

# Development of a German Instrument for Self-Perceived Data Literacy - An Algorithm-based Approach to Scale Development

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**Time of Preregistration:** Before data collection.

## Introduction

The increasing importance of competent and critical data handling in society (Carmi et al., 2020) emphasises the necessity to assess and understand one's own data literacy. Previous approaches to data literacy primarily target specific groups and professions, with few including the general population (Cui et al., 2023). Given the diversity of theoretical approaches (Cui et al., 2023), we feel there is an urgent need for a unified definition of data literacy to ensure comparability and holistic assessment.

## Objective

Our aim is to derive a comprehensive definition of data literacy based on existing approaches and to develop a questionnaire for self-perceived data literacy, measuring the three core factors of the construct. While drafts for two additional factors are included as preliminary assessments for future studies, they are not the focus of this study. To achieve this, we integrate essential factors from various disciplines via a literature review to develop a theory-driven conceptualisation of constructs. Furthermore, we apply an iterative process for item creation and refinement, followed by the selection of the best items for a final scale.

We arrived at five core facets that are also very prominent in the most definitions in the literature. We further divided them into “consumer” facets (Comprehension, Evaluation & Integration), that are relevant for nearly every person

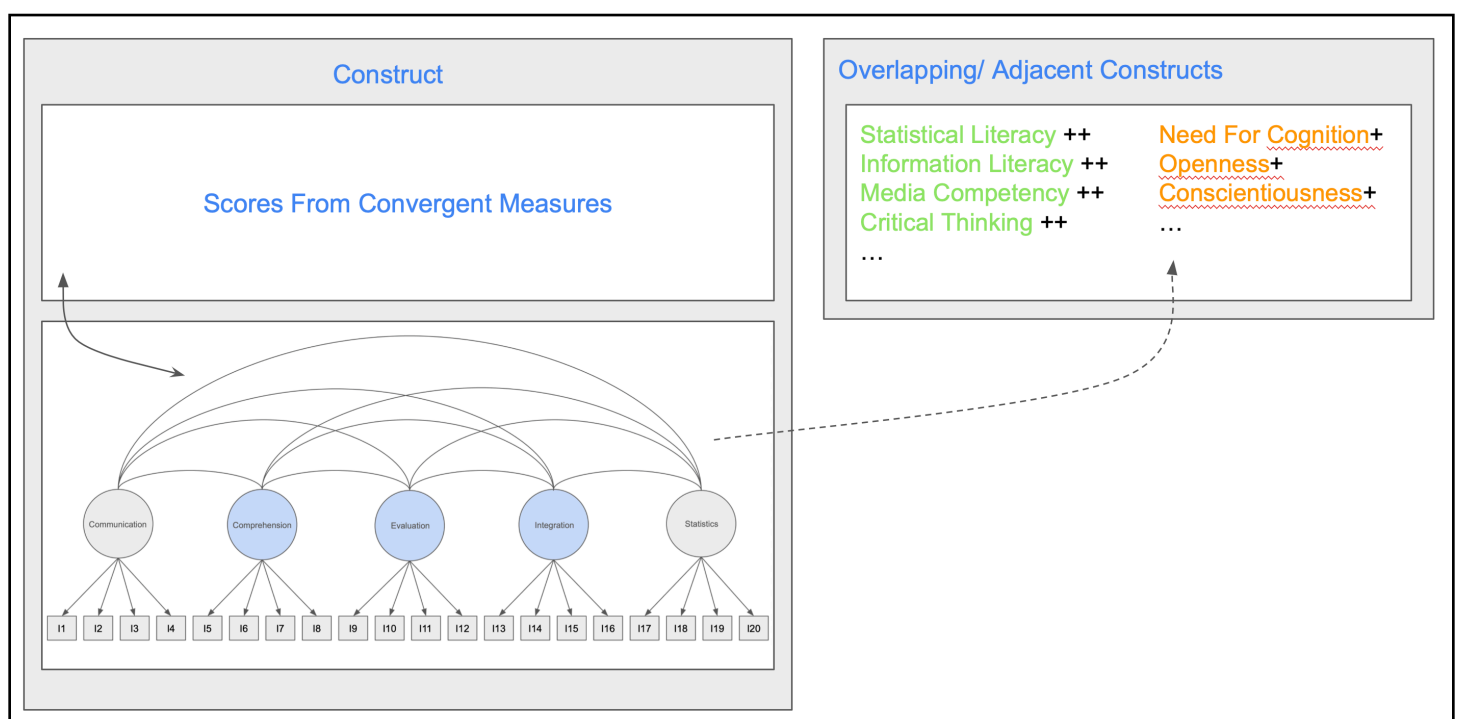


Fig.1: Nomological Network

in society, from citizens up. And “producer” facets (Communication & Statistics), that are mainly relevant for people, actively working with data.

## **Participants**

### **Sample size and source:**

The participants are recruited on several online social media platforms. The participation is voluntary. We conducted a-priori power analysis to determine the necessary sample size for the structural equation modelling. We used the ‘semPower’ package in R (Moshagen & Bader, 2023) and also took a look into studies with similar goals and methods. The power analysis gave an analytical estimate for  $N=645$ , and a simulated estimate  $N=613$ , for the respective measurement model. In the literature sample sizes of  $N=500$  up to  $N=1000$  could be found (Aligner & Lorenz, 2022; Remmert et al., 2022; Schneider et al., 2024). So the optimal sample size, we are aiming at, lies somewhere between those numbers.

### **Exclusion and inclusion criteria**

**Attention Items:** Attention check questions are included within the survey to assess participants' attentiveness and understanding of the task. Participants who fail to correctly answer these attention check questions will be excluded from the analysis.

**Inclusion Criteria:** Participants have to be of legal age, to be included in the study.

## **Methodology**

### **Study Design**

A cross-sectional online survey is used to examine a representative sample from the general population. Participants complete the Self-perceived Data Literacy Scale along with demographic questions and additional validation measures.

