
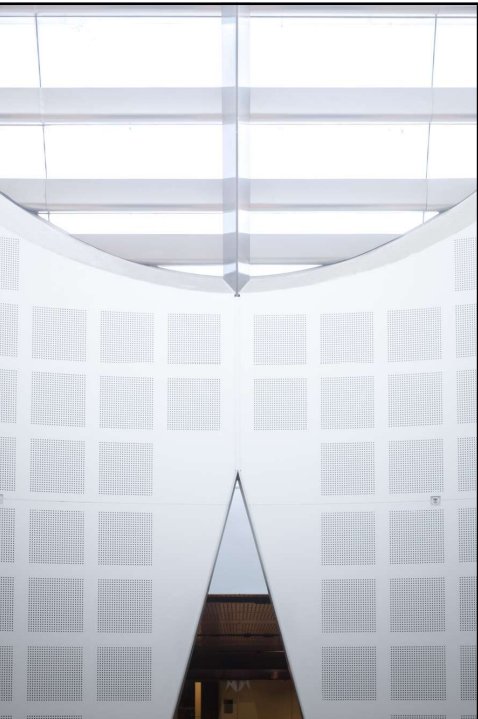


## Surveys 2: Advanced Topics

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## Acknowledging SIH



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*The continued acknowledgment of the use of SIH facilities ensures the sustainability of our services.*

**Suggested wording:**

General acknowledgement:  
*"The authors acknowledge the technical assistance provided by the Sydney Informatics Hub, a Core Research Facility of the University of Sydney."*

Acknowledging specific staff:  
*"The authors acknowledge the technical assistance of (name of staff) of the Sydney Informatics Hub, a Core Research Facility of the University of Sydney."*

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## We value your feedback



- We aim to help HDR students and researchers in a wide range of fields across different faculties
- We want to hear about **you** and whether this workshop has helped you in your research.
- Later in this workshop there will be a link to a survey
- It only takes a few minutes to complete (*really!*)
- Completing this survey will help us create workshops that best meet the needs of researchers like you

## During the workshop

- Ask short questions or clarifications during the workshop. There will be breaks during the workshop for longer questions.



- Slides with this blackboard icon are mainly for your reference, and the material will not be discussed during the workshop.



### Challenge Question

- A wild boar is coming towards you at 200mph. Do you:?
- A. Ask it directions
- B. Wave a red flag
- C. Wave a white flag
- D. Begin preparing a trap




- Today's workshop gives you the **statistical workflow**, which is software agnostic in that they can be applied in any software.
- There are also accompanying **software workflows** that show you how to do it. We won't be going through these in detail. But if you have problems we have a monthly hacky hour where people can help you.

- You can email us about the material in these workshops at any time
- Or request a consultation for more in-depth discussion of the material as it relates to your specific project. Consults can be requested via our Webpage (link is at the end of this presentation)



## Research Workflow

- Why do we use a research workflow?
    - As researchers we are motivated to find answers *quickly*
    - This drive can cause problems if we don't think systematically
    - ... and we need to in order to:
      - Find the right method
      - Use it correctly
      - Interpret and report our results accurately
    - The payoff is huge, we can avoid mistakes that would affect the quality of our work and get to the answers sooner
  - So... what is a workflow?
    - The process of doing a statistical analysis follows the same general “shape”.
    - We provide a general research workflow, and a specific workflow for each major step in your research  
(currently **experimental design, power calculation, analysis using linear models/survival/multivariate/survey methods**)
    - You will need to tweak them to your needs
- 



## General Research Workflow

1. **Hypothesis Generation** (Research/Desktop Review)
2. **Experimental and Analytical Design** (sampling, power, ethics approval)
3. **Collect/Store Data**
4. **Data cleaning**
5. **Exploratory Data Analysis (EDA)**
6. **Data Analysis aka inferential analysis**
7. **Predictive modelling**
8. **Publication**



## Content

### Survey Design and Validation

- Initial Design
- Pre Testing
- Post Testing
- Dimension Testing
  - Exploratory Factor Analysis using Factor Analysis
  - Confirmatory Factor Analysis using Structural Equation Modelling

### Index Creation

### Conjoint/Choice Models and Best Worst (Max Diff)

## Survey Design and Validation



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### Survey Modes: 4 common methods

1. Online
2. Paper
3. Face to Face (F2F)
4. Computer Assisted Telephone Interviews (CATI)



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## Survey Modes: Online and paper surveys

**Online is the dominant** survey mode so we focus on them. Paper is less commonly used.

Online's dominance began in about 2005 in developed countries and has spread with the ubiquity of the internet and smartphones. As this is relatively recently older references may be of little use as they will not consider online.

