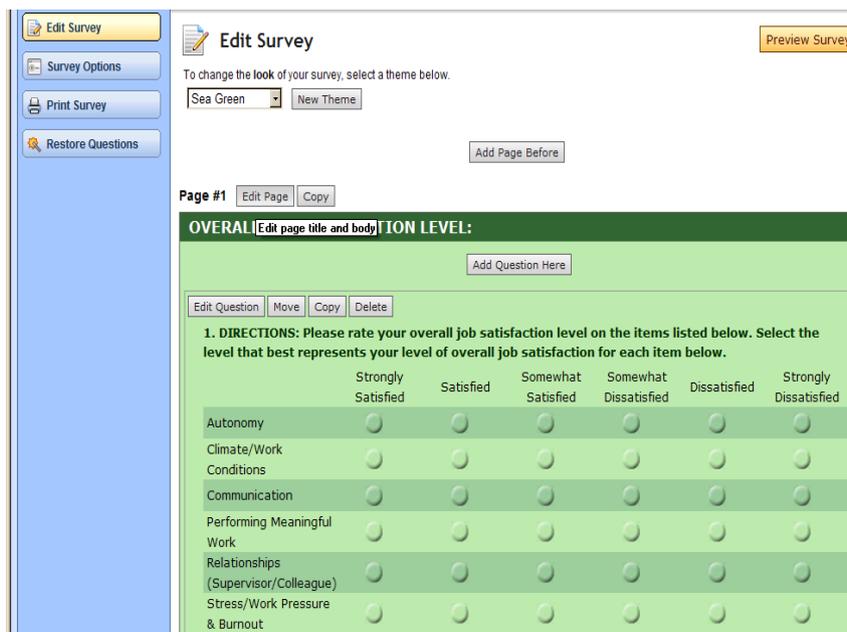




Using “SurveyMonkey” in class

Have you ever thought about using online surveys as an educational tool in your language class? Or about students creating their own surveys? If you would like to find out more, read on!



| | |
|--|---|
| What can I do in this activity? | Where can I find the information? (click on the link to go to the section) |
| Part 1 | |
| Just some basics! Find out about what SurveyMonkey can do and how people use it | A. What is SurveyMonkey? |
| So, what's the deal? Think about some pedagogical reasons why I would want to use SurveyMonkey in my language class | B. Why would I want to use SurveyMonkey in my classroom? |
| Part 2 | |
| How do people use it? Learn about some basic features of SurveyMonkey | C. A guide through some basic features of SurveyMonkey |
| What I need to keep in mind to use SurveyMonkey in class: some guidelines and | D. Pedagogical considerations and |



| | |
|---|--|
| <p>examples</p> <p>Explore some pedagogical issues I may want to consider when creating a SurveyMonkey activity for my class and find an example of a lesson plan in which SurveyMonkey is used</p> | <p>sample activity</p> |
| <p>Some practical suggestions</p> <p>Find out about some easy and more advanced technical steps that can help me in using SurveyMonkey in my class</p> | <p>E. Practical suggestions</p> |
| <p>Part 3</p> | |
| <p>Check my understanding using a quick and easy checklist</p> | <p>F. Check your understanding</p> |
| <p>Think back over what worked and what didn't work (in the activity and/or in my use of the tool)</p> | <p>G. Reflect!</p> |
| <p>Find some additional ideas, check what other teachers do and help other teachers by contributing to this DOTS activity</p> | <p>H. Explore and share!</p> |
| <p>Consider the implications for students' privacy</p> | <p>I. Protecting students' privacy</p> |

PART 1

A. What is SurveyMonkey?

In this section you will find out what SurveyMonkey looks like and how people use it. If you decide to use it in class, it may be helpful to know some basics.

SurveyMonkey is a tool that allows users to create their own surveys using question format templates. The basic version of SurveyMonkey is free; an enhanced version is also available at a cost.

(<http://www.surveymonkey.com/>)

SurveyMonkey offers self-guided tutorials. You can also watch the YouTube video created by 'Cool Teachers' Chris Haskell and Barbara Schroeder which takes you through the steps of setting up a survey and analyzing it

(http://www.youtube.com/watch?v=Ytk0tVT_0A8). Or you can use [Section C](#) of this activity as a first starting point.

