

Running head: SAMPLE SURVEY RESEARCH DESIGN: AECT GSF&L

IDE 742 Group Project

Sample Survey Research Design: AECT Convention

Graduate Student Forum and Lounge

Assignment #9:

Final Survey Project Plan

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Sample Survey of the AECT Convention

Graduate Student Forum and Lounge

I. General Study Description

Background

The Purdue Association for Educational Technology (PAET) at Purdue University and the Instructional Design and Technology Student Interest Group (IDTSIG) at Syracuse University agreed in 2004 to collaborate in a 3-year project to assist the Association for Educational Communications and Technology (AECT) with the development and coordination of graduate student programs and activities at the AECT international conventions and conferences.

Context

There are 639 graduate student members representing approximately one-third of the total AECT membership. The AECT leadership seeks to maintain a high level of satisfaction among its graduate student members, who the leadership views as the AECT future: “Many of them hold divisional offices and volunteer their help at the convention and other activities. They represent the future of the organization” (P. Miller, personal communication, March 12, 2007).

The graduate student forum and lounge (GSF&L), the subject of this proposed sample survey, is one of the principal AECT programs directed at the graduate student membership. Its primary purpose is to provide a venue, at AECT conventions, for mentoring and the professional development of graduate student members. There are two principal GSF&L components: (a) the forum, a room set aside for programs (i.e., panel discussions, “meet the experts,” and interviews), events, and activities for graduate students attending the annual conventions, and (b)

the lounge, which is a quiet area for one-on-one mentoring sessions and a place available for students to meet, read, or use computers to access the Internet.

1. Study Problem

The GSF&L co-coordinators for the AECT 2007 International Convention are interested in gathering information on how they can improve and expand the forum and lounge as part of an AECT strategy to enhance graduate student experiences at its conventions and increase GSF&L attendance. In years past, the GSF&L programs have been primarily ones which addressed issues such as career choices, resume writing, meeting experts in the field, research approaches and methods, etc.

The AECT leadership wishes to expand the GSF&L in terms of the variety of its programs and events. The co-coordinators, therefore, have expressed an interest in having a sample survey developed to gather information from AECT graduate student members regarding their attitudes toward the GSF&L, particularly the level of satisfaction that students have with GSF&L programs and events, and whether the GSF&L programs have importance or relevance to students, thus, providing some insight as to how best expand the GSF&L program and event offerings.

Client

The client for this survey project is the GSF&L program, specifically the GSF&L co-coordinators for the 2007 AECT International Convention. José Cortez, of Syracuse University, and Hans Peter Aagard, of Purdue University, are the principal coordinators and Amy Johnson, of Oklahoma State University, and a yet unknown student from Georgia State University, will be the assisting coordinators. José Cortez is also a member of the SU AECT Survey Project Team designing the survey described in this document, however, he will not be involved in developing

the proposal to the GSF&L, nor the actual implementation of the survey that is approved by the AECT.

Once the sample survey design has been finalized by the SU AECT Survey Project Team, it will be submitted to the GSF&L co-coordinators for review and approval. They, in turn, will determine whether to recommend the project and solicit funding, technical support, and cooperation from the AECT. Then, upon AECT approval of the project, the AECT executive director will commission implementation of the actual survey.

Sponsor

Our sponsor, the AECT, will be asked to review, approve, and support the survey project (through funding, cooperation; and/or, the release of technical support and work space, if needed), based in part on the recommendations of the GSF&L co-coordinators for the 2007 AECT International Convention.

2. Primary Study Question

Research Question

What is the level of AECT graduate student members' satisfaction with the GSF&L programs conducted at AECT annual conventions?

3. Study Purpose

The purpose of this survey is to determine AECT graduate student members' level of satisfaction with the GSF&L programs. Its intent is to be descriptive. There is no attempt to draw causal links. Intervening and moderating variables are utilized (see Figure 1) from which one could draw inferences and insight as to potential factors that may affect student's level of satisfaction.

The GSF&L co-coordinators will identify ways in which to enhance graduate student experiences at AECT conventions. The survey is intended as one step towards determining potential strategies to attain the AECT goal of encouraging graduate student participation in the various programs directed specifically at the AECT graduate student membership throughout the year and at AECT conventions. This survey will not address other AECT goals and issues, such as membership retention.

The survey will query graduate students members of the AECT for the purpose of (a) determining whether the GSF&L events and activities either augment (or detract from) students' interest in, and satisfaction with, the GSF&L, and (b) to summarize survey findings to describe ways in which respondents perceive the GSF&L as relevant to, and enhancing, their experiences at the AECT conventions.

Variables

The dependent variable is the level of graduate student satisfaction. The independent variable is the GSF&L program types.

The intervening and moderating variables may be analyzed to identify associations with the dependent and independent variables.

4. Basic Survey Design

The SU AECT Survey Project Team will use a single cross sectional survey (Babbie, 1990) as a vehicle to ascertain, observe the distribution of, and make descriptive assertions about the degree or level of the AECT graduate student membership's interest in, and satisfaction with, GSF&L program topics and content. The survey's findings may be used to describe ways in which to improve the GSF&L programs. Responses from the survey may also be useful to GSF&L co-coordinators in planning topics and events for the 2007 GSF&L.

5. Population

The population of interest is the AECT graduate student members. According to an AECT E-mail sent to the current membership, “there are currently 639 graduate student members of AECT – about 30% of the total membership” (P. Miller, personal communication, March 12, 2007). The unit of analysis is AECT graduate student members, who have attended at least one annual AECT convention since 2003. Additional units of analysis may be related to gender and level of graduate education. The sampling procedures will be explained in greater detail later in this document.

6. Data Collection

Data will be collected at one point in time, prior to the 2007 annual convention, from a sample (Fowler, 2002) drawn from the larger AECT graduate student population who have attended at least one annual AECT convention since 2003 using a self-administered online questionnaire. As a follow-up to the survey, interviews will be conducted with graduate student respondents who agree to be interviewed and plan to attend GSF&L sessions at the 2007 AECT convention. Attendees at GSF&L programs will be asked to complete Session Evaluation Forms, to document their level of satisfaction with sessions that they have attended. Data collection procedures will be explained in greater detail later in this document.

II. Sampling Procedures

In a sample survey, observations are made of a small segment (sample) of a group, and then, from these observations, the characteristics of the entire group (population) are inferred (Bellini & Rumrill, 1999). Several key terms, and their definitions, are important in establishing a sound understanding of statistical concepts that will be employed in this sample survey project and how it has been tailored for the GSF&L survey.

1. Population

General Universe

The general universe for this survey is all of the individuals who are members of the AECT professional organization.

Population of Interest

The population of interest is the AECT graduate student members.

Survey Population

The survey population includes current graduate student members of the AECT who attend the annual conventions.

2. Sampling Design

The sample for this survey will be selected, from the sampling frame using a systematic sample with random start in which every Nth sampling unit is drawn (N depends on the number in the sampling frame received from the AECT. A sample of 100 is desired). The sample will be presumed to represent the survey population; and results based on it should allow the SU AECT Survey Project Team to make certain knowledge claims about, or draw inferences to, the same population.

3. Sampling Frame

For this survey project, the sampling frame is a listing of all AECT graduate student members, who have attended at least one annual convention since 2003, each having a unique membership number, drawn from the AECT membership database and supplied to the SU AECT Survey Project Team by the AECT home office located in Indianapolis IN. This list of members will constitute the sampling frame and will have the students' name, E-mail address, institution, and mailing address (see Figure 2). It is from this sampling frame that the project team will draw its sample.

Limitations

- 1) The participants e-mail addresses and telephone numbers received from the AECT organization may be incorrect.
- 2) Surveying only those students who have attended the conference at least once since 2003 may produce a small sample size that is insufficient for making inferences or for generalization purposes.
- 3) The number of part-time and full-time students may not be equally represented; nor, is it likely that masters and doctoral students will be equally represented.

4. Procedures

<i>Sampling Procedure</i>	The sample for this survey will be selected from the sampling frame using a systematic process with a random start in which every <i>Nth</i> sampling unit is drawn.
<i>Sampling Units</i>	AECT graduate student members, who have attended at least one annual AECT convention since 2003
<i>Sample Size</i>	Drawn from the sampling list— 30 for pilot study; 100 for the full study. The nature of the list will be carefully examined so that no periodicity exists which will bias the sample to be selected.
<i>Variables</i>	<p><u>Dependent (DV)</u>: Level of Satisfaction of the GSF&L programs.</p> <p><u>Independent (IV)</u>: Types of GSF&L programs and events.</p> <p><u>Other Variables (OV)</u>: Frequency of attendance at AECT conventions; length of graduate membership, gender; level of graduate study; graduate student enrollment status, physical environment, attitudes, etc.</p>
<i>Parameters</i>	<p>A parameter is a summary description of the measurable attributes of a given variable in a population. For this study, the parameters of the following general categories of variables will be examined:</p> <ul style="list-style-type: none"> • <u>GSF&L physical environment</u>: The effectiveness of the AECT publicity, in the dissemination of convention program and related materials, of the GSF&L location and programs; and, the convenience of the GSF&L location at annual conventions. • <u>Attitudes toward the GSF&L</u>: AECT graduate student members' attitudes regarding the utility (relevance, worth, and usefulness) that GSF&L programs provide to them while attending AECT annual conventions. • <u>The level of satisfaction</u>: A determination of AECT graduate student members' level of satisfaction, based on their previous experience attending GSF&L programs at one or more AECT conventions. • <u>Selected demographic variables</u>: Parameters that measure levels of association (and the strength of the relationship) with the dependent

variable, according to various grouping or categories of AECT graduate student members attending GSF&L functions.

Measurable attributes of each variable—examined by uni- and bivariate tables, statistical calculations (to be performed using SPSS software), and quantitative analyses (for descriptive and exploratory purposes)—are detailed later in this document.

Units of Observation Individual AECT graduate student

Unit of Analysis Individual AECT graduate student member, who has attended at least one AECT annual conference since 2003, and other groups based on the intervening variables.

III. Instrumentation

1. Format

Rationale

As stated in the general study description, the primary purpose of this sample survey is to describe AECT graduate student members' level of satisfaction with the GSF&L programs using a single cross sectional survey. This will be accomplished using a self-administered online questionnaire. As a follow-up to the survey, interviews will be conducted with graduate student respondents who agree to be interviewed and plan to attend GSF&L sessions at the 2007 AECT convention and attendees at GSF&L will be asked to complete Session Evaluation Forms, to document their level of satisfaction with sessions that they have attended. Data collection procedures will be explained in greater detail later in this document.

The Survey. Primary data collection will be accomplished through an online, self-administered survey using the AECT Web site, prior to the AECT convention in October, 2007. The questionnaire instrument, instructions, follow-up E-cards, and a thank you message will be posted on a special page of the AECT Website set aside for the survey. Instrumentation will be designed, developed and tested prior to implementation, summer 2007. The online environment was selected because graduate student members of the AECT span across many different locations but all have access to their membership benefits through the AECT Web site.

On-site Interviews. As a follow-up to the survey (once all data has been collected and analyzed), an interview instrument will be developed and will be used for on-site interviews, at the 2007 AECT convention, of graduate student respondents who agree to be interviewed and plan to attend GSF&L sessions at the 2007 AECT convention. Key issues that will have been

identified from analysis of the survey's findings will be reflected in the questions listed on the interview instrument, for the purpose of acquiring additional insights about these same issues.

