



Using SurveyMonkey to make
the learning & teaching of
statistics fun!

Rachel Msetfi and Diana Kornbrot
School of Psychology

The courses

- B.Sc. Psychology / Cognitive Science / Combined Studies
- Methodology, Design & **Analysis** - levels 1 & 2

Exciting subject matter!

- Example - examining direction & strength of relationships between variables
- Correlation coefficient Pearson's r

Interesting examples!

- Taken from 2004/5 course text
- “Poindexter wondered if there was a relationship between the quality of sneakers worn by 20 volleyball players and their average number of points scored per game.....”
- “Foofy computes the correlation between participants’ physical strength and their college grade average....”

Previous solution

- Distribute paper q'aire, obtain student data
- Use for demonstrations and in-class exercises
- Data is relevant, motivating, interesting, meaningful...

The Data Delight Project

(Funded by UH LTDF)

- Diana's idea - identify & evaluate an electronic data collection system to collect student data
- Criteria
 1. Web based
 2. Students' answers input directly to EXCEL file
 3. No specialist knowledge or programming ability required to use
 4. Commercially available
 5. Cheap

SurveyMonkey



- Web based questionnaire / survey system
<http://www.surveymonkey.com>
- Very simple point & click design

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Thursday, September 01, 2005

Member Login:
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Welcome to a revolutionary tool.

Intelligent survey software for serious primates of all species. SurveyMonkey has a single purpose: to enable **anyone** to create professional online surveys quickly and easily. Find out what everyone is **talking about...**

Design Survey


Using just your web browser, create your survey with our intuitive survey editor. Select from over a dozen **types of questions** (single choice, multiple choice, rating scales, drop-down menus, and more...). Powerful options allow you to require answers to any question, control the flow with custom skip logic, and even randomize answer choices to eliminate bias. In addition, you have complete control over the colors and layout of your survey.

[View Example Survey](#)

Collect Responses

Tired of shuffling papers or poring over email responses? Simply cut and paste a link to your survey that you can post or print anywhere. Use our popup invitation generator to maximize your response rate, or use our automated email notification and list management tool to track your respondents. Collecting meaningful information has never been easier!

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Active Surveys: 5
Monthly Responses: 0

Current Folder: [Manage Folders](#)

Open/Close	Survey Title (click to preview)	Date Created	Design	Collect	Options	Analyze		Clear	Delete
Open	UH - Psychology survey	5/11/2005				109			
Closed	Workshop attendance.22	4/25/2005				84			
Closed	Workshop attendance.21	4/19/2005				105			
Closed	Workshop attendance.20	3/14/2005				86			
Closed	Workshop attendance.19	3/7/2005				102			
Closed	Psychology and Cognitive Science - Alumni Questionnaire	3/7/2005				16			
Closed	Practical 18	2/28/2005				36			
Closed	Workshop attendance.18	2/28/2005				82			
Closed	Practical 17	2/22/2005				33			

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Friday, September 02, 2005

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Active Surveys: 4
Monthly Responses: 0

Current Folder:

Displaying 1 - 25 of 51

Open/Close	Survey Title (click to preview)	Date Created	Design	Collect	Options	Analyze	Clear	Delete
Closed	Untitled Survey	5/25/2005				0		
Closed	Untitled Survey	5/12/2005				0		
Closed	Untitled Survey	5/12/2005				0		
Closed	TestDemo	5/12/2005				0		
Open	UH - Psychology survey	5/11/2005				109		
Closed	Workshop attendance.22	4/25/2005				84		
Closed	Workshop attendance.21	4/19/2005				105		
Closed	Workshop attendance.20	3/14/2005				96		

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MDA2 Survey 2

Back Forward Stop Refresh Home AutoFill Print Mail

Address: http://www.surveymonkey.com/Users/90648002/Surveys/52453369567/72474C52-3001-478A-93B5-9730163D1686.asp?U=52453369567&DO_NOT_COPY_THIS_LINK

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Psychology Department
University of Hertfordshire

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MDA2 Survey 2

2. Part A

If you did not complete the survey in Semester 1 then please complete this page.
If you did complete the survey in Semester 1 then please go to the next page (Part B)

3. On a scale of 0-100, how interested are you in statistics?

4. On a scale of 0-100, how relevant to the study of psychology do you feel statistics and methodology to be?

5. On a scale of 0-100, estimate how well you think you will do in the MDA2 course (overall at the end of the year).

6. How many hours a week do you work outside the University in paid or voluntary employment?

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MDA2 Survey 2

Back Forward Stop Refresh Home AutoFill Print Mail

Address: http://www.surveymonkey.com/Users/90648002/Surveys/52453369567/3B9353ED-CA3D-49A1-BDC0-66AEE5DFC92E.asp?U=52453369567&DO_NOT_COPY_THIS_LINK go

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MDA2 Survey 2

3. Part B

These are new questions for every one to answer.

