

the Respondent

SIG on Survey Research in Education

Spring 1999

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If you are an AERA member and the above label is marked in the upper
right corner with an "N" (for No) or is blank,

contact Lynda Idleman immediately to correct your status.

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The Respondent is published three times a year by the Special Interest Group on Survey Research in Education of the American Educational Research Association. (*The Respondent* is not an official publication of the AERA.) The purpose of the SIG is to provide a forum for educational researchers who are interested in improving survey methods, fostering communication among survey researchers, and promoting the development and dissemination of scholarly work in research methods.

SIG Officers

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From Where I Sit

Randy McClanahan, ACT, Inc.

In our SIG, one usually serves as SIG chair only after having served for at least two years in each of the other three officer positions (i.e., program chair, newsletter editor, and business secretary). I don't know why or when this system was started, but it works well. In the progression from one position to the next an individual picks up all sorts of information necessary to successfully fulfill the duties of the next position and to act as a mentor to those coming up.

Having served in one capacity or another as a SIG officer for the past eight years and wondering what I'd do with that bit of my time previously allotted for SIG affairs, I looked to SIG officers of the past to see what they were doing now. Steve Siera has been responsible for developing and presenting the slate of officers for election - a responsibility that automatically goes to the immediate past SIG chair; so, I'll have that task for the next year or two. Judy Boser maintains the SIG's archives. Jack Anderson and Marsha Niebuhr have served on numerous committees. Chet McCall writes a regular column for the newsletter. The SIG is always in need of individuals to serve as proposal reviewers, newsletter contributors, etc. I guess there are plenty of ways to stay active in the SIG.

And I will stay active. What I hope and have attempted to stress during my tenure as SIG chair is that each SIG member seriously consider becoming more active. The same names seem to appear again and again in any reporting of SIG activities. I know that, while these individuals enjoy what they are doing, they would also be delighted to see new names and new faces appear. SIG officers do not materialize in the mist. Committee members don't float in with the fog. Individuals volunteer to do the work that needs to be done to keep the SIG running. Unfortunately, a dedicated few are compelled to again and again perform these many tasks because no one else steps forward.

Attendance at the SIG business meeting is a good way to meet other members and "get in" on the activities, but it is not a prerequisite to SIG participation. If you'll not be attending the AERA conference in April and/or if you will be there but can't attend the business meeting, you can still be involved. AGAIN, and for the last time, (and I'm sure I'll hear a collective sigh of relief as you all receive this newsletter) I encourage each of you to pick one SIG activity of interest and get involved. I did, and I've loved every minute of it!!

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Blunders and Missed Opportunities in Survey Design

George Johanson and Suzy Green

Ohio University

James Williams

George Washington University

Our collective experience in conducting, consuming, and guiding educational research using survey methodology confirms our current contention that there are errors of commission and omission occurring regularly. The literature on survey research methods addresses many of the errors we identify, but these particular mistakes may not be as widely known as desired and seem to be repeatedly subject to misunderstanding. The primary purpose of this paper is to expose at least some of the errors related to survey design and note alternatives.

Missed Opportunities in Attitude Scale Planning

A missed opportunity in planning occurs when the researcher fails to use multiple sources of information to determine the components of an attitude of interest. While the use of interviews with a small

convenience sample of respondents and/or experts to identify the various components of an attitude is often recommended, others prefer to use the literature for identifying the components of the attitudinal construct under investigation. Spector (1992) notes that "The existing literature should serve as a starting point for construct definition" (p. 14). However, it is only when the attitudinal components of the construct located in the literature confirm those components from interviews with experts and a convenience sample of subjects, that there is assurance that unnecessary components have been avoided and that critical aspects of the attitude have not been overlooked. It seems to us that this form of triangulation is often neglected. It is the *convergence* of the literature, advice from experts, and responses of a small sample of subjects that gives the researcher confidence that the attitudinal construct has been accurately identified and the opportunity for a complete and precise definition of the attitude in question has not been missed.

