

TECHNOQuestionnaire

Teacher Guide

Lessons for Middle & High School Students: Grades 6 - 9



Technology Course using

Google Forms

Research an issue.

In this course, students become researchers. They conduct a survey questionnaire to research an important issue. To begin, students gain an understanding about the purpose of surveys by completing a Reading Habits questionnaire. Next, they design their own School Spirit survey to learn how to use Google Forms. Once familiar with this method of data collection, they develop their own research question, select a sample, and design a questionnaire. A pre-test is used to improve the design. The survey questionnaire is then administered to the sample group. Once the data is collected it is analyzed. Research findings are shared with a jury of peers in an oral presentation.

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Introduction

Getting Started

Follow the instructions in this section to prepare materials necessary to implement this course.

TechnoQuestionnaire Overview

Technology Integration Ideas

Prepare to Teach TechnoQuestionnaire

TechnoQuestionnaire Overview

In this course, students become researchers. They conduct a survey questionnaire to research an important issue. To begin, students gain an understanding about the purpose of surveys by completing a Reading Habits questionnaire. Next, they design their own School Spirit survey to learn how to use Google Forms. Once familiar with this method of data collection, they develop their own research question, select a sample, and design a questionnaire. A pre-test is used to improve the design. The survey questionnaire is then administered to the sample group. Once the data is collected it is analyzed. Research findings are shared with a jury of peers in an oral presentation.



Students complete the following tasks:

- In Session 1, students learn how survey questionnaires are used to help people solve problems. They examine how this tool is used by professionals to make informed decisions. To deepen their understanding, the students participate in a "Reading Habits" questionnaire. Afterwards, they analyze the results to interpret respondents' book preferences. An optional activity examines sample bias.
- In Session 2, students create a "School Spirit" survey to familiarize themselves with Google Forms. They practice designing various question types and setting answer options to control data entry and minimize errors. After completing the survey, students test it and review the results. This experience will be valuable as they transition into researchers in future sessions, where they will develop their own survey questionnaires. An optional activity examines question bias.
- In Session 3, students take on the role of researchers. They choose a research question, select a sample group, and decide on a method for collecting data. An optional brainstorming activity is available to inspire and support learners in this process. Next, students outline the survey's content, ensuring it includes five to ten questions of various types such as multiple choice, rating scale, and short answer. They then utilize their skills to construct a survey questionnaire using Google Forms. Finally, they conduct a pre-test to refine the design.
- In Session 4, students administer their survey. They begin by clearing the pre-test data from the questionnaire. Next, they choose a method for data collection, such as using a mobile device, sending via email, or posting a link. After respondents have filled out the form, students review the survey responses. They organize the raw data in Google Sheets to adjust how the results are presented in the automatically generated report.
- In Session 5, students interpret the data gathered from the survey. They answer questions about the research design and then proceed to analyze the results to draw conclusions. They reflect on the practical implications of the findings and identify areas where the questionnaire could be improved. Optional extension activities are available to demonstrate how to compare subgroups by creating a pivot table and pivot chart.
- In Session 6, students present their research to a panel of peers in an oral presentation. To prepare, they develop a script to practice their speech. They then break into small groups, with each member taking turns to discuss the survey's objectives and present the results. They use the Google Forms report as a visual aid to reinforce their conclusions.

TechnoQuestionnaire Course Outline

<p><i>Purpose:</i> Conduct a survey questionnaire and analyze the results.</p>	<p><i>Preparation:</i> (see <i>Preparing to Teach</i>)</p> <ul style="list-style-type: none"> • Sign up for a Google Account • Prepare <i>TechnoQuestionnaire</i> folder for Google Drive (optional step for Assignment 2) • Download and print Tool Summary from TechnHub (optional)
<p><i>Objectives:</i> (see <i>Appendix A: Skill Summary</i>)</p> <ul style="list-style-type: none"> • understand the purpose of a survey • investigate a research question • select a sample from the population • identify bias in data collection methods • organize categorical data • design questions to gather data • collect data by conducting a survey • display data in charts, tables, graphs • interpret results to draw conclusions • make convincing arguments • summarize findings in a report • evaluate the quality of a survey • compare subgroups (optional) 	<p><i>Materials:</i> (see <i>Appendix B: for a complete list</i>)</p> <ul style="list-style-type: none"> • Assessment Tools • Sample Files • TechnoQuestionnaire Google Drive folder (optional) • Parent Letter and Certificate (optional) • Google Forms Tool Summary (optional)
<p><i>Summary of Activities:</i></p> <ul style="list-style-type: none"> • Gain an understanding of the purpose of survey questionnaires. Introduce terminology. • Compare a Reading Habits poll and survey to understand their purpose and design. • Study results from the Reading Habits survey. Learn how question types are graphed. • Create a School Spirit survey to discover the range of questions that can be asked. • Organize ideas for a survey questionnaire using a planning sheet. • Build a survey using Google Forms. • Conduct a pre-test using a checklist. Discuss the design and make improvements. • Administer the survey to collect the results. • Analyze survey results. Evaluate the survey questionnaire. • Report the findings in an oral presentation. 	
<p><i>Extension Activities:</i></p> <ul style="list-style-type: none"> • Answer questions about sample bias. • Answer questions about question bias. • Brainstorm survey ideas. • Compare results from subgroups using a pivot table. (advanced activity) • Graph results from subgroups using a pivot chart. (advanced activity) 	
<p><i>Assessment:</i></p> <ul style="list-style-type: none"> • Self-Evaluation (Questionnaire Checklist – Assignment 6) • Peer-Evaluation (Questionnaire Peer Review – Assignment 7) • Teacher Evaluation (Questionnaire Marking Sheet, Questionnaire Presentation Rubric, Questionnaire Skill Summary) 	
<p><i>Notes:</i></p> <ul style="list-style-type: none"> • Survey results are stored in a spreadsheet. It is beneficial for students to have a basic understanding of the spreadsheet environment, although not essential. • These activities are designed to help students understand the research process. It may not be possible to have a suitable sample size for the population; accept this as a limitation. Aim to survey 8-10 people. 	