* 7. How many hours, outside of time-tabled time, do you spend studying per week?

* 8. How pessimistic or optimistic would you say you are?
-100 Extremely Pessimistic, 0 neither, +100 Extremely Optimistic.

9. How well did you do in the first Mid Term test? (please give the percentage score)

* 10. How do you intend to vote in the next general election?

Abstain Conservative Labour Lib Dem Green Nationalist Other

Party

* 11. Do you support the same party as specified by your intention to vote?

Yes No Neither

Link: http://www.surveymonkey.com/Users/90648002/Surveys/52453369567/3B9353ED-CA3D-49A1-BDC0-66AEE5DFC92E.asp?U=52453369567&DO_NOT_COPY_THIS_LINK&Rnd=0.8...

The screenshot shows a web browser window with the following elements:

- Browser Interface:** Includes navigation buttons (Back, Forward, Stop, Refresh, Home, AutoFill, Print, Mail) and a search bar.
- Address Bar:** Displays the URL: <http://www.studynet2.herts.ac.uk/crs/03/2PSY00290903.nsf/Teaching+Documents?openview&count=9999&restricttcategory=main>
- Page Header:** Features the 'STUDYnet' logo and a navigation menu: **Your Portal | Staff | Research | Your Course | Email | PM | Voyager | Search | Help**. Below this is another menu: **Learning Resources | Support | Social | News & Info. | Learning & Information Services | Technical Support**.
- Left Sidebar:** Contains a 'Favorites' list with categories: **MODULE 2PSY0029 (A 03/4) METHODOLOGY DESIGN &...**, **Group Manager**, and **Website Manager**.
- Main Content Area:** Titled 'Teaching Resources', it lists various documents and folders:
 - [Edit page introduction]
 - Hidden Documents (HIDDEN FROM STUDENTS)
 - Interview lab
 - statistics lectures 0304
 - workshop files
 - Statistics Web Sites
 - Course Overview 2003-2004 - 47.3kb
 - Enter Your Own Data by 5:00 Wed 1st Oct - 0.8kb** (highlighted in a red box). Description: 'HI Please go to this web link to enter YOUR data for future exercises enter by 5:00 WEd 1st oct'
 - Fun with Probability - 1.0kb. Description: 'Here is a site that describes the logic behind the Monty-Hall problem'
 - Psychometrics session 1 - 122.7kb. Description: 'Powerpoint notes'
 - Poster presentation - 20.2kb. Description: 'Requirements for poster presentations'
 - Test characteristics - 50.8kb. Description: 'Powerpoint slides for part of session 2 of Psychometrics'
 - Test publishers' websites - 24.7kb. Description: 'A list of major test publishers.'
 - Types of test - 50.7kb. Description: 'Powerpoint slides for session 2 of Psychometrics'

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Thursday, May 12, 2005

Export History

Below is a list of exports that have been requested in the past 7 days. After the export is complete, click the Mac or Windows icon to save the file to your computer. If the status is "Processing", the export will be completed in a few minutes.

Date Requested	Format	Survey Name	Status
5/12/2005 9:43:49 AM	Spreadsheet Condensed (Actual Values)	MDA2 Survey 2	Ready to Download  