Blunders in Item Construction

After the pool of items for an attitude scale has been initially drafted, a small group of subjects can be recruited to provide additional information about these items. Sudman, Bradburn, and Schwarz (1996) declare: "In questionnaire design, we strongly recommend the use of think-aloud interviews for determining what respondents think the questions mean and how they retrieve information to form a judgment" (p. 53). A major purpose of having a small sample of subjects think-aloud while reflecting on the items is to better understand the cognitive processes involved in making the required responses to the items. At a very practical level, the researcher using such methods for attitude scale development should be able to determine if the survey items are likely to perform as intended or if a blunder is in the offing. Survey items that require multiple steps or even some problem solving might best use these methods. Someren et al., 1994, is a good source of information for think aloud methods. Should you use the think-aloud or a focus group? Sudman et al. (1996) state: "We believe focus groups and think-aloud interviews are most effective when used together, but if time and costs do not permit both we recommend the think-aloud interviews over the focus groups" (p. 54).

Missed Opportunities in Item Construction

Should a researcher force choices? While there are instances where a forced-choice format would be less appropriate, there are also situations where this is definitely not true. For instance, if you request faculty and staff in a public school to indicate preferences for a school calendar, you had better force some choices or you will likely find that sentiment is strongly in favor of starting school later, taking longer vacations, and having an earlier closing date! This missed opportunity was a first-person experience of one of the authors many years ago.

Offering a neutral, unsure, or don't know (DK) option can also make a good deal of sense, but not in all circumstances. The middle option may sometimes serve as an opportunity for respondents to avoid responding to questions that they would rather not answer. On personnel evaluations, the number of DKs can sometimes be observed to correlate significantly (and negatively) with the overall rating (Johanson, Gips, & Rich, 1993).

Still another item format, the free-response or open-ended format, can be used either at the beginning or end of a survey with closed or selected-response items. However, the item will function very differently depending on its position. If used prior to the more structured items, the open-ended item may permit the researcher to determine whether there are concepts or ideas that were missed in the structured response format items. Such an item can provide evidence of content validity, when phrased something like 'What is the most important aspect of your attitude towards...' and if the responses can be classified or clustered to reflect the same ideas or constructs as the closed-response items. If used at the end of a survey, the open-ended item cannot serve this purpose since the respondent will most certainly have been influenced by the prior closed-response items. Nonetheless, free-response items at the end of the survey phrased as 'Do you feel there are any additional concepts or concerns...' or 'Were there items that seemed less appropriate...' may identify a missed or improper concept. The free-response format may be especially useful in the earlier stages of scale development.

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The use of an overall or summary item in a survey is often discouraged since an overall item requires the respondent to define or specify the content or meaning of the item, and this meaning will differ from person to person. In this instance, the researcher would know the response but not the actual question that prompted the response! Authors such as Schuman & Presser (1996) feel that: "General summary type items are especially susceptible to context effects and should probably be avoided if the needed information can be built up from more specific questions." (p. 311). Nevertheless, if such an item is the last item in an attitude scale with more specific items, then the overall item can serve at least two very useful purposes. First, an item analysis will often identify the summary item as one of the strongest items (in the sense of a high item-total correlation) in the scale. Second, the responses to this overall item can be used as a surrogate for the overall score and, for example, be correlated with the responses to a suspect item to see if an item of questionable validity is at least positively related to the central idea of the scale. This will be particularly helpful in the developmental stages of a scale where the summated score itself may reflect many flawed items.

Last in this collection of missed opportunities is the often used ranking task. Ranking requires much effort on the part of respondents to do correctly and may often be done with too little thought. How is a researcher to know whether the subjects have given sufficient time and attention to the necessary comparisons in a typical ranking chore? One alternative is to present the objects to be ranked as all possible pairs. While there will be a large number of pairwise choices to make (there will be $k(k-1)/2$ pairs where k is the number of objects), there are advantages to this approach. The first benefit is that we have structured the task to insure that all comparisons have been considered and the responses to the paired-comparisons will still yield an overall ranking. Second, the responses can be scaled in a variety of ways including some that yield approximately interval level measures such as Thurstone scaling (Dunn-Rankin, 1983). Finally, the number of logical

inconsistencies or *circular triads* or *intransitivities* can be computed. These inconsistencies occur where a respondent indicates a preference for A over B and B over C, but then, inexplicably, chooses C over A. Information on the number of circular triads may reflect the scalability of the objects or the attention of the respondents to the task. Formulas for computing the number of circular triads for each subject are in Kendall (1970). Using paired-comparisons instead of ranking requires more items, but provides opportunity for added information.