Of course SurveyMonkey isn't the only survey service. If you know of any others that are available, you can write about it in the DOTS explore and share forum available at:

<http://moodle.dots.ecml.at/mod/forum/view.php?id=37>.



B. Why would I want to use SurveyMonkey in my classroom?

Because you can use it in face-to-face and online teaching and learning environments

- You can create a survey and discuss the results either in your face-to-face class or in a synchronous or asynchronous environment.

Because it is a relatively simple way of raising students' interest in a topic

- It gives you possibilities to tackle a topic in a more interactive way

Because it creates some input for class discussions or even assessment purposes

- It is just a matter of finding an appropriate topic

Because the authenticity of the material and the communicative situation allows students to focus on both language and content

- You can give students the chance to ask their own questions.

Because it appeals to the students – usually it's part of their world

- For instance, your students are likely to have filled in online questionnaires already.

Because it facilitates a task-based approach to learning

- It allows student to learn the language while creating, carrying out and analyzing surveys (learning by doing)

Just like with any other classroom material, you need to keep the pedagogical considerations in mind (e.g. learning objectives, authenticity, language focus, etc.). To explore these in more detail visit section D: Pedagogical considerations and sample task.

PART 2

C. A guide through some basic features of SurveyMonkey

You can also use these instructions to introduce your students to SurveyMonkey.

To visit the site, just click on the following link: <http://www.surveymonkey.com/>.

To take a tour, go to <http://www.surveymonkey.com/takeatour.aspx>. The tour has the following four parts:

- Create a Survey
- Get Responses
- Analyze Results
- See Use Cases

First steps

If you want to use SurveyMonkey, you need to get an account. Click on 'Sign in' and follow the instructions for signing up.

Once you have signed up, you can get started with your first survey by clicking on 'Create Survey' and giving it a title. Then you will want to write a



brief introduction and perhaps some instructions – click on ‘Edit Page’ to edit the title of the default section and to add some text. To organize your questions, you can have different sections – click on ‘Add Page After’ for additional pages.

Question types

Questions come in a number of different formats that you can choose from:

- Multiple Choice
- Comment/Essay Box
- Rating Scale
- Matrix of Choices
- Matrix of Drop-down Menus
- Single Textbox
- Multiple Textboxes
- Numerical Textboxes
- Descriptive Text
- Image
- Demographic Information
- Date and/or Time

To help you choose the format that suits each of your questions, short explanations and examples are available. Click on ‘Examples’ or ‘question examples.’

There are also a number of survey options that include setting the language, numbering pages and questions.

Example survey

If you want to look at a survey created by the tool and try it out, go to <http://www.surveymonkey.com/s.aspx?sm=gYvln%2Bx%2FddP82dwc%2BGnifq%3D%3D>. This basic survey on the use of SurveyMonkey will give you an idea as to what you can do in terms of instructions and variety of question types.

D. Pedagogical considerations and sample activity

There are two main ways of using SurveyMonkey with your students. Firstly, you can create a survey yourself about any aspect of your course, your teaching, your students’ interests etc.; secondly, you can get the students to do their own survey and question either their class mates or other people. Here we will concentrate on the second option as it is a more complex activity.

Pedagogical issues

The topic that you choose for the activity needs to be one which is of interest to your students, e.g.

- at beginners level and with younger students the activity could focus on hobbies, pets, or their daily routine



- mature students at intermediate level could explore aspects around the world of work, the use of the media, or the future of the traditional family
- at a more advanced level you could link it into an examination of intercultural issues, political opinion polls, or other more sensitive topics students might feel reluctant discussing in class.

In terms of integrating the survey into your syllabus, you have two options:

- You can introduce the topic in class before students tackle the survey so they have the opportunity to discuss some of the issues and are exposed to some of the vocabulary needed.
- You can start with the students creating their own survey and carrying it out, and then use their findings as a stimulus for introducing a new topic and a possible way of “de-personalising” sensitive issues.