Internet zone

MDA2SemBData.xls

	A	B	C	D	E	F	G	H	I	J	K
1	Respondent	Anonymity Nu	Course Code	On a scale of	On a scale of	On a scale of	How many hc	How many hc	How pessimistic or optimis	How do you	
2				stat_int	stat_rele	est_perf	paid_wk	study_hrs	pess_score	actual_perf	Party
3	30772768	1802	psy2					15	80	69	
4	30772779	maz4	psy2	1	10	30	0	0	50		
5	30772782	1984	psy2	5	20	20	3	0	90		
6	30778574	DMW	Staff	100	100	100	0	20	20	100	
7	30787457	7258	PSY2	2	70	50	8	8	55	0	
8	30799320	2626	PSY2	15	15	50	6	6	-30		
9	30801810	333	PSY1	3	90	65	20	4	65	35	
10	30813473	1985	PSY2					20	80	75	
11	30826724	220983	psy2	50	60	40	19	8	80		
12	30857818	25y	psy2	7	20	25	13	20	-30		
13	30859061	171094	psy2	25	50	50	0	20	0	75	
14	30860347	21283	psy2	25	75	50	20	5	50	83	
15	30863873	5153	PSY2	1	50	25	20	2	0		
16	30865402	12321982	kst2	20	100	45	6	8	-50	0	
17	30914642	kb2af	kst2	30	60	60	14	2	80	72	
18	31001615	1013936	psy2	0	0	50	20	30	0	0	
19	31155748	2039841	psy2	0	50	20	8	23	0	68	
20	31176473	ke4af	kst2	30	70	50	0	7	40	78	
21	31323744	2	PSY2	65	80	60	0	12	-55	41	
22	31326142	VC08	PSY2	30	85	50	16.5	14	0	83	
23	31327339	Asc24	Psy2	70	85	65	0	16	0	1	
24	31328346	6651	psy2	40	80	65	16	10	60	60	
25	31328492	1	psy2	0	88	55	0	10	99	0	
26	31332026	1985	PSY2	80	100	80	0	20	80	75	
27	31444785	2811882	KST2	88	78	75	8	14	55	88	
28	31462145	cd06rh	CGS2	70	90	60	8	7	50	66	

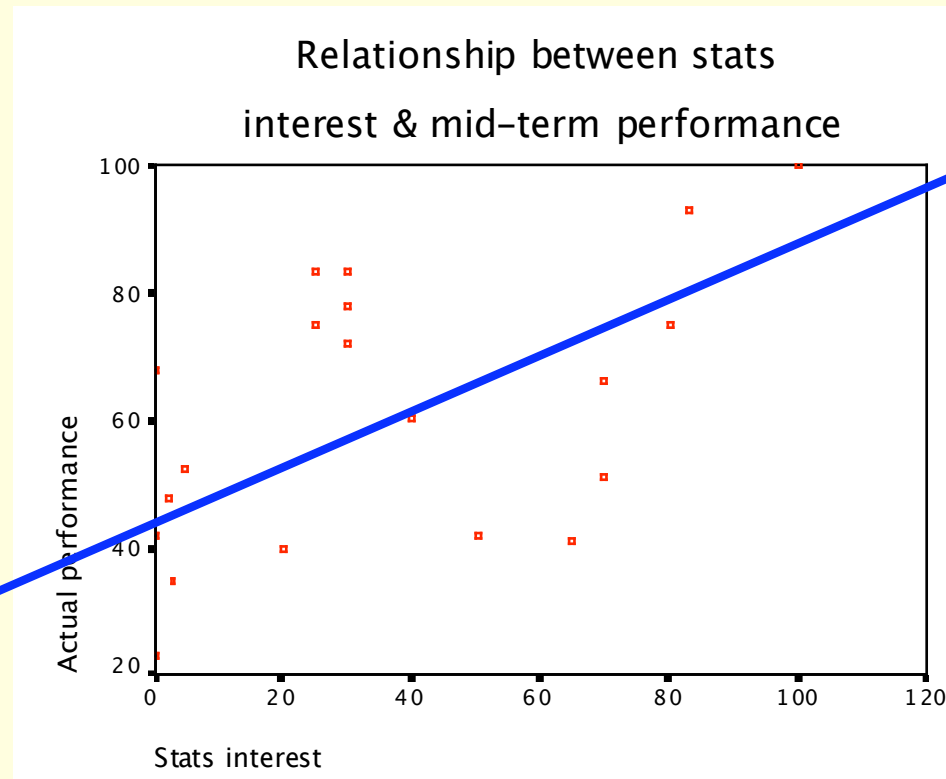
CondensedRawData.csv

Ready Sum=67502555.42

Your real data!

- Can we predict who will pass the exam???
- DV (outcome variable) = mid term performance
- IVs (explanatory or predictor variables)
 - Interest in stats, relevance of stats to psychology, how many hours you study, how many hours you work, how pessimistic you are
- Looking at the data.....