Technology Integration Ideas

TechnoQuestionnaire integrates into mathematics or science curriculum. There are eight steps to conducting a survey questionnaire. Students complete each step in the research process:

1. *Set the Purpose* – Determine the reason or goal of the survey.
2. *Pick Sample* – Select the group of people that will take the survey.
3. *Choose Survey Method* – Decide on the technique used to collect data.
4. *Create Questionnaire* – Design questions to measure behavior, opinions or beliefs.
5. *Pre-test* – Take the survey to find errors and make improvements to the survey.
6. *Conduct Survey* – Gather data by emailing a form or sharing a link to the survey.
7. *Analyze Results* – Study the data in a spreadsheet and as graphs.
8. *Report Findings* - Explain research findings in an oral presentation.

Survey Questionnaire Suggestions:

- ✓ *Brainstorm to Generate a Research Question:* Picking a research question can be quite difficult. A great way to have your students determine what they would like to study is to complete the *Session 3 Extension Activity Brainstorm Survey Ideas*. If time is an issue, you may want to select several ideas and allow students to pick from your list.
- ✓ *Pose Relevant Research Question:* It is a good idea to have students select meaningful research questions whose results can be used to describe or improve a situation related to themselves. This gives the activity a greater purpose. For example, students could investigate new materials for the library; clubs offered to students; or ways to increase involvement in the school play.
- ✓ *Form Research Teams:* Developing a survey questionnaire requires a high-level of critical thinking to generate meaningful, relevant questions. Form pair groups. This will allow students to discuss their ideas together.
- ✓ *Pick a Population and Sample Group that is Easy to Access:* Consider having students select their sample from a population that they can research while at school. For example, they could select a particular class, grade, club, age, or group such as teachers, parents, students, or teenagers.
- ✓ *Plan Ahead to Survey the Sample Group:*
 - *Mobile Survey* – Will students give participants the survey using a mobile device such as a phone or tablet? This method will require devices and WIFI.
 - *Email Survey* – Will students email the survey to participants? This method will require students to compile a list of email addresses ahead of time.
 - *Web-based Survey* – Will students provide a link to the survey on a piece of paper, or digitally using a web page or bookmark? This method will require students to post the link ahead of time.
 - *Survey Document* – Do you need an easy solution for giving many surveys to other classes? Create a document that includes a numbered list of Survey Titles. Create a hyperlink from each Survey Title to its survey. Provide participants access to the document and the survey number they should take.

- ▷ *Managing the Logistics of Data Collection:* If you have one or more classes completing this course you have MANY students needing to collect data.
 - *Participants are from the Same Class:* Assign each student in a class 10 surveys they must complete so that everyone has enough data to analyze.
 - *Participants are from Specific Grades or Classes:* Request permission from other classroom teachers for their students to take surveys. Create a *Survey Document* (as described previously) to give a large group of participants access to surveys.
 - *Participants are from a Range of Grades, Classes, or Clubs:* Open the survey on a mobile device. Set up the device in the hallway, library, foyer, or other location. Invite participants to complete the survey.

- ▷ *Delve Deeper into Research Design:* Depending on the age of your students you may want to focus on concepts such as sample bias or question bias. If these areas are important to you complete Extension Activities in Session 1 and 2.

- ▷ *Assessment and Evaluation:* Several tools are provided to assess and evaluate the questionnaire and presentation of findings. These documents are customizable and are in the *Assessment Tools* folder.

NOTE | Mean, Medium, and Mode

Your curriculum documents may list teaching *mean*, *medium*, and *mode* as part of a survey project. This requires qualitative or "numbered" data. Since most questions in the survey questionnaire provide categorical or "text" data, those concepts are not taught.



Session 1

What is a Survey Questionnaire?

In this session, students learn how survey questionnaires are used to help people solve problems. They examine how this tool is used by professionals to make informed decisions. To deepen their understanding, the students participate in a "Reading Habits" questionnaire. Afterwards, they analyze the results to interpret respondents' book preferences. An optional activity examines sample bias.