The main reason was their **cheap cost**, enabling substantially more sample for less money due to fewer labour costs (no interviewers required, no data entry).

A frequently **overlooked problem is their reliance on online panels, which calls into question their representativeness**. A common way around this is to recruit ones own sample and not rely on established panels.

Paper and online share many similarities in terms of how respondents answer them. However online:

- Can have fancier and interactive questions
- Complex adaptive filters and piping
- Is cheaper



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## Survey Modes: Interviewer Surveys such as F2F and CATI

Prior to online when people often asked the questions there was there was the **added complexity of factoring in the interviewer**. For example

- if it was a **sensitive topic** people may not answer truthfully if giving their answer to another person
- **different interviewers may bias** the responses differently based on how they ask the question.

There are established methods for including the interviewers in the validation and pretesting which is not needed with online/paper surveys.

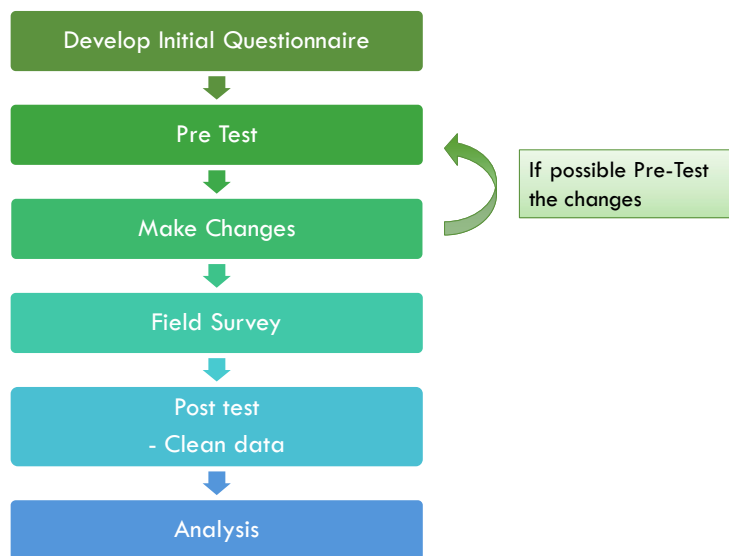
Interviewer surveys are not covered in detail in this workshop due to lack of time and their uncommon use. For a detailed discussion of topics relevant to interviewers refer to Presser et al (2004) Methods for Testing and Evaluating Survey Questionnaires.



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## Validation Workflow



## How to make a great Survey: The basics from Surveys I

1. Write a draft in word.
2. Leave it at least a few days, ideally a week, then review. Keep doing until no new edits.
3. Feedback from friends and colleagues.
4. Set up in Survey Tool e.g. RedCAP or Qualtrics.
5. Enter some demo data: Just think of some likely but very different respondents and enter as they would.
6. Export data and ensure you have set it up so the data exports in an easy to analyse format.
7. Leave it at least a few days, ideally a week, then review. Keep doing until no new edits.
8. Send link to friends and colleagues and get some feedback.
9. Leave a final week, review and send off to Ethics.
10. Go Live!!!
11. Review the first 12-50 respondents for any problems
  - Look for missing categories you should consider adding by reviewing the open ender linked to 'other' to see if it has a lot of responses representing the same thing. (Particularly worth keeping an eye on as the survey progresses to avoid time consuming back coding later.)