Missed Opportunities in Scale Revision

In addition to a usual item analysis, it may be wise in some instances to check as well for *differential item functioning*, or DIF. That is, if there are two groups of respondents it is possible for one item to be more easily agreed-with by members of one group even after controlling for overall attitude level. Items that function differentially can lead to biased measurement. A more complete discussion of DIF is available in Camilli & Shepard, 1994. Johanson (1997) discusses applications of DIF techniques to attitudinal data.

Discussion

Our list of blunders and missed opportunities is far from complete. We have attempted only to reveal certain of the more blatant errors in survey design that we routinely encounter. A critical observation in considering methodological errors of any sort is the interdependence of the stages in survey research. A blunder or missed opportunity at the design phase may well result in additional, or compounding, errors in the latter stages of the research. Since we often cannot adequately correct earlier errors with later procedures, we need to be attentive and knowledgeable throughout the entire survey research process.

An earlier version of this paper was presented to the SIG on Survey Research in Education at the 1998 Annual Meeting of the American Educational Research Association, San Diego, CA.

George Johanson is an Associate Professor in the College of Education, Ohio University; Suzy Green is an Assistant Professor in the College of Education, Ohio University; James Williams is an Assistant Professor in the Graduate School of Education and Human Development, George Washington University.

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1999 Business Meeting

Agenda

Business Meeting and Social Hour

SIG Session 21.13

Tuesday, April 20, 1999

6:15-8:15

**Queen Elizabeth, St. Maurice Room, Convention
Level**

± Minutes of the 1997 Business Meeting

± Reports from the Officers

Program Chair, Gunapala Edirisooriya

Business Secretary, Lynda Idleman

Newsletter Editor, Anji Sun

± Committee Reports

Honors Awards Committee, Jack Anderson

Officer Nominations, Steve Siera

± Election of Officers

± Old Business

Discussion of dues structure

Membership Recruitment

± New Business

Discussion of content for SIG's new website

Honors Awards

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NOMINEES FOR 1999-2000 EXECUTIVE BOARD

Steve Siera & Kathy Green

Chair:.....*Gunapala Edirisooriya*

Gunapala has been an active member of the SIG for the past several years. He has served as the Program Chair for the past two years and has worked to expand our exposure by cosponsoring sessions with other SIGs and AERA divisions. He has presented papers and served as a discussant in previous sessions. Additionally, Gunapala is the prime mover in the development of

the SIG on Survey Research web site.

Program Chair:.....*Lynda Idleman*

Lynda has served as Business Secretary for the past three years. She is president and CEO of Idleman and Associates, a research firm in Atlanta. She works with a diverse group of clients, from private academic research projects, to evaluations of the academic program of The 100 Black Men of Atlanta, to surveying members of professional organizations. She has also been caught dispensing free advice to doctoral students on the Almost PHiniseD web site! Survey research is an integral and prominent component of the services provided by her firm.

Newsletter Editor:.....*Anji Sun*

Anji assumed the responsibility of Newsletter Editor for the SIG a year ago and has done an admirable job of soliciting information from members to make *the Respondent* a quality publication. She has also been an active proposal reviewer and presenter for the SIG. Anji is a Research Associate with ACT in Iowa City.

Business Secretary:.....*James Griffith*

James is a Senior Evaluation Specialist with the Montgomery County Public Schools in Rockville, Maryland, one of the leading public school research and evaluation programs in the country and an adjunct professor of psychology in Montgomery College. He has served as a reviewer for proposals for the SIG and has been active as a presenter. Currently, James serves as President of Division 19 (Military Psychology) of the American Psychological Association and is on the Editorial Board of the University of Chicago's research-based *Elementary School Journal*.

