive teaching-learning attitude are part of being a professional. Class attendance and punctuality are expected. Numbers of absence more than two (2) in this three-semester hour course will cause you **to be dropped from the class for excessive absence** and receive a WF. In order to gain the maximum benefit from this or any experience, attendance and active participation are vital.

### **WRITTEN WORK**

The written assignments for this course must adhere to the style guidelines outlined in the APA (6th edition) Manual. For electronic submissions, use Microsoft Word and save as .doc or .docx, or use Adobe PDF and save as .pdf unless otherwise noted. You may reference this site for APA (6th edition) style guidelines: <http://owl.english.purdue.edu/owl/resource/560/01/>

### **ACADEMIC DISHONESTY & PLAGIARISM**

Plagiarism is defined as the incorporation of passages, either word for word or in essence, or essential ideas from the writing of another person into one's own written work without offering full credit to the person. One can give credit to the original author using quotation marks, footnotes, citations, or other explanatory inserts. It is always assumed that written work is the student's own work if proper credit is not given. While students are likely to understand plagiarism as stealing someone's words as their own, there are many types of plagiarism. The four main types are stealing verbatim, misquoting, paraphrasing, or summarizing without citing, and duplicating publication.

**Stealing Verbatim:** This type is exactly as it sounds. If, when composing an assignment, students take a sentence, a portion of a phrase, or even a unique expression which is not theirs, and submit it as their own (without quoting the original source), they have committed plagiarism. This situation applies to Discussion Board postings, too.

**Misquoting:** If, when composing an assignment, students directly quote a source and cite it, but alter the author's words to strengthen their argument, they have committed plagiarism.

**Paraphrasing or Summarizing Without Citing.** An allowable practice in academia is for students to take an author's words, change the words (without changing the meaning) so that it better fits their narrative. However, even when paraphrasing or summarizing another author's words, students *must* cite that original source. If they do not cite the original source, they have effectively stolen the original author's idea and have committed plagiarism.

**Duplicating Publication:** Students may not reuse or recycle any previous assignments used in another course, or in any other published venue, without the explicit permission from the course instructor. If students have duplicated publication, they have committed plagiarism.

Additionally, cheating (i.e., the unauthorized use of materials or resources) under any circumstances is not permitted. This definition includes using resources prepared by another student without that student's express consent or knowledge, the use of resources expressly prohibited by the instructor, and the wholesale inclusion of documents produced by others—even when cited properly—in course assignments. Finally, collaborating with other students or academic faculty on assigned work, regardless of the type of work, is expressly prohibited unless otherwise authorized by the course instructor. Students are to assume that they are never permitted to collaborate with anyone on their assignments unless the assignments are explicitly collaborative in nature. In an event of suspected plagiarism, the instructor will contact the student and the Chair of the Teacher Education Department. In addition, a Graduate Disposition Assessment Form and an Incident Reporting Form for the Behavior Assessment and Recommendation Team (BART) may be filed. The incidence could result in a zero for the assignment and/or in a failing grade for the course.

### **Tentative Course Outline**

Module 1:	Fundamentals of Survey Research <ol style="list-style-type: none"> <li>1) Purpose</li> <li>2) Basic characteristics of survey research.               <ul style="list-style-type: none"> <li>• Quantitative instruments.</li> <li>• Qualitative instruments.</li> </ul> </li> <li>3) Specific problems in Survey Research               <ul style="list-style-type: none"> <li>• Non-response and missing data.</li> <li>• Sources of error.</li> </ul> </li> </ol>
Module 2:	Development of Quantitative Instruments <ol style="list-style-type: none"> <li>1) Item generation procedure</li> <li>2) Sample considerations</li> <li>3) Piloting procedure</li> </ol>
Module 3:	Validity and Reliability in Quantitative Instruments <ol style="list-style-type: none"> <li>1) Types of Validity</li> <li>2) Factor Analysis and construct validity</li> <li>3) Reliability</li> </ol>
Module 4:	Analyzing Quantitative Survey Data <ol style="list-style-type: none"> <li>1) Descriptive Statistics</li> <li>2) Inferential Statistics</li> <li>3) Presenting Findings</li> </ol>
Module 5:	Development of Qualitative Instruments <ol style="list-style-type: none"> <li>1) Item generation process</li> <li>2) Sample considerations</li> <li>3) Piloting procedure</li> </ol>
Module 6:	Analyzing Qualitative Survey Data <ol style="list-style-type: none"> <li>1) Coding results</li> <li>2) Identifying themes</li> <li>3) Presenting Findings</li> </ol>