

SURVMETH 988.022: Intermediate Questionnaire Design

Summer Institute in Survey Research Techniques, 2022

Instructor: Dr. Pamela Campanelli

Time: 4 days, 18, 19, 20 & 21 July, 8.30-12.00
Location: Online and interactive via Zoom
E-mail: dr.pamela.campanelli@thesurveycoach.com
Cell phone: 011 44 7803 275317

Course Description:

This course is designed to follow on from Introduction to Questionnaire Design. Now instead of looking at question comprehension from a cognitive side, the linguistic side will be explored including online tools. Factual questions will be revisited but with the goal of exploring different types of respondent memory problems and their solutions, while also covering time anomalies in surveys and quasi facts. Subjective questions will be revisited to understand attitude consistency and inconsistency, to look at the feasibility of changing attitudes to change behavioral intentions to change behaviors and to cover the popular topic of satisfaction and other customer experience metrics. Alternatives to questionnaires will also be covered such as event history calendars, internet enabled devices, factorial surveys and multi-item scales. The course concludes with ways to translate survey questions and a multicultural viewpoint. The course will be interactive with the goal of making it as close to in-person training as possible. There also will be workshops throughout. Pamela is happy to chat with participants about their own questionnaires.

Evaluation (For those taking the course for credit):

Grading for the course will be based on a take-home assignment due 2 weeks after the last day of class. The exam will tap into your practical knowledge from the course as well as your knowledge of the required readings.

Prerequisite:

An introductory course in questionnaire design or equivalent experience.

Office Hours:

Any time - just make an appointment.

Course Website:

The course website will be on CANVAS which can be accessed through (canvas.it.umich.edu).

Required and optional reading

All readings will be on the CANVAS website in addition to pdf versions of the course PowerPoint slides.

The readings are made available through a copyright “fair use exception”. That means you are the only person allowed to use the material and that it is for the purpose of this course only.

As shown below, there are required readings and optional readings. On the CANVAS website there are also other useful related papers and documents.

Detailed Course Summary:

Date	Topic	Required Readings
July 18	<ul style="list-style-type: none"> • Course overview and introductions • Key highlights from mini appendix on basic questionnaire design – assuring everyone has the same background • Comprehension from the linguistic side (Grice's maximums, frame of reference effects, Flesch-Kincaid readability statistics, linguistic corpora approach with mini appendix) • Workshop 1 - Improving a survey question using online linguistic tools • Some issues with factual questions • Highlights from mini-appendix on difficulties with demographic questions • More about memory and what makes some events more memorable than others • Day 1 appendix on solutions to ambiguous terms and sensitive questions 	<ul style="list-style-type: none"> • Slavec, A. (2016), <i>Improving Survey Question Wording Using Language Resources</i>, PhD Thesis, University of Ljubljana – Pages 8-10, 25-31, 153-205. • Tourangeau, R., Rips, L.J., and Rasinski, K. (2000), <i>The Psychology of Survey Response</i>, Cambridge, UK: Cambridge University Press – Chapter 3. <p>Optional:</p> <ul style="list-style-type: none"> • Schwarz, N., Hippler, H.J., and Noelle-Nuemann, E. (1994), <i>Retrospective Reports: The Impact of Response Formats</i> in N. Schwarz and S. Sudman (Eds.), <i>Autobiographical Memory and the Validity of Retrospective Reports</i>, New York: Springer-Verlag. – Pages 187-199. (Password: surv630cam)
July 19	<ul style="list-style-type: none"> • More about memory (continued) • Workshop 2: Memory exercise • Aids to improve recall • Autobiographical memory • Mini appendix on telescoping and unusual inconsistencies in panel data • Quasi-facts • Workshop 3: Critiquing a survey question that poses memory difficulties as well as other issues • Alternative methods of data collection: Event history calendars 	<ul style="list-style-type: none"> • Fivush, R. (2011), <i>The Development of Autobiographical Memory</i>, <i>Annual Review of Psychology</i>, 62: 559-82. • Belli, R. F (1998), <i>The structure of autobiographical memory and the event history calendar: Potential improvements in the quality of retrospective reports in surveys</i>, <i>Memory</i>, 6: 383-406. <p>Optional:</p> <ul style="list-style-type: none"> • Smith, T. (1984), <i>The Subjectivity of Ethnicity</i>, in C.F. Turner and E. Martin, <i>Surveying Subjective Phenomena</i>, Volume 2, New York: Russell Sage Foundation, pages 117-128. • Rips, L.J., Conrad, F.G., and Fricker, S.S. (2003), <i>Straightening the Seam Effects in Panel Surveys</i>, <i>Public Opinion Quarterly</i>, 47(4), 522-554.
July 20	<ul style="list-style-type: none"> • Workshop 4: Experience with Simplified Event History Calendar • Alternative methods of data collection: Internet enabled devices and through pictures and voice recordings. 	<ul style="list-style-type: none"> • Belli, R. F., Smith, L. M., Andreski, P. M., & Agrawal, S. (2007), <i>Methodological Comparisons between CATI Event History Calendar and Standardized Conventional Questionnaire Instruments</i>, <i>Public Opinion Quarterly</i>, 71(4): 603–622.

