

A PEER-MOTIVATED UNDERGRADUATE COURSE DESIGN IN SURVEY OPERATIONS: LESSONS FROM THE PHILIPPINES

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ABSTRACT

The paper presents a novel design in the approach of teaching survey operations to undergraduate students in an urban locale where environment and culture are clear and present challenges in conducting surveys. In a curriculum where survey operations is deemed “too easy” or “too boring” for students, the proposed design brings in a fresh view on making learning enjoyable and doing surveys a joint ownership and responsibility among learners. The core of the design is student-centered. A larger view of a full suite of activities from definition of survey topic, planning, administration, analysis and presentation of survey results are covered. A geographic information system using digitized maps supplement definition of sampling frames, design and evaluation of projects are peer-motivated. Extra-statistical issues are discussed including the psychological dimensions of non-response, administrative matters in the community and planning a budget. Peer motivation developed an affective transformation among students in terms of work ethic and class involvement.

Keywords: student-centered, affective transformation, class involvement