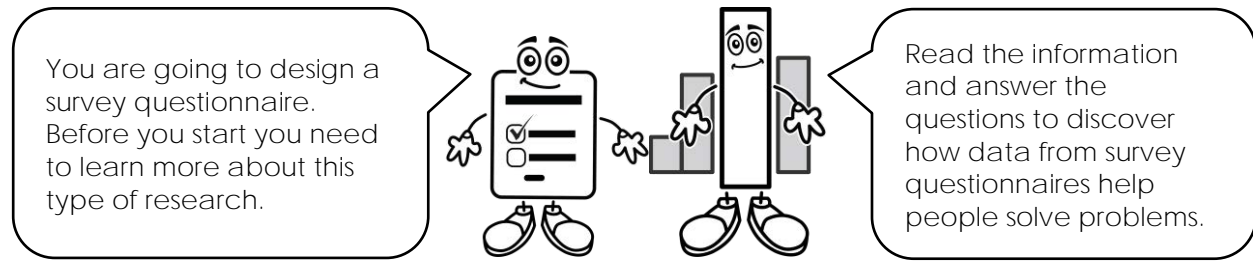
Assignment 1: What is a Survey Questionnaire?

Assignment 2: Compare a Poll and a Survey

Assignment 3: Study Survey Results

Session 1 Extension Activity: What is Sample Bias?

Assignment 1: What is a Survey Questionnaire?



What is a Survey Questionnaire?

A survey questionnaire is a list of questions given to a group of people to gather information about their behavior, opinion, or beliefs. Data is then analyzed with the results being used to show what a larger group of similar people might do, think, or believe.

People can answer a survey questionnaire by taking part in an interview, filling out a paper form, or by completing an online survey.

1. Have you ever completed a survey questionnaire? If yes, what was the survey about?

How Do People Use Data from Survey Questionnaires?

People use survey questionnaires to gain an understanding about a situation. They use this information to make decisions. For example, survey data can help assess opinions, identify problems, highlight areas in need of change, or determine products to buy.

Survey questionnaires are used by professionals every day in the workplace:

- ✓ Business owners use survey questionnaires to assess customer satisfaction with their service or product. They use this information to make improvements.
 - ✓ Marketers use survey questionnaires to test if an advertisement will attract attention. They use this information to adjust designs, promotional offers, or the product launch plan.
 - ✓ Politicians use survey questionnaires to learn what voters think about issues. They use this information to propose new laws or adjust their campaign.
 - ✓ Event planners use survey questionnaires to identify the needs of attendees. They use this information to organize refreshments, room preference, or accommodate other requests.
 - ✓ Psychologists study the human mind. They use survey questionnaires to gather knowledge from people to treat health problems or design intervention programs.
 - ✓ Sociologists study human behavior. They use survey questionnaires to gather knowledge from people about their situation to describe social problems and develop solutions.
2. People use survey questionnaires to do their job.
How could your teacher use a survey questionnaire to improve learning?

- Discover student interests to pick topics to study.
- Understand students' fears about learning such as deadlines, tests, or presentations.

Get to Know Survey Terminology

The person who conducts the survey questionnaire is called a *researcher*.

The person who takes the survey questionnaire is called a *respondent* or *participant*.

Answer the questions to discover the meaning of other terminology:

population

sample

sample bias

random sampling

question bias

3. Surveys are used to learn about a large group of people, called a *population*. A small group of people, called a *sample*, is selected from this group to take the questionnaire. Why do you think a questionnaire is not given to everyone in the population?

too many people in the population

difficult to collect data from everyone in a population

4. *Sample bias* occurs if types of people in a population are excluded from taking a survey. Sample bias gives an inaccurate result because the people taking the survey do not resemble the population.

Which sample shows the least bias?

The teacher is going to decide on an end of year school trip.

- survey boys in the class
- survey girls in the class
- survey both girls and boys in the class

5. To remove sample bias, it is a good idea to pick people to take the survey randomly. *Random sampling* gives each person in the population an equal chance of being selected.

Which sampling technique would you use to collect data?

The parent committee has raised money and needs to decide where to spend it.

- ask everyone who stayed after school for soccer tryouts
- ask people in the music room at lunch
- ask every tenth student as they enter the school in the morning

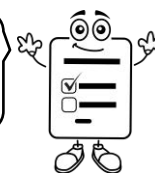
6. A researcher must be fair and objective. *Question bias* occurs when the wording hints at the answer the researcher wants people to pick. Leading questions can give inaccurate results.

Which wording shows the least bias?

Students want a new playground structure.

- Should we add a new slide instead of keeping the terrible one we currently have?
- Should we add a new slide instead of keeping the great one we currently have?
- Should we add a new slide to the playground?

Complete Session 1 and Session 2 Extension Activities to learn more about sample bias and question bias.