**This method assumes a straight forward survey with established questions and scales. So little testing required.**

**Lets look at some more detailed testing.**

## Testing and Design Research: How much is enough?

### Less, if the survey is about:

- Easily understood concepts e.g. How satisfied are you?
- Established scales e.g. LIKERT scales
- Commonly used questions and format

### More, if the survey is about:

- Hard to understand concepts e.g. do you have joint custody (as opposed to physical custody)
- Sensitive topics, to ensure accurate answers and low non response e.g. drug use.
- Translated into different languages
- Children respondents
- New Scales
- New or novel questions or formats

## Develop Initial Questionnaire

### Qualitative work

- To explore
  - Relevant dimensions of interest – informs what questions to ask
  - Unknown area's of interest (unknown to the researchers that is)
  - Possible sensitivities
- Common Types are:
  - Focus groups: Typically 5-10 people to discuss the questionnaire.
  - In-depth interviews with just 1 person
  - Cognitive Interviews to Redcap understand the thinking process that elicits the response
  - Online Qual via
    - Surveys
    - Communities

### Desktop Research

- Use similar surveys as templates
- Appropriate scales and questions



## Dimensions/Factors of interest

Prior research and qualitative work often identify dimensions of interest the researcher wants to understand. Indeed this is often the primary reason for the survey.

Even if not the focus it's still a good idea to identify possible **dimensions** that might impact the research prior to developing the survey. For example:

- Business: Price, Quality, Animal Welfare
- Vaccines: Education, previous bad experiences

These dimensions are then included in the survey, which is used to Quantify their impact.

If one is using rating scales it is common to assign 2-5 statements per dimension and use these to quantify each one. The simplest way is to simply average them, a more complex way is to create an **index** from them.



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## Pre Testing: Mandatory

### Pilot Survey

- Purpose is to
  - Highlight any obvious problems
  - Missing
    - Categories in categorical variables
    - Dimensions of interest
- Recommended Sample Size: 12-25 cases (Sheatsley, 1983, p226). 20-50 (Sudman, 1983, p181)
- Perform the standard Post Test Questionnaire Metric Tests on them e.g. flatliners, outliers, response time, etc.
- Add these Free Text questions
  - Split the questionnaire into sections and at the end of each ask “Was there anything difficult to answer, any improvements you might suggest or anything else you want to tell us about the last section?”
  - Include a final open ender at the very end asking the same thing.
  - It's often useful to retain a ‘is there anything else you want to tell us?’
- These respondents can be colleagues, friends, etc. However at least a few should be unknown to the researchers.

**Debrief pilot respondents**, or at least some of them.



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## Pre Testing

### Optional

- Qualitative e.g. Focus Groups, Cognitive testing.
- Behaviour testing i.e. observing how respondents react to the interviewers questions, and how the interviewers behave. For example, questions that needed frequent repeating maybe problematic.
- Experimental Testing i.e. evaluate different questions with different respondents.

### Declared vs undeclared

Declared pretesting means people are aware of their involvement. This can lead to different responses. And is **particularly a problem when pretesting interviewers** since they may be on their 'best behaviour' which is different to the their normal interviewing style.

## Post Testing

### 3 types of Post Testing

#### Questionnaire metrics

- **Mandatory:** no excuse not to do
- Involves looking at relevant metrics for each question to look for problems e.g. the distribution to see if there are with a lot of missing data or with poor differentiation, response time, flatliners, etc.
- If the sample is large and being asked over a long period of time it's worth monitoring these metrics while in field and tweak the survey if necessary. However:
  - Any such changes may make it harder to combine the data and analyse it. So ensure the cure isn't worse than the disease!
  - This may be impractical to do in an Academic setting due to the need to resubmit for Ethics approval.

#### Reliability Metrics (aka equivalence)

- **Optional:** usually requires respondents/interviewers/coders to answer the same question more than once so not always possible. And not necessary for well established questions and scales.
- Tests the 'reliability' of the answers e.g. if someone answers the same question again how often do they give a different answer?

#### Evaluating and Fine tuning Statements used to Quantify Dimensions

- **Optional:** not always relevant, nor necessary for well established questions and scales.
- Methods for evaluating and finetuning the statements used to quantify the dimensions e.g. Confirmatory Factor Analysis via Structural Equation Modelling (CFA via SEM).

### Questionnaire metrics

## Types of

**Non response:** #/% who didn't answer i.e. missing values.

**Response time:** note that longer times may indicate a harder question and not necessarily a problem with it.

**Response distributions:** are they behaving as expected? Look for:

- Outliers
- Poor differentiation i.e. only “Agree” being used in a 5 point LIKERT scale.