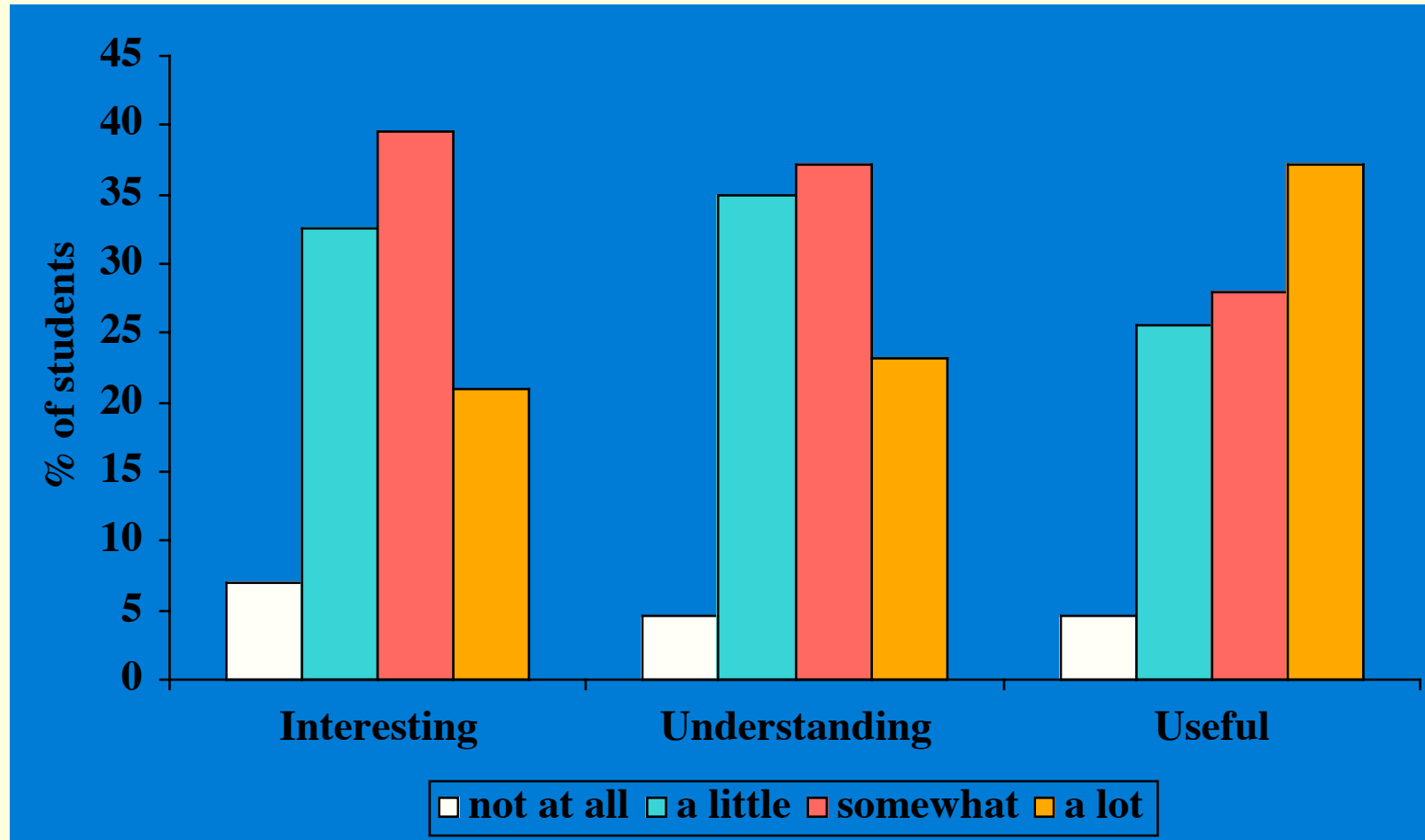
Funnily enough.....



MDA2 2003-2004

- Student Evaluation
 - To what extent did collecting student data by WEB Questionnaire make subsequent **data analyses more interesting?**
 - To what extent did collecting student data by WEB Questionnaire for use in lecture examples and workshop exercises **make the material easier to understand and learn?**
 - Do you think collecting student data by WEB Questionnaire **would be useful for 1st Year methodology course?**
 - Options - not at all; a little; somewhat; a lot

Student Evaluation



Problem 2

- Practice.....