The interviews are intended to be exploratory to identify new possibilities regarding graduate student attitudes and interests. Students who participate in the on-site interviews will have the opportunity to expand upon their responses to specific survey questions.

The interview instrument will be designed prior to the 2007 convention. At the convention site, the SU AECT Survey Project Team will train members of the student team from Oklahoma State University (OSU) on how to conduct the interviews; therefore, the SU and OSU teams will work together in administering the interviews over the course of the three-day period during which GSF&L events take place.

Session Evaluations. The SU AECT Survey Project Team will develop a GSF&L Session Evaluation Form prior to the 2007 convention. This form will be completed by students attending the 2007 GSF&L sessions to indicate their level of satisfaction with the session they attended. The session evaluation form will be used to ascertain whether the various GSF&L programs and events scheduled for the 2007 convention were satisfying to graduate student members who attended them.

Administration

The survey will be self-administered online by respondents who have been selected as the sample for this survey. Letter of invitations, designed by the SU AECT Survey Project Team, will be sent by the AECT home office to the selected individuals as attachments to E-mail messages, informing the graduate student members of the survey, its rationale, inviting their participation, and instructing them how to access the survey.

Participants will be asked to login to the Web page, using their AECT membership number and last name (see Figure 3). By checking membership name and number, the Web site will allow only AECT members to access the survey home page.

Upon entering the survey home page, a letter of introduction and invitation will appear, describing the purpose of the survey and inviting graduate students to participate in the survey, if they have attended at least one convention since 2003. If the student meets these criteria, he or she clicks on the “yes” button, to continue.

Those who responded by clicking once on the “no” button are linked to a screen that explains that the survey is limited to graduate students who have attended one or more conventions since 2003 and thanks them for their interest. We are interested in students who have attended recent conventions because most who have attended conventions prior to 2003 are likely not graduate students today and the AECT GSF&L Co-coordinators are only interested in the GSF&L programs for the 2003–2006 time period for purpose of comparing the 2007 GSF&L programs to those offered during 2003-2006.

Clicking on the “yes” button will trigger a “submit” script that will update the tracking log (see Figure 4), indicating to the SU AECT Survey Project Team, those individuals who have participated in the survey. This action will not be associated with the actual survey responses to ensure the confidentiality of the sample. Participants continuing with the survey will then see a page that provides some background information regarding the survey in terms of its design and formatting and instructions for completing the survey questionnaire. Participants can then proceed to respond to the questionnaire online; there is no need for them to download a document and complete the survey manually. Participation is voluntary and the respondents will

be free to leave the survey at any time by selecting the “exit survey” button. This button will simply close the browser and no responses will be saved.

Each page of the survey will have a “continue” button. Selecting the “continue” button will save the responses in a temporary file and advance to the next page of the survey. Once the participant completes the online survey, he or she will be able to review the completed survey before submitting it, by clicking once on either the “review” button. For those reviewing the survey questionnaire, a completed form will appear and a participant can scroll through the document to enter responses for questions that may have been missed and make changes to others. Finally, selecting the “submit” button will save all responses in the database and advance to the next screen, exiting the questionnaire portion of the participant interaction.

Upon submitting the completed questionnaire, the respondent will advance to a confirmation page, thanking the respondent for participating in the survey and inviting the respondent to participate in a follow-up interview at the AECT 2007 International Convention. If the response is “no” the survey will link the student to the convention Web page.

For those who respond “yes”, an E-card will appear next, inviting the participant to register for the on-site interview at the time they register for the 2007 International Convention or when he or she checks in at the convention site to obtain their convention credentials.

As an incentive for students to participate in the on-site interviews, refreshments and snacks will be available at the lounge room during the interviews. This is an incentive because it will save participants money that would otherwise be spent purchasing food at the hotel or in near-by restaurants. In addition, the E-cards will be entered into a drawing to receive a meal card to attend one of the divisional dinners free of charge. These incentives will be organized and

implemented by the 2007 GSF&L co-coordinators and is not mentioned again in this survey plan document. These incentives will be noted on the on-screen invitation for participation.

Follow-up Procedures

To ensure participation in a survey, follow-up is often required. After the initial introductory E-card is sent to the sample, the SU AECT Survey Project Team will monitor responses. Within two weeks of the initial contact, a follow-up E-card will be sent to non-responders as a reminder to participate in the survey. A third and final reminder will be sent out within three weeks of the initial contact, indicating the final response date of the survey.

Following the survey completion, all students who participated in the survey will receive an E-card thanking them for their participation in our study.

Survey Questionnaire Description

The questionnaire instrument is organized into several sections, and within each section there are questions that relate to variables of interest to the researchers:

- I. GSF&L Attendance / Physical Environment
- II. GSF Program Quality, Organization, and Duration / Attitude
- III. GSF Program Relevance / Satisfaction
- IV. Graduate Student Demographics and General Information

In designing the questionnaire instrument, the following were taken into account and incorporated into the instrument:

- Questions are grouped in sections, according to each variable, to ensure that they correspond to the variables that will be analyzed by the Statistical Product and Service Solutions (SPSS) software. This serves to facilitate the input of data and their eventual analysis by SPSS software.

- Most questions are closed questions that can be answered by checking a box or circling a number that corresponds to the scale for the sub-section within which the question is listed.

The questionnaire was designed in such a way to attempt to maximize returns from participants, facilitate data entry into SPSS, and to increase instrument validity.

The questionnaire will initially be produced on a Microsoft (MS) Windows-based personal computer using MS Word software during the initial planning and design phase, and to use for the initial pretest. Later, it will be reproduced and converted into HTML for purposes of final testing and use. A final, revised version of the HTML instrument will be sent to the Executive Director of the AECT for review and approval. Once approved, it will be placed on the graduate student page of the AECT Web site and made available for the actual survey. Invitation letters will be sent to the selected survey sample as attachments to E-mail messages.

2. Materials – Self-Administered

The purpose of this section is to describe the online survey instrument and materials and the rationale for each, and present sample formats for the AECT graduate student survey. Paper-based documents have been developed for the initial pretest of the survey. Later complete electronic formats will be used to administer a second pretest, a pilot test, and the actual survey.

Communications

A letter requesting authorization for the study will be sent to the AECT. This letter will be sent to the leadership committees at the AECT to request permission to conduct the survey and elicit some assistance from them, specifically in the use of their Web site (see Appendix A).

A letter of introduction will be sent to the sample. The introductory letter E-card will be sent to the sample selected at the start of the survey period. The letter explains who is conducting

the survey, why we are conducting the survey, and why we are requesting their participation. We offer them an incentive for their participation. We instruct them how to contact a member of the team for questions and how to access the survey page (see Appendix B).

A follow-up letter will be sent to the participants. A follow-up letter E-card will be sent to the individuals who have not yet completed the survey at that time. This letter reminds them about the importance of the study and instructs them again to the location of the survey Web page (see Appendix C).

A thank you letter will be sent to all completed survey participants. This letter will thank them for their participation and remind them of the incentive they will be receiving. The letter instructs them again who they can contact for survey details and will contain a link for the registration Web page for the 2007 International Convention (see Appendix D).

Survey Instrument

The following example of the questionnaire is presented for the purpose of illustrating the questions and scales that will be used. The actual paper version of the instrument used in the pretest, with an introduction and instructions, is located in Appendix E.

This is NOT the questionnaire instrument.

The questions in this survey instrument are primarily multiple-choice questions.

In responding to multiple-choice questions, the following represents the range of possible responses and their meanings. This illustration will appear at the beginning of each section and at top of each page (See example below):

Scale:

1	2	3	4	5
Disagree	Somewhat Disagree	Do Not Know N/A	Somewhat Agree	Agree

Respond to each question by circling the number that best represents your response. For example, the following question:

I am enthusiastic about attending graduate student programs at the annual conventions.

Response: 1 2 **3** 4 5

The final section of questions consists of marking the preferred selection as illustrated below:

I attended the 2006 AECT conference (*check or mark one*).

YES NO NOT CERTAIN

Survey Questions Section I

Section I serves to identify students who have attended previous annual conventions, their attendance frequencies, and experiences regarding the graduate student forum and lounge (GSF&L) location and visibility at the conventions. Responses to this section will be analyzed to determine students satisfaction regarding the GSF&L function’s physical environment at convention sites—i.e., location, convenience, visibility (physical and in the AECT convention program), and comfort.

This is NOT the questionnaire instrument.

Respond to each question by circling the number that best represents your response, using the following scale:

1	2	3	4	5
Disagree	Somewhat Disagree	Do Not Know N/A	Somewhat Agree	Agree

1. The printed AECT convention programs have provided sufficient information regarding the location of graduate student forum and lounge.
2. The locations of graduate student forum and lounge have been convenient in relationship with other convention activities.
3. The AECT convention information published on the AECT Web site has provided sufficient information regarding the location of the GSF&L.
4. The AECT is effective in how it disseminates information regarding graduate student forum and lounge programs prior to the annual conventions.
5. I have experienced difficulties in locating the graduate student forum and lounge rooms at the AECT convention locations.
6. I have attended at least one GSF&L program at an AECT annual convention.

If you responded “No” in question 6, please skip to Section IV, question 24.

Survey Questions Section II

This section of the survey serves to determine whether graduate students had developed attitudes toward the graduate student forum and lounge (GSF&L) functions from their previous experiences when attending annual AECT conventions. The scale used in this section pertains to utility or worth— a graduate student member’s assessment of his or her investment in time spent attending the graduate student forum and lounge functions.

Respond to each question by circling the number that best represents your response, using the following scale:

1	2	3	4	5
Disagree	Somewhat Disagree	Do Not Know N/A	Somewhat Agree	Agree

This is NOT the questionnaire instrument.

- 7. The graduate student forum and lounge (GSF&L) forum function at annual AECT conventions have provided me with good opportunities to network with speakers / panel members.
- 8. The GSF&L forum has been an important part of my experience in attending annual conventions as a graduate student member of the AECT.
- 9. Overall, the quality of GSF&L forum interaction with speakers has been satisfactory.
- 10. GSF&L student moderators have conducted forum sessions in a professional manner.
- 11. The GSF&L lounge provides a quiet area for graduate students to conduct small group meetings.
- 12. The GSF&L lounge at annual AECT conventions has provided me with good opportunities to network with other AECT graduate student members.
- 13. Overall, the GSF&L has been a worthwhile part of my experience in attending annual conventions as a graduate student member of the AECT.

Survey Questions Section III

This section is intended to determine graduate student members’ level of satisfaction with graduate student forum and lounge (GSF&L) programs.

Respond to each question by circling the number that best represents your response, using the following scale:

1	2	3	4	5
Disagree	Somewhat Disagree	Do Not Know N/A	Somewhat Agree	Agree

- 14. Overall, past graduate student forum and lounge (GSF&L) forum programs were of interest to me.
- 15. I have been satisfied with the quality of speakers and panelists at the GSF&L forum.
- 16. The GSF&L forum programs have provided me with new ideas, insights, or skills.
- 17. The GSF&L forum speakers and panelists were responsive to participant questions.
- 18. The GSF&L forum speakers and panelists exercised good time management during the sessions.
- 19. Overall, the time duration of the GSF&L forum sessions were adequate.
- 20. GSF&L forum speakers and panelists were knowledgeable of their topics.

This is NOT the questionnaire instrument.

