

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

| | |
|------------------------------|--------------------------------------|
| Programme Title | : All Undergraduate Programmes |
| Programme QF Level | : 5 |
| Course Title | : Conducting Survey Research |
| Course Code | : SSC2211 |
| Department | : Social Sciences and Policy Studies |
| Credit Points | : 3 |
| Contact Hours | : 39 |
| Pre-requisite(s) | : Nil |
| Medium of Instruction | : English |
| Course Level | : 2 |

Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):

- Professional Excellence;
- Ethical Responsibility; &
- Innovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
- 4a. Oral Communication Skills
- 4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

1. Course Synopsis

This course offers a basic and nontechnical introduction of application and interpretation of social survey research. This course will emphasize on both conceptual and practical knowledge about conducting social survey research, including data collection approaches, questionnaire designs, sampling methods, issues of measurement, data cleaning and validation, descriptive and inferential statistics, univariate and bivariate analysis, data visualization techniques, and survey report writing. Students will learn how to analyze survey data with specialized computer programs for statistical analysis. The course will also offer a brief introduction of more advanced statistical topics including multiple regression analysis and various modeling techniques. The aim of this course is to prepare students for becoming both critical consumers and competent producers of quantitative evidence used in social studies. Advanced mathematical knowledge is not required.

2. Course Intended Learning Outcomes (CILOs)

Upon completion of this course, students will be able to:

- CILO₁ understand the conceptual issues of conducting social survey research
- CILO₂ demonstrate the ability to understand and critically evaluate social survey reports prepared by others
- CILO₃ demonstrate the ability to conduct social surveys, analyze survey data and writing survey reports
- CILO₄ demonstrate the ability to analyze quantitative data with the aid of statistical software

3. Content, CILOs and Teaching & Learning Activities

| Course Content | CILOs | Suggested Teaching & Learning Activities |
|--|-------------------------|--|
| 1. Exploring issues of various data collection approaches, nature and shortcomings of social survey research, sampling strategies, questionnaire designs, measurement and data presentation | CILO _{1,2,3} | <ul style="list-style-type: none">• Interactive lecture• Small-group discussion• Analyze survey reports and newspaper articles |
| 2. Understanding some basic statistical knowledge, from descriptive statistics, probability, hypothesis testing, confidence intervals, to bivariate associations, simple regression analysis and other modeling techniques | CILO _{1,2,3,4} | |

| | | |
|--|-------------------------------|--|
| 3. Exploring practical issues in conducting survey research, from gaining access to respondents, cost estimation, resource allocation, to data cleaning and validation, and effective report writing | <i>CILO_{1,2,3,4}</i> | |
| 4. Getting familiar with computer software for data input and statistical analysis | <i>CILO_{3,4}</i> | <ul style="list-style-type: none"> Tutorial class |

4. Assessment

| Assessment Tasks | Weighting (%) | CILO |
|--|---------------|----------------------------------|
| (a) Class discussion and participation Students are encouraged to actively engage in class discussion and to share their points of view. Additionally, students are expected to attend all sessions on the scheduled time. | 20% | <i>CILO_{1, 2,3,4}</i> |
| (b) Group project Students will be divided into several groups. Each group is expected to do one presentation and be the discussant for one another presentation. The presentation will focus on critically analyzing and evaluating the design and method of one reading. At each presentation, there will be another group serving as “discussants”. The discussant group will comment on the presentation and ask questions to the presenting groups. | 30% | <i>CILO_{1, 2, 3, 4}</i> |
| (c) Final Examination A 1-1.5 hour exam will be conducted after the completion of all topics discussed in class. This exam is designed to test students’ ability to understand and critically evaluate the reading and lecture covered in class meetings. Details to be explained in due course. | 50% | <i>CILO_{1, 2,3,4}</i> |

5. Use of Generative AI in Course Assessments

Please select one option only that applies to this course:

☐ **Not Permitted:** In this course, the use of generative AI tools is not allowed for any assessment tasks.

☒ **Permitted:** In this course, generative AI tools may be used in some or all assessment tasks. Instructors will provide specific instructions, including any restrictions or additional requirements (e.g., proper acknowledgment, reflective reports), during the first lesson and in relevant assessment briefs.

6. Required Text(s)

Babbie, E. (2012). *The Practice of Social Research*. Belmont, CA: Wadsworth.

Babbie, E., Halley, F. S., Wagner III, W. E., & Zaino, J. (2012). *Adventures in social research: data analysis using IBM SPSS statistics*. CA: Sage Publications.

7. Recommended Readings

Chan, Y. K., Ho, F. W. H., Ng, K. W. & Shen, S. M. (1991). *A Practical Guide to Sample Surveys*. Hong Kong: Hong Kong Statistical Society.*

Engman, A. (2013). Is there life after $P < 0.05$? Statistical significance and quantitative sociology. *Quality & Quantity*, 47(1), 257-270.

Healey, J. F. (2009). *Statistics: A Tool for Social Research*. Belmont, CA: Wadsworth.

Mlodinow, L. (2009). *The Drunkard's Walk: How Randomness Rules Our Lives*. New York: Vintage. *

Salsburg, D. (2002). *The Lady Tasting Tea: How Statistics Revolutionized Science in the Twentieth Century*. New York: Henry Holt.*

謝宇 (2012)。社會學方法與定量研究 (第二版)。北京: 社會科學文獻出版社

陳膺強 (1993)。應用抽樣調查。香港: 商務

*Chinese translated version available

8. Related Web Resources

Sage Method Space:

<http://www.methodspace.com/>

Web Center For Social Science Research Methods:

<http://www.socialresearchmethods.net/>

9. Related Journals

Journal of Quantitative Criminology/ Social Science Quarterly/ Social Science Research/ Sociological Methodology/ Sociological Methods and Research

10. Academic Honesty

The University upholds the principles of honesty in all areas of academic work. We expect our students to carry out all academic activities honestly and in good faith. Please refer to the *Policy on Academic Honesty, Responsibility and Integrity* (<https://www.eduhk.hk/re/uploads/docs/000000000016336798924548BbN5>). Students should familiarize themselves with the Policy.

11. Others

Newspaper articles, survey reports prepared by local NGOs and government departments

Updated July 2025