#### **1. Item Creation:**

A mixed-methods approach is employed, including a literature review to create items and cognitive interviews to refine potential items. Item difficulty and discriminatory power are assessed in a pilot study with 25 participants.

#### **2. Item Selection:**

A quantitative survey is conducted, including the original item pool, demographics, and validation measures. Algorithm-based item selection is used to choose the most relevant items, reducing the item pool. The sample is split into training and test datasets to evaluate solutions against an objective function consisting of model fit criteria and composite reliability.

#### **3. Validation:**

Relationships between the newly created measure and related constructs are hypothesised. Construct validity is evaluated through confirmatory factor analysis

(CFA) and correlation analyses with related constructs. Cross-validation and measurement invariance tests are also conducted.

**Limitations:**

The heterogeneous nature of the construct complicates global instrument development and understanding across all participants. The measure is designed for citizens, potentially limiting discrimination at higher item difficulties or among more literate participants, a direction we aim to improve in future studies.

**Randomisation****Sample Allocation:**

Random assignment to samples for cross-validation ensures even distribution of participants across conditions, increasing internal validity.

**Survey Question Order:**

Survey questions are randomised for each participant to minimise order effects and response biases.

**Total number of measurements:**

The survey includes questions on Data Literacy, the SWE-IV-16 scale, the NFC-K scale, general items of the ICT Self-Concept Scale (ICT-SC25), openness and conscientiousness items from the BFI-10 scale, attention-checking items, and demographic questions.

**1. Measure details:** On Data Literacy the participants were asked to answer 71 items. To answer the items, respondents indicate their agreement on a five-point Likert scale (1 = "strongly disagree", 2 = "somewhat disagree", 3 = "neither agree nor disagree", 4 = "somewhat agree", 5 = "strongly agree") with a "nicht beurteilbar" option.

**2. Measure details:** The SWE-IV-16 (Behm, 2018) assesses the self-efficacy beliefs of adolescents and adults in their ability to engage in information behaviour. This questionnaire measures the process model of information-related problem-solving (Brand-Gruwel et al., 2009). It consists of 16 statements addressing self-assessed abilities in searching for and evaluating information, as well as managing information searches effectively. Each statement begins with "When I search for information on a topic or a specific question..." and respondents indicate their agreement on a five-point Likert scale (1 = "strongly disagree", 2 = "somewhat disagree", 3 = "neither agree nor disagree", 4 = "somewhat agree", 5 = "strongly agree").

