# COURSE DATA

| Data Subject | |
|---|---|
| **Code** | 33333 |
| **Name** | Surveys and opinion poll |
| **Cycle** | Grade |
| **ECTS Credits** | 4.5 |
| **Academic year** | 2018 - 2019 |

**Study (s)**

| Degree | Center | Acad. year | Period |
|---|---|---|---|
| 1319 - Degree in Psychology | Faculty of Psychology and Speech Therapy | 4 | First term |

**Subject-matter**

| Degree | Subject-matter | Character |
|---|---|---|
| 1319 - Degree in Psychology | 32 - Surveys and opinion polls | Optional |

**Coordination**

| Name | Department |
|---|---|
| FUENTES DURAN, MARIA DEL CASTILLO | 267 - Behavioral Sciences Methodology |

# SUMMARY

The objectives of the course are to build professional psychology knowledge to design & develop opinion surveys and interpret the information they provide.

For this specific objectives we should work: acquisition of student skills to identify problems of survey design, selecting appropriate techniques for every situation, relevant calculations by computer, how to interpret the results and report (understandable by both: for non-professional and professional readers).

# PREVIOUS KNOWLEDGE

### Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

### Other requirements

## OUTCOMES

### 1319 - Degree in Psychology

- Know and comply with professional ethics of Psychology.
- Be able to describe psychological data through statistical software and other information technologies.
- Be aware of the usefulness of research surveys in different areas of psychology and related disciplines.
- Be able to design and conduct a survey and an opinion study.

## LEARNING OUTCOMES

It is expected following a successful issue, the acquisition of maturity and independence in identifying problems susceptible of an approach through surveys and opinion polls.

The first result of learning leads to the integration of computerized procedures for information collection, analysis, interpretation and discussion in the form of technical report

Another expected result is the domain of student conduct, analysis and reporting of online polls.

These learning outcomes are often particularly useful for the preparation of practical empirical basis for other courses and the subsequent development of the final paper grade.

## DESCRIPTION OF CONTENTS

### 1. Introduction

1 Concept. - 2 Types of survey. - 3 Reasons for surveys. - 4 Components of a survey.

### 2. Survey design

1 Introduction. - 2 Identification of the content. - 3 Prior evaluation of the survey. - 4 Format of the questions. - 5 Response biases. - 6 Preliminary Assessment (piloting).

### 3. Sampling

1 Introduction. - 2 Identification of target population. - 3 Types of sampling. - 4 Probability sampling. - 5 Not at random sampling. - 6 Determination of sample size.

### 4. Methods of data collection

1 Introduction. - 2 Key issues for the survey strategy. - 3 The electronic survey. -4. Summary of comparison between methods.

### 5. Response Rate

1 Definition. - 2 Estimation. - 3 Acceptable levels of response rate. - 4 Non-response bias. - 5 Improving the response rate. - 6 Solutions for the lack of response.

### 6. Processing and analysis of survey data

1 Introduction of data. - 2 Missing at random data and imputation methods. - 3 Data Selection. - 4 Transformation of variables. - 5 Fusion and skipped files. - 6 Recoding variables. - 7 Graphical representation. - 8 Descriptive Statistics. - 9 Bivariate relations map. - 10 Reliability and validity: Integration. - 11 Multiple Linear Regression.

### 7. Report

1 Useful help in a presentation. - 2 Audience. - 3  Guide: What should pick up the report?.

## WORKLOAD

| ACTIVITY | Hours | % To be attended |
|---|---|---|
| Theoretical and practical classes | 45,00 | 100 |
| Development of group work | 15,00 | 0 |
| Development of individual work | 15,00 | 0 |
| Preparation of evaluation activities | 7,50 | 0 |
| Preparing lectures | 15,00 | 0 |
| Preparation of practical classes and problem | 15,00 | 0 |
| **TOTAL** | **112,50** | |

## TEACHING METHODOLOGY

Clear statement of objectives in class, content, competencies to be achieved and ways of working and non-contact, with special attention to non-presentness.

Combination of lectures (with explanation of content and tools for achieving the goals) and learning "hands on" for students / as practiced all aspects of the subject.

Participatory class NECESSARILY IN COMPUTER ROOM AT ALL TIMES.

## EVALUATION

The evaluation will result in a score of between 0 and 10 points. This rating is based on the evaluation of the following three sections:

**System of Evaluation 1 (ES1):** ESTIMATION OF THEORETICAL AND PRACTICAL CONTENTS BY MEANS OF ORAL OR WRITTEN TESTS, AND SKILL PERFORMANCE. It will represent 85% of the final qualification. It will consist of two sections: A) continuous evaluation during the scheduled period of classes, with a maximum of 15% and, B) final evaluation, with a maximum qualification of 70%, in which it will be necessary to achieve a minimum of 50% to pass the course. Both sections are recoverable in second call.

**System of Evaluation 2 (ES2):** ORAL OR WRITTEN PRESENTATION OF REPORTS ABOUT INDIVIDUAL OR GROUP WORKS, CLINICAL CASES, RESOLUTION OF PROBLEMS OR MANAGEMENT OF DIAGNOSTIC TESTS. It will add a maximum of 15% of the final qualification. It is necessary to achieve a minimum of 50% in this section to pass the course. This section is recoverable in second call.

