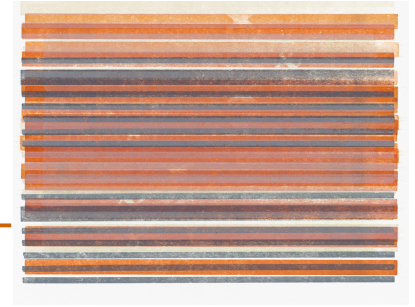


Tips for Using OASIS (Online Asia Survey Inquiry System)¹



Using Survey Data to Conduct an Inquiry

A survey is one of several data collection tools that can be used to conduct an inquiry about a professional development program. (We use the term “inquiry” to include program evaluations and research studies.) We put together these tips to help you use the Online Asia Survey Inquiry System (OASIS) to design an inquiry into your professional development program.

The four steps to designing an inquiry about a professional development program are:

1. Determine the purpose and the broad questions to be addressed by the inquiry.
2. Collect the data.
3. Analyze the data.
4. Report the findings.

In the sections below, we’ll offer a few comments about each of these steps and ways to use OASIS to accomplish them.² We are happy to help you adjust the system to your needs. If you would like assistance in determining how to use the surveys in your particular situation, send an email to Kathy Wyckoff at KathyWyckoff@aol.com.

Determining the Purpose and the Broad Questions of the Inquiry

The general inquiry question and the scope of the program under consideration will determine:

- specific **questions** asked in the surveys;
- **timing** of the survey;
- **number and roles of respondents** surveyed.

Here are examples of purposes for which participant and/or leader surveys may be appropriate:

- Leaders may individually or collectively want to determine if participants:
 - gained the intended **knowledge, skills, and attitudes** through the seminars;
 - **applied what they gained** from the professional development activity;
 - **built connections** with other participants.

1 This document is prepared by InSites (www.insites.org) under a grant from the Freeman Foundation. Contents of this document are the responsibility of InSites and do not necessarily represent agreement or positions of the funder.

2 For detailed information on designing an inquiry about professional development, see Guskey, T. (2000). *Evaluating professional development*. Thousand Oaks, CA: Corwin Press.

- Leaders may want to **track changes in demographic characteristics** of participants over several years.
- National leaders may want to **learn about different seminar designs** being used by the seminar leaders.
- Subsets of leaders may want to determine if there are differences in the knowledge and skills participants gain through **different approaches** (e.g., online courses versus face-to-face courses).

Using OASIS to Collect Data

The surveys in OASIS are intended to be a resource. They **are designed around the framework of the National Consortium for Teaching about Asia’s 30-hour seminars with follow-up sessions**. Programs with a different structure can **adapt these** to their situations. The questions in the surveys have been tested and refined with several groups. The questions are presented as a **“question bank”** from which leaders of professional development programs about Asia can select questions of value to them.

When you decide to use a survey, make sure to:

- **Align** your choice of surveys **with your purpose and general questions**. (Different inquiry questions require different data collection sources and methods.)
- **Tailor** the survey **to your own situation**. You may not need to use the surveys in their entirety.

You can use surveys to provide program leaders and directors with:

- **demographic data**;
- information about **program impact**;
- information about **differences in impact** that result from the design of the seminar (e.g., online versus face-to-face seminars);
- **context** of the schools/districts;
- extent of **dissemination of information about Asia** in the schools;
- data on **student learning goals** regarding Asia.

You can collect data across situations to provide programs with information about **trends over time**. Using this information can help you **shape an ongoing strategy** for sustaining Asian studies in K-12 schools.

Survey Topics

The five surveys that make up OASIS are administered at different times and cover different topics. These are the five surveys:

- **Participant Enrollment survey**: Use this survey to gather background information about the participants. Administer it when participants enroll in a seminar or near the beginning

of a seminar. The questions **address topics such as** participant demographics, knowledge about Asia, extent of teaching about Asia, and Asia professional development.