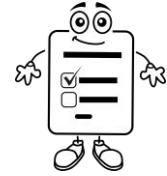


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SAMPLE

Session 1 Extension Activity: What Is Sample Bias?

A survey questionnaire is given to a sample group of people to gather information about their behavior, opinion, or beliefs. Data is then analyzed with the results being used to show what a larger group of similar people, called a population, might do, think, or believe.



Sample bias is when members of a population are excluded from taking a survey questionnaire. This gives an inaccurate result as the people taking the survey are not like the population.

A school with 20 teachers is creating a policy for mobile devices. The principal wants to know the teachers' opinion about whether students should be able to listen to music during class.

Purpose: Create a mobile device policy.

Research question: Should students be able to listen to music during class?

1. Sample bias can occur when some members of a population are excluded from taking a survey. Different types of people need to be included in the sample group.

Which sample group shows the least bias? Why?

- grade 6 teachers
- gym teachers
- teachers that teach different grades and subjects

2. Sample bias can occur when people are not selected randomly. Random sampling gives each person in the population an equal chance of being picked to take the survey.

What sampling technique shows the least bias? Why?

- select teachers from odd numbered classrooms
- select teachers in the senior wing
- survey teachers that coach sports

3. Sample bias can occur when the sample group is too small. The larger the population the more people that need to take the survey.

What sample size shows the least bias? Why?

- 2
- 5
- 10



Session 2

Research School Spirit

In this session, students create a "School Spirit" survey to familiarize themselves with Google Forms. They practice designing various question types and setting answer options to control data entry and minimize errors. After completing the survey, students test it and review the results. This experience will be valuable as they transition into researchers in future sessions, where they will develop their own survey questionnaires. An optional activity, examines question bias.

Assignment 4: Create a School Spirit Survey

Session 2 Extension Activity: What is Question Bias?


Assignment 4: Create a School Spirit Survey

Before you can start making your own survey you need to learn how to use Google Forms to create a questionnaire. This assignment will help you understand the range of questions you can ask and how to control data entry, so results can be analyzed easily.

School spirit needs a boost! The student council is conducting a survey to discover the level of school spirit, what events students like, and ideas to increase participation. Design the questionnaire using Google Forms.

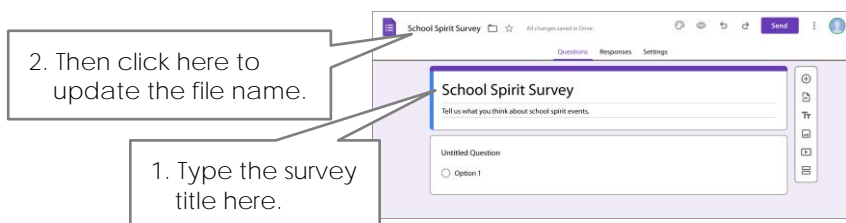


Create a New Form

- ▷ Sign into Google Drive.
- ▷ Click *New*. From the list select *Google Forms*. 

Add a Title and Survey Description

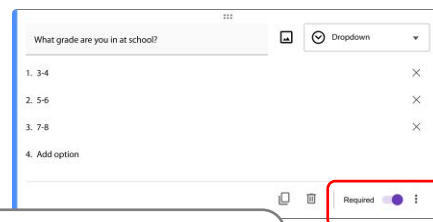
- ▷ Type a survey title such as *School Spirit Survey*.
Type in a description such as *Tell us what you think about school spirit events*.
- ▷ Click *Untitled Form* at the top to automatically update the file name.



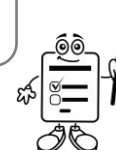
Ask a Question that Identifies Information about the Respondent Using a Dropdown List

Most surveys are anonymous. The person who takes the survey is unknown. This is done to encourage honesty as there is no fear of being identified. Instead of asking a person's name you can ask for demographics. Demographics such as age, gender, or grade are important data to collect because these factors may influence what a person does, thinks, or believes. For example, grade may influence school spirit. To find out, make a Dropdown list of grade choices.

- ▷ Click *Untitled Question*.
Type *What grade are you in at school?*
- ▷ Select *Dropdown* as the question type.
- ▷ Replace *Option 1* with a grade range such as 3-4.
- ▷ Click *Add option*. Type a grade range such as 5-6.
- ▷ Click *Add option*. Type a grade range such as 7-8.
- ▷ Click *Required*.




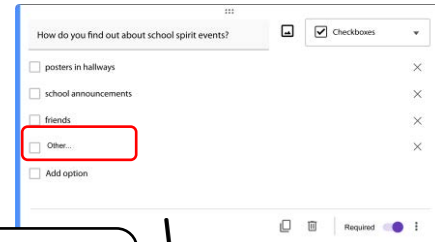
Select *Required* to ensure the question is answered.



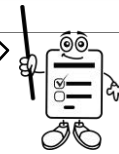
Ask a Question that Lets a Person Pick from a Checklist

You need to find out how students learn about spirit activities. This will help you know what forms of advertising are working. A list can be created to allow a person to pick one or all of the choices or even type in their own answer.

