



UNIVERSITÀ DEGLI STUDI DI PALERMO

DEPARTMENT	Culture e società
ACADEMIC YEAR	2023/2024
MASTER'S DEGREE (MSC)	PUBLIC, CORPORATE AND ADVERTISING COMMUNICATION
SUBJECT	THEORIED AND TECHNIQUES OF OPINION POLLS - WORKSHOP
TYPE OF EDUCATIONAL ACTIVITY	C
AMBIT	20985-Attività formative affini o integrative
CODE	23345
SCIENTIFIC SECTOR(S)	SECS-S/05
HEAD PROFESSOR(S)	OLIVERI ANTONINO Professore Associato Univ. di PALERMO MARIO
OTHER PROFESSOR(S)	
CREDITS	10
INDIVIDUAL STUDY (Hrs)	150
COURSE ACTIVITY (Hrs)	100
PROPAEDEUTICAL SUBJECTS	
MUTUALIZATION	
YEAR	1
TERM (SEMESTER)	Annual
ATTENDANCE	Mandatory
EVALUATION	Out of 30
TEACHER OFFICE HOURS	OLIVERI ANTONINO MARIO Tuesday 15:30 17:30 Piattaforma Microsoft Teams o incontri in presenza, da concordare via email e se le condizioni sanitarie lo renderanno possibile.

PREREQUISITES	No pre-requisites are required to participate in the course. The diverse background of the students, who may come from undergraduate programs devoid of basic statistical training, suggests to devote the first lessons to these issues, which will form the object of reviewing for some, and literacy for others.
LEARNING OUTCOMES	<p>Knowledge and understanding. Students are expected to get knowledge and expertise related to polls carried out to consult citizens and stakeholders, to analyze customer satisfaction and preferences, to survey markets, consumer preferences, and to evaluate the impact of public policies. Students will be made able to understand specific survey designs built by professionals and research institutes, and develop their own and original. In addition, students will be able to describe and explain social phenomena which are of typical interest of communicators.</p> <p>Applying knowledge and understanding. Students are expected to use knowledge by learning how to plan and implement independently customer satisfaction surveys and opinion polls. To do this, they will learn how to distinguish between different sampling designs, and to qualify the work done by individuals inside or outside organizations. Indeed, consultants cannot often interact with any person properly trained within the organization buyer, resulting in drop in motivation / responsibility in their performances. Finally, it is expected that at the end of the course, students will be able to implement sample surveys and process the data with a PC.</p> <p>Making judgments. The nature and content of the course are particularly suited to this goal: all the steps that describe the research designs are analyzed within the course, to allow students to critically select, among different instruments, the most appropriate to the nature of the phenomena under scrutiny and the contextual conditions (time and budget constraints, venue of the surveys, etc.). Students will develop further autonomous ability to choose appropriate investigation techniques, through the sensibility and attention to check both sampling and non-sampling errors.</p> <p>Communication Students will be able to interpret and communicate effectively and clearly the results of their investigations, also in favor of non-expert publics. To do this, students have to acquire and consolidate elements of the statistical language, as well as the ability to produce research reports. These abilities are even more relevant since supposed for professional communicators.</p> <p>Lifelong learning skills. Critical reflection on the use of the methods and principles for carrying out polls and interpreting research results is the main aim of the course. This reflection contributes to the development of a capacity of learning that will allow students to appropriately evaluate research designs other than those analyzed in the course. The course will provide the essential coordinates, also in terms of statistical language and mathematical formalization, for subsequent self-deepening / widening of knowledge.</p>
ASSESSMENT METHODS	<p>There are no different assessment methods between attending and non-attending students. A mid-term test will be carried out during the course. Except the student formally asks the opposite, the results of this test (expressed in thirtieths) are contributing to the final mark given to him/her, as 35% of the overall mark. The mid-term assessment consists of a PC "open book" test. The final exam is an oral interview, and consists in discussing an opinion poll in its qualifying characteristics, starting from the preliminary analysis of literature, up to data analysis and the interpretation of results.</p> <p>The poll under discussion will be suggested by the student himself, who is subsequently required to prepare a project. During the course and also after its conclusion, this project will be revised also more than once after meetings between the student and the teacher. This way, the student will better consolidate theories and techniques learned during the lessons through professional practice.</p> <p>Structured in the described terms, the oral interview seeks to determine all the skills that are presented below as "expected results": knowledge and understanding (of the teaching program content items), ability to apply knowledge and understanding (by planning a poll), independent judgment (mainly related to the relationship between technical and operational proposals submitted by the student and constraints such as costs and predictable times for conducting the research), communication skills (preparation of the project), learning ability (including possible original solutions to the problems typically encountered when carrying out surveys).</p> <p>During the interview, both open and semi-structured stimuli will be organized so as to allow students to independently develop answers and reflect on the study. Well-defined, distinct and uniquely interpreted stimuli will be constructed to allow</p>