As provided in the SIG bylaws, the election of the officers will take place at the SIG Business Meeting, which will be held in Montreal on Tuesday, April 20, 1999, at 6:15 at the Queen Elizabeth Hotel, St. Maurice Room, Convention Level. If you will not be going to Montreal or will not be able to attend the Business Meeting, you may vote by absentee ballot by requesting one from the current Chair, Randy McClanahan. The ballot must be completed and

returned to Randy so that she receives it no later than April 4, 1999. (To obtain an absentee ballot, contact: Randy McClanahan, ACT, PO Box 168, Iowa City, IA 52243, phone 319.337.1440, fax 319.339.3020,

E-mail mcclanah@act.org.)

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1999 Schedule of SIG Sessions

Gunapala Edirisooriya, East Tennessee State University

As we mentioned in the Fall 1998 issue of *the Respondent*, for the 1999 meeting we have organized two paper sessions, a round table, and our Business Meeting. The required information on these sessions follows. Please jot down the appropriate information about the following sessions on your calendar as you plan to use your time wisely at the 1999 meeting during April 19-23, 1999, in Montreal, Quebec, Canada.

Judging by the quality of the proposals, these sessions have much to offer for those who have a special interest in survey research in education. As can be seen from this schedule, session #21.13 (our SIG's Business Meeting and Social Hour) will follow session #19.27 (Data Analytical Methods and Issues in Survey Research). We take this opportunity to thank the AERA scheduling staff for their efforts to meet our requests on behalf of our membership. Hope to see you at all these sessions!

Session: 5.06 - Survey Methodology and Program Evaluation

(Roundtables)

(Co-Listed with Division H and

SIG/Research on Evaluation)

Date: Monday, April 19, 1999

Time: 3.05 - 3.45 p.m.

Venue: Hilton, Fontaine B, Level F

TABLE 33 -- Survey Data Analysis Methods: The Effect of High School Scheduling Reform on Teaching and Learning. Gongshu Zhang, CarolynT.Cobb, NC Department of Public Instruction

TABLE 34 -- A Double Method Approach for a Double Need: To Describe Teachers' Beliefs About Grade Retention and to Explain the Persistence of These Beliefs. Louise Pouliot, Universite du Quebec a Trois-Rivieres

Session: 19.27 - Data Analytical Methods and Issues in Survey Research

(A Paper Presentation)

(Co-Listed with Division H and
SIG/Research on Evaluation)

Date: Tuesday, April 20, 1999

Time: 4.05 - 6.05 p.m.

Venue: Queen Elizabeth, St. Maurice, Conv. Level

CHAIR: *Lynda Idleman, Idleman & Associates*

PARTICIPANTS:

Characteristics of Response Set on the Semantic Differential. *Dorothy L. Swearingen, Consultant*

Rank Ordering and Comparing Survey Items Using an IRT Rating Scale Model. *Anji Sun, Matthew E. Schulz, ACT*

The Effects of Attitude on Perceptions of Bias in Questionnaire Items. *Dixie McGinty, Western Carolina University; Lin-Miao Lin, University of Southern Mississippi, Gulf Coast*

Application of the Rasch Model and the Hierarchical Linear Model to Survey Evaluation and Data Analysis. *Yi Du, Douglas B. Marston, Minneapolis Public*

Schools

Computer-Mediated Focus Groups. *Jill T. Walston, Robert W. Lissitz, University of Maryland*

DISCUSSANTS: Kathy E. Green, University of Denver; Chester H. McCall, Pepperdine University

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Session: 21.13 - SIG-SRE Business Meeting

Date: Tuesday, April 20, 1999

Time: 6.15 - 8.15 p.m.

Venue: Queen Elizabeth, St. Maurice, Conv. Level

SIG CHAIR: *Randy McClanahan, ACT*

PROGRAM CHAIR: *Gunapala Edirisooriya, East Tennessee State University*

NEWSLETTER EDITOR: *Anji Sun, ACT*

BUSINESS SECRETARY: *Lynda Idleman, Idleman & Associates*

Session: 51.23 - Some Unresolved Issues in Attitude Scaling

(A Paper Presentation)

(Co-Listed with Division H and

SIG/Research on Evaluation)

Date: Friday, April 23, 1999

Time: 12.25 -1.55 p.m.

