

PSYCH 410/ 506: Questionnaire Design

Winter (Spring) 2008

Monday & Wednesday 3:00-4:15, St. Joseph's, Rm 325, 3 Credits, 27 meetings + final.

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TEXTS:

Required:

Alreck, P.L., & Settle, R.B. (2004). The survey research handbook. SRH (3rd Edition).
Chicago,IL: Irwin.

Moroney, W.F., & Cameron, J.A. (2008). Survey Construction and Use: A Primer for Practitioners

Recommended:

Dillman, D.A. (2000). Mail and internet surveys: The tailored design method.(2nd edition). NY,
NY: John Wiley & Sons. New web-related material was inserted in 2006, a new version will be
published in 2008.

COURSE DESCRIPTION:

Students will learn about critical issues in questionnaire design and use, the advantages/
disadvantages of questionnaires, types of questionnaires, questionnaire development strategies, scale
selection, and how to evaluate questionnaires. Students will develop, test and evaluate a questionnaire.
Depending on the size of the effort and the skills needed, students may work in teams.

Prerequisite: Psych 101 or approval of instructor. Statistics course desirable.

OBJECTIVES:

1. This course will provide you with strategies for designing questionnaires. You will be exposed to critical issues in questionnaire design and use, the advantages/ disadvantages of questionnaires, types of questionnaires, questionnaire development strategies, scale selection, and how to evaluate questionnaires. A portion of the course will be devoted to the development and use of questionnaires on the Internet.
2. You will be provided with a flow chart of the questionnaire design process and a checklist to evaluate the quality of questionnaires. You will evaluate and improve problematic questionnaires.
3. You will apply the principles you learned by developing a questionnaire designed to meet the needs of a specific group. The topic for the questionnaire will be assigned/agreed upon.
4. You will install the questionnaire you developed on the WWW
5. You will also apply the principles you learned in the development of a questionnaire in critiquing questionnaires developed by your classmates
6. You will identify sources of questionnaires and examine several in the public domain.
7. You will attain a greater appreciation of the complexity involved in properly developing and employing questionnaires.
8. You will become an "expert" in a particular area of questionnaire design.
9. While application rather than theory will be emphasized, selected articles will be reviewed and presented in class.

Web usage:

- Exam Reviews are available at: <http://www.mhhe.com/alreck04>
- Selected readings will be available on Ereserve.

Mini-Paper

1. Each Graduate Student will write a mini-paper on an assigned topic and present that information to the class. Students may also propose alternate paper topics.
2. Potential Paper topics include:
 - Semantic Differential (including sources for choosing bipolar terms, and appropriate uses of semantic differential and data reporting).
 - Psychometric basis for terms used in scales.
 - Develop flow/Ghant/ decision making chart of questionnaire development process including electronic surveys.
 - Reported behavior vs actual behavior (drugs, alcohol, smoking, caffeine, sex, etc)
 - Contrast with Nielson's view on surveys (utest@hubcap.clemson.edu).
 - Review of Turner, Ku and Rogers (1998), Science, 280, p 867-873. Truthfulness and PC reporting using Web of Knowledge..
 - Readability of Questionnaires. Is it the same as readability in general ?
 - Apply Neilson's principles on Web design to Web-Based questionnaires.
(What are the rules? What guidance is applicable ? Format: Mini-Mil-STD ?)
Perhaps develop a checklist like TQM.
 - Ethnic differences in responding to questionnaires
 - Web-based questionnaire length and probability of completion. How do you inform respondent of questionnaire length ? Does informing them make a difference?
 - Confidentiality vs anonymity and response rate.

Questionnaire topics from Previous Classes

- Cross-sectional surveys (all 4 years and Grads) re PC Utilization and use of IT in learning.
- UG/Grad team. . Including determining knowledge/practices about illegal downloading.
- Use of IT by faculty in teaching: Pros/cons, problems (type and frequency) by Grad student
- Undergraduate Advising: Student expectations vs Faculty expectations (UG/Grad team)
- Student evaluation of Faculty Teaching: Ratings vs Open-ended.
- Evaluation of Faculty Service.
- Customer Satisfaction among First Year Purchasers of Computers
- The Role of Psychology in Burn Centers

Evaluation

You will be evaluated on the following elements:

- | | |
|--|-------------------|
| • Quality of your final questionnaire. (including evaluation by customers, if applicable) | 300 points |
| • Quality/critique of your web-based questionnaire | 75 points |
| • Quality of your mini paper | 100 points |
| • Quality of your presentation on mini-paper | 50 points |
| • Participation in class and in evaluating and improving the work of others. (Peer Evaluations) | 100 points |
| • Miscellaneous activities/common readings such as | 50 points |
| • Turner, Ku and Rogers (1998), Science, 280, p 867-873 | |
| • Should we trust Web-Based studies ? | |
| • Mini-Exams (N= 4 from text book @ 60 pts each) | 240 points |
| • Compendium of references/links to questionnaires/surveys in your domain of interest. This will be made available distributed to all. | 50 points |
| • Evaluation of TQM form | 35 points |
| | Total 1000 |
| • Bonus points | |
| • awarded for correct answers to “puzzlers” | (10 pts each) |
| • awarded for participation in questionnaire related thesis pilot study, Approximately one hour | 25 points |

Letter grade conversion: Undergraduates start with 150 points, since they don't complete a mini-paper.