Students should work in small groups and you may want to ensure that every group includes somebody who is confident about using technology.

Sample activities

Here are two sample activities which revolve around students planning and carrying out a survey and discussing the findings.

Task A is appropriate for beginner students and focuses on how people spend their leisure time. Students carry out a survey and then discuss the results. As a follow-up activity, the survey results can be compared with information about how people spend their leisure time in a country where the L2 is spoken. You can either provide students with results for this country or they can do a web search to find this information themselves.

The objectives of sample task A are as follows:

- finding out about leisure activities in different countries
- practising relevant vocabulary
- designing, carrying out and analyzing a survey
- discussing findings of the survey

Task B is an upper intermediate / advanced group of university or mature students and focuses on intercultural competence. It should be part of a teaching block dealing with intercultural communication and can be combined with using materials from the INCA project (<http://www.incaproject.org/index.htm>).

The objectives of sample task B are as follows:

- learning about intercultural competence
- practising relevant vocabulary
- designing, carrying out and analyzing a survey
- discussing findings of the survey



The task is organized into four 60–90 mins sessions. Students can organize sessions 2 and 3 in their own time but some teacher input might be useful. Sufficient time will have to be allowed in-between session 2 and session 3 so people can respond to the survey.

SM = SurveyMonkey

| Steps | Learner objectives | Duration | Class activities and interactions to achieve the objectives | Material / tools | Format |
|---------------------------------------|--|---|--|--|--------------|
| Lead-in | Raising issues around topic; rehearsing relevant language | Session 1 20 mins | Discussion | Whiteboard for notes and vocabulary | Whole class |
| Presentation of tool | Initial familiarization with Survey Monkey (SM) | Session 1 30 mins | Teacher talks students through the tool, hands out instructions and possibly gets the students to fill in a brief SM questionnaire | Computer; handout with instructions; possibly SM questionnaire | Whole class |
| Task instructions and group formation | Getting overview of task and forming groups | Session 1 10 mins | Teacher explains task; students are organized into small groups | Poss. handout with instructions | Whole class |
| Language focus | Revising how to ask questions; learning relevant expressions used in surveys | Session 1 30 mins | Various language activities focusing on asking questions and on words and expressions used in surveys | Handouts | Whole class |
| Preparation of survey (1) | Designing questions | Session 2 30 mins (e.g. outside class time but teacher | Students discuss possible questions (synchronously or asynchronously) (10 max) | Whiteboard | Small groups |



| | | | | | |
|---|---------------------------|--|---|---|---------------------------------|
| | | input useful) | | | |
| Preparation of survey (2) | Creating survey in SM | Session 2 30 mins (e.g. outside class time) | Students upload questions into SM, discuss who they will target, and send link to potential participants in survey | SM | Small groups |
| Survey takes place | Collecting data | At least 1 wk (outside class time – asynchronous work) | | | |
| Analysis of survey | Analyzing survey results | Session 3 30–60 mins (e.g. outside class time) | Students examine results from survey and summarize them | SM | Small groups |
| Presentation of survey results | Presenting survey results | Session 4 30 mins | Groups present their findings to the class | Powerpoint presentation or handout; SM statistics (e.g. as printouts) | Whole class |
| Discussion of results; discussion of survey | Discussing survey results | Session 4 30 mins | Identification of interesting / surprising results; discussion of results; discussion of usefulness of survey questions | | Whole class |
| Possible follow-up | Writing report | Outside class time / homework | Based on the survey results and discussions, re-using language generated | | Small groups or individual work |



E. Practical suggestions

Create a survey yourself

Even if you are going to get your students to create the survey you should probably put one together yourself and get your students to respond to it. On the one hand, this will help you to acquaint yourself with the features of SurveyMonkey and understand any issues your students might have. On the other hand, it will give your students the opportunity to see and respond to a survey that was created in SurveyMonkey. You could use the survey as a way to start a discussion on a relevant topic, or to get feedback from your class on a particular issue.

Time

You will need sufficient time to carry out a SurveyMonkey task with your students. Spread the activity over a number of sessions so you and your students have time to discuss the questions, set them up in SurveyMonkey, carry out the survey, report back on it, and discuss the findings.

