

Speaking Notes
 PADM 5502
 Week 11, Fall 2022
 Dr. Neubauer

WHERE WE ARE

- We must complete the assignment/form in preparation for the capstone course soon.
- I distributed the ACTIVITY assignment recently. It appears below.
- We will skip the portfolio assignment and you will receive credit for it in my gradebook.

<p>Discussion forum 3 Due Oct. 23 in GeorgiaVIEW</p>	<p>“Awareness of world events” is a concept and is a variable in that some people have a greater awareness of world events than others. Using the format was in the “Jessica” survey sample, write a Likert type survey item WITH FACE VALIDITY that intends to measure awareness of world events. Then write two additional Likert type survey items that also intend to measure awareness of world events but not with the same high degree of face validity.</p> <p>Rubric:</p> <ul style="list-style-type: none"> • Correct use of Likert format of creating the survey item to measure the “Awareness of world events” variable with face validity. • Correct use of Likert format of creations two additional survey items also intended to measure the “Awareness of world events” variable.
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<p>Activity Due Nov 20 in GoergiaVIEW.</p>	<p>Group 1 Aala, Atif Allen, Yasmeen Anagbo-Dowetin, Vanessa B. Anderson, Jasmine T.</p> <p>Group 2 Dipasalegne, Joslyn Grier, Tykivious R. Jackson, Brittany D.</p> <p>Group 3 Jones, Tiara R. Mccoy, Erin A. Pierce, Malik D. Pierre, Stephan R. Sapp, Tori D.</p>
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	<p>Group 4 Spencer, Courtney J. Stokes, Angelique N. Walden, Dora A. Young, Deante J.</p> <p>Working alone by request: Henderson, Anjelicia</p> <p>Working in groups (or solo by request), select a select a variable concept that city official or public administrator may have reason to better understand, explain or predict. Identify the type of administrator and the relevant venue/jurisdiction. Let me know what you have in mine and let me approve (or at least comment on) the idea.</p> <p>Create a visual policy model including the five demographic variables plus two or more other relevant independent variables, and one or more dependent variables, as per the variable concept identified above. It is not necessary to have intervening variable concepts.</p> <p>Write (in the way prescribed in this course) as many hypotheses as there are combinations of pairs of independent variables and dependent variables. Some of your group’s hypotheses can be null hypotheses.</p> <p>Operationalize all of your variables as taught in this class. Measure age at the interval level of measurement.</p> <p>Create a survey research instrument (that looks like Jessica’s example) including the “informed consent.” Format it correctly, as in Jessica’s example. Get the spacing right. And make the Likert items appear as in Jessica’s example.</p> <p>Designate one person in your group to submit the whole project as one Word or Adobe .pdf document into GeorgiaVIEW by the due date.</p> <p>Provide me individual reports on roles within your group and the distributions of workload among all the members of your group.</p>
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REVIEW

This page may be helpful.

[https://en.wikipedia.org/wiki/Sampling_\(statistics\)](https://en.wikipedia.org/wiki/Sampling_(statistics))

In the past two weeks I explained the major sampling strategies. If you want to infer from a sample to a population, the sample must be some variety of a probabilistic sample – preferably a simple random sample. Please refer back to speaking notes and videos as needed.

A “sample of convenience” is not a probabilistic sample and should not be used to make inferences from the sample to the population.

A “snowball sample” is also not a probabilistic sample.

Today I want to explain and make some observations about the design of a survey research instrument.

Every question should be intended to operationalize a variable which is related to a concept. But do include the five demographic variables. You will need them to describe your sample and make judgements about whether the sample is representative of the population.

You can't force anyone to take your survey. Give them the option of not answering any specific questions. You do not need every question answered to test most of your hypotheses.

Ask each question at the “best” level of measurement for purposes of statistical analysis unless you think doing so may cause people not to answer or to “lie.” People may not want to give their specific age, but they may be willing to answer within ranges of age. For statistical purposes, interval-level data is best; ordinal-level data is okay; and nominal-level is the least useful.

Make sure your ordinal ranges are inclusive of everyone.

Give people the “Other” category when it is appropriate to do so.

Use FILTER and CONTINGENCY questions to avoid asking specific people questions that do not apply to them.

For each variable you need to operationalize in your survey, one item should have FACE VALIDITY. You probably need two other items intended to measure the same variable, but less directly. Jessica's survey has items intended the concept, “attachment to Albany.” One of her items (number 12) has face validity. Two other items (numbers 13 and 14) are intended to measure the same concept, but less directly.

Do not ask LEADING questions. Keep the item neutral.

Give the participate the ability to by undecided.

Do not use confusing words. The word, “stocks” may be confusing in Texas, for example.

Do not ask DOUBLE-BARALLED questions.

Put your possible high-resistance questions late in the survey unless you have reason to do otherwise.

Anticipate the possibility that asking one item may influence how participants will answer another item and adapt the sequence of items accordingly.

Do not assume that what is SALIENT to you is necessarily salient to your participants.

Avoid “jargon” and acronyms that may not be familiar to your participants.

Don’t make the survey longer than necessary. Don’t lie to participants about the length of the survey.

Respect the privacy of participants. Be honest about whether the survey is anonymous or confidential.

Don’t ask about illegal behaviors or things that may harm participants.

Don’t risk getting you or your organization sued.

Be honest with your participants, be available if they want to talk or complain, and THANK them for their participation. “Communities” sometimes get weary of being the subjects of research. The same is true of undergraduate students.