A: > 966

A-: 933-965

B+: 901-932

B: 866- 900

B-: 833-865

C+: 801-832

C: 766-800,

C-: 733-765

D: 700-733

F: < 700

GENERAL COMMENTS:

1. This class calls for considerable interaction and participation if we are to achieve our goals.
2. Because of the project nature of this course, I will meet with individual investigators at the end of each class. This is in addition to other meetings including those with sponsors. We will also schedule meetings as necessary to review paper outlines, discuss progress, etc. Investigators will need to develop a time table for producing their deliverables.
3. The course will have 5 parts which proceed in the following order:
 - Questionnaire Design Lectures (~ 15 hrs)
 - Reviews of existing questionnaires (Objective: Identify problems and propose solutions.
 - Review & critique of **draft** questionnaires produced by members of the class. (a good learning experience that will distributed throughout Sept, Oct, & Nov).
 - Paper submission and presentations (two 20 minute presentations/class starting after 26 Sept).
 - Your **final** questionnaire & presentation (exact date to be agreed upon, plan to share "lessons learned" with the class.
4. There are 4 mini-exams during the term. Questions on the exam material are due at least two classes before the examination. They will be accepted until noon on the assigned date. They should be clearly stated and identify the page/ paragraph/ that lead you to raise the question. Questions should be submitted to my GA as a Word attachment to your email.
5. I am presently working on a book on Questionnaire Design and some of the work we do in this class may be incorporated into the text. Credit will be given as due.
6. I expect that some of the proposed topics may lead to publishable material, we will discuss the specifics of author credits after topics are selected.

FYI: Previous classes have resulted in:

- Four theses, + one in progress
- Three publications/presentations comparing Questionnaire Design tools. This comparison needs to be updated in 2006.
- Multiple presentations at the Standar Symposium (at least 2/year since 1999).
- Additional presentation(s) based on the results of the 2006 survey will also be presented at the Stander 2007 symposium.
- Data for several articles (Status: analyses mostly done, articles to be written).

MISCELLANEOUS NOTICES:

1. Learning should be exciting and challenging. Learning requires work. I will attempt to provide some of the excitement and challenges; I hope you will add to the excitement and provide challenges. We will all work and develop our questionnaire design skills.
2. For this class to succeed it is essential that you read the assigned materials, prior to the appropriate class. Assignments will be specified at the end of each class.
3. This course will require you to critically evaluate the works of other students, you should do so in a respectful manner. Alternately, other students will be evaluating your work, so accept their comments in a positive manner.
- 4 Cell phone usage: Cell phones are to be turned OFF (not on vibrate) during class. Keep them your backpack, book bag or pocket during class. This is common courtesy. If you are expecting a **CRITICAL** phone call during the class period, you must inform me before class. First Offense 10 points, second Offense 50 points, 3rd Offense 100 points.

Psy 410/506: Questionnaire Design
COURSE SCHEDULE- Fall 2006
 (Subject to Revision)

Date:	Topic/Material	Readings

7 Jan-6 Feb	Questionnaire Manual	As assigned
16 Jan	Last opportunity to submit .Questionnaire area, Paper topic, Domain area form. Selections are based on the order received and quality of your submission.	
Presentations and selected readings will be scheduled between Feb and April. Most of the time will be spent reviewing draft surveys.		
11 Feb	Submit questions from Part 1 & 2.	
13 Feb	Lecture & Review Parts 1 & 2	
18 Feb	Exam SRH (Textbook) Part 1 & 2 (180 pages).	
3 Mar	Submit questions from Part 3	
5 Mar	Lecture & Review Part 3.	
10 Mar	Exam SRH Part 3 (62 pages).	
18 & 20 March No class ; Spring/Easter Break.		
7 Apr	Submit questions from Part 4.	
14 Apr	Lecture & Review Parts 4.	
16 Apr	Exam SRH Part 4 (72 pages).	
21 Apr	Submit questions from Appendix A & C.	
23 Apr	Review questions from Appendix A & C. Wrap-up Class Review & Critique (my form distributed). Final Version of questionnaire due (paper copy and electronic attachment, plus links)	
28 April	NOTE TIME CHANGE: 12:20-2:10 Exam SRH Appendix A & C. (34 pages)	

A schedule specifying the dates for paper presentations and questionnaire reviews will be distributed after topics have been identified and agreed upon (ideally NLT Jan 23).

NAME: _____

- 1) Questionnaire topic**
Topic Title, from syllabus

Alternately: Describe your topic/plan, if the topic is not on the list provided in class. Provide a justification for the topic.

- 2) Paper topic: Describe a specific topic and write a proposed Title**

- 3) Domain area of interest, which you will explore to locate existing questionnaires/surveys. You will convert your findings into an annotated bibliography.**