**Index and scoring criteria:** The total scale value is computed as the arithmetic mean of the items, which may be inverted if necessary. Calculation of the total value requires valid responses to at least 12 of the 16 items.

**3. Measure details:** The NFC-K (Beißert et al., 2015) is a tool used to assess the Need for Cognition (NFC) through four items, which represent two facets: "engagement" and "joy". The NFC-K is measured with a seven-point response scale, ranging from "strongly disagree" (1) to "strongly agree" (7), with a "neither" option in the middle. The German version of the scale is adapted from the original English scale by Cacioppo and Petty (1982) and translated by Bless et al. (1994).

**Index and scoring criteria:** To determine an individual's NFC score, a mean value (scale value) is computed from the four raw score points of the responses. The resulting mean values range between 1 and 7.

**4. Measure details:** To assess self-perceived competence in using information and communication technology (ICT), the five general items of the ICT-SC25 (Schauffel et al., 2021) were used. The ICT-SC25 is a scale consisting of 25 items designed to assess self-perceived competence in using information and communication technology. It is available in both German (ICT-SC25g) and English (ICT-SC25e). The scale measures general and domain-specific ICT competence, including communication, processing and storing, content generation, safe application, and problem-solving skills. Items are measured using a six-point fully-labeled Likert-type rating scale ranging from strongly disagree (1) to strongly agree (6).

**Index and scoring criteria:** Researchers can choose to utilise either the entire scale or individual subscales based on their specific research objectives. The ICT-SC25g/e is applicable for both manifest and latent analysis. Manifest scale scores for the ICT-SC25g/e are calculated separately for each subscale by computing the unweighted mean score of the items within each subscale (Schauffel et al., 2021).

**5. Measure details:** The BFI-10 (Rammstedt et al., 2014) was used to assess personality based on the five-factor model. Only the items on openness and conscientiousness were assessed.

The items were answered on a five-point rating scale from "strongly disagree" (1) to "strongly agree" (5).

**Index and scoring criteria:** To measure the respondent's individual traits on the five personality dimensions, the responses to the two items for each dimension are averaged. First, the negatively worded item is recoded (items 1, 3, 4, 5, and 7), then the mean value is calculated for each dimension from both the recoded and non-recoded items. The values for the five dimensions range from 1 to 5 (see Rammstedt, 2007 for reference values).

## Analysis Plan

### 1. Research Question:

Does the proposed set of items effectively capture the latent factor structure of self-perceived data literacy, and can the created scale be considered a reliable and valid measure of this construct?

**1. Hypothesis:** We hypothesise that the proposed set of items will demonstrate a good model fit.

**Planned Analysis:** Algorithm based item selection via the R package 'stuart' (Schultze, 2020) and CFA via the R package 'lavaan' (Rosseel, 2012).

**Inference criteria:** Model fit was assessed using established criteria (e.g.: Hu & Bentler, 1999). Comprising of  $\chi^2$  significance testing as well as a combination of several fit indices, i.e., RMSEA < 0.05, SRMR < 0.07, CFI > 0.95.

**2. Hypothesis:** We expect that the structure found in the initial analysis will be found as well in a different sample.

**Planned Analysis:** Validate the first found structure with k-fold cross-validation using the "crossvalidate" function of the R package "stuart" (Schultze, 2020).

**Assumptions:** For item selection we used random sample split to arrive at a training-sample for the algorithm and a test-sample. The k-fold cross validations were conducted with the test-sample.

**Inference criteria:** Whether the found model holds up in a test sample, was tested with regard to the four standard measurement invariance assumptions according to Meredith (1993).

**3. Hypothesis:** We expect the found solution to show good construct validity.

**Planned Analysis:** Pearson's correlation coefficients were calculated with other relevant measures.

**Assumptions:** For item selection we used random sample split to arrive at a training-sample for the algorithm and a test-sample. The correlations were conducted with the test-sample.

**Inference criteria:** Correlations were evaluated as follows: correlations >0.1–small, >0.3–moderate, and >0.5–strong.

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