Venue: Queen Elizabeth, Duluth, Convention Level

CHAIR: *Marsha Niebuhr, Anderson Niebuhr & Associates*

PARTICIPANTS:

Rationales of a Professional Audience for Survey Cooperation. *Kathy E. Green, University of Denver; Susan R. Hutchinson, VPI&SU*

Consequences of the Midpoint Response Choice for Survey Researchers. *Dorothy L. Swearingen, Consultant*

Effects of Item Grouping and Positioning of the Don't Know Option on Questionnaire Response. *Tony Lam, University of Toronto; Kathy E. Green, University of Denver; Cathy Bordignon, University of Toronto*

Likert Response Alternative Direction: SA to SD or SD to SA; Does It Make a Difference? *Jackson Barnette, University of Iowa*

DISCUSSANT: *Steve Siera, Kent School District*

For questions about the 1999 program, please contact:

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Questionnaire Design & Use Workshop

April 15-16, 1999

DoubleTree Hotel, Minneapolis Airport at the Mall of America, Bloomington, MN

May 6-7, 1999

Holiday Inn on the Bay

San Diego, CA

This is a "nuts and bolts" practical workshop that teaches participants to design and manage market research projects, utilize correct sampling techniques, obtain high response rates in excess of 90% to mail or telephone surveys, construct high quality mail and telephone questionnaires, write questions that provide accurate data for decision making, choose appropriate data collection methods, and use resources wisely.

For more information or registration materials, contact Anderson, Niebuhr & Associates at (651)486-8712 or 800-678-5577, email seminar@ana-inc.com, or visit our web-site at www.ana-inc.com.

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Welcome New Members!

Dear New Members: We welcome each of you to the SIG and we welcome the energy and new ideas we hope you'll contribute. You'll find opportunities for participation throughout

**the newsletter ... go ahead, jump in- you're most
welcome!**

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From Chet's Bookshelf

Chet McCall

**This is my third article on possible references related to survey
research. The first article reported on *Questionnaire Research, a
Practical Guide* by Mildred Patten (ISBN 1-884585-07-8). The second
reported on *Questionnaire Survey Research, What Works* by Linda A.**

Suskie (ISBN 1-882393-05-8). Both of these texts provided some practical approaches from identifying the questions that generated the need for the survey through methods for presenting the findings of the survey.

This review describes the *Survey Kit*, a series of nine monographs related to virtually all aspects of survey research. This set is a welcome addition to the field and should be on everyone's bookshelf. These monographs are available through Sage Publications, 1995. Specific titles in the series are listed below.

The Survey Handbook (a broad overview)

How to Ask Survey Questions (context; closed or open items; types of responses; and knowledge, attitude, and behaviors)

How to Conduct Self-administered and Mail Surveys (an overview; content of the questions; response categories; format; and implementation and costs)

How to Conduct Interviews by Telephone and in Person (an overview; questionnaire construction; and interviewer selection and training)

How to Design Surveys (useful surveys; and, classification of designs for surveys)

How to Sample in Surveys (target populations and samples; statistics and samples; sample size and response rates)

How to Measure Survey Reliability and Validity (types of reliability and methods; types of validity and methods; scaling and scoring; the code book; and pilot testing)

How to Analyze Survey Data (some descriptive statistics; relationships and correlation; and selection of commonly used methods)

How to Report on Surveys (lists, charts, and tables; talking about the survey; the written report).

All monographs have exercises, answers, suggested readings, and in some cases, a glossary

While this series does not address every issue that arises in survey

research, the specific monographs provide excellent examples as well as leads as to where the analyst might go for further information. Note that articles and texts since 1995 are not included.

I welcome any comments on these reviews, and if you have a text or reference you feel merits inclusion in *the Respondent*, please send me an E-mail message. See you in Montreal.

Chet McCall, Professor of Research Methods

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Update: "What is a Survey?" Series

By Fritz Scheuren, Overall Series Editor

In 1995, the Section on Survey Research Methods (SRMS) began the series "What is a Survey?" - based on an earlier American Statistical Association (ASA) publication of the same name, which had been out of print for some time. The new Series is intended to improve the survey literacy of the interested general public - e.g., survey respondents and those who use surveys.