21. The GSF&L have been a satisfying part of my experience in attending annual conventions as a graduate student member of the AECT.
22. The GSF&L is important to my overall rationale for attending the AECT annual conventions.
23. I would recommend the GSF&L to students that are new to the AECT annual conventions.

Survey Questions Section IV

This represents the demographic section of the questionnaire, featuring intervening and moderating variables that may be helpful in the analysis of survey findings.

YEAR OF BIRTH:

Enter year of birth (*four digit year [yyyy]*). _____

GENDER:

Select gender (*check one*).

- ① Male ② Female

GRADUATE STUDENT ENROLLMENT STATUS:

Indicate graduate student enrollment (*check one*).

- ① Part-time ② Full-time

GRADUATE STUDENT LEVEL:

Indicate graduate student level (*check one*).

- ① Non-matriculated
 ① Masters
 ② Certificate of Advanced Study (CAS)
 ③ Doctoral Student
 ④ Doctoral Candidate (ABD)

CITIZENSHIP STATUS:

Indicate citizenship status (*check one*).

- ① U.S. ② International – indicate country: _____

This is NOT the questionnaire instrument.**JOB STATUS:**

Indicate graduate award status during the current academic quarter or semester
(*check all that apply*).

- ① Graduate Assistant
- ② Research Assistant
- ③ Teaching Assistant
- ④ None of the above

AECT CONFERENCE ATTENDANCE:

Which AECT annual conventions have you attended as an AECT graduate student member?
(*check all that apply*) ① 2003 ② 2004 ③ 2005 ④ 2006

ATTENDANCE AT THE 2007 CONFERENCE:

Do you plan to attend the 2007 AECT convention in Anaheim, CA? (*check one*)

- ① YES ② NO ③ NOT CERTAIN

AWARENESS:

Answer the following statement: I am aware of the graduate student forum and lounge's purpose at AECT conventions. (*check one*)

- ① YES ② NO ③ NOT CERTAIN

IV. Data Collection Procedures

As stated earlier, the intent is to collect data at one point in time, prior to the 2007 annual conference, from a sample drawn from the larger AECT graduate student population. Data collection will be accomplished through an online, self-administered survey using the AECT Web site (AECT, 2007) prior to the annual convention in October of 2007.

1. Instrumentation

The SU AECT Survey Project Team will design and develop the survey questionnaire instrument. A draft for the pretest will be produced using Microsoft Word. The online version will be designed and developed in HTML for the second pretest, pilot test and full-scale surveys.

- a. Once reviewed and approved in the IDE 742 class, it will be tested through the pretest that will take place in the IDE 742 class on March 22nd. Later, all materials associated with this project will be presented for peer review in the IDE 742 class.
- b. Once feedback has been received and analyzed from the peer review and revisions are made to the instrument, it will be submitted for review by the co-coordinators for the GSF&L at the 2007 AECT Convention, for their review and approval to proceed with the second pretest, pilot test, and full-scale surveys.
- c. After this review, it will be passed on, to the AECT leadership for review. Persons reviewing the instrument and the sample survey project proposal (submitted by the GSF&L co-coordinators) will include the AECT executive director, president, and president-elect.
- d. Once approved, the actual HTML version of the instrument form and all E-cards will be sent to the AECT home office, to allow its technical staff access to the

HTML code and begin to set it up on the AECT Web site. It is anticipated that some changes will be made to the instrument, to model and tailor it to fit within the technical parameters needed to install it on the AECT Web site.

- e. The letters of invitation (attached to E-mail messages) will be sent to the survey sample to invite the students to participate and inform them as to how to access the Web page containing the survey questionnaire and instructions.
- f. Only one copy of the questionnaire instrument is required and will be installed on the graduate student Web page of the AECT Web site. A backup copy will be retained by the SU AECT Survey Project Team on a team member personal computer, in the event a program with the AECT Web site, precludes its ability to display the questionnaire. The SU AECT Survey Project Team will retain an original copy of the Microsoft Word and HTML versions of the survey materials that will be sent to the AECT home office.
- g. A database will be set-up in Microsoft (MS) Access. In that table, each row stands for one record of questionnaire responses. A new row will be automatically added into the table every time when someone completes the online survey.
- h. ID numbers will be randomly assigned by the database software to each set of responses. As a participant begins to enter data, the Access database software will begin to log and monitor the responses, and keep track of the total number of respondents and their responses.
- i. The data entered by the respondents will be imported into SPSS, by the SU AECT Survey Project Team from the database, for analysis. During this time, analytical reports will be generated and reviewed.

- j. A final survey report will be produced and submitted to the GSF&L coordinators (who will report to the AECT leadership).

2. Self-administered Survey

As stated, the survey will be administered online from a Web site. There are no postal mailing dates and logistics; nor postage and follow-up postal mailings. All instrumentation will be contained online, in an electronic format. Communication with participants will occur by E-mail on a schedule that will be determined upon approval from the AECT leadership.

- a. The SU AECT Survey Project Team will systematically select participants for the survey from the AECT registration database of graduate student members who have attended at least one annual convention since 2003 (provided in the sampling frame), and send each an electronic invitation that explains the survey and invites each member to participate.
- b. The invitation will contain a hyperlink to the page on the AECT Web site where the questionnaire and instructions are located. To access the survey Web page, the participant must login using their AECT username and ID. By checking membership name and number, the Web site:
 - 1. Allows only members to access the survey's home page.
 - 2. Update a counter which tracks the number of students who have responded to the invitation and accesses the questionnaire.
 - 3. Limits the number of times each respondent can participate in the survey to one (1).
- c. Once at the questionnaire site, participants will find instructions (describing how to complete the survey) and the questionnaire. After completing the questionnaire,

it will allow participants to edit it before it is submitted. Once submitted, a thank you message will appear.

- d. A reminder E-card will be sent within two weeks following the electronic mailing of the invitations, to all non-responding participants, reminding them about the survey and the due date for participation.

3. On-site Interviews

Findings from the survey will be augmented by on-site interviews of AECT graduate students attending the AECT 2007 conference. The interview instrument will be developed following the data analysis of the sample survey. Once developed and approved; the SU team and a team from Oklahoma State University (OSU) attending the convention will be trained on how to conduct the on-site interviews by a member of the SU AECT Survey Project Team.

The interviews are intended to be exploratory, an in-depth inquiry relating to specific findings from the sample survey. Therefore, the instrument's design and content will not be finalized until the results from the self-administered survey questionnaire are analyzed.

Telephone interviews will not be used. In the event that participants are not available for the on-site interviews, the overall study should not be affected.

V. Data Analysis Procedures

1. Data Management

Data Storage and Retrieval

The online survey application will be administered under the AECT Web site. All the data will be stored in the AECT database. The survey team will collaborate with AECT technical team on data storage and retrieval which consists of three major procedures:

- During the data collection stage, the AECT technical personnel will report the status of survey response rate and the list of respondents to the SU AECT Survey Project Team every week. This team will analyze the non-response bias and based on the reports will send out the follow-up e-post cards.
- In case of any unexpected situation, the AECT technical personnel will backup the database every week during the data collection stage.
- After the data collection stage, the AECT technical personnel will export all the data into a file in Excel or plain text format. The file will be burned on to a CD and sent to the SU AECT Survey Project Team.

At the data analysis stage, the data file can be directly imported into the quantitative analysis software (SPSS). Data are only accessible to the SU AECT Survey Project Team. The CD files will be locked in file drawers, located in the offices of the department of Instructional Design, Development, and Evaluation, in the School of Education at Syracuse University. As recommended by APA, all the raw data will be destroyed after five years (see Figure 5).

Data Coding

Answers for each close-ended question are pre-coded numerically underlying the user interface of the online survey. When a respondent is taking this online survey, his/her answers

will be automatically stored as the corresponding code into the database. The full answer of open-ended questions will be stored into the database and will be analyzed manually by the SU AECT Survey Project Team.

Code Checking

There is no need for manual data entry since this is an online survey and the coded responses will be directly stored into the database. The code checking procedure involved in our project is to double-check the pre-coding scheme inside the web application of the survey.

Data Cleaning

The major advantage of using an online survey is that we can minimize the respondent data entry errors. By developing the program logic embedded in the online survey form, respondents will be notified of errors when incorrect responses are being entered. For example, the online survey will refuse to accept “-1” in the field of age.

Sample Code Book

VAR 1: YEAR OF BIRTH:

- a. Enter year of birth (*four digit year [yyyy]*). _____

VAR 2: GENDER:

- b. Select gender (*check one*).
- ① Male ② Female

VAR 3: GRADUATE STUDENT ENROLLMENT STATUS:

- c. Indicate graduate student enrollment (*check one*).
- ① Part-time ② Full-time

VAR 4: GRADUATE STUDENT LEVEL:

- d. Indicate graduate student level (*check one*).
- ① Non-matriculated
- ① Masters
- ② Certificate of Advanced Study (CAS)

- ③ Doctoral Student
- ④ Doctoral Candidate (ABD)

VAR 5: CITIZENSHIP STATUS:

e. Indicate citizenship status (*check one*).

- ① U.S.
- ② International – indicate country: _____

VAR 6: JOB STATUS:

f. Indicate graduate award status during the current academic quarter or semester (*check all that apply*).

- ① Graduate Assistant
- ② Research Assistant
- ③ Teaching Assistant
- ④ None of the above

2. Analysis

Proposed Analysis

- a. Descriptive purpose- Analysis will exam the current graduate members' perceptions of the GSF&L program in AECT conference.
 1. Percent of the AECT Graduate Student population that have attended GSF&L functions since 2003: Identifies the potential success or failure of the GSF&L to reach and attract its graduate student audience. Analysis will involve calculating the attendance for each year (2003-2006), and present results in the form of a line chart to compare each year.
 2. The effectiveness of AECT publicity, in the convention's program and related materials, of GSF&L location and programs: An attempt to determine if lack of information regarding the GSF&L, and its location at the annual conventions, are potential inhibitors to graduate student attendance at GSF&L functions. Analysis

will involve the strength of association between variables of location and information dissemination and their relationship to GSF&L session attendance levels.

3. The degree of utility or relevance that GSF&L programs provide to AECT graduate student members: There is an interest in knowing whether graduate students find GSF&L programs, speakers, and events relevant to their annual AECT convention experiences. Analysis will involve the strength of association between variables of utility and its relationship to GSF&L session attendance levels.
 4. The level of satisfaction that graduate students experience from GSF&L functions: How is the GSF&L doing / performing in the opinion of its AECT graduate student audience? Statistical analyses will be performed to determine mean level of satisfaction and the variance of scores in relationship to the mean.
 5. Demographic parameters will identify various groupings or categories (e.g., Doctoral vs. Masters student levels; age groupings, etc.) of AECT graduate student membership attending GSF&L functions: This data will provide GSF&L Co-coordinators with information regarding the composition of the GSF&L graduate student audience, allowing the co-coordinators to market the GSF&L and to model and tailor its future programs to target audiences. Analyses will use pie and bar charts to chart demographic groups.
- b. Exploratory purpose- Analysis will seek potential ways to improve GSF&L program.
1. The effectiveness of AECT publicity, in the convention's program and related materials, of GSF&L location and programs: This parameter is also exploratory.

The data collected will provide evidence of improvements that are required to better communicate the GSF&L programs and location to graduate student attendees at the annual AECT conventions. In other words, what bearing does location and information dissemination have on GSF&L attendance? Pie charts will be used to convey the analyses of responses to questions regarding GSF&L locations and information dissemination.