- ▶ Click *Add question*  from the Tools panel.
- ▶ In the *Question* box type *How do you find out about school spirit events?*
- ▶ Select *Checkboxes* as the question type.
- ▶ Add the choices:
 - *posters in hallways*
 - *school announcements*
 - *friends*
- ▶ Click *add "Other"*.
- ▶ Click *Required*.





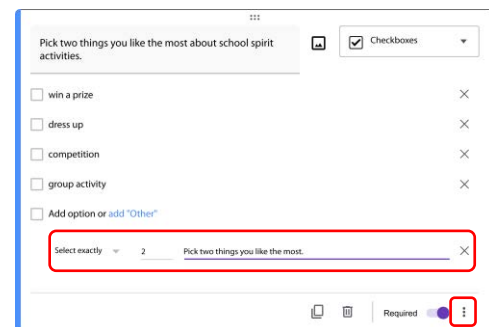
Allow a person to add their own answer if none of the choices apply.



Ask a Question that Limits the Number of Choices Selected from a Checklist

You need to find out which qualities students like about spirit days. A list can be set to allow a person to pick a fixed number of choices. This is a great way to learn what people like the most. Create a list and restrict the number of answers.

- ▶ Click *Add question*. 
- ▶ In the *Question* box type *Pick two things you like the most about school spirit activities.*
- ▶ Select *Checkboxes* as the question type.
- ▶ Add the choices:
 - *win a prize*
 - *dress up*
 - *competition*
 - *group activity*
- ▶ Click *Required*.
- ▶ Click *More options*. 
- ▶ Click *Response validation*.
- ▶ Set the number of choices:
 - In the first box pick *Select exactly*.
 - In the second box type *2*.
 - In the third box type *Pick two things you like the most.*



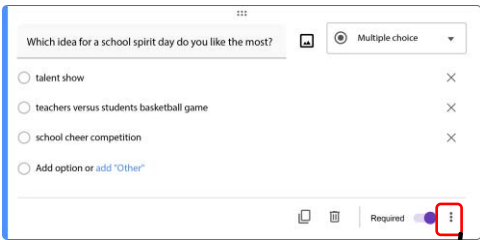
Add a message if a person picks the wrong amount.



Ask a Multiple Choice Question and Shuffle the Option Order

You want to offer new spirit activities that the majority of students will like. Multiple choice questions restrict a person to picking only one choice from a list. Create a list of activities and have students pick the one they like the most. You can use the answer to select your next school spirit day.

- ▶ Click *Add question*. ⊕
- ▶ In the *Question box* type *Which idea for a school spirit day do you like the most?*
- ▶ Select *Multiple choice* as the question type.
- ▶ Add the choices:
 - *talent show*
 - *teachers versus students basketball game*
 - *school cheer competition*
- ▶ Click *Required*.
- ▶ Click *Advanced settings*. ⋮
Select *Shuffle option order*.



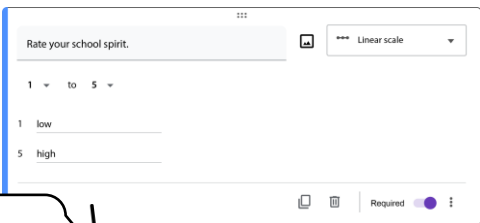
Make the order random. This will stop one of the choices being picked more because of where it is placed in the list.

Use a Rating Scale to Measure School Spirit

You need to find out how students rate their current level of school spirit. A scale offers a range, and the person picks where they fall within it.

Create a scale from 1-5, with 1 being low school spirit and 5 being high school spirit.

- ▶ Click *Add question*. ⊕
- ▶ In the *Question box* type *Rate your school spirit*.
- ▶ Select *Linear scale* as the question type.
- ▶ Set the rating options:
 - Set the number range from *1* to *5*.
 - In the 1 box, type *low*.
 - In the 5 box, type *high*.
- ▶ Click *Required*.



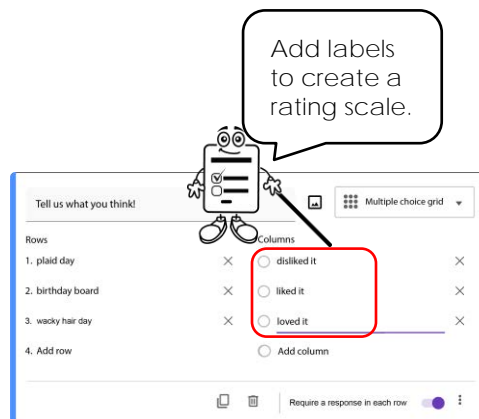
Measure how people feel with a five-point scale.

Use a Grid to List Multiple Items with a Scale

You need to find out students' opinion of past spirit activities. A grid can be used to list many items that can then be rated. It is a great way to assess opinions because the choice is the same for every item.