- **Participant End-of-Seminar Survey:** Use this survey at the end of the seminar. It is designed to **address these topics:** motivation for participation, participant response to the seminar, suggestions for future seminars, and school/district characteristics and conditions.
- **Participant Follow-Up Survey:** Use this survey at a follow-up session six months to a year after the seminar. If you maintain contact with your participants, use the survey again (with appropriate modifications) a year or so later to learn more about the sustainability of the impact of the seminar. It can be used periodically over whatever time period is relevant to your situation. This survey **addresses these topics:** school/district characteristics and conditions; participant response to seminar; extent of teaching about Asia after seminar; use of technology; Asia-focused professional development; impact on participant and schools/districts; connections with colleagues in the schools/districts/state; and seminar suggestions.
- **Seminar Leader Background Survey:** If you are doing an inquiry that involves several seminars, use this survey to ask seminar leaders about their background or seminar approach. Administer it at the beginning of or during the seminar. It **covers topics such as** leader demographic information; the leader's knowledge and connections regarding Asia; and seminar recruiting.
- **Seminar Leader Follow-up Survey:** Use this survey to learn more about how seminar leaders conduct their seminars and maintain contact with their participants and alumni. It **covers these topics:** seminar content and purpose; state/community context, the leader's other activities related to teaching about Asia; program expectations and materials; use of technology; participant results; follow up activities; and impact on the seminar leader.

Use only the questions in any given survey that are relevant to the question(s) you are investigating. For example, if your purpose is to help seminar leaders tailor their seminars to their particular participants, you would choose different questions than a leader whose purpose is to study the relationship between certain background characteristics and the impact of the seminars. **Modify the questions** to fit your situation and **add new questions** as needed.

Administering the Survey

Although we designed OASIS for online administration, you can adapt the surveys to be administered in hard copy. Administering it online helps to streamline the data analysis and reporting.

These are possible approaches for administering the survey(s):

- Use **online tools such as Survey Monkey** (<http://www.SurveyMonkey.com/>), **Formsite** (<http://www.formsite.com/>), and others.
- Hire a company to post the surveys online and consolidate the data. When we used the surveys, we hired the **National Research Center** (www.n-r-c.com) to post the surveys

online and consolidate the data. We also worked with them to conduct the analysis and prepare the reports.

The costs of administering the survey vary depending on the length, number of respondents, and the desired types of analyses and reports. Using the online systems means you will be posting the surveys, following up with those being surveyed, conducting the analyses, and producing the reports. If you contract with an outside firm, they can do some or all of these activities. Check websites for cost information.

After you have decided how to administer the survey:

- Develop **instructions** for your survey. Send these instructions via email or mail to the desired survey respondents along with a request for their participation. See document entitled *Administering your Surveys* at http://www.insites.org/oasis/administering_your_surveys.pdf
- **Follow up** with respondents.

Analyzing the Data

The data analysis varies depending on your purpose and your broad inquiry questions:

- At a minimum, the data analysis usually consists of determining the **number of respondents** and the **average scores on each survey question**.
- In addition, you may want to analyze the **scores of subgroups** (e.g., groups using online instructional methods versus face-to-face seminars).
- An example analysis report is the *Cross-Program Summary Data - K-12 Study Tour Programs for Teachers (2006)* at www.insites.org/oasis/X-PgrmSumData.9-25.pdf

Reporting the Data

The survey results typically are one part of a larger report organized around the survey purpose and general inquiry questions. When you report on what you've learned from the data, you may want to

- include a **description of the purpose** and background of the study;
- **organize** your findings **around your purpose and guiding inquiry questions**;
- include survey data and **data from other sources**. (See reports on the InSites website about Freeman Foundation programs. Go to www.insites.org/projects_asia_k-12.html;
- present the **results, interpretations, and considerations for the future**; and
- present the findings **informally as memos** to the appropriate parties rather than more formal reports.

Getting More Information

We look forward to hearing from you about using OASIS to conduct an inquiry. Also visit our website for reports and other documents about inquiries that have used the questions in OASIS at www.insites.org/projects_asia_k-12.html .