2. The degree of utility or relevance that GSF&L programs provide to AECT graduate student members: There is considerable competition for the attention of graduate students who attend the annual convention—workshops, luncheons, division meetings, conference sessions. The GSF&L must be more competitive, by demonstrating through the type of programs it offers, that attending its sessions will be a worthwhile and relevant experience for graduate students.
3. The level of satisfaction that graduate students experience from GSF&L functions: Responses to this set of questions will identify and explore areas in which improvements are needed, in terms of the programs that the GSF&L offers its audience. In other words, what improvements are needed? The strength of association between variables will provide evidence as to the level of satisfaction among GSF&L graduate student member attendees.
4. Demographic parameters that help to identify various groupings or categories (e.g., Doctoral vs. Master's student levels; age groupings, etc.) of AECT graduate student membership attending GSF&L functions: This data may have marketing implications—knowing how to market the GSF&L to various demographic

groupings. Pie and bar charts will provide comparisons of the various demographic groups.

Planned Statistics

Data will be entered into the analysis software to determine the parameters such as mean scores, central tendency, and frequencies (see Table 1).

Planned Qualitative Analysis

No qualitative analysis is necessary for the online questionnaire. The on-site interviews may contain qualitative data. More will be known about the necessary analysis of interview data following the data analysis of the questionnaire.

Software Packages

SPSS software will be utilized to calculate statistical information, which will concentrate on the descriptive purpose of the survey. We will determine the distributions of satisfaction level towards GSF&L programs among the current graduate members. The degree of satisfaction will be judged on three main groupings of the variables:

- a. Graduate student member attitudes towards GSF&L Information Dissemination / Physical Environment.
- b. Graduate student member attitudes towards GSF&L utility or worth— a graduate student member's assessment of his or her investment in time spent attending the GSF&L functions.
- c. Graduate student member level of satisfaction towards GSF&L programs.

VI. Reporting and Ethics

1. Reporting

Audience

The audience for the survey reports includes:

- The GSF&L Co-coordinators—José Cortez, Hans Peter Aagard, and Amy Johnson, who are planning GSF&L programs and events for the AECT 2007 convention in Anaheim, CA.
- The AECT Leadership that will review the co-coordinators' proposal for the 2007 GSF&L, which will include the survey report.

Format & Content

The report will include the research findings of graduate student member satisfaction towards the GSF&L program. Explanations will be provided for the results based on the data collected by using the self-administered online survey questionnaire and analyzed using SPSS software. The GSF&L co-coordinators will use this information to plan ways in which they can improve and expand the forum and lounge, as part of an AECT strategy to enhance graduate student experiences at its annual conventions and increase GSF&L attendance.

Timeline

The SU AECT Survey Project Team will follow a timeline for the survey research from planning the study, and questionnaire construction, to the survey testing, implementation, and analysis.

<i>Initial Pretest Report</i>	March 22, 2007
<i>Survey Project Plan</i>	April 19, 2007
<i>Pretest II Report</i>	June 1, 2007
<i>Pilot Test Report</i>	August 1, 2007
<i>Data Analysis from SPSS</i>	September 15, 2007
<i>Reporting (Final Analysis) & Presentation to AECT</i>	December 1, 2007

2. Ethics

Clearances

The Institutional Review Board clearance form will be used (see Appendix F). To follow are the procedures the team will use to minimize ethical issues.

Consent

The respondents will be informed of the purpose of the survey to allow them to make a choice regarding their participation. An introductory/cover e-letter will accompany the link to the online survey questionnaire explaining what is expected of the respondents. The materials will explain that all responses to the survey will assume intent to participate in the study.

Confidentiality

Participants will be notified in an E-mail that only the survey team will have access to their responses and that all information will remain confidential.

All findings relevant to the study during and after data analysis will be reported to the client and sponsor of the research. The findings may be unexpected or contradict the client's interests, however, the reporting team will honestly articulate the research results. Participants identity will at no time be revealed to the clients or sponsors.

VII. Pretest and Pilot Test

1. Pretest

Rationale

A pretest should be conducted to assess the effectiveness of the sample design, research instrument, data collection, data processing, and data analysis. Often a pretest is used to initially test one or more aspects of the overall survey research study (Babbie, 1990). For this pretest, our team concentrated on the instrumentation materials.

To assess the overall usability of the survey instrument, a pretest was conducted with participants of the IDE 742 Introduction to Survey Research, spring 2007 class.

The pretest results will not be generalizable to the larger population due to the fact that the sample was a convenience sample and did not meet the qualifications that the actual sample will contain such as membership in the AECT organization or attendance at an AECT convention. However, the results did provide some useful feedback on the survey instrument in terms of the format, language use of the survey items, clarity of the instruction, the scale used, and so on.

Activities

The pretest activity consisted of distributing the survey materials to the class participants and asking them to assess the materials and answer the questions. The survey materials distributed were the survey introductory E-mail, the thank you E-mail and the survey instrument. Participants were asked to provide feedback specifically on the survey instrument for content and format.

Parameter Estimates

The pretest did not provide an estimate of the parameters because of the convenience sample used and the time limit did not provide complete responses to all questions.

Sampling Error Estimates

The pretest gained 100% response rate as the purpose of the pretest was to gain feedback from peers for the purpose of revising the survey. Actual sampling error could not be determined based on the responses or lack thereof from the pretest.

Revisions

Survey instrument scale. The survey instrument used in the pretest contained a Likert scale representing a satisfaction level from 1 to 7. Feedback received determined the scale was too long and hard to understand. The revision changed the 1 to 7 scale into a 1 to 5 scale, which represents member satisfaction level ranging from disagree, somewhat disagree, do not know or N/A, somewhat agree, to agree.

For the paper-based survey instrument, it was also noted that the response areas should line up with the sample scale at the top of the page. The revision changed the alignment of the response area to coincide with the sample scale for ease of readability and usability.

Survey format. The survey instrument required minimal format revisions due to the fact that the paper-based survey will not actually be used. The online version of the survey instrument will be used for the pilot test and revisions may be implemented at that time based on feedback.

Survey questions. Revisions were made for some of the questions. Some clarification was needed for the use of the abbreviation “GSF&L” versus spelling out graduate student forum and lounge. It was decided that it should be spelled out on each new page or section of the survey instrument and used as an abbreviation from that point on.

Some of the pretest comments concerned having a housekeeping type question determining whether or not a participant has attended any GSF&L programs. We discussed that the sampling procedures would account for the fact that participants will have attended a conference since 2003, but not whether or not they had in fact used the GSF&L. Revisions added a question, "I have attended at least one GSF&L program at an AECT annual convention." Respondents are then instructed to skip to the final section if they answered negatively to this question.

Double-barreled questions were replaced by follow-up questions or simplified as necessary.

Any questions that were identified as unclear were revised for clarification.

Pretest II

A second pretest will be conducted after the electronic, online documents are developed to ensure the instrument usability between the initial pretest of the paper-based documents and the development of the electronic, online documents. Also, because usable data was not obtained in the first pretest, the second pretest may produce data that can be tested statistically to provide parameter estimates.

Pretest II sampling procedure. The pretest II sampling will use another convenience sample. This time we will elicit help from participants in the graduate schools that make up the GSF&L Coordination Committee (Syracuse University, Purdue University, Oklahoma State University, and Georgia State University). We will select or ask for volunteers of 2-3 individuals from each of the schools to sample 10-12 total participants. These individuals will need to be later removed from the sampling frame used to select the pilot and survey samples.

Pretest II data collection process and feedback analysis. Data collection and feedback analysis for the pretest II will proceed as listed below for the pilot test. We will elicit feedback from the convenience sample as to the usability of the survey instruments. We will process the data received in the survey and complete parameter estimate tables to assess the reliability and validity of the questionnaire.

2. Pilot Test

The pretests provide feedback from peers and used convenience sampling. Pilot testing should be conducted to ensure the reliability and validity of the survey research study design, instrumentation, collection, and analysis. The pilot study will differ from the actual study only in scale (Babbie, 1990). The next steps are to obtain authorization for the study from the AECT leadership, create the online survey instrument and supplemental materials, and conduct a pilot test in the field.

Sampling Procedure

Pilot test sampling will be conducted simultaneously with the overall survey sampling since the pilot test samples won't be surveyed again. The AECT home office will provide the SU AECT Survey Project Team with a sampling frame that includes all the names and E-mail addresses of graduate student members who have attended at least one annual conference since 2003. 30 graduate student members who have attended an AECT annual conference since 2003 will be selected together with the other 100 members by using systematic sampling method with a random start.

Data Collection Process

The revised survey instrument after the pretest will be used to design and develop the online version. The online version will be posted on the AECT Web site. The instructions and

introductory E-mail will be changed accordingly to address that this is a pilot test and inform participants that they may be contacted following the survey for feedback on content and format.

The survey will be self-administered online by the 30 respondents selected from the sampling frame. Each participant will receive the E-mail introductory letter explaining the purpose of the study and how to access the online survey.

Data collection for the pilot test will be conducted exactly as planned for the actual study. Responses will be entered into a database. The database will assign a random ID number to each respondent. This data will be imported into the SPSS software package for analysis.

The SU AECT Survey Project Team will develop a Pilot Test Report outlining the analysis results and what revisions will be made for the actual survey research study.

Feedback Analysis

Following the pilot test, participants will be contacted to elicit feedback on the survey process and instrumentation. Revision will be made based on the feedback received from participants and the data analysis results.

References

- AECT. (2007). Association for Educational Communications and Technology. Retrieved January 16, 2007, from <http://www.aect.org>
- Babbie, E. (1990). *Survey Research Methods* (Second ed.). Belmont, CA: Wadsworth Publishing Company.
- Bellini, J. L., & Rumrill, P. D. (1999). *Research in rehabilitation counseling: A guide to design, methodology, and utilization*. Springville, IL: Charles C. Thomas Publisher.
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Appendix A

Instructional Design,
Development, & Evaluation
Syracuse University
Syracuse, NY
April 30, 2007

Dr. Phillip Harris
Executive Director
Association for Educational
Communications and Technology
1800 N. Stonelake Drive Suite 2
Bloomington, IN 47404

Dear Dr. Harris:

Students at Syracuse University would like to conduct a study of the AECT graduate student forum and lounge programs at the International Conventions. The SU AECT Survey Project Team consists of doctoral students, Erin Cunia, Kalpana Srinivas, and Jingye Zhou. We have studied the design and development of survey research studies under Dr. Nick Smith of Syracuse University and have enclosed a copy of our survey research plan document for your review.

Please contact us at your earliest convenience to discuss our plans and feel free to offer suggestions. We look forward to speaking with you soon.

Sincerely,



Erin Cunia

Enc. Survey research planning document

cc: Larry Vernon, Director of Electronic Services; Amy O'Hair, Membership/Subscription Records

Appendix B

Hello!

As a graduate student member of the Association for Education Communications and Technology (AECT), you have a number of benefits including a discount to the 2007 International Convention at Anaheim. At the annual convention you can participate in the graduate student forum and lounge (GSF&L) program designed exclusively for the graduate student members of AECT.

A group of graduate students from Syracuse University's Instructional Design, Development, & Evaluation program are conducting a study of the GSF&L program at the AECT convention. This study is being done in conjunction with the 2007 GSF&L Coordination Committee with approval from the AECT leadership committees. Any information you provide us will be beneficial in improving the graduate student programs for future conferences.