Computers

Students will need access to computers with an Internet connection to create a survey. These can be located in the classroom or in a computer room at your institution, or students can use their personal computers for working with SurveyMonkey.

Support for creating a survey

Younger learners should probably prepare the survey during class time so you have the opportunity to support them, and you might want to upload the questions yourself. In the case of linguistically less advanced learners, you might want to incorporate a session that is dedicated to going through the draft questions.

Basic vs. advanced features of SurveyMonkey

There are two version of SurveyMonkey, one with basic features that is free and one with advanced features that the company charges for (upgraded account, also called Pro or unlimited account). If you or your institution does not have an upgraded account, you are limited to the basic features which include the following:

- using no more than 10 questions in one survey
- getting access to no more than 100 responses
- no downloading of survey results

So although students can create charts for their results in the free version of SurveyMonkey and look at them, these charts cannot be downloaded. To use them in a report or a PowerPoint presentation, student will have to capture the screen and paste it onto a document or slide.



PART 3

F. Check your understanding

| | Yes, I know this / Yes, I can do this | I would like to look at this again |
|--|--|---------------------------------------|
| I can describe Survey Monkey to somebody else (e.g. a colleague) | <input type="checkbox"/> | Click here . |
| I can give three reasons for using Survey Monkey in language teaching | <input type="checkbox"/> | Click here . |
| I can use the basic features of Survey Monkey (including setting up an account) | <input type="checkbox"/> | Click here . |
| I know how to integrate a survey into a lesson / task (pedagogic) | <input type="checkbox"/> | Click here . |
| I know how to set up a language learning activity around Survey Monkey | <input type="checkbox"/> | Click here . |
| I am aware of the practical considerations around using Survey Monkey in your class (creating a survey yourself; importance of time / computers / support) | <input type="checkbox"/> | Click here . |
| I am aware of different Survey Monkey accounts and features associated with basic account | <input type="checkbox"/> | Click here . |

G. Reflect

Now go to <http://www.surveymonkey.com/s/CR6M5HR> and do a survey which will help you reflect on this activity.

H. Explore and share

Here are some suggestions on where to go from here. Please feel free to add your own suggestions in this section - they can be your own lesson plans, ideas, problems, etc.



Find several surveys that may be useful for your language class. Bookmark their Internet address for later use ("bookmarking" is sometimes referred to as "adding to favorites"; if you do not know how to do that click help on your Internet browser). Think about whether they are appropriate for your class.

Talk to your students about surveys. Do they use them? Have they created any surveys themselves? If you have several "expert users" perhaps they can do a demonstration for the entire class. You can discuss why they use surveys - you will learn more about the medium, and the learners will have a chance to share real information with each other and you.

Talk to your colleagues about surveys. Do they use them? Have they created any surveys themselves? Perhaps you can work together to build your own bank of surveys or survey questions, complete with lesson plan and then tailor it to different settings and teaching environments.

Perhaps one of the most important features of SurveyMonkey is that it allows you and your students to create your own surveys in a relatively easy way. You can capitalize on your students' use of SurveyMonkey by having them create new surveys that are "customized" to your class or your student needs.

Your own ideas: write about your experience with surveys in general or SurveyMonkey in particular (go to the DOTS Explore and share forum available at: <http://moodle.dots.ecml.at/mod/forum/view.php?id=37>)

Give others your best tips about surveys in language classes (go to the DOTS Explore and share forum available at: <http://moodle.dots.ecml.at/mod/forum/view.php?id=37>).

Share your favourite surveys (for English / German / French / Polish / Spanish / etc.) (go to the DOTS wiki available at: <http://moodle.dots.ecml.at/mod/wiki/view.php?id=24>).

I. Protecting students' privacy

When using surveys in your teaching, consider how important the anonymity of survey responses is in your context and whether you want to allow individual's names to be associated with a response.

For general considerations about protecting your students' privacy, you can check the privacy forum available at:

<http://moodle.dots.ecml.at/mod/forum/view.php?id=1>.



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