MDA1 2004-2005

- **Course Description**
 - 1st year statistics course
 - Weekly lectures & workshops - *practical exercises to be completed in session*
- **Problems:**
 - Practical exercises not part of formal assessment
 - Lack of motivation to complete; Written answers not completed; Limited verbal feedback etc.,
- **Solution** - use SurveyMonkey to help give semi-automated feedback in order to encourage completion of practicals
- **Sample** - 1/2 the cohort (around 130 students)

Practical9.doc

Rachel Msetfi – Practical 9 – Week beginning 22nd November 2004

Researchers were carrying out a memory experiment. Participants were asked to complete the *digit span task*. In this task participants are read lists of random numbers (digits below 10), at a rate of 1 per second, and are asked to remember as many of the numbers as they can. Participants completed the task in two conditions – they either had to repeat the numbers in the order in which they were read out (forward condition) or they had to repeat the numbers in the reverse order to which they were read out (backward condition). Researchers recorded how many digits that each participant remembered successfully.

The data are shown below:

	Digit span scores (forwards)	Digit span scores (backwards)
Participant 1	9	5
Participant 2	7	4
Participant 3	8	3
Participant 4	6	4
Participant 5	8	6
Participant 6	6	5
Participant 7	8	6
Participant 8		3

Q1: What is the independent variable?
 Q2: Is it within subjects or between subjects?
 Q3: What is the dependent variable?
 Q4: What is the range of scores collected in the experiment (in both conditions)?

Practical 9

Back Forward Stop Refresh Home AutoFill Print

Address: @ http://www.surveymonkey.com/Users/90648002/Surveys/7318673801: go

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Practical 9 [Exit this survey >>](#)

1. Design questions

1. What is the independent variable?

2. Is it within subjects or between subjects?

3. What is the dependent variable?

[Next >>](#)

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Questions & data in
WORD on SNET

Answers submitted
 in SurveyMonkey

	D	E	F	G	H	I
1	IP Address		1	2	3	4
2	80.3.0.42	List of random numbers	within subjects	number of correctly recalled digits	3, 3	7
3	147.197.153.145	The order in which words have to be recalled	within subjects - repeated measures	The dv is the participant's ability to recall material just learnt	forward 6-9	7
4	147.197.153.128	Sequence of recalled numbers ie forward or backwards	Within Subjects	Number of numbers repeated correctly	3 & 3	
5	147.197.153.129	The order which the digits were repeated	Between Subjects	Digit Span Scores	3	7
6	147.197.153.131	Forwards/backwards condition	between subjects	the number of digit that were remembered	3 for forward	7
7	147.197.153.38	forward and backward conditions	within subjects	How many digits each participant remembered successfully	3 in both	9+7+8
8	147.197.153.147	the condition (forwards/backwards)	within subjects	how many digits each participant remembered successfully	3, 3	7
9	147.197.153.146	order in which they were recalled	within	successful recall	6	7
10	147.197.153.148	The condition	Within the subjects	Digits participants remembered successfully	3	7
11	147.197.153.138	Order, forwards or backwards	Between Subjects	How many remembered	3	7
12	147.197.153.130	the way in which they had to repeat the numbers	between	how many numbers the participant could recall successfully	3 for both	
13	81.155.206.20	order of words	between	recall of numbers	? question i	7.63(2
14	147.197.153.143	Whether recall is forwards or backwards	Between	Number of digits remembered	3	7.63 (2
15	147.197.153.146	forward and backward conditions	within	how many digits they remember	forward = 3	7
16	147.197.153.144	is the forward condition and the backward condition.	within subjects	digit span scores	9-3=6	7
17	147.197.153.131	digit span task being forwards or backwards	within subjects	digit span scores	3 for both	mean
18	147.197.153.132	recalling the numbers forwards or backwards.	between	how many digits were recalled	3 in both cc	7
19	147.197.153.150	Digit span	Between	Forwards/backwards	f=3 b=3	
20	147.197.153.137	forward and backward scores	between	no. of digits recalled	3	