Please take a moment to access and complete our online survey. You will be asked to login to the AECT Web site to complete the survey, however, all responses will be kept confidential and will be identified with a unique, randomly assigned code number. Your name will not be associated with your responses, and your participation is voluntary. Survey responses will be removed from the AECT Web site and following data analysis, discarded. In appreciation of your participation, you will receive a FREE gift from the AECT or a discount for the AECT online store.

Please feel free to contact Erin Cunia, at any time with questions at (315) 443-3703 or ecbcunia@syr.edu.

Thank you for your time and assistance. We look forward to your responses.
Please access the survey at: <http://www.aect.org/gsfl/survey.html>

Appendix C

Hello again!

A few weeks ago, you received an E-mail about a study of the graduate student forum and lounge (GSF&L) program at the AECT annual conventions. As a graduate student member of the Association for Education Communications and Technology (AECT), you have a number of benefits including a discount to the 2007 International Convention at Anaheim. At the annual convention you can participate in the GSF&L program designed exclusively for the graduate student members of AECT.

The information you provide us will be beneficial in improving the graduate student programs for future conferences.

Please take a moment to access and complete our online survey. You will be asked to login to the AECT Web site to complete the survey, however, all responses will be kept confidential and will be identified with a unique, randomly assigned code number. Your name will not be associated with your responses, and your participation is voluntary. Survey responses will be removed from the AECT Web site and following data analysis, discarded. In appreciation of your participation, you will receive a FREE gift from the AECT or a discount for the AECT online store.

Please feel free to contact Erin Cunia, at any time with questions at (315) 443-3703 or ecbcunia@syr.edu.

Thank you for your time and assistance. We look forward to your responses.
Please access the survey at: <http://www.aect.org/gsfl/survey.html>

Appendix D

Hello!

Thank you for your participation in our study. For your time and effort, as promised, you will receive a FREE gift from AECT or a discount for the AECT online store.

The data from the study is currently being analyzed and will be in report form within the year. If you would like to receive a copy of the executive summary of the results, or if you ever have a question about your participation in the study, please feel free to contact Erin Cunia, at any time with questions at (315) 443-3703 or ecbcunia@syr.edu.

Thank you for your time and assistance. We hope to see you at the 2007 AECT Annual Conference in Anaheim!

**Register for the 2007 International Convention:
<http://www.aect.org/events/Anaheim/>**

Appendix E

AECT Conference: Graduate Student Forum and Lounge Program

A group of graduate students from Syracuse University’s Instructional Design, Development, & Evaluation program are conducting a study of the Graduate Student Forum and Lounge (GSF&L) program at the Association for Educational Communications and Technology (AECT) Annual Conference. This study is being done in conjunction with the 2007 GSF&L Coordinating Committee with approval from the AECT Leadership Committees. You have been invited to participate in this survey because you are a graduate student member of AECT and you have attended one or more of the AECT International Conventions since 2003. The information you provide us will be beneficial in improving the graduate student programs for future conferences. Submittal of your survey responses is an indication of your consent to participate in our study. All responses will be kept confidential and will be identified with a unique, randomly assigned code number. Your name will not be associated with your responses, and your participation is voluntary.

The questions in this survey instrument are primarily multiple-choice questions.

In responding to multiple-choice questions, the following represents the range of possible responses and their meanings. This illustration will appear at the beginning of each section and at top of each page (See example below):

Scale:

1	2	3	4	5
Disagree	Somewhat Disagree	Do Not Know N/A	Somewhat Agree	Agree

Respond to each question by circling the number that best represents your response. For example, the following question:

I am enthusiastic about attending graduate student programs at the annual conventions.

Response: 1 2 3 4 5

The final section of questions consists of marking the preferred selection as illustrated below:

I attended the 2006 AECT conference (*check or mark one*).

YES NO NOT CERTAIN

This document consists of five (5) pages, including this instruction page, and thirty-two (32) questions.

Section I

Respond to each question by circling the number that best represents your response, using the following scale:

1	2	3	4	5
Disagree	Somewhat Disagree	Do Not Know N/A	Somewhat Agree	Agree

- The printed AECT convention programs have provided sufficient information regarding the location of Graduate Student Forum & Lounge.

Response: 1 2 3 4 5

- The locations of Graduate Student Forum & Lounge have been convenient in relationship with other convention activities.

Response: 1 2 3 4 5

- The AECT convention information published on the AECT Web site has provided sufficient information regarding the location of the GSF&L.

Response: 1 2 3 4 5

- The AECT is effective in how it disseminates information regarding Graduate Student Forum & Lounge programs prior to the annual conventions.

Response: 1 2 3 4 5

- I have experienced difficulties in locating the Graduate Student Forum & Lounge rooms at the AECT convention locations.

Response: 1 2 3 4 5

- I have attended at least one GSF&L program at an AECT annual convention (*check or mark one*).

① YES ② NO ③ NOT CERTAIN

If you responded “No” in question 6, please skip to Section IV, question 24.

Section II

Respond to each question by circling the number that best represents your response, using the following scale:

1	2	3	4	5
Disagree	Somewhat Disagree	Do Not Know N/A	Somewhat Agree	Agree

7. The Graduate Student Forum & Lounge (GSF&L) forum function at annual AECT conventions has provided me with good opportunities to network with speakers / panel members.

Response: 1 2 3 4 5

8. The GSF&L forum has been an important part of my experience in attending annual conventions as a graduate student member of the AECT.

Response: 1 2 3 4 5

9. Overall, the quality of GSF&L forum interaction with speakers has been satisfactory.

Response: 1 2 3 4 5

10. GSF&L student moderators have conducted forum sessions in a professional manner.

Response: 1 2 3 4 5

11. The GSF&L lounge provides a quiet area for graduate students to conduct small group meetings.

Response: 1 2 3 4 5

12. The GSF&L lounge at annual AECT conventions has provided me with good opportunities to network with other AECT graduate student members.

Response: 1 2 3 4 5

13. Overall, the GSF&L has been a worthwhile part of my experience in attending annual conventions as a graduate student member of the AECT.

Response: 1 2 3 4 5

Section III

Respond to each question by circling the number that best represents your response, using the following scale:

1	2	3	4	5
Disagree	Somewhat Disagree	Do Not Know N/A	Somewhat Agree	Agree

14. Overall, past Graduate Student Forum & Lounge (GSF&L) forum programs were of interest to me.

Response: 1 2 3 4 5

15. I have been satisfied with the quality of speakers and panelists at the GSF&L forum.

Response: 1 2 3 4 5

16. The GSF&L forum programs have provided me with new ideas, insights, or skills.

Response: 1 2 3 4 5

17. The GSF&L forum speakers and panelists were responsive to participant questions.

Response: 1 2 3 4 5

18. The GSF&L forum speakers and panelists exercised good time management during the sessions.

Response: 1 2 3 4 5

19. Overall, the time duration of the GSF&L forum sessions was adequate.

Response: 1 2 3 4 5

20. GSF&L forum speakers and panelists were knowledgeable of their topics.

Response: 1 2 3 4 5

21. The GSF&L have been a satisfying part of my experience in attending annual conventions as a graduate student member of the AECT.

Response: 1 2 3 4 5

22. The GSF&L is important to my overall rationale for attending the AECT annual conventions.

Response: 1 2 3 4 5

23. I would recommend the GSF&L to students that are new to the AECT annual conventions.

Response: 1 2 3 4 5

Section IV

24. Enter year of birth (*four digit year [yyyy]*). _____
25. Select gender (*check one*).
 ① Male ② Female
26. Indicate graduate student enrollment (*check or mark one*).
 ① Part-time ② Full-time
27. Indicate graduate student level (*check or mark one*).
 ① Non-matriculated
 ① Masters
 ② Certificate of Advanced Study (CAS)
 ③ Doctoral Student
 ④ Doctoral Candidate (ABD)
28. Indicate citizenship status (*check or mark all that apply*).
 ① U.S. ② International – indicate country: _____
29. Indicate graduate award status during the current academic quarter or semester (*check or mark all that apply*).
 ① Graduate Assistant
 ② Research Assistant
 ③ Teaching Assistant
 ④ None of the above
30. Which AECT annual conventions have you attended as an AECT graduate student member? (*check or mark all that apply*) ① 2003 ② 2004 ③ 2005 ④ 2006
31. Do you plan to attend the 2007 AECT convention in Anaheim, CA? (*check or mark one*)
 ① YES ② NO ③ NOT CERTAIN
32. *Answer the following statement:* I am aware of the Graduate Student Forum & Lounge's purpose at AECT conventions. (*check or mark one*)
 ① YES ② NO ③ NOT CERTAIN

Thank you for your cooperation in completing this survey.

Best of success to you in all your future endeavors.

Internal use only

ID no. _____

Appendix F

(This page left intentionally blank)

IRB # _____
(The above to be completed by the IRB Office)

Date Submitted _____



(ANSWERS MUST BE TYPED)

**SYRACUSE UNIVERSITY
INSTITUTIONAL REVIEW BOARD
APPLICATION CHECKLIST**

NOTE: This cover sheet must be filed with all applications. *Throughout the application, applicants are referred to relevant sections of the IRB Handbook: Policies and Guidelines for additional information.*

I (we) are requesting:

- Expedited IRB Review ([See Section 5b](#) of the IRB Handbook for Investigators)
 - Full Board IRB Review ([See Section 5c](#) of the IRB Handbook for Investigators)
- *Please read Sections 4 and 5 of the IRB Handbook before selecting the appropriate IRB review category (Exempt, Expedited or Full Board)

I (we) have included the following:

- One copy of my application for expedited review or 16 copies of my application for full board review.
- A typed application.
- All questions on the application have been answered.
- The application has been signed by the investigator and, if necessary, the faculty advisor.
- If appropriate, a copy of the written consent form on university letterhead or oral consent script has been enclosed and includes contact information for the Principal Investigator and IRB.
- If appropriate, copies of assent statement.
- Copies of all recruitment tools.
- All required appendices.
- Copies of other IRB approvals or letters of cooperation.

I (we) certify that I (we) have reviewed the following documents on the Human Subjects web site, in accord with federal requirements:

- Syracuse University's [Federalwide Assurance](#) of Protection for Human Subjects with DHHS Office for Human Research Protections
- The [Belmont Report](#)
- The [IRB Handbook](#) for Investigators

Signatures:

(Faculty Member) _____ Date: _____

(Student, if appropriate) _____ Date: _____

If certification is not completed at time of submission, this could delay the review and approval of your application.

**PLEASE READ INSTRUCTIONS BEFORE COMPLETING THIS FORM
(ANSWERS MUST BE TYPED)**

To avoid delays, all questions must be answered. Incomplete forms will be returned to the investigator for additional information. Please see sample responses if you have not filled this application out recently.

NOTES:

- If you need to edit the content of this form or connect to a hyperlink, you must unprotect it.
To unprotect the document:
 - Browse to View->Toolbars->Forms. The Forms toolbar will pop up.
 - Click on the padlock icon on the right side. This will unlock the form.
 - Make sure to protect the document (click on padlock) again when you need to click on a checkbox.
- When the investigation is to be carried out in cooperation with another institution or with an investigator at another institution, a letter indicating the willingness of the institution to cooperate in the study must be included with the proposal.

1. Protocol Information

Title of Protocol:

Survey of AECT Graduate Student's level of satisfaction with the Graduate Student Forum and Lounge program and activities.

