Date		

Sampling Bias

Lesson objectives

PART 1:

- -describe bias
- -identify various forms of bias and how they can affect the results of a study

PART 2:

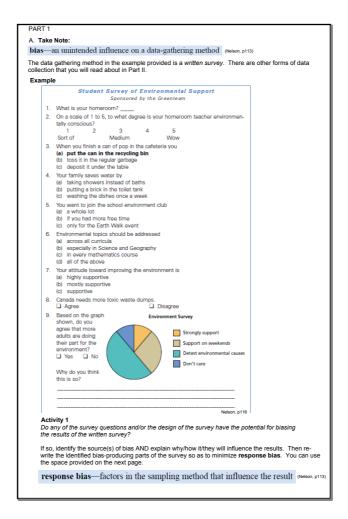
-describe characteristics of an effective survey (appropriate

1.1

Lesson objectives

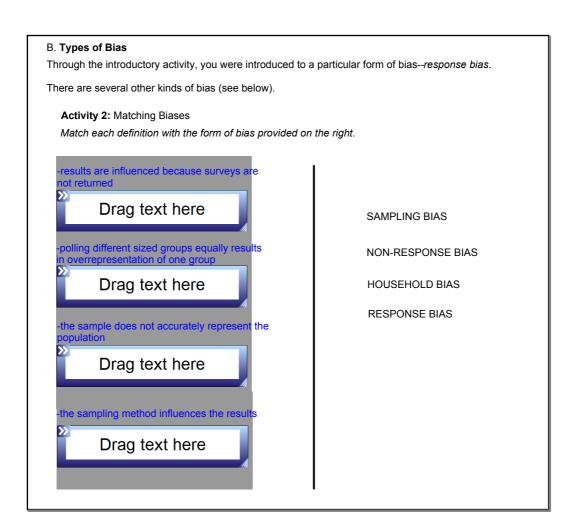
Teachers' notes

Lesson notes



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Show What You Know #1		
Complete the following problems from your textbook:		
p113 #1-5, 9		
Be prepared to share your thinking with your teacher and pe	ers.	

Date:

PART II-Other Important Aspects of Survey Design

You have been provided with a reading--A Selection from Survival Statistics.

1. Read "Ways to Get Information". Take note that you are to complete the following table re: single pro and con for each of the ways to get information.

Date:	
2. Read about the advantages and disadvantages of written questionnaires, and then an following.	nswer the

b)	vvnat	type of	information	should be	requested	when	using a	written qu	iestionnaire?	
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a) With regards to written questionnaires, what is one major drawback?

3. Read "Questionnaire Design-General Considerations", and then answer the following.

- a) What is the most effect strategy for maximizing the response rate to a written questionnaire?
- b) What might be wrong with a written questionnaire if there is little chance that the person will complete it?
- c) How can the respondent's interest be held when they are presented with completing a written questionnaire?
- d) Describe the final test of a questionnaire.

4. Read "Qualities of a Good Question". Keep in mind that you are to provide an example (from the article or your own) that explains/describes each quality.

QUALITY	EXAMPLE
Evokes truth	
One-dimensional answers	
Accommodates all possible answers	
Mutually-exclusive options	
Produces variability	
Flow of Questions	
No Pre-suppositions	

desired answer implied	
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use of adjectives	
familiarity of words	
branching questions	
and the second section of the second	
ranking a series of items	
HOW WHAT YOU KNOW #2	
our next assignment is to begin the	e process of designing effective questions. Eventually, you will nee ities you just completed.
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HOW WHAT YOU KNOW #2 Our next assignment is to begin the take into account the table of qual ssignment Inswer the problems that follow using the problems that the problems the problems that the problems the problems that the problems the prob	ities you just completed.

Date: _____

		Date:
1 Which (of the following is considered a CLOSED QU	JESTION?
A	What is the most important issue	ue for teenagers in your community?
В	Which of these issues is most in	aportant for teenagers in your community?
	□ homelessness □ poverty □ crime	☐ youth gangs ☐ drug use

2 Complete this CHECKLIST que	estion by checking those sports that you watch on TV.
A basketball	
B baseball	
C hockey	
D soccer	
E football	
F other	

l

	Date:
3 Complete the following RANKING Q	UESTION:
Here is a list of concerns for teenage	ers. Please rank them in order of importance from
1 (most important) to 4 (least important)	ant)
graduating high school	1
getting a summer job	
choosing a career	
finding a friend	
learning to drive	
	•

4 Complete the following RATING QUESTION:

How satisfied were you to hear that the Toronto Maple Leafs made the playoffs?

- A very satisfied
- B satisfied
- C somewhat dissatisfied
- D very dissatisfied
- E other

Date:						

5 Which question type (A to D) and style (E, F) does the following fall under:

A Rating

Information

C Ranking

D Checklist

F Closed

F Open

Circle the appropriate response.

(a) Gender: M

(b) Age:

 \mathbf{M}

F

under 14 17 or 18 15 or 16

19 and over

KEY IDEAS

primary data—data collected by the researcher

secondary data—data collected from other sources

question styles—open questions (respondents reply in their own words); closed questions (respondents are given a limited number of responses from which to choose)

question types—information questions; checklist questions; ranking questions; rating questions

Nelson, p105

Closed Questions

How can you account for a wide variety of responses and still use a closed question?

Questions that require the respondent to select from a given list of responses, or has an exact response, are closed. These answers are then easily analyzed; however, the options presented may bias the results.

Nelson, p104