Additional considerations:

1. The described sections will be added up only if the student reaches the minimum required conditions.

2. If a student do not pass some of the compulsory sections at the first call, the points of the other sections will be saved for the second call.

3. The dates to take the tests of Section A of the ES1 will be established by the teacher along the course. They can be individual or groupal evaluations about the topics included in the Syllabus (Guia Docent).

4.The qualification of the subject as well as the review of and appeal against the allotted grades will abide to what is stipulated in the *Reglament d'Avaluació i Qualificació de la Universitat de València per a títols de Grau i Màster* (ACGUV 108/2017 of May 30, 2017).
http://www.uv.es/graus/normatives/2017_108_reglament_avaluacio_qualificacio.pdf:

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• Of 0 to 4.9: fail (D)

• Of 5 to 6.9: pass (C)

• Of 7 to 8.9: remarkable (B)

• Of 9 to 10: excellent (A) or First Honors (A+)

As stated in the normative about the attribution of First Honors gardes, it will follow a strict order of numerical mark. In case of a tie, the qualification will be granted to the student with the higher numerical score at Section B of the ES1. If the tie persists, the higher score at the ES2 and, finally the higher score at the Section A of the ES1 will apply. If all of them are identical, the teacher can ask for an aditional test to be taken by the candidates.

5. The copy or plagiarism of any task of the evaluation will preclude the student from passing the course. Furthermore, the appropriate disciplinary measures may be applied.

6. Please be aware that, according to article 13.d) of the Statute of the University Student (RD 1791/2010, of 30 of December), a student must abstain to use or cooperate in fraudulent procedures in the tests of evaluation and works that they perform,  or in official documents of the university.

7. In individual or group tutoring sessions, the professor can ask questions in order to verify the degree of participation and achievement of the objectives of a task. Not accepting this verification would preclude the student from passing the task or activity in question .

8. The marks reached in the first call will be incorporated to the official proceedings of the subject according to the following rules:

- If there is no qualification, the evaluation section with the highest weight, the grade will be Not Presented, regardless of the rest.
- If the score in the evaluation section with the highest weight does not reach the minimum requirements, FAIL shall be entered and the score (out of 10 points) shall be the qualification of this section.
- If the score at the evaluation section with the highest weight exceeds the minimum requirements, but there are no scores from one or more of the remaining sections, FAIL shall be entered and the numerical score (out of 10 points) will be entered

9. At the SECOND CALL, the following rules shall apply:

• The NOT PRESENTED grade will be consigned only when the student has not completed more than one of the assessment sections, including the one with the highest weighting.

• If there are grades for all the evaluation sections and minimum requirements have not been met in any of them, FAIL will be registered and the score (out of 10 points) pertaining to the failed section will be consigned. If more than one section is not passed, the maximum score achieved in one of them will be consigned, together with the grade FAIL.

• If one or more of the minimum requirements are not exceeded and an evaluation section is missing, SUSPENS will be recorded and a numerical note based on 10 of the grade of the section not passed.

• If two evaluation sections are passed and there is a third part in which no evidence of evaluation has been presented, FAIL will be consigned and, as a rating, the average score will be 0.0 for the part not submitted (maximum posible: 4.9 ).

• If the part of greater weight is passed, but evidences are missing in one or more of the remaining sections, FAIL will be consigned. The parts will be added: a) if the sum is less than 5.0, this result will be recorded; B) if the sum is higher than 5.0, 4.9 it will be consigned.

10. If the subject has been passed in the first call, the students will not be able to attend the second call with the purpose of improving their grades.

11. In order to challenge the allotted grades the provisions of the *Reglament d'Avaluació i Qualificació de la Universitat de València per a títols de Grau i Màster* (ACGUV 108/2017 of May 30, 2017) http://www.uv.es/graus/normatives/2017_108_reglament_avaluacio_qualificacio.pdf will rule.

## REFERENCES

### Basic

- Alvira Martín, F. (2005). La encuesta: una perspectiva general metodológica. Editorial Centro de Investigaciones Sociológicas.
  Borges del Rosal, A. (2012). Cómo investigar mediante encuestas. Editorial Académica Española.
  Oliver, A. y Tomás, J.M. (2003). Diseño y análisis de encuestas. Valencia: Cristóbal Serrano.
  Vallejo, A.F., Agudo, Y., Mañas, B., Arribas, J.M., Camarero, L.A. y Ortí, M. (2011). Investigación

social mediante encuestas. Editorial Universitaria Ramón Areces.

## Additional

- Tourangeau, R., Rips, L.J., y Rasunki,K. (2009) The Psychology of Survey Response. New York, Cambridge.

De Leeuw,E.D., Hox,J.J., y Dillman,D,A. (2008) International Handbook of Survey Methodology. New York, Psychology Press.

Dillman,D.A., Smyth,J.D., y Christian,L.M. (2009) Internet, Mail and Mixed Mode Surveys. New Jersey, John Wiley & Sons.

Fowler, F.J., (2009) Survey Research Methods. Boston, Sage Publications.

Rea, L.M., y Parker,R.aA., (2005) Designing and Conducting Survey Research: A Comprehensive Guide. Hardcover

Fink,A.G. y Koseccof,J. (2009) How to Conduct Surveys: A Step-by-Step Guide. Portlland. Sage Publications.