SUBMITTED BY: (NOTE: If this application is submitted by a student, it must also have the name of the faculty member who will assume responsibility for seeing that the research is carried out in accordance with regulations.) ([Section 6a](#) of the IRB Handbook for Investigators)

Faculty Member/Principal Investigator Information

First Name: Nick	Middle Initial: L.	Last Name: Smith
Department: IDDE		College: School of Education
Campus Address: 320 Huntington Hall		
Campus Phone: 315-443-3703		Fax: 315-443-1218
Email: nsmith@syr.edu		Cell Phone (optional):

Student Information NA

Name: Erin Cunia	Title: Doctoral Student
Department: Instructional Design, Development and Evaluation	College: School of Education
Local/Campus Address: 320 Huntington Hall, Syracuse University	
Local/Campus Phone: 315-443-3703	Fax:
Email: Erin Cunia [ecbcunia@syr.edu]	Cell Phone (optional):

CHECK APPROPRIATE REPLY:

Will/has the research be submitted as a grant or contract proposal?	<input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes
Will/has the research be submitted through OSP?	<input checked="" type="checkbox"/> No	<input type="checkbox"/> Yes

If the answer is yes, who is the proposed sponsor and what is the title of the proposal submitted to OSP?

Sponsor:
Title:

Is this research currently being funded in part or in whole? No Yes (if yes, indicate below)

Internal Funding (check all that apply):

<input type="checkbox"/> Departmental Funds	<input type="checkbox"/> No cost study	<input type="checkbox"/> Personal Funds
<input type="checkbox"/> Gifts	<input checked="" type="checkbox"/> Other, specify: School of Education Competition rewards	

External Funding (list all that apply and insert additional rows if needed):

Agency/Sponsor	Funding Mechanisms	
	<input type="checkbox"/> Grant	<input type="checkbox"/> Contract
	<input type="checkbox"/> Grant	<input type="checkbox"/> Contract
	<input type="checkbox"/> Grant	<input type="checkbox"/> Contract

Has the research been reviewed before the IRB? No Yes

If yes, please give the date of the review
and the IRB# (if known)

Is this research to be performed:

- | | | |
|----------------------------------|--|---|
| for a masters thesis? | <input type="checkbox"/> No | <input checked="" type="checkbox"/> Yes |
| for a doctoral dissertation? | <input checked="" type="checkbox"/> No | <input type="checkbox"/> Yes |
| as part of a course requirement? | <input checked="" type="checkbox"/> No | <input type="checkbox"/> Yes |
| as an honors thesis? | <input checked="" type="checkbox"/> No | <input type="checkbox"/> Yes |
| Other (explain) | | |

2. Study Rationale

Describe the background information, specific aims, hypothesis or research question, previous experience, and a critical evaluation of existing knowledge (relevant literature) about the research topic. A reference list and copies of pertinent articles can be appended if thought to be of value in the evaluation of the research by the IRB. The IRB needs to understand how this study adds to the knowledge on this topic in order to be able to judge the risks and benefits to the research participants. Therefore using non-technical language, briefly describe the rationale for this study.

The Purdue Association for Educational Technology (PAET) at Purdue University and the Instructional Design and Technology Student Interest Group (IDTSIG) at Syracuse University agreed in 2004 to collaborate in a 3-year project to assist the Association for Educational Communications and Technology (AECT) at its annual international conferences. According to its Web site (AECT, 2007), the AECT, the client for this sample survey project, is the oldest and most widely known professional organization in the fields of educational communications and technology—a professional association of hundreds of educators, industry professionals, graduate students, and others whose activities are directed towards improving instruction through technology.

One of the goals of the AECT is to attract graduate student membership, mentor and retain them as members and future leaders of the Association; and, encourage student participation in the various committees and divisions, professional development sessions, and programs directed specifically at the Association's graduate student membership throughout the year and at annual AECT conferences. The Graduate Student Forum and Lounge (GSF&L) Program, the subject of this proposed sample survey, is one of the principal AECT programs directed at the graduate student membership of the AECT. In September of 2006, the then AECT president-elect, Ward Cates, asked the SU and Purdue student representatives—(Jose Cortez and Hans Aagaard)—to coordinate the GSF&L Program for the 2006 and 2007 conferences—though the GSF&L program was not a part of the original SU-Purdue proposal. The SU and Purdue student representatives, in turn, are interested in gathering information on how they, on behalf of the AECT leadership, can improve and expand the Forum and Lounge as part of an AECT strategy to enhance graduate student experiences at annual conferences and as one means to continue to attract, sustain, and retain graduate student membership.

The primary purpose of this survey is to explore and describe AECT graduate student member satisfaction and/or dissatisfaction: The survey will be designed to query graduate students members of the AECT for the purpose of determining whether the GSF&L programming—e.g., topics, speakers, panels, student participation, etc.—either augments (or detracts from) students' interest in, and satisfaction from, the GSF&L; and, to determine if the GSF&L enhances graduate student experiences at the AECT's annual conferences.

The survey will be designed to query graduate students members of the AECT for the purpose of determining whether the GSF&L events and activities—e.g., topics, speakers, panels, student participation, etc.—either augments (or detracts from) students' interest in, and satisfaction from, the GSF&L; and, to summarize survey findings to describe ways in which respondents perceive the GSF&L as enhancing their experiences at the AECT's annual conferences. Responses from the survey will also be useful to GSF&L Co-Coordinator in planning topics and events for the 2007 GSF&L.

The dependent variable in this study is the level of graduate student satisfaction, and the independent variable is GSF&L program type. Intervening and moderating variables—such as frequency of attendance at AECT functions, length of graduate membership, gender, level of graduate study, and others—will be utilized to identify, and make explanatory assertions about, key factors that potentially influence the attitudes, preferences, and value judgments of the AECT graduate student members toward the GSF&L programming.

3. Methods

Describe what participants will be required to do, again explaining any technical terms or procedures. Include any copies of survey instruments or sample research questions as appendices. If the survey instrument is commonly used in your discipline, please include a citation to the instrument only. (See Section 6b of the IRB Handbook for Investigators)

The team intends to use a single cross sectional survey (Babbie, 1990) as a vehicle to ascertain, observe the distribution of, and make descriptive assertions about the degree or level of the AECT graduate student membership's level of interest in, and satisfaction with, GSF&L program topics and content. Additionally, from the survey's findings, the survey team expects to identify and describe the GSF&L's value, usefulness, benefit, effectiveness, and worth to graduate student members; and, to use the survey's findings to suggest and describe ways in which to improve the programming, depending on the responses generated from the survey and a determination regarding relationships among variables at the time of the survey.

The AECT graduate student members picked in our sample will participate in an online, self-administered survey using the AECT's Web site, prior to the AECT convention in October of 2007. The survey questionnaire instrument, instructions, follow-up post-cards, and a thank you message will be posted on a special portion of the AECT Website set aside for the survey—all of which will be designed, developed and tested during the January – June time frame in 2007.

Participants will be asked to login to the Web page, using their AECT membership number and last name. By checking membership name and number, the Web site allows only AECT members to access the survey's home page and can update a counter which will track the number of students who have responded to the invitation and access the questionnaire.

Upon entering the survey home page, a letter of introduction and invitation will appear, describing the purpose of the survey and inviting graduate students to participate in the survey, if they have attended at least one convention since 2003. If the student meets these criteria, he or she clicks on the "yes" button, to continue. Those who responded by clicking once on the "no" button are linked to a screen that explains that the survey is limited to graduate students who have attend one or more conventions since 2003 and thanks them for their interest. We are interested in students who have attended recent conventions because most who have attended conventions prior to 2003 are likely not graduate students today and the AECT GSF&L Co-Coordinator are only interested in the GSF&L programs for the 2003–2006 time period for purpose of comparing the 2007 GSF&L programs to those offered during 2003–2006.

From the introduction and invitation letter, participants continuing with the survey will then see a page that provides some background information regarding the survey in terms of its design and formatting and instructions for completing the survey questionnaire. Participants can then proceed to respond to the questionnaire online; there is no need for them to download a document and complete the survey manually.

Once the participant completes the online survey, he or she will be able to review the completed survey before submitting it, by clicking once on either the "review" or "submit" button. For those reviewing the survey questionnaire, a completed form will appear and a participant can scroll through the document to enter responses for questions that may have been missed and make changes to others.

Once the participant has clicked on the submit button after completing the online survey questionnaire, a message will appear on the participant's computer monitor screen confirming receipt of the completed survey and thanking the student for participating. On the screen will be an invitation extended to students to participate in an onsite interview, as a follow-up to the survey. If the response is "no" the survey will link the student back to the AECT convention Web page.

For those who responded “yes”, an E- card will appear on the screen inviting the participant to register for the onsite interview at the time they register for the 2007 convention or when he or she checks in at the convention site to obtain convention credentials.

4. Performance Site Information

Is this a multi-center research project in which Syracuse University will function as the coordinating center/lead institution? (A multi-center study is one where different PIs at different institutions are conducting the same study.)

No Yes

A letter of cooperation from AECT will be attached with our research survey.

List all Performance Sites Other than SU (insert additional rows if needed).

This may apply when a SU investigator collaborates with a non-SU investigator or institution, or when SU serves as a Coordinating Center. Please check all that apply and add additional sites. Each will require a letter of cooperation and/or IRB approval. (See Section 6b of the IRB Handbook for Investigators)

Check all that apply	Name of Performance Site (list all participating sites below)	IRB Approval and/or Letter of Cooperation
<input type="checkbox"/>	SUNY Upstate Medical University	<input type="checkbox"/> Attached <input type="checkbox"/> Pending
<input type="checkbox"/>	Syracuse City Schools	<input type="checkbox"/> Attached <input type="checkbox"/> Pending
<input checked="" type="checkbox"/>	Other, specify: AECT	<input type="checkbox"/> Attached <input checked="" type="checkbox"/> Pending

5. Research Qualifications

State the names **and** research qualifications of the individuals who will have direct contact with the participants. (Do not simply indicate investigators’ names. Indicate how they are qualified to conduct procedures to be used in this study.)

(See Section 6c of the IRB Handbook for Investigators)

Professor Nick L. Smith of Instructional Design, Development and Evaluation in the School of Education is the Primary Investigator (PI) and will oversee this research survey, Nick Smith is a professor of instructional design, development, and evaluation. His research focuses on the theory and methods of evaluation of educational and social programs, specifically on investigative methods in applied fields of inquiry. Smith has served on numerous editorial boards, including as past editor-in-chief of *New Directions for Program Evaluation*. He has also edited such volumes as *Metaphors for Evaluation: Sources of New Methods*; *New Techniques for Evaluation*; *Communication Strategies in Evaluation*; and *Varieties of Investigative Evaluation*. In 2004, he served as president of the American Evaluation Association.

Erin Cunia is a first year doctoral student in the Instructional Design, Development, & Evaluation (IDD&E) program at Syracuse University, where she first received her Master's in IDD&E in 2005. She has also worked as an Instructional Designer for various organizations, designing computer-based, multimedia instructional components. She has received a graduate research assistantship for three consecutive years and taught an undergraduate course, Intro to Information Technology. Erin has been a graduate student member of the Association for Educational Communications and Technology (AECT) since 2004. She

worked as a graduate student volunteer at the 2005 AECT International Convention. She has over twenty years experience with PC and MAC computer systems and over ten years experience in inter-office computer hardware and software troubleshooting and staff training.