Tell us what you think!			
	disliked it	liked it	loved it
plaid day	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
birthday board	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
wacky hair day	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- ▶ Click Add question. (+)
- ▶ In the Question box type **Tell us what you think!**
- ▶ Select *Multiple choice grid* as the question type.
- ▶ Add the activities:
 - In the Row 1 label type **plaid day**.
 - In the Row 2 label type **birthday board**.
 - In the Row 3 label type **wacky hair day**.
- ▶ Add the ratings:
 - In the Column 1 label, type **disliked it**.
 - Click *Add column*, type **liked it**.
 - Click *Add column*, type **loved it**.
- ▶ Click *Require a response in each row*.

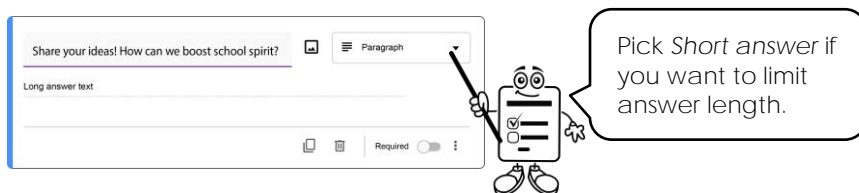


TIP | Question Order
 New questions are added after the last *selected* question. You can move a question by dragging it into position. Simply grab the *Move question* handle at the top of the question box and drag to a new position.

Allow People to Share Ideas with a Paragraph Box

You need spirit activities that students like so that they will join in the fun. Get people to share their ideas.

- ▶ Click Add question. (+)
- ▶ In the Question box type **Share your ideas! How can we boost school spirit?**
- ▶ Select *Paragraph* as the question type.
- ▶ You can leave the *Required* option off.



Set the Confirmation Page

After a person takes the survey a *Confirmation* page is displayed. This page can be set to allow the respondent to take the survey again, edit responses, or view survey results.

- ▷ Click *Settings* at the top of the form.
- ▷ Click the *Presentation* arrow.
- ▷ Drag the slider to enable *Share results summary with respondents*.

This option lets people see the results.

Click *Edit* to customize the confirmation message such as **Thank you for taking the survey!** Click *Save*.

Test the Form

- ▷ Click *Preview*.
- Complete the survey.

- Pick a grade range. Are the options suited to your school?
- Check all the boxes. Type in a short answer for *Other*.
- Check the first box.
- Did a message about picking two choices appear?
- Try to check *three* boxes. Did the error message reappear?

Pick a choice from the list. You should only be able to pick one option.



Try picking different rating options.

For each event pick a different rating option.

Type in a suggestion.

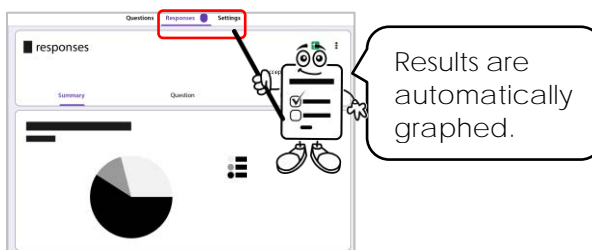
- ▷ Click *Submit*.

Edit any Mistakes

- ▷ Close the tab with the confirmation page.
The survey should still be open.
- ▷ Make any corrections.
 - Does a red star appear beside a question to show it is REQUIRED?
 - Is each question spelled correctly?
 - Is there an unwanted question? Click *Delete*. 
 - To move a question, click and drag it to a new location. 

View Responses

- ▷ Click *Responses* to view graphed results.



Questions about the School Spirit Survey

1. What is the purpose of the school spirit survey?

Learn students' opinions of school spirit events to design new activities students will join.

2. Do the questions help the school council achieve their purpose? Why or why not?

Yes. The survey results will inform school council about activities the majority of students will like.

3. A survey is usually given to a small group called a *sample*. The results are then used to generalize what a larger group of similar people called a *population* might think.

- a. What is the large group or population in this survey? **students in school**

- b. A sample must represent the larger group. If one grade took the survey could the school council generalize the results to the population? Why or why not?

No. The sample should have students from each grade not just one.

This is a preview of the teacher guide.
Pages have been omitted.

SAMPLE



Session 3

Design a Survey Questionnaire

In this session, students take on the role of researchers. They choose a research question, select a sample group, and decide on a method for collecting data. An optional brainstorming activity is available to inspire and support learners in this process. Next, students outline the survey's content, ensuring it includes five to ten questions of various types such as multiple choice, rating scale, and short answer. They then utilize their skills to construct a survey questionnaire using Google Forms. Finally, they conduct a pre-test to refine the design.

Assignment 5: Organize Ideas for a Survey Questionnaire

Assignment 6: Build a Survey

Assignment 7: Conduct a Pre-Test

Session 3 Extension Activity: Brainstorm Survey Ideas

Assignment 5: Organize Ideas for a Survey Questionnaire

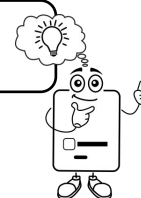
It is important that a survey questionnaire is well designed because decisions are made based on the results. Answer the questions to organize your ideas.

Brainstorm an Idea for Your Survey

Pick an idea from the list below or come up with your own.

