Measurement Workshop  
Summer Institute 2016  
July 25-29, 9AM-12PM

Instructor: Jessica Broome (jsbroome@umich.edu)

A. Objective
The objective of this course is to empower students with an understanding of the importance and basic tenets of rigorous questionnaire design, as well as practice designing an appropriate instrument for a real world problem.

B. Accommodations for Students with Disabilities
If you think you need an accommodation for a disability, please contact Services for Students with Disabilities (SSD) office to help us determine appropriate academic accommodations. SSD (734-763-3000; http://ssd.umich.edu) typically recommends accommodations through a Verified Individualized Services and Accommodations (VISA) form. Any information you provide is private and confidential and will be treated as such.

C. 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 the Rackham web site for the University of Michigan: http://www.rackham.umich.edu/policies/academic_policies/section10/.

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.

D. Office hours
By appointment.
E. Class Site and Readings

How to access the class site:

- If you have university account and password, log on to c-tools (https://ctools.umich.edu/portal) with university account and password to get access.

- If you don’t have university account and password, you will need to get a University of Michigan's Friend Account, a special kind of computer account that is used to give non-University of Michigan members access some University of Michigan web resources.
  - Steps:
    - Go to https://friend.weblogin.umich.edu/friend/ and follow the instructions to create one. This is just a few simple steps.
    - You will receive an email informing you that you have been added to the c-tools website. This message will be sent to the email address where you generally receive University of Maryland communications.
    - You can then go to the c-tools site https://ctools.umich.edu/portal, click on “login in” in the upper right hand corner, and use your Friend Account login and password.
    - Note that if you have previously created a friend account with the same email address, you will get an error message stating that the account already exists. If you remember the password to the account, go to https://ctools.umich.edu/portal to log in. You can also choose to reset the password.

- On the site, look for readings under “Resources.”
  - For some of the readings, a password is needed. This password is always included in the filename, when applicable.
Workshop Outline

Day 1 (July 25): Starting with a Research Question, Getting to a Survey
- Students will be divided into teams of 2-4 (depending on class size)
- Each team will get a research problem; their objective for the week is to design a questionnaire that is methodologically sound and will answer the client’s question.

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<th>Hour</th>
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| 1    | Lecture: Getting from research question to questionnaire; take students through example  
      Team Work: Assign research questions; sketch of dimensions, sub-dimensions, variables needed, rough questions |
| 2    | Lecture: Considerations: mode, sensitivity, resources, upfront and back end, audience, sample findings  
      Resource: Groves’ sketch of survey lifecycle |
| 3    | Team Work: Outline your process (audience, recruitment, mode, processing, analysis) and present to class (5 minute presentation per team) |

**Homework:** Each student will read an article or chapter and prepare a high-level 3-minute presentation on application of a major survey methodology topic (topics may include 4 sources of error, response process model, standardized vs. conversational interviewing, optimizing vs. satisficing, sensitive questions)

Day 2 (July 26): Survey Methodology Crash Course
- Students will get a high-level overview of key survey methodology topics and revise their questionnaires accordingly
- Introduction to different approaches for pre-testing, focusing on expert reviews and cognitive interviews

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| 1    | Student presentations: Key topics  
      Resource: “Cheat sheet” of key issues to keep in mind during questionnaire design |
| 2    | Team Work: Revise yesterday’s questionnaire taking key topics into account |
| 3    | Lecture: Pre-test overview  
      Demonstration: Cognitive interview |

**Homework:** Students will complete expert review of a classmate’s questionnaire, keeping in mind all topics that have been discussed.
### Day 3 (July 27): Pre-testing and Feedback
- Students will practice cognitive interviews with potential respondents
- Students will engage their classmates for workshop-style feedback of key roadblocks with their questionnaires

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| 1    | Exercise: Cognitive interviewing practice with “real people”  
Discussion: What did you learn from this? |
| 2    | Team Work: revise questionnaire taking pre-test results into account |
| 3    | Exercise: Present and workshop specific issues in questionnaire |

**Homework:** TBD; reading covering common problem or work in team to implement feedback from workshop

### Day 4 (July 28): Questionnaires from Start to Finish
- Students will get an overview of layout issues (introduction and closing, ordering questions, skip patterns) with a focus on web surveys
- Hands-on practice with common web survey tools; outcome will be a “usable” survey for data collection

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<tbody>
<tr>
<td>1</td>
<td>Lecture: Start to finish—layout issues</td>
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<tr>
<td>2 &amp; 3</td>
<td>Team Work: Program your survey in Qualtrics or Survey Monkey</td>
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**Homework:** Take classmates’ surveys and get 2-3 other respondents

### Day 5 (July 29): Analysis and Retrospective
- Each team will have a mini-dataset from a small convenience sample
- Introduction to different approaches for pre-testing, focusing on expert reviews and cognitive interviews

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<td>1 &amp; 2</td>
<td>Team Work: Design analysis blueprint and conduct mini-analysis (what could you show with these results?); prepare presentation</td>
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<td>3</td>
<td>Team Presentations: 1-3 key findings based on mini-data collection, 1-3 changes you made based on course learnings, 1-3 changes you wish you had made, discussion of limitations</td>
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