Kalpna Srinivas is a first year doctoral student in the Instructional Design, Development & Evaluation (IDD&E) program at Syracuse University. She currently works as the Assistant Chancellor at Syracuse University. Kalpna supervises operations and manages critical activities within the Office of the Chancellor and the Chancellor's Residence. She has a B.S. degree in biology and chemistry from Rajsthan University, India, and an M.S. degree in Instructional Design Development and Evaluation (IDDE) from the School of Education at Syracuse University. She is a current member of the Association for Educational Communications and Technology (AECT).

Jinghe-Zhou is a first year doctoral student in the Instructional Design, Development & Evaluation (IDD&E) program in the School of Education at Syracuse University. He has a B.S degree in Educational Technology from China. He has two years experience working as an Educational Software Engineer. He earned his Master's degree in Software Engineering from Denmark. He is a current member of the Association for Educational Communications and Technology (AECT).

Nick Smith will supervise the project and Erin, Jingye, and Kalpana will analyze the data and report the findings. Also, AECT personnel (both technical and office staff) will be listed here.

6. Characteristics of Participants (See Section 6d of the IRB Handbook for Investigators)

Approximate Number of Participants to be recruited: 100

Sex: M F Both

Age Range: 21 and over Any participants under age 18? No Yes

Does this study target one gender or specific social/ethnic group(s)? No Yes

If yes, check all that are targeted/vulnerable populations (Code of Federal Regulations: <http://www.hhs.gov/ohrp/humansubjects/guidance/45cfr46.htm#46.111>) for the purpose of this study.

<input type="checkbox"/> Children/minors	<input type="checkbox"/> Pregnant women
<input type="checkbox"/> Cognitively impaired	<input type="checkbox"/> Educationally Disadvantaged
<input type="checkbox"/> Elderly/Aged	<input type="checkbox"/> Economically Disadvantaged
<input type="checkbox"/> Prisoners/Legally Restricted	<input type="checkbox"/> Other, specify:

Please explain the rationale for using this particular group(s):

The population of interest are AECT graduate student members. According to an AECT E-mail sent to the current membership, "there are currently 639 graduate student members of AECT – about 30% of the total membership" (AECT, 2007a). The survey population is defined in this sample survey project as current graduate student members of the AECT who have attended at least one annual AECT convention. Cortez (2007) states that 90 – 95% (or 571) graduate student members of the AECT attend the annual conventions each year.

The Unit of Analysis: AECT graduate student members, who have attended at least one annual AECT convention since 2003.

The survey instrument will be designed to query graduate students members of the AECT for the purpose of determining whether the GSF&L events and activities—e.g., topics, speakers, panels, student participation, etc.—either augments (or detracts from) students' satisfaction with the GSF&L. These graduate students will be able to reflect on their experiences of attending previous conferences and provide us with information about their level of satisfaction regarding the GSF&L events and activities which will in the future help the coordinators plan future conferences.

Additionally, from the survey's findings, the survey team expects to identify and describe the GSF&L's value, usefulness, benefit, and worth to graduate student members.

General state of Health: Unknown

("Unknown" unless you will obtain health data on participants prior to beginning the study.)

7. Recruitment of Participants

Describe in detail how participants will be identified and recruited. Provide explicit detail about how and who will recruit participants. Do NOT merely state "Volunteers." In addition, if recruitment consists of monetary compensation or class credit, include the information in this section.

The SU Survey Project Team intends to use a single cross sectional survey (Babbie, 1990) as a vehicle to ascertain, observe the distribution of, and make descriptive assertions about the degree or level of the AECT graduate student membership's interest in, and satisfaction with, GSF&L program topics and content. The SU AECT survey team members will recruit the participants. The participants are graduate student members of the AECT who have attended at least one convention since 2003. For this survey project, the sampling frame is a listing of all AECT graduate student members, who have attended at least one annual convention since 2003, each having a unique membership number, drawn from the AECT membership database and supplied to the SU AECT Survey Project Team by the AECT home office located in Indianapolis IN. This list of members will constitute the sampling frame and will have the students' name, email address, institution, and phone numbers. It is from this sampling frame that the project team will draw its sample.

Introductory letter e-cards will be sent to the sample selected at the start of the survey period explaining the purpose of the survey and requesting them to complete the online survey. They will be informed that their responses will be kept confidential. An incentive of a free gift from the AECT or a discount for the AECT online store will be offered. We intend to secure the identity of the participants to that their responses will not be identified by destroying the randomly assigned ID number that links ID to individual upon completion of the data analysis.

Respondents can exit the survey by closing the browser. Selections will not saved until they actually click on the "submit" button. They can leave the survey at any time.

Do you plan to solicit for participants using any of the following? If so, check the appropriate box(es) below. NOTE: Please provide a copy of all advertising materials including ads, letters and telephone scripts with this application; must include graphics. In addition, The IRB must review and approve final copies of all scripts or detailed descriptions.

Yes *If "Yes," choose all that apply:*

<input type="checkbox"/> Flyers	<input checked="" type="checkbox"/> Mass E-mail Solicitation	<input type="checkbox"/> SU Today News Service
<input type="checkbox"/> Internet	<input type="checkbox"/> Posters	<input type="checkbox"/> Television
<input type="checkbox"/> Letter	<input type="checkbox"/> Radio	<input type="checkbox"/> Newspaper
<input type="checkbox"/> Departmental Research Boards	<input type="checkbox"/> Telephone	<input type="checkbox"/> Other (describe):

No

8. Informed Consent Procedures

Type of consent to be obtained ([See Section 6f](#) of the IRB Handbook for Investigators)

Oral Consent Written Consent (ATTACH A FINAL COPY ON OFFICAL LETTERHEAD)
 N/A (Data Analysis Only)

From whom will consent be obtained and by what means for minors or the individuals considered to be cognitively impaired in their decision making ability?

The nature of the online questionnaire is not conducive to receiving a written consent but the introduction and instructions of the online questionnaire will state that completing the survey is voluntary and submission of the completed survey is an indication of consent.

An ASSENT statement is required for participants who cannot legally give consent themselves.
 Assent statement: No Yes (ATTACH COPY)

Will non-English speaking individuals be participants in the research? No Yes

If yes, how will consent be obtained from non-English speaking participants?
 Click those that apply:

A translated written informed consent document in a language understandable to the participant. This should be an accurate translation of the full informed consent. (ATTACH COPY)

Orally, using a qualified translator to translate the English informed consent document to the participant, and a translated short form in a language understandable to the participant (ATTACH COPY of oral script)

Identify the name of the individual or translation service that provided the translation.

NA

List the qualifications of the individual who provided the translation.

NA

9. Potential Conflict of Interest

Federal Guidelines emphasize the importance of assuring there are no conflicts of interest in research projects that could affect the welfare of human participants. If this study involves or presents a potential conflict of interest, additional information will need to be provided to the Vice President for Research. Examples of potential conflicts of interest may include, but are not limited to:

- A researcher or family member participating in research on a technology, process or product owned by a business in which the faculty member holds a financial interest
- A researcher participating in research on a technology, process or product developed by that researcher
- A researcher or family member assuming an executive position in a business engaged in commercial or research activities related to the researchers University responsibilities
- A researcher or family member serving on the Board of Directors of a business from which that member receives University-supervised Sponsored Research Support
- A researcher receiving \$10,000 or more in consulting income from a business that funds his or her research

Syracuse University Policy on Conflict of Interest for Research Investigators:

http://osp.syr.edu/forms/COI_Policy_rev4.04.doc

Do any of the Investigators or personnel listed on this research have a potential conflict of interest associated with this study?

- No: Skip to section 10.
 Yes

If yes, identify the individual(s):

Has this potential conflict of interest been disclosed and managed?

- Yes. The Office of Research Integrity and Protections will verify that a management plan is in place with the Vice President for Research.
 No. If the Vice President for Research does not have an approved management plan for this research, complete Parts I and II of the Disclosure of Significant Financial Interest Form (http://osp.syr.edu/forms/COI_Policy_rev4.04.doc) and submit it to the *Office of the Vice President for Research, 3-014D Center for Science and Technology*.

Final IRB approval cannot be granted until all potential conflict matters are settled. The IRB requires a recommendation from the Vice President for Research regarding disclosure to participants and management of the conflict.

10. Data Collection, Storage of Data and/or Confidentiality ([See Section 6g](#))

What precautions will be taken to insure the privacy of the participants, and the confidentiality of the data, both in your possession and in reports and publications?

The SU AECT Survey Project Team will design and develop the survey questionnaire instrument—a draft for the pretest will be produced using Microsoft Word; and, HTML will be used for the pilot and full-scale surveys.

The survey will be self-administered online by respondents who have been selected as the sample for this survey, from the sampling list drawn from the AECT convention registration data base. Letter of invitations, designed by the SU Survey Project Team, will be sent to the selected individuals as attachments to e-mail messages — informing the graduate student members of the presence of this survey and its rationale inviting their participation, and containing instructions (including a hyperlink) on how to access the survey located on a specific page on the AECT Web site. If they decide they don't want to participate they will be given an opportunity to "exit the survey" at any point.

When it comes to the stage of data analysis, the data file can be directly imported into our quantitative analysis software (SPSS). Data are only accessible to the SU/AECT survey team. The CD files will be locked in file drawers in the offices of the department of Instructional Design, Development, & Evaluation, in the School of Education at Syracuse University.

Will audio, video or film recording be used? Yes No Specify which
If yes, specific permission must be sought in the consent letter.

Describe the storage of research information including data (hard copies and electronic databases, specimens, audio/videotapes, etc.). Indicate who will have access to the research information, where it will be stored, and how long it will be kept.

The basic mechanism of storing responses is as follows: The AECT technical personnel sets up a data table in the Access database. In that table, each row stands for one record of questionnaire. So a new row will be automatically added into the table every time when someone completed the online survey.

The on-line survey application will be administered under AECT's website. All the data will be stored in AECT's database. The survey team will collaborate with AECT technical team on data storage and retrieval which consists of three major procedures:

- During the data collection stage, the AECT's technical personnel will report the status of survey response rate and the list of respondents to the SU/AECT survey team every week. This team will analyze the non-response bias and based on the reports will send out the follow-up e-post cards.
- In case of any unexpected situation, the AECT's technical personnel will backup the database every week during the data collection stage.
- After the data collection stage, the AECT's technical personnel will export all the data into a file in Excel or plain text format. The file will be burnt on to a CD and sent to the SU/AECT survey team.

The CD files will be locked in file drawers. Only the SU AECT Survey team members will have access to the file drawers.

What will be the disposition of the records when the research is completed?

As recommended by APA, all the raw data will be destroyed after five years.

11. Risk to Participants (See Section 6h of the IRB Handbook for Investigators)

Describe in detail any possible physical, psychological, social, political, legal, economic, or other risks to the participants, either immediate or long range. Risk may be minimal but never totally absent. Do not say "No Risk."

Risk is minimal as the survey will be self-administered online by respondents who have been selected as the sample for this survey. Letter of invitations, designed by the SU Survey Project Team, will be sent by the AECT home office to the selected individuals as attachments to e-mail message — informing the graduate student members of the presence of this survey and its rationale inviting their participation, and containing instructions (including a hyperlink) on how to access the survey located on a specific page on the AECT.

Describe what procedures will be used to minimize each risk you have stated above. If participants need to be debriefed at the end of the study, a copy of the debriefing statement must be attached.