	<ul style="list-style-type: none"> • What do subjective question measure? • Stability and instability of attitudes • Changing attitudes to change behavioral intentions to changes behaviors • Satisfaction and Net Promoter Scales • Other problematic question formats to avoid (mini appendix on question formats to beware of and on leading questions) • Workshop 5: On critiquing subjective survey questions • Alternative methods of data collection: Factorial surveys 	<ul style="list-style-type: none"> • Erber, M.W. and Hodges, S.D. (1995), Attitude Strength, Attitude Stability, and the Effects of Analysing Reasons, in R.E. Petty and J.A. Krosnick (eds.), Attitude Strength: Antecedents and Consequences, Nahwah, NJ: Erlbaum. <p>Optional:</p> <ul style="list-style-type: none"> • Morselli, D., Le Goff, J.M. and Gauthier, J.A. (2018), Self-Administered Event History Calendars: A Possibility for Surveys? <i>Contemporary Social Science</i>, 1-24. • Peterson, J.C. (2017), The Seeds of Change: Attitudinal Stability and the Direction of Attitudinal Change across the Lifespan, PhD, Thesis, University of Nebraska – Lincoln. • Petrocelli, J.V. et al (2010), Perceiving Stability As a Means to Attitude Certainty: The Role of Implicit Theories of Attitudes, <i>Journal of Experimental Social Psychology</i>, 46: 874-883.
July 21	<ul style="list-style-type: none"> • Factorial surveys (continued) • Alternative methods of data collection to measure subjective phenomenon: Multi-item scales • Workshop 6: Writing a multi-item scale • Ways to translate survey questions; multicultural issues 	<ul style="list-style-type: none"> • Liebe, U. et al. (2017), Using Factorial Survey Experiments to Measure Attitudes, Social Norms, and Fairness Concerns in Developing Countries, <i>Sociological Methods and Research</i>, 1-32. • DeVellis, R. (2017), <i>Scale Development: Theory and Applications</i>, University of North Carolina at Chapel Hill -Chapters 5. • Forsyth, B.H., et al (2007), Methods for Translating an English-Language Survey Questionnaire on Tobacco Use into Mandarin, Cantonese, Korean, and Vietnamese, <i>Field Methods</i>, 264-283. <p>Optional:</p> <ul style="list-style-type: none"> • Alexander, C. and Becker, H. (1978), The Use of Vignettes in Survey Research, <i>Public Opinion Quarterly</i>, 42: 93-104. • Douglas, S.P. and Craig, C. (2007), Collaborative and Iterative Translation: An Alternative Approach to Back Translation, <i>Journal of International Marketing</i>, 30-43, • Levin, K. et al (2009), Using Cognitive Interviews to Evaluate the Spanish-Language Translation of Dietary Questionnaire, <i>Survey Research Methods</i>, 3(1): 12-25.