

2-23-23 Surveys

As we move into different types of methods, you will find an article or book chapter that uses that particular method. I remind you again that these articles or book chapters should be for your ongoing research project for this class (which is for something that is meaningful to you), for a secondary project (that is meaningful and strategic to your career goals) or for an area you are trying to learn more about to see if it will apply to you as a teacher-scholar.

So for whatever the method is, you will find an article, give us the citation of it, and a short summary of whether you think the piece used the method well and whether it was the best method to answer their research question. Said another way, did the method help provide evidence for their arguments.

Anjelica Rechsteiner

Cuellar, M., & Johnson-Ahorlu, R. N. (2016). Examining the Complexity of the Campus

Racial Climate at a Hispanic Serving Community College. *Community College Review*, 44(2), 135–152. <https://doi.org/10.1177/0091552116632584>

This study utilized both qualitative and quantitative methods in order to determine what student experiences with discrimination and bias were at an HSI community college as well as if these experiences differed based on racial background. The quantitative method was a survey titled the Diverse Learning Environments survey. They found that the survey alone would not have been able to capture a comprehensive response to their questions. However, the results of the survey did suggest that there were significant differences in perceptions of discrimination and bias which provided evidence for their argument.

Valerie Smith

Bowker, L. (2021). Promoting Linguistic Diversity and Inclusion: Incorporating Machine Translation Literacy into Information Literacy Instruction for Undergraduate Students. *The International Journal of Information, Diversity, & Inclusion*, 5(3), 127–151. <https://www.jstor.org/stable/48644449>

Bowker's essay underlines the need for research diversity. She acknowledges English, as the lingua franca in higher education, inhibits the participation of students and researchers who

speak (other) diverse languages. The author examines and evaluates machine literacy instruction “delivered to first-year students—both Anglophone and nonAnglophone” to underscore how machine literacy instruction enables inclusive and ethical research practices. Her quantitative research employs anonymous surveys administered to undergraduates to support the argument that machine literacy instruction should be available to all students. Bowker notes, “all of the respondents felt that machine translation literacy instruction was at least moderately important for university students, and more than 80% emphasized that it was at least very important” (p.143), which bolsters her claim that machine literacy instruction could promote linguistic diversity in research and enact better research practices.

Thalia Torres

Walden, A. C. (2022). Necessity is the mother of invention: Accessibility pre, inter, & post pandemic. *Computers and Composition*, 66, 1-14.
<https://doi.org/10.1016/j.compcom.2022.102740>

Walden's article is a response to Oswal and Meloncon's (2014) question, “what do students—both those with disabilities and those without disabilities—find to be the most useful elements of UD” (Walden, p. 2). Ultimately, I do think that using surveys was the best method to answer his question. The surveys were able to establish how difficult students thought navigating through Canvas was (also based on their learning preferences), the type of learner the students are, and what they think accessibility means. I think these surveys provided some quantitative and qualitative evidence for the research question mentioned. However, Walden also went on to make other statements about including UD in the subject matter of the course and I don't think his surveys gave evidence to support that claim. He was ultimately discussing more questions posed by Oswal and Meloncon (2014).

Ian John

Qin, Hua, Pei-Luen Patrick Rau, and Gavriel Salvendy. "Measuring player immersion in the computer game narrative." *Intl. Journal of Human-Computer Interaction* 25.2 (2009): 107-133.

<https://www.tandfonline.com/doi/epdf/10.1080/10447310802546732?needAccess=true&role=button>

Qin, Pei-Luen and Gavriel's article looks at player immersion within game narrative. Specifically, their research question asked how factors of narrative influenced player immersion within a game world. For the study, the three authors had their surveyees play a narrative driven game (the actual game is never specified in the article) and then answer a series of questions related to engagement, immersion and player agency. I'm not really sure they answered their question, the specific genre of games they looked at were never specified. Granted, this article is from 2009, so I'm not entirely sure if those sorts of genre related questions were fully formed yet.