- | | |
|---|--|
| <input type="checkbox"/> report on access to technology | <input type="checkbox"/> gain support to start a new club |
| <input type="checkbox"/> research popular trends | <input type="checkbox"/> develop a fundraising campaign |
| <input type="checkbox"/> improve safety on the bus or at recess | <input type="checkbox"/> increase participation in school programs |
| <input type="checkbox"/> rate satisfaction with school library | <input type="checkbox"/> set a homework policy |
| <input type="checkbox"/> reduce bullying at school | <input type="checkbox"/> select music for a school dance |
| <input type="checkbox"/> plan an upcoming school event | <input type="checkbox"/> your idea |

Need ideas? Complete Session 3 Extension Activity.



What Is the Purpose of the Survey?

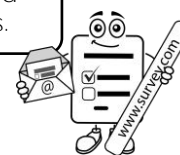
1. What is the purpose of your survey?
 - describe a current situation
 - understand the opinion of others
 - identify needs or areas for change
 - assess satisfaction
 - develop a plan
 - design a program
 - solve a problem
 - organize an event
 - other:

2. What is your research question?

Who Should Complete the Survey?

3. a. What group of people do you want to study?
You will apply your research findings to this large group (population).
- b. How many people will be in your sample group?
You will need at least 8-10 people.
- c. How will you avoid sample bias?
Make certain you do not exclude types of people that are in your population. Think about a person's gender, age, or grade.
- d. How will you pick people to take your survey?
Random sampling gives each person in the population an equal chance of being picked.

If using email, you will need to gather email addresses.



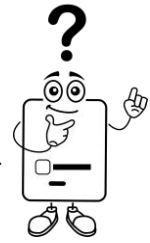
What Method Will You Use to Collect Data?

4. How will people complete your survey?
 - mobile device
 - email the form
 - email a link
 - post a link on the Internet

What Questions Will You Ask?

The survey must include 5-10 questions. Follow these tips:

- ask for one piece of information at a time.
- start with closed-ended questions that have people pick from a list of answers.
- place open-ended questions that allow short answers, at the end..
- avoid leading questions – do not word questions that hint at an answer.
- where appropriate, for checklists and multiple-choice questions, include the option "does not apply", "don't know", "not important to me", "I don't have x", or "other".



5. Demographics, such as gender or grade, can influence behavior or opinions. Create a dropdown list to learn about people in your sample group.

Pick an option.

Choose
option 1
option 2

My options are:

--	--	--	--	--

Is this question required? Y N

6. Checkboxes allow people to pick more than one answer from a list. It is a great way to categorize behaviors or opinions. Ask a question that allows people to pick from a list.

Ask a question? Pick all that apply.

- choice 1
- choice 2
- choice 3

My question is:

--

My choices are:

--	--	--	--	--

7. A multiple-choice question allows people to pick one answer from a list. It is a good way to find out which option people prefer the most. Ask a multiple-choice question.

Ask a question?

- choice 1
- choice 2
- choice 3

My question is:

--

Is this question required? Y N

8. A scale allows people to rate their opinion. A range can be *low to high, strongly disagree to strongly agree, never to always, unimportant to important, poor to excellent.*

	1	2	3	4	5	
low	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	high

Ask a question that asks people to rate their opinion.

My question is:

My scale is:

Is this question required? Y N

9. A short answer allows people to type in a response, explain an answer, or suggest an idea.

Ask an open-ended question that has people type in an answer.

Your answer

Write an open-ended question that requires a short answer.

10. List other questions you will include in your survey.

You may want to use a grid to have people state many opinions. The columns can be yes/no, dislike/like/love, or disagree/undecided/agree.

Share your opinion

	never	sometimes	always
statement 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
statement 2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
statement 3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

This is a preview of the teacher guide.
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SAMPLE

Assignment 7: Conduct a Pre-Test

You are almost ready to get people to answer your survey questionnaire. Before you send it to your sample group you need to give it to a friend to test.

A pre-test is a great way to decide which questions need to be re-worded, deleted, or added.

The pre-test will help you to answer the following questions to make improvements:

- Are the questions easy to understand?
- Does the survey take too long to complete?
- Do the multiple-choice and checklists give a person enough choice?
- Is the data collected useful or does another question need to be added?

Open the Survey in Google Forms

Share Your Device or Email a Link to a Friend

You can have your friend take the survey on your device. Or, if you like, you can give them a link, post the survey using social media, or send an email invitation. Follow the instructions below to email your friend a link. Ignore them if you have selected another method.

- ▷ Click *Send*.



- ▷ Type in your friend's email address. (It is best if it is a web-based account)

Type email address of your friend.

Add Survey Name as the subject.

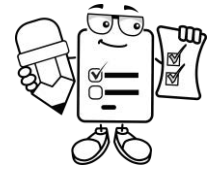
You can add a message to the email.

You can have the form appear in the email message. This works best if the person has a Gmail account.

- ▷ Click *Send*.