Movie Grab Help

MUM.PPT RW Math Explain REALbasic 5.2.4 Mac ReadingGroup

MarksPrac9.xls

	J	K	L	M	N	O	P	Q	R	S	T	
1	5	6	7	8	9	10	11	12	13	14	15	
2	7.625	1.11	4.5	1.118	z=-2.5	6.20%	99.38%	z=-0.625	26.43%	73.57%	Yes as al	
3	7.625	1.11 (2dp)	4.5	1.11	-2.5			0.625				
4	7.63	1.11	4.5	1.12	-2.5	0.62%	99.38%	-0.625	26.43%	73.57%	Yes we sho	
5	7.625	1.11	4.5	1.12	-2.5	0.62%	99.38%	-0.625	26.43%	73.57%	No - Chill or	
6	7.625	1.11	4.5	1.18	-2.5	0.62%	99.38%	-0.625	26.43%	73.57%	Danny shou	
7	9+7+8+6+8	9-7.625=1.3	4.5	1.12	3-7=-4	-4/1	0.62%	99.38%	-0.625	26.43%	73.57%	Yes as al
8	7.625	1	4.3	1.12	0.68	24.83	75.17	0.79	21.48	78.52	yes	
9	7.625	1.11	4.5	1.12	-2.5	0.62%	99.38%	-0.625	26.43%	73.57%	No	
10	7.625	1	4.5	1.12	0.68	24.83	75.17	0.79	21.48	78.52	yes	
11	7.625	1.11	4.5	1.12	-2.5	0.62%	99.38%	-0.625	26.43%	73.57%	Yes becaus	
12	7.63	1.11	3.9	1.12	-2.5	0.0062	0.9946	-0.625	0.2643	0.7357		
13	7.63(2dp)	1.11(2dp)	4.5	1.12(2dp)	-2.5	0.0062	1.0 - 0.0062	-0.625	0.2643	0.8467	yes, it belov	
14	7.63 (2dp)	1.11 (2dp)	4.5	1.11 (2dp)	-2.5	0.60%	99%	-0.63 (2dp)	26%	73%	Although a	
15	7.625	1.111	4.5	1.118	-2.5	0.62%	99.38%	-0.625	26.43%	73.57%	Yes, there i	
16	7.625	1.11(2dp)	4.5	1.118(3dp)	-2.5	0.62%	99.38%	-0.625	23.57%	73.57%	Yes, becau	
17	mean = 61/9.87/8 = 1.2		4.5	10/8 = 1.25	3-7.00/1.6 =	0.62%	99.38%	6-7.00/1.6 =	47.61%	52.39%	No as only S	
18	7.625	1.11	4.5	1.12	-2.5	0.62%	99.38%	-0.63	26.43%	73.57%	no, becaus	
19	7.62	0.44	4.5	1.19	-2.5	couldn't work out how to		-0.62	0.73%	0.04%	no. becaus	
20	7.62	1.11	4.5	1.12	-2.5	0.62%	99.38%	-0.62	26.43%	73.57%	yes	

Sheet1 Sheet2 Sheet3

Practical9ANS.doc

Rachel Msetfi – Practical 9 – Week beginning 22nd November 2004

1

Researchers were carrying out a memory experiment. Participants were asked to complete the *digit span task*. In this task participants are read lists of random numbers (digits below 10), at a rate of 1 per second, and are asked to remember as many of the numbers as they can. Participants completed the task in two conditions – they either had to repeat the numbers in the order in which they were read out (forward condition) or they had to repeat the numbers in the reverse order to which they were read out (backward condition). Researchers recorded how many digits that each participant remembered successfully.

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Participant 7	8	6
Participant 8	9	3

range = 6.

Q1: What is the independent variable?
Condition (forwards, backwards).

Q2: Is it within subjects or between subjects?
Within subjects (each participant does both conditions).

Q3: What is the dependent variable?
Number of digits remembered.

Q4: What is the range of scores collected in the experiment (in both conditions)?
Lowest score = 3, highest score =9.

Page 1 Sec 1 1/5 At 2.5cm Ln 1 Col 1 0/842 [] REC TRK EXT OVR

Practical9ANSmerge.doc

Rachel Msetfi – Practical 9 – Week beginning 22nd November 2004

Your names: «First Name» «Last name»

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Participant 5	8	6
Participant 6	6	5
Participant 7	8	6
Participant 8	9	3

Q1: What is the independent variable?
Condition (forwards, backwards).
Your answer: «M 1»
My comment: «Q1_ANS»

Q2: Is it within subjects or between subjects?
Within subjects (each participant does both conditions).
Your answer: «M 2»
My comment: «Q2_ANS»

Q3: What is the dependent variable?
Number of digits remembered.