	<p>comparability using constraints that define a track for the reply (concepts to be addressed, level of generalization, logical and formal correctness of the proposed solutions).</p> <p>The assessment will be expressed in thirtieths with possible honours.</p> <p>Therefore, with reference to the expected results of the course:</p> <ul style="list-style-type: none"> - A score of 30/30 and possible honours will be awarded to those who demonstrate full possession of the already discussed skills (including communication); - A score of 26-29 in case these abilities are held in a satisfactory manner; - A score of 22-25 in case abilities are held more than sufficiently; - A score of 18-21 if abilities are held just sufficiently or little more than sufficiently; - INSUFFICIENT for lower students' performances.
EDUCATIONAL OBJECTIVES	<p>In their daily work, communicators meet the world of research especially to analyse the context, customer satisfaction, consumers' preferences and needs. In this sense, the course is designed to provide students with the basic tools needed to:</p> <ul style="list-style-type: none"> - Identify where and when internal and external consumers can be consulted; - Describe research techniques from a methodological point of view, in the context of quantitative research; - Analyze case studies from a comparative point of view; - Use research techniques, controlling the sources of error; - Process the data obtained from sample surveys; - Present research projects and results from field surveys.
TEACHING METHODS	<p>Lectures, classroom exercises, laboratory exercises, project work. After the first phase of statistical literacy, the teaching methodology of "flipped classroom" will be launched, which is based on constructing working groups, assigning homework to students/groups, organizing special receiving hours to support individual/group work at home, reserving most of the time in class for carrying out group exercises/project work. The use of statistical software will be introduced.</p>
SUGGESTED BIBLIOGRAPHY	<p>Rispetto al programma di studio, non si opererà distinzione tra la condizione di studente frequentante e studente non frequentante. (There is no difference between attending or non-attending students relating to the study program). E' bene che gli studenti Erasmus si mettano in contatto via e-mail con il docente per informazioni sul corso e i testi di esame (Erasmus students are invited to contact the professor for further information on course contents and readings).</p> <ul style="list-style-type: none"> - Pitrone M.C., Sondaggi e interviste. Lo studio dell'opinione pubblica nella ricerca sociale, Franco Angeli, Milano 2009, ISBN: 9788856811193. - Borra S., Di Ciaccio A., Statistica, metodologie per le scienze economiche e sociali, McGraw-Hill, Milano, 2021, ISBN: 8838696322 (limitatamente agli argomenti del corso - just relating to the topics covered in the course). - Dispense anche in lingua inglese fornite dal docente, rese disponibili all'interno della sezione "Materiali del corso" nel sito di Ateneo (further readings provided by the professor, made available in the section "Materiali del corso" within the University website).

SYLLABUS

Hrs	Frontal teaching
3	Basic statistical concepts: populations, variables. Frames and samples. Levels of measurement.
3	Frequency distributions, Charts.
2	Measures of central tendency
3	Variability and heterogeneity.
5	Relations between variables: association, cograduation, correlation.
4	Relations between variables: dependency.
2	Public opinion: definitions.
1	Polls. General characteristics of polls.
1	Features and format of the mid-term test.
3	Sampling distributions of the mean and of the proportion, and their shapes.
3	Interval estimates.
3	Hypothesis testing on the arithmetic mean and on the proportion. P-value.
Hrs	Practice
4	Research designs. Analysing literature.
4	Research designs. Using literature.
3	Confirmatory studies, exploratory studies. Statistical hypotheses.
4	Constructing questionnaires. Structures of questionnaires.
4	Constructing questionnaires. From questions to variables. Kinds of variables.

Hrs	Practice
4	Constructing questionnaires. Common errors in questions.
4	Measuring opinions and attitudes. Scaling.
5	Scaling techniques.
2	Statistical units: populations, samples.
2	Probabilistic and non probabilistic sampling.
5	Sampling designs.
3	Data collection. Questionnaire administration
3	Interview and interviewer. Behaviorists versus constructivists
3	Types of errors: Total, Sampling, Non-Sampling errors
3	Interviewee
3	Random variables. Parameter estimation: estimators and estimates.
3	How many units within a sample?
3	Hypotheses testing again. Simulating the final test.
5	Research report