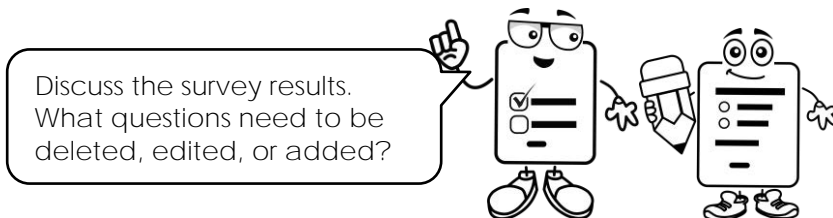
Have Your Friend Review the Survey Using a Checklist

- ▷ If you sent an email, have your friend sign into their account and click on your message. They must click on the link to take the survey.
- ▷ Have your friend complete the checklist as they complete the survey. Discuss the results.



Survey Name: <input style="width: 580px; height: 20px;" type="text"/>	✓	✗
The survey is a suitable length. It is not too long or too short.		
The title describes what the survey is about.		
Checklists and multiple-choice questions offer good choices.		
Where appropriate, checklists and multiple-choice questions let a person pick "does not apply", "don't know", "not important to me", or "other".		
Rating scales give a suitable range.		
Short answer questions ask for important information.		
Each question is easy to understand.		
Important questions are required and cannot be skipped.		
The questions are organized in a logical order.		
The questions avoid bias and do not hint at an answer.		

Discuss Results of the Pre-Test



Edit the Survey

- ▷ Use the results of the pre-test to make improvements to the survey.

This is a preview of the teacher guide.
Pages have been omitted.

SAMPLE



Appendices

Refer to the appendices for additional resources:

Appendix A: Assessment Tools

Appendix B: Contact Information

Appendix A: Assessment Tools

Questionnaire Marking Sheet

Title describes the research topic.	/1
Demographic information is collected and tells about the sample group.	/1
A wide range of question types are included.	/4
The type of question used fits the information that is being collected.	/5
Options for questions are appropriate and offer a suitable range of choices.	/5
Questions achieve the purpose of the survey.	/5
A suitable number of questions are included in the survey.	/1
Order of questions is logical.	/1
Important questions are set to "required".	/1
Spelling and grammar are correct.	/1

/25

Questionnaire Presentation Rubric

	Poor Level 1	Fair Level 2	Good Level 3	Excellent Level 4
Research Design	<p>Incomplete description of research design.</p> <p>Missing most details: purpose, research question, sample, and sample bias.</p>	<p>Somewhat complete description of research design.</p> <p>Missing a few details: purpose, research question, sample, and/or sample bias.</p>	<p>Complete description of research design.</p> <p>All details included: purpose, research question, sample, and sample bias.</p>	<p>Complete and insightful description of research design.</p> <p>Thorough description of all details: purpose, research question, sample, and sample bias.</p>
Research Results	<p>Inaccurate description of research findings.</p> <p>Missing many details: purpose, generalization of findings, and interesting results.</p> <p>Conclusions are unclear and are not supported by evidence.</p>	<p>Somewhat accurate description of research findings.</p> <p>Missing some details: purpose, generalization of findings, and/or interesting results.</p> <p>Conclusions are weak and are not always supported by evidence.</p>	<p>Accurate description of research findings.</p> <p>All details included: purpose, generalization of findings, and interesting results.</p> <p>Conclusions are strong and are supported by evidence.</p>	<p>Accurate description of research findings.</p> <p>Thorough description of all details: purpose, generalization of findings, and interesting results.</p> <p>Conclusions are strong, supported by evidence, and show a complex level of analysis.</p>
Application of Results	<p>Limited understanding of how the results can be applied.</p> <p>Suggestions for the next step are missing or impractical.</p>	<p>Some understanding of how the results can be applied.</p> <p>Some suggestions for the next step are impractical.</p>	<p>Clear understanding of how the results can be applied.</p> <p>Suggestions for the next step are practical.</p>	<p>In-depth understanding of how the results can be applied.</p> <p>Suggestions for the next step are practical and creative.</p>
Critique of Research Design	<p>Lack suggestions for improvement.</p>	<p>Suggestions improve some of the survey.</p>	<p>Suggestions improve the survey.</p>	<p>Suggestions improve the survey and are high-quality.</p>

Comments:



RESOURCE

This course includes a sample of a completed project.
Teachers can use this resource for demonstration purposes
or as a source of inspiration.



Social Media

Your opinion matters. Share your ideas.

technokidschrome@gmail.com (not shared) [Switch account](#)

* Required

What grade are you in at school? *



- Grade 6
- Grade 7
- Grade 8

Which forms of social media do you use? *



- Facebook
- Twitter
- Instagram
- None
- Other: _____

What do you like to view the most on social media? *



- news
- videos
- nothing - I don't use social media
- photos

Rate how often you use social media. *



- 1 2 3 4
- never all the time

Should the school post events or reminders using social media? Why or why not?



Your answer _____

[Submit](#)

[Clear form](#)

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