

*****Please fill in all sections highlighted in yellow and send back to ipsds@uni-mannheim.de before starting with the recording of the videos. Other dates and times will be provided by IPSDS staff later.*****

Course Title

SURV XXX

2 credits/4 ECTS

Term

Instructor(s)

Name, email

Short Course Description

*****Add a short description of the course. What is the course about? Max. 600 characters.*****

Course and Learning Objectives

By the end of the course, students will...

- *****Add up to six bullet points of what skills and techniques students will have after taking the course. Max. 600 characters.*****

Prerequisites

*****If your course requires students to be familiar with specific concepts or software or if students need to have taken other courses before taking this course, please specify this here. If there are no prerequisites for the course, just say No prerequisites.*****

Class Structure and Course Concept:

This is an online course using a flipped classroom design. It covers the same material and content as an on-site course but runs differently. In this course, you are responsible for watching video recorded lectures and reading the required literature for each unit and then “attending” mandatory weekly one-hour online meetings where students have the chance to discuss the materials from a unit with the instructor. *****Optional, if homework and/or final exam are part of the course.*****Just like in an on-site course, homework will be assigned and graded and there will be a final exam at the end of the course.

Although this is an online course where students have more freedom in when they engage with the course materials, students are expected to spend the same amount

of time overall on all activities in the course – including preparatory activities (readings, studying), in-class-activities (watching videos, participating in online meetings), and follow-up activities (working on assignments and exams) – as in an on-site course. As a rule of thumb, for each credit offered by a course, students can expect to spend one hour per week on in-class activities and three hours per week on out-of-class activities over the span of a full 12-week term. This is a 2-credit course that runs for 8 weeks. Hence, the total average workload is about 12 hours per week.

Mandatory Weekly Online Meetings:

Day, Time

Meetings will be held online through BlueJeans. Follow the link to the meeting sessions on the course website on <http://jpsmonlinedev.umd.edu/>. If video participation via Internet is not possible, arrangements can be made for students to dial in and join the meetings via telephone.

In preparation for the weekly online meetings, students are expected to watch the lecture videos and read the assigned literature before the start of the meeting. In addition, students are encouraged to e-mail questions about the materials covered in the videos and readings of the week to the instructor (**email**) before the meetings (deadline for sending questions via e-mail is **Day, Time**).

Students have the opportunity to use the BlueJeans meeting room set up for this course to connect with peers outside the scheduled weekly online meetings (e.g., for study groups). Students are encouraged to post the times that they will be using the room to the course website forum to avoid scheduling conflicts. Students are not required to use BlueJeans and can of course use other online meeting platforms such as Google Hangout or Skype.

Grading

Grading will be based on:

*****Example from Surv623 (3-credit course!!!):*****

- 4 online quizzes (worth 10% total)
- Participation in discussion during the weekly online meetings and submission of questions via e-mail (deadline: Monday, 8AM before class) demonstrating understanding of the required readings and video lectures (10% of grade)
- Project (60%) consisting of 6 homework assignments (worth 10% each)
- A final open-book online exam (20% of grade)

*****Other examples include but are not limited to:*****

- In-class presentations
- Weekly homework assignments

*****Grading should be based on at least three different factors, one of which must be participation in the online meetings (at least 10% of the final grade). Please define "participation" in the syllabus.*****

Dates of when assignment will be due are indicated in the syllabus. Late assignments will not be accepted without prior arrangement with the instructor.

Technical Equipment Needs

The learning experience in this course will mainly rely on the online interaction between students and the instructor during the weekly online meetings. Therefore we encourage all students in this course to use a web camera and a headset. Decent quality headsets and web cams are available for less than \$20 each. We ask students to refrain from using built-in web cams and speakers on their desktops or laptops. We know from our experience in previous online courses that this will reduce the quality of video and audio transmission and therefore will decrease the overall learning experience for all students in the course. In addition, we suggest that students use a wire connection (LAN), if available, when connecting to the online meetings. Wireless connections (WLAN) are usually less stable and might be dropped.

