

University of Nebraska-Lincoln

NRES 498/898: Survey Research and Analysis: Applications in Parks, Recreation and Human Dimensions

Summer Session 1 (June 8 - July 10) 2020

Monday - Thursday 9:00 AM – 11:00 AM

3 credits

Hardin Hall, Rm 141

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| Instructor: | Christopher Chizinski |
| Office: | 511 Hardin Hall |
| Office Hours: | Drop by or by appointment |
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| Learning Management System: | canvas.unl.edu |
| Course Delivery: | Face-to-face classroom instruction, Exercises, Team-based learning |

Course Description

We will discuss the science of survey design and analysis using real-world examples from survey data collected in parks, recreation, and human dimensions research. We will discuss theories from a variety of disciplines (e.g., social psychology, sociology, economics) that are often used by parks, recreation, and human dimensions researchers. We will discuss how survey research can inform natural resource management decisions and policy issues by attempting to describe and predict human thought and action toward natural environments. This class approaches survey research based on the understanding that one of the best ways to learn research methodology and statistics is to become directly involved in scientific inquiry. As such, we will devote a considerable amount of time to analyzing data from general public surveys and population-specific surveys.

General public surveys

1. Wolf reintroduction in Colorado
2. A trapping ban initiative in Colorado
3. Wildfire management in Colorado, Washington, and California

Population-specific surveys

1. New Hampshire State Park visitors
2. Colorado Parks and Wildlife visitors
3. Lake Mead National Recreation Area visitors
4. Columbia Icefield visitors
5. Colorado skiers and snowboarders
6. Wisconsin hunters
7. Students' knowledge of the endangered fish of the Upper Colorado River Basin

Course Prerequisites:

No course prerequisites are required, but some previous coursework in statistics and human dimensions would be helpful. In addition, previous experience working with R would also be beneficial, but does not need to be from a formal course.

Course Objectives:

By the end of this course, students should be able to:

1. Explain the relationship between theory and research.
2. Distinguish between conceptualization and measurement.
3. Describe the processes associated with (a) writing survey questions and (b) constructing and implementing different types of surveys (e.g., on-site, mail, telephone, electronic).
4. Differentiate the various sampling strategies used by researchers (e.g., simple random, systematic, stratified, cluster) and the procedures that can be used to weight data to approximate populations of interest.
5. Apply statistical techniques that are appropriate for analyzing a variety of research questions and hypotheses.
6. Conducting and interpret analysis using R on survey data (e.g., frequencies, crosstabs, t tests, analysis of variance, correlation, regression, logistic regression, discriminant analysis, factor analysis, cluster analysis).
7. Generate figures and tables for journal articles, and technical reports.

This course will:

1. Provide exposure and a forum for discussion of analytical techniques that are essential for transdisciplinary research.
2. Enable students to develop approaches to evaluate and formulate analytical approaches on real world data.
3. Provide each student a suite of analytical skills that can be applied to their research.
4. Enable students to develop surveys to address a range of social issues tied to natural resources.

Assigned Readings

Vaske, J. J. 2019. Survey Research and Analysis, 2nd Edition. Sagamore Venture Publishers. ISBN/ISSN 978-1-57167-880-5.

Grading and Grading Policy:

A: 90-100% B: 80-89% C: 70-79% D: 60-69% F: < 60%

Plus/minus grades will not be used. The above percentages may be adjusted downward; however, only by attaining these percentages can you be assured of receiving a desired grade.

Note: I will round up final grades to the nearest whole number. Therefore, a final score of 89.5 will earn you a final grade of A, but a score of 89.4 will not. Although this can be very frustrating if one happens to receive a grade just below the cut off, I must draw the line somewhere.

If, for whatever reason, you are required to maintain a certain grade-level and it seems that you are unlikely to receive the necessary grade in my class come speak with me immediately. I will not bump up your grade, under any circumstances, but I will be able to give feedback on written

work and suggestions on how to improve your class performance. With hard work, if it is still early enough in the semester, you may be able to improve your grade to the necessary extent. Do not wait until receiving your final grade at the end of the semester. These grades are final.

| <u>Task</u> | <u>Points</u> |
|------------------------------|---------------|
| Attendance (10 pts a class) | 160 |
| Participation in discussions | 140 |
| Assignments | 1000 |
| Total Points | 1300 |

Participation: You are expected to attend all classes and to participate in class discussions.

Weekly assignments: Throughout the semester there will be a series of weekly assignments. Each student is required to turn in the assignments but you are encouraged to work with other students in the course.

Academic Integrity: Students are expected to adhere to guidelines concerning academic dishonesty outlined in Section 4.2 of University's Student Code of Conduct (<http://stuafs.unl.edu/dos/code>). Students are encouraged to contact the instructor for clarification of these guidelines if they have questions or concerns. The SNR policy on Academic Dishonesty is available at <http://snr.unl.edu/employeeinfo/information/employeehandbook.asp>

Common courtesy: Using common courtesy in college is good practice for the real world. The most basic ideas are to be respectful and to not disrupt your classmates, or your instructor, during class. So, please avoid behavior like habitually coming to class late, conversing with others during lecture, using your phone, or being generally disrespectful or uncivilized to others. Additionally, classroom discussion should be relevant to the topic we are discussing.

Students with Disabilities. The School, College, and University endorse PL 101-336, the Americans with Disabilities Act of 1990. Any student who, because of a disability, may require some special arrangements in order to meet course requirements should contact the instructor as soon as possible to request necessary accommodations. Students should present appropriate verification from the Office of Services for Students with Disabilities (SSD). No requirement exists that accommodations be made prior to completion of this approved University process.

Emergency Response

- **Fire Alarm** (or other evacuation): In the event of a fire alarm: Gather belongings (Purse, keys, cellphone, N-Card, etc.) and use the nearest exit to leave the building. Do not use the elevators. After exiting notify emergency personnel of the location of persons unable to exit the building. Do not return to building unless told to do so by emergency personnel.
- **Tornado Warning:** When sirens sound, move to the lowest interior area of building or designated shelter. Stay away from windows and stay near an inside wall when possible.
- **Active Shooter**
 - **Evacuate:** if there is a safe escape path, leave belongings behind, keep hands visible and follow police officer instructions.
 - **Hide out:** If evacuation is impossible secure yourself in your space by turning out lights, closing blinds and barricading doors if possible.

- **Take action:** As a last resort, and only when your life is in imminent danger, attempt to disrupt and/or incapacitate the active shooter.
- **UNL Alert:** Notifications about serious incidents on campus are sent via text message, email, unl.edu website, and social media. For more information go to: <http://unlalert.unl.edu>.
- Additional Emergency Procedures can be found here: http://emergency.unl.edu/doc/Emergency_Procedures_Quicklist.pdf

Tentative Schedule:

| Week of | Week Number | Topic |
|----------------|--------------------|--|
| 2020-06-08 | 1 | The science of survey research Theories relevant to survey research |
| 2020-06-15 | 2 | Writing and constructing surveys Survey implementation and sampling |
| 2020-06-22 | 3 | Survey analysis |
| 2020-06-29 | 4 | Survey analysis |
| 2020-07-06 | 5 | Survey analysis |