INTRODUCTION TO SURVEY METHODS

Instructor
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Goal
By the end of this short course, students should be able to design and implement a high-quality survey in the appropriate context and have a good idea of what to do with the data afterwards.

Objectives
• Being able to know when surveys (vs. other data collection methods) are appropriate
• Become aware of the benefits of probability surveys
• Become knowledgeable of basic sampling theory
• Become aware of the opportunities and challenges of in-person, phone and online surveys
• Acquire hands-on experience with the design of questionnaires and knowledge of best practices
• Become familiar with basic survey data analysis strategies

Teaching style
The course is taught as a “practicum”, i.e., theory about how to design and implement a survey is linked to exercises to solve practical problems. Students will be expected to actively participate and adopt a critical attitude towards the course materials, particularly in their applicability to sustainability and political ecology studies.

This will be the first time that the course is taught entirely online. Thus, the hands-on exercises and evaluation will be adapted if needed, and as deemed appropriate by the instructor and students.

Structure
The course has 5, 2-hours classes. Four of the classes (1-3 and 5) will involve a mix of lecturing, testing and discussion. The fourth session will be devoted to group work.

Students will be asked to do one mandatory reading per class. There will be also optional readings.
The students will be tested based on at least part of the mandatory reading as well as the lectures via a short quiz that the students will need to upload right after the class. Students will have access to the answer keys of the quiz right after class.

The students will be able to work on the quiz before the lecture. The students will be also asked to work on short assignments in preparation for each class. These assignments will be due either right after the class (first assignment) or before the class (12 hours before the class). The first assignment will be individual. The other 3 assignments will be by groups (one submission per group).

The readings and details of the tests and short essay/assignments will be uploaded into the PE Masters Moodle platform as the start of the course approaches.

**Evaluation**

Evaluation will be based on multiple items, including:

- **In-class tests:** 20% (4 tests, 5% each)
- **Short assignments:** 60% (4 submissions, 15% each)
- Participation: 20%

**Program outline**

<table>
<thead>
<tr>
<th>Date</th>
<th>Class content</th>
<th>Due dates of short assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>27/4</td>
<td>Basics of the scientific research process, variable vs. case-oriented research, overview of types of survey, quality surveys and errors</td>
<td>27/4 (3pm)</td>
</tr>
<tr>
<td>30/4</td>
<td>Sampling theory: population coverage, probability sampling strategies, non-probability sampling, postsurvey adjustments.</td>
<td>30/4 (3pm)</td>
</tr>
<tr>
<td>4/5</td>
<td>Fundamentals of writing and ordering questions: open-ended questions, nominal and ordinal close-ended questions, visuals. Phone vs. web surveys.</td>
<td>4/5 (12pm)</td>
</tr>
<tr>
<td>4/5</td>
<td>“In-class” group work</td>
<td>4/5 (3pm)</td>
</tr>
<tr>
<td>7/5</td>
<td>Data input, Incomplete data (diagnosis and imputation), descriptive statistics, basic bivariate analysis, special topics</td>
<td>7/5 (3pm)</td>
</tr>
</tbody>
</table>

**Basic readings** (these readings and optional readings will be uploaded on Moodle)


Nardi, P. M. (2015). *Doing survey research*. Routledge. (Ch. 1, 2, 3, 6, 7, 8)