Three pamphlets were produced the first year and two more promised. The response from the Series was very encouraging - so much so that the project was expanded in scope and we now expect to publish at least 11 brochures.

Single copies of each brochure are free to all by calling the ASA at 703-684-1221. The pamphlets in the Series are also available on the Section's ASA web page, <http://www.stat.ncsu.edu/info/srms.html>.

Longtime SRMS members should have received seven pamphlets in the mail. Recent members may wish to request from ASA any pamphlets they did not receive. The pamphlets out so far are:

What is a Survey?

How to Plan a Survey.

How to Collect Survey Data.

Judging the Quality of a Survey.

How to Conduct a Pretest.

What are Focus Groups?

More about Mail Surveys.

At least one more - *What is a Margin of Error?* - is scheduled to be available at the Dallas Meeting and will be mailed to everyone early this fall.

Three other pamphlets are now in draft and expectations are that all 11 will be out by next spring. These three are:

Designing a Questionnaire

More on Telephone Surveys

What is a Survey: Workbook and Summary

The series is very much a work in progress. Improvements have been made at each reprinting. Suggestions for topics have led to the continuing expansion of the Series' scope.

Please keep your improvements and additions coming. Send these via E-mail to Fritz.Scheuren@ey.com or to Fritz Scheuren at 1402 Ruffner Rd., Alex., VA 22302.

Call for Contributions

The editor welcomes contributions for *the Respondent* from all of the SIG members. A few new columns have been added to the newsletter to make it more informative and fun for our readers. Now it is up to you to fill these columns with your contributions. The following is a general description of the type of articles you may want to contribute.

- 0. ***Featured Article.*** A place for members to publish their research findings and/or comments on important issues in survey research.
- 0. ***Book Review.*** A place for members to share their experience or encounter with a past or current (bad, so-so, or good) publication in the area of survey research.
- 0. ***Member's Corner.*** A place for members to introduce themselves and to share their work and lives with other members. Contributions to this column could be in the form of a biography, a short story, or a news clip about you or any SIG member.
- 0. ***Ideas & Suggestions.*** A place for members to present and discuss the ideas and suggestions they may have for our SIG or the newsletter.
- 0. ***The Top Ten List.*** A fun zone for members to share their laughs and an opportunity to show your humor and comedic talent. Each issue will list the topic on which the next issue's top ten list will be composed. You may contribute one or more items or the whole list.

Deadlines for newsletter submissions are

May 25, for the summer 1999 issue,

September 5, for the fall 1999 issue, and

February 15 for the spring 2000 issue.

Send you contribution to the *Respondent* to

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AERA 1999 in Montreal

Climate

Quebec has short summer and long winter seasons, temperature can rise and drop significantly over a few hours. Winters are cold, with temperatures from 20 degrees to zero degrees. In urban areas snow removal is immediate and efficient.

Customs and Immigration

US citizens traveling in Quebec must carry proof of citizenship, such as a valid passport or voter's registration card. Permanent US residents who are not citizens must show Alien Registration Cards.

When clearing customs, all food items and plant material must be declared. No handguns or automatic weapons may be brought into the country.

Dress

In Montreal, dress depends first on the weather, and second, your own mood. Dressing in layers and wearing comfortable shoes are good ideas in any season. Formal dress suits the big, fancy hotels, but the general style in Montreal is casual elegance.

Drinking

The minimum legal drinking age is 18. Restaurants displaying the sign *licence complète* sell cocktails as well as wine and beer. Those that have no license often allow you to bring your own bottle.

Driving

US citizens and residents must carry a US driver's license, proof of vehicle registration and insurance, or car rental papers. Visitors can bring their own cars into the country for up to six months. The minimum age for renting a car is 21.

In Montreal, road signs are usually easy-to-interpret pictograms, but some are in French only. The most common are :

Arrêt - Stop

Cul-de-sac - Dead end

Priorité de virage au clignotement du feu vert - Make turn on flashing green light

Ligne d'Arrêt - Stop at line

Rue Barrée - Street closed

The speed limit is 100 kilometers per hour (62 miles per hour) on highways, 90 kph (55 mph) on secondary roads, and 50 kph (30 mph) in the city. Seat belts are mandatory and hefty fines are levied on those who don't comply.