Optionally as an added security measure and to ensure that only the sampling units have access to the online survey, students may be asked to login to the Web page, using their AECT Membership Number and last Name. By checking membership name and number, the Web site allows only graduate student members to access the survey's home page and can update a counter which tracks the number of students who have responded to the invitation and accesses the questionnaire. They are informed prior to participation in the survey of the measures that will be taken to keep their responses confidential.

12. Benefits (See Section 6i)

The participants

The participants will provide valuable data to support this study exploring the level of satisfaction with the GSF&L programs and activities. There are no direct benefits for the participants.

Society at large

The SU Survey Project Team intends to address this survey by identifying, measuring, and analyzing the satisfaction response level of AECT graduate student members in relation to the types of programs and events offered by the GSF&L since 2003. Based on the survey responses, the GSF&L co-coordinators may be able to develop strategies and methods to improve GSF&L programs for the 2007 and future AECT conventions and enhance the experiences for these graduate student members.

Explain how the benefits outweigh the risks involved.

The benefits for the society at large outweigh the minimal risks involved of participating in this survey. The SU Survey Project Team intends to address this survey by identifying, measuring, and analyzing the satisfaction response level of AECT graduate student members in relation to the types of programs and events offered by the GSF&L since 2003. Based on the survey responses, the GSF&L co-coordinators may be able to develop strategies and methods to improve GSF&L programs for the 2007 and future AECT conventions.

Note: The course credit or fee is an inducement to participate in the study and should not be described as a benefit of the research.

13. Signatures

This is to certify that the procedures involved in this study are appropriate for minimizing risks to the participants and acknowledges that I take full responsibility for the conduct of the research. (If this study is being conducted by a student, a faculty member must sign in the space provided.)

Faculty
 Signed _____ Date _____
 (Faculty member)
 Name (typed): Nick L. Smith

Campus phone: 315-443-3703 Campus address: 320 Huntington Hall, Syracuse University, Syracuse, NY 13244

Student
 Signed: _____ Date _____

Graduate Undergraduate
 Name (typed): Erin C. Cunia

Campus phone: 315-443-3703 Campus address: 320 Huntington Hall, Syracuse University, Syracuse, NY 13244

Please Note:

All correspondence will be addressed to the advisor/investigator and mailed to the advisor's address. A number will be assigned to your protocol. Please refer to it whenever calling or writing for information.

Return Completed Protocol To:
 Office of Research Integrity and Protections
 116 Bowne Hall
 Syracuse University
 Syracuse, NY 13244

Table 1.

Planned Statistics

Variable	Level of measurement	Parameters measured	Statistical calculations	Analysis rationale
<i>Dependent (DV)</i>	<i>Nominal Ordinal Interval Ratio</i>	<i>A summary description of the measurable attributes of a given variable in a population.</i>	<i>A summary description of a given variable in a survey sample, used to estimate or predict a population parameter.</i>	<i>Purpose and analysis of calculated sample statistics. Charts and graphs illustrate.</i>
Level of satisfaction	Ordinal, rank ordered categories.	Mean of scores representing the level of degree of satisfaction.	Distributions, central tendency, and dispersion. Uni-, bi-, & multi-variate tables. Presence and strength of IV and OV on the DV. Tests of significant. Chi-square and	Estimates generalized from the sample. Determine the influence of IV and OV on AECT graduate student members' satisfaction with the GSF&L. OV

			ANOVA.	group / sub-group comparisons via ANOVA.
<i>Independent (IV)</i>				
Types of GSF&L programs	Nominal, un-ranked categories.	Central tendency of strength of IV relationship to DV.	Dispersion of values / standard deviation per type of program. Uni- and bi-variate tables.	Determine the influence of IV on DV. OV group / sub-group comparisons. Estimates generalized from the sample regarding priorities of program types.
<i>Other (OV)</i>				
GSF&L physical environment	Discrete. Nominal level.	Dissemination of AECT publicity regarding GSF&L location at conventions.	Dispersion of responses in relationship to the mean.	Inferences regarding the effectiveness of methods to disseminate this

				information.
Attitude toward GSF&L	Discrete. Nominal level.	Past experiences at GSF&L functions.	Cross-tabulation to create bi-variate tables. Estimates generalized from the sample regarding priorities of program types. Lambda.	Factors underlying attitudes regarding relevance and usefulness of GSF&L programs.
Year of birth (age)	Continuous. Interval.	Mean age of graduate student members.	Bi-variate tables. Estimates generalized from the sample regarding priorities of program types.	Determine if age factors into types of programs attended and level of satisfaction.
Gender	Discrete, status. Nominal level.	Percent of each gender.	Bi-variate tables. Lambda.	Estimates generalized regarding gender based priorities of program types.

Enrollment status	Discrete, status. Ordinal level.	Frequencies and percentages according to each status.	Bi-variate tables. Estimates generalized from the sample regarding types of program attended. Gamma.	Enrollment status affects on level of satisfaction level. Allows for target marketing to / programming for students.
Grad level	Discrete. Ordinal level.	Frequencies and percentages according to each status.	Bi-variate tables. Estimates generalized from the sample regarding priorities of program types. Gamma.	Enrollment status affects on level of satisfaction. Allows for target marketing to / programming for students.
Awareness of GSF&L	Nominal level.	Frequencies and percentages, by selected OV groups / sub-groups.	Bi-variate tables. Estimates generalized from the sample regarding priorities of program types.	Extent to which students are aware of the GSF&L.

			Lambda.	
Conference attendance	Discrete. Nominal level.	Frequencies and percentages, by selected OV groups / sub-groups.	Bi-variate tables. Estimates generalized from the sample regarding priorities of program types.	Extent to which students are aware of the GSF&L.

Figure Captions

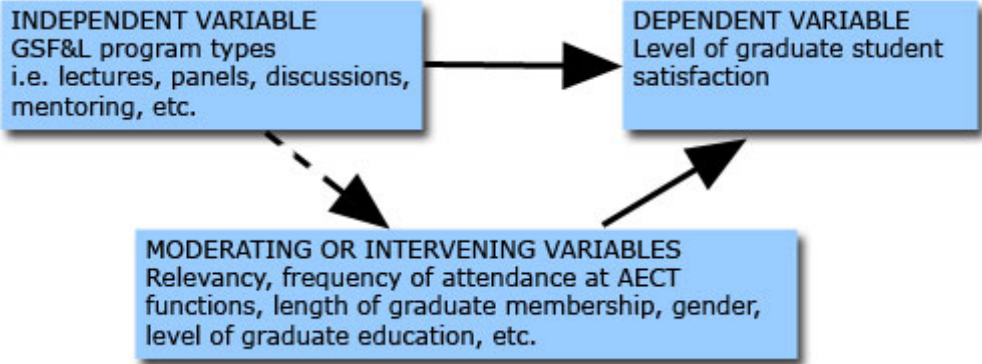
Figure 1. In this illustration of the independent, dependent, and moderating or intervening variable, the broken line indicates the unknown relationship between the moderating variables and the dependent and independent variables.

Figure 2. The sampling frame used for the pretest shows an example of the information that will be received from the AECT.

Figure 3. Graduate students will login to the AECT Web page.

Figure 4. A tracking log will be used to monitor responses during the survey implementation.

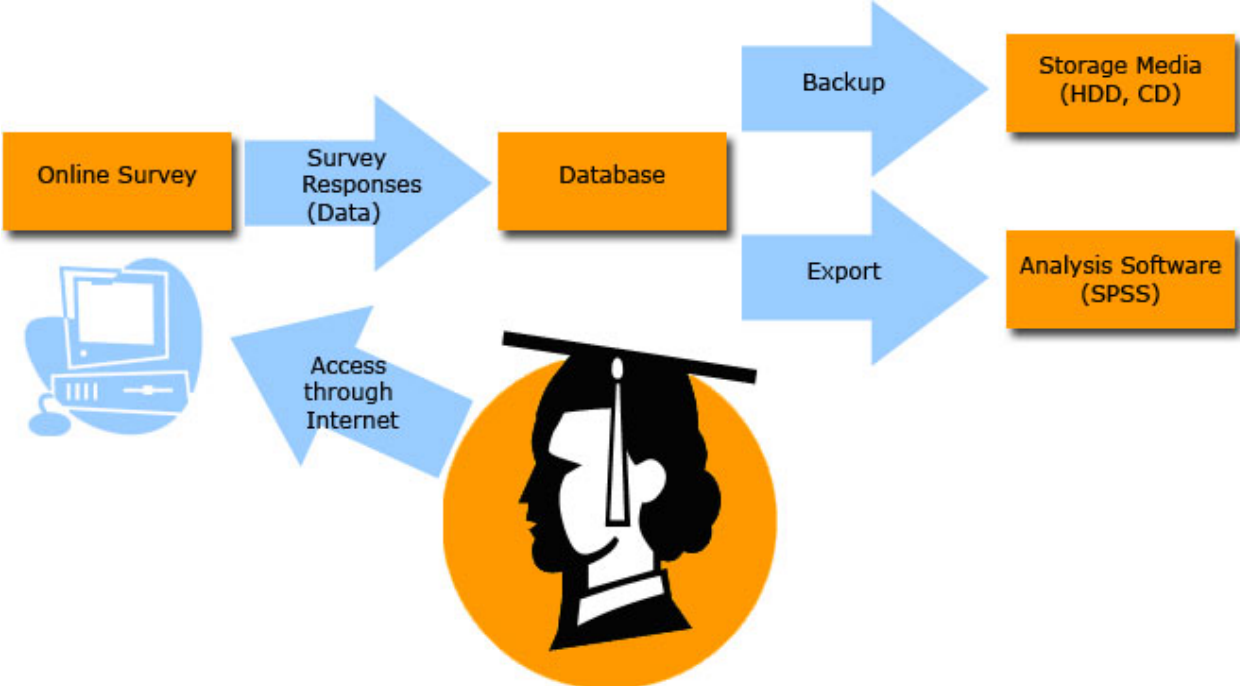
Figure 5. This illustration shows the technical procedures model of the online survey.



Last	First	E-mail	Inst.	Address	City	State	Zip
Bikowsky	Cherie	cbikowsky@spencerportschools.org	SU				
Blaise, Jr.	Oliver	oblaise@stny.rr.com	SU				
Burris	Monica	elvie005@yahoo.com	SU				
Coleman	Alena	alcoleman@syr.edu	SU				
Dames	Kevin	kmdames@gmail.com	SU				
Fidler	Chuck	cgfidler@syr.edu	SU				
Raysean	Khalif	kwaku826@yahoo.com	SU				
Maniaci	Kathie	kmmaniac@syr.edu	SU				
Manning	Jody	manningj@solvay.cnyric.org	SU				
Molloy	Gregory	gmolloy@nscsd.org	SU				
Smith	Lance	lance.c.smith@gmail.com	SU				

MEMBER LOGIN
Membership # <input type="text"/>
Last Name <input type="text"/>
<input type="button" value="Log In"/>
<i>Problems logging in?</i>
Not a member? <u>Join now!</u>

Last	First	Intro card	Survey complete	Follow-up card	Final notice	Thank you card
Bikowsky	Cherie	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Blaise, Jr.	Oliver	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Burris	Monica	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coleman	Alena	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dames	Kevin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fidler	Chuck	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Raysean	Khalif	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maniaci	Kathie	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Manning	Jody	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Molloy	Gregory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Smith	Lance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Graduate student AECT member