Long Course Description

*****Add a longer description of the course. What are the objectives of the course? What will students learn in the course? Ideally this should be between 1,500 and 2,500 characters long.*****

Readings

*****If you are using a text book for your course, please provide the reference here.*****

*****Example from Surv623.*****

Primary readings will be from the following volumes:

Bradburn, N., Sudman, S., & Wansink, B. (2004). *Asking Questions: The Definitive Guide to Questionnaire Design – For Market Research, Political Polls, and Social and Health Questionnaires*, San Francisco, CA: Jossey-Bass.

Fowler, F.J. Jr. (1995). *Improving Survey Questions: Design and Evaluation*, Thousand Oaks, CA: SAGE Publications.

Additional required and recommended readings will be made available on the course website:

<http://jpsmonlinedev.umd.edu/>

*****If applicable:*****

Interested students might find the following additional recommended books helpful in preparing for the course:

Academic Conduct

Clear definitions of the forms of academic misconduct, including cheating and plagiarism, as well as information about disciplinary sanctions for academic misconduct may be found at

<http://www.graduate.umd.edu/policies/misconduct.html> (University of Maryland) and

https://www.uni-mannheim.de/1/english/research/Good%20Research%20Practice/141119-Satzung%20wiss%20FV%20Senat_en.pdf (University of Mannheim).

Knowledge of these rules is the responsibility of the student and ignorance of them does not excuse misconduct. The student is expected to be familiar with these guidelines before submitting any written work or taking any exams in this course. Lack of familiarity with these rules in no way constitutes an excuse for acts of misconduct. Charges of plagiarism and other forms of academic misconduct will be dealt with very seriously and may result in oral or written reprimands, a lower or failing grade on the assignment, a lower or failing grade for the course, suspension, and/or, in some cases, expulsion from the university.

Accommodations for Students with Disabilities

In order to receive services, students at the University of Maryland must contact the Disability Support Services (DSS) office to register in person for services. Please call the office to set up an appointment to register with a DSS counselor. Contact the DSS office at 301.314.7682; <http://www.counseling.umd.edu/DSS/>.

Students at the University of Mannheim should contact the Commissioner and Counsellor for Disabled Students and Students with Chronic Illnesses at http://www.uni-mannheim.de/studienbueros/english/counselling/disabled_persons_and_persons_with_chronic_illnesses/.

Course Evaluation

In an effort to improve the learning experience for students in our online courses, students will be invited to participate in an online course evaluation at the end of the course (in addition to the standard university evaluation survey). Participation is entirely voluntary and highly appreciated.

Class Schedule

Unit 1: **Topic(s)**

Online meeting (Name of instructor who holds the online meeting): Day, Date, Time

*****If homework, quiz, or other assignment due in this week:*****

Online quiz 1: due Day, Date, Time

Video lecture (Name of instructor who recorded the video): available online Day, Date

*****Provide a list of required and recommended (optional) readings for this unit. See example from Surv623 below.*****

Readings:

Bradburn et al. (2004). Chapter 1.

Fowler (1995). Chapter 1.

Hox, J. (1997). From Theoretical Concepts to Survey Questions. In L. Lyberg, et al. (eds.) *Survey Measurement and Process Quality*, New York, NY: Wiley, pp. 47-69.

Recommended (optional):

Schwarz, N. (1997). Questionnaire Design: The Rocky Road from Concepts to Answers. In L. Lyberg et al. (eds.). *Survey Measurement and Process Quality*, New York, NY: Wiley, pp. 29-45.

Tourangeau, R. & Bradburn, N. (2010). The psychology of survey response. In P.V. Marsden & J. D. Wright (Eds.) *Handbook of Survey Research*, 2nd Edition, San Diego, CA: Elsevier, pp. 315-346.

*****Repeat for Units 2-8.*****

Unit 2: **Topic(s)**

Unit 3: **Topic(s)**

Unit 4: **Topic(s)**

Unit 5: **Topic(s)**

Unit 6: **Topic(s)**

Unit 7: **Topic(s)**

Unit 8: Topic(s)

Project/Homework/Final Exam

Due: Day, Date, Time

Note: Student access to the course website will be revoked two weeks after the final exam.