Survey methods

## Limitations of surveys

Respondents do not always agree to take part in surveys. Even where people do take part, they are not necessarily able or willing to answer questions in the way we assume, nor are we very knowledgeable about how to ask questions most usefully or what to do with the answers once we have them.

## Major components of surveys

Ideally, sampling designs and question construction should proceed hand in hand, both guided by the problem to be investigated. When these stages are not well integrated, a rather common failing is that one ends up with questions that do not fit parts of the sample or with a sample that provides too few cases for a key analysis.

In each case investigation, use the one sample or question to make inferences about the other population or concept, with the latter being what one is primarily interested in. sampling populations and operationalizing concepts are each intended to allow us to go from the observed to unobserved. The analogy is only that since the precision with which inference can be made is quite rigorous in one case and much less so in the other.

#### Survey questions

Variation of questions and words used can affect its meaning. Survey texts are apt to spend some time on how to write good questions and identify bad ones, but with primary emphasis on common sense and practical experience.

The practical advice on question construction comes down to:

* Stay away from difficult words
* Avoid double-barrelled questions (e.g. “do you like traveling on trains and buses”)
* Keep questions short

Questions should have no substitute for pretest experience. For such pretesting to be useful, it is necessary that investigators assumed or to carry out a detailed postsurvey inquiry into respondent interpretations of the question’s meaning.

#### Revision of fact vs opinion distinction

Objective questions refer to the phenomena that are “in principle, directly accessible to the external observer”.

Subjective questions refer to the phenomena that “in principle, can be directly known, if at all, only by the person themselves”.

At a practical level, the distinction is a useful one. However, the distinction between objective and subjective questions become muddled upon closer examination. There can be instances where we give more weight to objective questions than to subjective questions.

At a more practical level, the fact/ opinion distinction obscures some large difficulties within each category with regard to the possibilities and difficulties of obtaining survey data of particular kinds. Therefore, it is better to use a somewhat more differentiated classification, one that facilitates discussion of certain issues appropriate to the subject, though it is not intended to be exhaustive or to provide altogether mutually exclusive classes.

The classifications are:

* Social categories
* Reports of past behaviour
* Attitudes, beliefs and values
* Behavioural intentions
* Sensitive information – past, present or future

##### Social categories

Surveys are especially efficient and useful in obtaining most of the broad categories into which the total population is divided by both common sense and social science formulation.

[way too much categorization of sub topics, am going to skip this bit]

##### Reports of past behaviour

Surveys are often the only practical way to learn about past actions and events in the general population. Although some events and behaviours are recorded for administrative or legal purposes, the records are expensive and difficult to obtain access to, and even in accessible, they do not allow efficient analysis in relation to other variables. Other past events and behaviours may not leave systematic traces of any kind (e.g. personal experience with racial or sexual discrimination, important friendships or romantic attachments). In both cases, those with recorded traces and those without, the only practical way of obtaining information is usually through self report.

[jesus fucking christ there’s so much examples and explanations. Am gonna skip them]

The handbook of social psychology, volume 1 third edition

By gardner lindzey & Elliot aronson

Game QA and testing

By Luis Levy & Jeannie Novak

Balance testing

Ensures that gameplay is fair to both the human and AI player alike.

How to balance:

Make sure code is stable – no crash and freezes

Enlist testers of different skill level

To balance weapon, load a neutral map. To balance a map, have all testers equip weapons of the same class.

Play of at least an hour, note on the strengths and weaknesses of each weapon. Write down the score if there is a scoring system.

Game mechanics

Working with restrictions

Player and genre expectations:

Games are compared to similar titles on the market, you should know what the competition has done, is doing, or will be doing by the time yours is released. You need to understand probable player expectations and then ensure that your game meets or exceeds them. This doesn’t mean that you have to meet every expectation, but see that the total feature set you’ve delivering is appealing to the buyer.

Project overview

* Platform
* Genre
* Target audience
* Competition
* Gameplay goals
* Gameplay modes
  + Need to decide on the priorities for the modes and where the man emphasis of the game will lie. This will help you understand where the bulk of your resource must be placed. It will also help make the correct design decisions when conflicts arise between different modes and when compromises must be made to make both modes work correctly.
* Hooks
  + Selling points, or what sets the game apart from the competition. Focus on the new features that will attract players to the game. Avoid specifying how many levels or weapons are in the game unless there is something remarkable about it.