Language

More than 92 percent of Montreal's residents speak French. About 60 percent of Montrealers speak English. With immigrants from about 150 countries around the world, Montreal has become an ethnic crucible where you can hear as many as 50 different languages.

Money

For a better exchange rate, wait until you arrive in Canada to change money. There are no one-dollar bills, only coins. Other coins come in the same denominations as US currency. Bills are issued in denominations of \$2, \$5, \$10, \$50, and \$100.

Major credit cards are accepted throughout Quebec, in most hotels,

restaurants, department stores, and service stations.

Taxes

As do locals, visitors to Quebec must pay the 6.5 percent provincial sales and services tax, and the 7 percent GST (Goods and Services Tax). With proof of expenditure, foreign visitors can request a rebate of the federal GST on accommodations and most consumer goods to be taken out of the country. For rebate applications, call 800.668.4748 within Canada, or 613.991.3346 from elsewhere.

Telephones

The area code for Montreal is 514. Local calls cost 25¢ at public pay phones. To make credit card and collect long-distance calls from pay phones, dial 0 before the area code and number. Local information is 411, and all operators are bilingual.

Time Zones

Montreal is located in the eastern standard time zone. Daylight saving time is observed from the first Sunday in April to the last Saturday in October.

Tipping

Tips are not included in restaurant bills; leave 15 percent. Give taxi drivers 15 percent, baggage carriers and bellhops a dollar per suitcase, and hotel porters a dollar for hailing a cab.

- From ACCESS® Montreal & Quebec City

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Membership Application and Renewal

The AERA Special Interest Group (SIG) on Survey Research in Education provides a

forum for educational researchers seeking to improve survey research methodology.

Activities Supported by the SIG

- Paper, Round Table, Poster, and Other Exciting Presentations at AERA Annual Meetings on topics such as *Sampling Procedures Used for National Surveys of Public School Teachers* and *The Combined Effect of Personalized Appeal and Pre-Coding of Personal Data on Questionnaire Return***
- Invited Addresses at AERA featuring speakers such as Don Dillman and Seymour Sudman**
- SIG Business Meeting and Social Hour during**

which members discuss professional and personal interests

- SIG Newsletter published three times a year with information about SIG activities and members as well as current issues and research related to survey methodology

Opportunities for Active Involvement in the SIG

- Chairing an AERA session or serving as a discussant
- Contributing features to *the Respondent*
- Serving as a SIG officer or committee member
- Reviewing AERA Annual Meeting presentation proposals

To become a member of the AERA Special Interest Group (SIG) on Survey Research in Education, complete the application form on the next page and mail it with your check payable to SIG on Survey Research in Education. The membership fee is five dollars for one year with the option to pay for more than one year at a time. Student members do not pay membership if they are also AERA members.

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SIG on Survey Research in Education • Members

Please print or type.

Name

Position/Title

Institution/Organization

Street Address

City, State, ZIP

Telephone: Home ()

Work ()

Fax:

Email address:

**May we list each of the following in our
Membership Directory?**

Work phone yes no

Fax number yes no

Email address yes no

Check one of the following.

Check all that apply.

This is a:

Are you an AERA member? yes no

Membership renewal. yes no

Are you a student? yes no

new membership. yes no

**If you are paying dues for more
than 1 year, for how many**

years are you paying? _____ years

Note.

1) To become a member of (or renew your membership with) the AERA Special Interest Group (SIG) on Survey Research in Education, complete the form above and mail it with your check payable to *SIG on Survey Research in Education*.

2) **Students do not pay membership dues *if* they are also AERA members.**

3) Dues: \$5.00/year. You may pay for more than one year at a time.

4) Return the completed form, along with your check for dues, to:

Lynda Idleman, Business Secretary

Idleman & Associates

1826 New York Avenue, NE

Atlanta, GA 30307

Phone: 404.378.1478, Fax 404.378.4282

This is the End