PSYCH 495/506: Questionnaire Design

Fall 2004
Mon & Wed: 6-7:15, St Joseph 325
3 Credits, 29 meetings

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Office Hours: Tues: 10:00-11:00; Prefer meetings arranged by appointment. Also plan on scheduling meetings after class.

Graduate Assistant: Taylor Anderson, Anderstj@notes.udayton.edu , St Joe’s, Rm 313, 229-2175.

TEXTS:
Required:

Recommended:

Provided:
Moroney, W.F., & Cameron, J.A. (2004). The design of questionnaires and surveys. (Formerly Questionnaire Design and Use: A Primer for Practitioners)

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 in a domain of interest to them. 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 evaluated 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 agreed upon.
4. You will also apply the principles you learned in the development of a questionnaire in critiquing questionnaires developed by your classmates
5. You will identify sources of questionnaires and examine several in the public domain.
6. You will attain a greater appreciation of the complexity involved in properly developing and employing questionnaires.
7. While application rather than theory will be emphasized, selected articles will be reviewed and presented in class.

Web usage: Some assignments (exam reviews) may require you to access:

Questionnaire Design: Fall 2004
Mini-Paper
1. Each student or a team 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).
   • Customer Satisfaction (strategies for collecting data)
   • A comparison of software packages used to generate questionnaires.
   • Evaluate the new SPSS survey tool (repeat last years study).
   • 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 Science Citation index.
   • Develop flow/ghan/ decision making chart of questionnaire development process including electronic surveys.
   • Readability of Questionnaires. Is it the same as readability in general?
   • Locate sources of checklists/ Questionnaires
   • 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.
   • I also have a number of theses ideas and a focused mini-paper would be worth considering as a way to identify a potential thesis
   • Also consult readings on E-Reserve for topics

Potential Questionnaire topics
• Customer Satisfaction among First Year Purchasers of Computers. Including determining knowledge about illegal downloading. (Undergraduate team).
• Cross-sectional surveys (all 4 years and Grad) re PC Utilization and use of IT in learning.
  UG/Grad team
• Scott Bachmann survey?
• Usability Questionnaires (who has them?, How are they used, MOEs, reliability, validity?)
• Graduating Senior evaluations of undergraduate programs. (Psych Dept has a working model)
• Psychology GA/Faculty activities, expectations and performance. Two surveys: GAs and Faculty.

Evaluation
1. You will be evaluated on the following elements:
   • Quality of your final questionnaire. (including evaluation by customers, if available) 400 points
   • Quality of your mini paper 100 points
   • Quality of your presentation 50 points
   • Participation in class and in evaluating and improving the work of others. 100 points
   • Miscellaneous activities/common readings such as
     • Turner, Ku and Rogers (1998), Science, 280, p 867-873
     • Mini-assignments: e.g. review of questionnaires on the WWW 50 points
     • Mini-Exams (N= 5 from text book @ 50 pts each) 250 points
   • Team Member Participation ( evaluated Oct 13 & Dec 6th) 50 points
   Total 1000
   • Bonus points awarded for correct answers to “puzzlers” (10+ pts)

GENERAL COMMENTS:

Questionnaire Design: Fall 2004
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 (~ 10-12 hrs)
   - Reviews of existing questionnaires (Objective: Identify problem(s) and propose solution(s)).
   - Review & critique of draft questionnaires produced by members of the class. (a good learning experience that will distributed throughout Oct, Nov & Dec).
   - Paper submission and presentations (two 20 minute presentations/class starting after 27 Sept).
   - Your final questionnaire & presentation (exact date to be agreed upon, plan to share "lessons learned" with the class.

4. There are 5 mini-exams during the term. Questions 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:
   - Two theses
   - Two publications/presentations comparing Questionnaire Design tools, one presentation in Sept 2004. This comparison needs to be updated.
   - Multiple presentations at the Standar Symposium (at least 2/year since 1999).
   - Additional presentation(s) based on the results of the 2004 survey will also be presented at the Standar 2005 symposium.
   - Data for about four articles (Status: analyses 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.

3. There will no classes on September 6th (Labor day), September 23 (I'm at the annual meeting of the Human factors and Ergonomics Society, recommend a team meeting then)

4. Turn cell phones off before class, unless you have a really good reason to expect a critical/life threatening phone call.
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### COURSE SCHEDULE - Fall 2004

(Subject to Revision)

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/Material</th>
<th>Readings</th>
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<tbody>
<tr>
<td>25 Aug-15 Sept</td>
<td>Questionnaire Manual</td>
<td>As assigned</td>
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<tr>
<td>6 September</td>
<td>Labor day (no classes)</td>
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Presentations and selected readings will be scheduled between 27 Sept and 6 Dec.

13 Sept    | Submit questions from Part 1 & 2. |
15 Sept    | Lecture & Review Parts 1 & 2     |

### 22 Sept

No class, Team meeting encouraged.

18 Oct     | Submit questions from Part 3    |
20 Oct     | Lecture & Review Part 3         |

8 Nov      | Submit questions from Part 4    |
10 Nov     | Lecture & Review Parts 4        |
15 Nov     | **Exam SRH Part 4** (72 pages). |

24 Nov-29 Dec | Thanksgiving Break             |

1 Dec      | Submit questions from Appendix A & C. |
6 Dec      | Review questions from Appendix A & C. |
            | Wrap-up Class                    |
            | Review & Critique (my form distributed). |
            | Final Version of questionnaire due (paper copy and electronic attachment) |
13 Dec     | **Exam SRH Appendix A & C.** (34 pages) |