Abby Graves

Atkins, Anthony T & Reilly, Colleen (2009). Stifling Innovation: The Impact of Resource-poor Techno-ecologies on Student Technology Use. In DeVoss, Dànielle N., McKee, Heidi A., & Selfe, Richard (Dickie) (Eds.). *Technological ecologies and sustainability*. (pp. 2-26). Logan, UT: Computers and Composition Digital Press/Utah State University Press.

Atkins and Reilly studied technology access among students and found through research data that “students do not always have an appropriate place to work or access to equipment needed to complete assigned projects central to [their] program” (p. 17). The researchers were studying the individual ability to access certain technologies required by their courses, so I do think survey methods were the most fitting for their purpose of trying to determine whether or not students had access to certain technologies. The survey focused on the 3 main areas: “access,” “conditions of access,” and “curriculum effectiveness” in order to “provide insight into students’ experiences and self perceptions as users of the software and hardware presented to them in their courses”—therefore, I do think it was necessary to gather the information from the students themselves (p. 10).

Nicole Musselman

Woo, Ilyon. *The Great Divorce: A Nineteenth-Century Mother's Extraordinary Fight against Her Husband, the Shakers, and Her Times*. Grove Press, 2011.

This book is not a survey, but it is a source that is vastly different from my other sources I have curated for my portfolio. Woo takes a archival, historical, and part creative narrative approach to examining the first major divorce case in America. Woo divides the book into three sections: the first chronicles the details of the Chapman’s marriage and James’s eventual conversion to the Shaker ideology, the third the events surrounding the trial, and the final part focuses on the Eunice reuniting with her children and subsequent tribulations. Eunice’s trials as a woman in the progressively changing American landscape post-Revolutionary War highlight the precarious situation befalling many women. While Woo’s examination of Chapman’s divorce sheds insight into nineteenth-century divorce, including community response and the difficulties women faced in such circumstances, there are times when the book reads more of historical fiction than an academic case study.

Shari Drumond

Ellis-Hervey, N., Doss, A., Davis, D., Nicks, R., & Araiza, P. (2016). African American Personal Presentation: Psychology of Hair and Self-Perception. *Journal of Black Studies*, 47(8), 869–882. <https://doi.org/10.1177/0021934716653350>

Ellis-Hervey, Doss, Davis, Nicks, and Araiza discuss literature which focuses on both racial identity and self-perception. However, there isn’t much being said about how hair “may play a critical role in how African American women view themselves and others” (1). Black women are very creative when it comes to their hair and all of the ways in which they choose to wear it—styles can range from box braids, cornrows, wigs, weaves, locs, and straightened hair, regardless of if it’s chemically treated or not. The authors conducted a study that explored 282 African American females from urban and rural communities, varying in age, socio-economic status, and education levels and discussed the reporting of the hairstyles they currently wear, what styles they believe are more attractive/unattractive, what styles they believe are more professional/unprofessional, and what influenced the style they currently wear. A

survey was distributed as means of data collection. I think that a survey was a good method to use because there were so many participants.

Kelci Barton

Spear, S., Morey, Y., & van Steen, T. (2020). Academics' perceptions and experiences of working with students with mental health problems: Insights from across the UK higher education sector. *Higher Education Research & Development*, 40, 1117-1130. Doi: 10.1080/07294360.2020.1798887

In this piece, Spear et al. were building upon previous mental health problems (MHPs) in students in higher education research; they noticed that previous research focused just on one or two types of institutions, so they wanted to gain a better “understanding of any differences across the wider higher education sector” (p. 1117). This study actually took a mixed methods approach — they conducted an online survey (N=130) and then conducted semi-structured interviews with participants who volunteered to speak with them further (N=11). For their inquiry, I think this was probably the most effective approach they could take, as I’m pretty sure this was probably the method that would allow them to get the best sample to better understand differences across the sector. By taking a mixed methods approach and bringing in the interview portion, they also were able to dig deeper and clarify the data they had received in the quantitative portion; I could see them building upon this research with other methods that would also allow them that deeper understanding, like more structured interviews.