Q4: What is the range of scores collected in the experiment (in both conditions)?
Lowest score = 3, highest score = 9, range = 6.

Data Merge Manager

Main Document

Main document: Practical9ANSmerge.doc

Merge type: Form Letters

Data Source

Get Data

Data: MarksPrac9.xls

Word Field

Merge Field: Select from menu

Preview

10 {a}

Merge

Query Options...

All

From: To:

Page 1 Sec 1 1/6 At 2.5cm Ln 1 Col 1 0/954 REC TRK EXT OVR

Word File Edit View Insert Format Font Tools Table MathType Window Work Help

Normal Times 12 B I U

Practical9ANSmerge.doc

Rachel Msetfi – Practical 9 – Week beginning 22nd November 2004

Your names: «First Name» «Last name»

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Condition (forwards, backwards).
Your answer: «M 1»
My comment: «Q1_ANS»

Q2: Is it within subjects or between subjects?
Within subjects (each participant does both conditions).
Your answer: «M 2»
My comment: «Q2_ANS»

Q3: What is the dependent variable?
Number of digits remembered.

Q4: What is the range of scores collected in the experiment (in both conditions)?
Lowest score = 3, highest score =9, range = 6.

RespondentID
 StartDate
 EndDate
 IP_Address
 M_1
 M_2
 M_3
 M_4
 M_5
 M_6
 M_7
 M_8
 M_9
 M_10
 M_11
 M_12
 M_13
 M_14
 M_15
 M_16
 M_17
 M_18
 First_Name
 Last_name
 Email
 AutoMergeField
 AutoMergeField1
 Q1_ANS
 Q2_ANS
 Q3_ANS
 Q4_ANS_
 Q5_ANS
 Q6_ANS

Page 1 Sec 1 1/6 At 2.5cm Ln 1 Col 1 0/954

Practical9ANSmerge.doc

Rachel Msetfi – Practical 9 – Week beginning 22nd November 2004

Your names: Georgina, Tracy, Joanne, Elinor, Kalli Poydore, Petts, Harrison, Hammond, Hales

Researchers were carrying out a memory experiment. Participants were asked to complete the *digit span task*. In this task participants are read lists of random numbers (digits below 10), at a rate of 1 per second, and are asked to remember as many of the numbers as they can. Participants completed the task in two conditions – they either had to repeat the numbers in the order in which they were read out (forward condition) or they had to repeat the numbers in the reverse order to which they were read out (backward condition). Researchers recorded how many digits that each participant remembered successfully.

The data are shown below:

	Digit span scores (forwards)	Digit span scores (backwards)
Participant 1	9	5
Participant 2	7	4
Participant 3	8	3
Participant 4	6	4
Participant 5	8	6
Participant 6	6	5
Participant 7	8	6
Participant 8	9	3

Q1: What is the independent variable?
Condition (forwards, backwards).
Your answer: Order, forwards or backwards
My comment: Correct

Q2: Is it within subjects or between subjects?
Within subjects (each participant does both conditions).
Your answer: Between Subjects
My comment: Incorrect, each participant did both conditions

Q3: What is the dependent variable?
Number of digits remembered.
Your answer: How many remembered
My comment: Correct

Q4: What is the range of scores collected in the experiment (in both conditions)?

Page 1 Sec 1 1/6 At 15.7cm Ln 24 Col 33 180/1004 REC TRK EXT OVR

Outcomes

- Submitting practical answers weekly was **NOT** compulsory
- **BUT** most students did, and received feedback emailed after 3/5 days
- Anecdotal evidence suggests that students valued feedback & exam performance was good with a low failure rate
- New project with Bruce Hajilou is to analyse performance of the test sample compared with control sample & extend system to entire cohort

Conclusions

- On-line data collection is a **useful** tool
- Used with great success for:
 - Collection of student data for demonstrations & practicals
 - Helps provide very quick semi-automated feedback for large student numbers
- Also:
 - 3rd year project data collection (q'aires for difficult target groups especially useful)
 - Any information collection - current / former students

Student comment

“A surprise to me is that I actually enjoy statistics. Previous to coming to university, the last time I did any maths was at GCSE and it was a nightmare. I was dreading the statistics module but actually found it easy to get into and not too hard to follow.”