**Categorical variables:** look for missing categories you should consider adding by reviewing the open ender linked to ‘other’. If it has a lot of responses representing the same thing consider adding them as a hard coded option.

- Particularly worth keeping an eye on as the survey progresses to avoid time consuming back coding later.

## Reliability Metrics

## Reliability Metrics

There are too many different metrics and scenarios to cover in the time available. If in doubt it is often easiest to use those accepted in your domain.

Rather than try to cover all the different metrics we will give you the information you need to do the analysis, even if you need to slot in a metric not covered here. So we will cover:

- Introduction
- Analysis Workflow
  - Suggested Metrics
- References
  - Has a lot of information on validation of interviewers, not so much on online surveys. Presser, S, Rothgeb J.M., Couper M.P, Lessler J.T, Martin. E, Martin. J, Singer. E (2004) *Methods for Testing and Evaluating Survey Questionnaires*. Wiley-Interscience
  - A short online course in R. <https://www.datanovia.com/en/courses/inter-rater-reliability-measures-in-r/>



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## Reliability Metrics: 2 main types

### Intra Rater Reliability

- The **error** (variance) **within** a rater: caused by respondents not answering the question identically each time.
- A common source of error, albeit often a rather small one.
- Often evaluated with test-retest data.

### Inter Rater Reliability

- The **variance between** raters: caused by different raters scoring the same thing differently.
- This is more usually a problem when we are using raters to quantify something of interest e.g. trained panellists evaluating the same food products, psychological research when behaviour is being coded.
  - And is also a problem when we have different interviews administering the survey.



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## Sources of Error/Variance

### Measurement error

- Also known as Scale Error
- The error when a respondent is trying to give the same answer, but the scale or collection method used prevents that.
- Examples:
  - Line scales i.e. try marking 50 on a 100cm line scale inevitably results in scores of 49, 51 etc.
  - Unanchored LIKERT scales

### Respondent Error

- Is the respondent themselves not being consistent e.g. given exactly the same piece of cake a well trained panellist will mark sweetness approximately the same, a poorly trained one will give very different scores.

### Interviewer Variance

- The variance associated with different interviewers e.g. a surly interviewer might elicit different answers to a happy one.

### Question Error

- Also known as Instrument Error
- The Error caused by an ambiguous or confusingly worded question.



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## Fixing Error/Variance

### Measurement error

- Use a better scale! So avoid line scales, add text anchoring, etc.

### Respondent Error

- Train the respondents better e.g. better lead in's to questions, pre survey briefing, for coders more examples and benchmarks, etc.

### Interviewer Variance

- Train the interviewers better e.g. train them to be more consistent using benchmarks.

### Question Error

- Use Qualitative work to improve it e.g. cognitive testing.



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## How to collect the data for Inter Rater Reliability

**Test-Retest:** Requires the respondent to answer the same question twice there are at least 3 ways to do this.

Method	PRO	CON
Ask the entire survey at a later time	<ul style="list-style-type: none"> <li>Complete data for each respondent.</li> <li>Respondents less likely to remember previous answer i.e. independence.</li> </ul>	<ul style="list-style-type: none"> <li>If done at a later date their response can legitimately change.</li> <li>Usually annoys respondent which can affect results.</li> <li>Can rarely get all respondents to participate.</li> </ul>
Ask a subset of the survey at a later time	<ul style="list-style-type: none"> <li>Easier for respondent then redoing entire survey, so               <ul style="list-style-type: none"> <li>possible better results.</li> <li>more respondents will participate</li> </ul> </li> <li>Respondents less likely to remember previous answer i.e. independence.</li> </ul>	<ul style="list-style-type: none"> <li>If done at a later date their response can legitimately change.</li> </ul>
Sneak in the same question in the same survey	<ul style="list-style-type: none"> <li>Easy to get all respondents to participate.</li> <li>Easy for respondents to do, likely better results.</li> </ul>	Respondents more likely to remember answer i.e. independence is less likely.

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## Analysis Workflow

**1) Determine what method and metrics to use** by deciding if the data is:

- 1) A Continuous, Nominal or Ordinal scale
- 2) From 2 raters or more

**2) EDA**

- Used to understand where and how the raters are agreeing vs disagreeing. Helps diagnose and fix the problem.
- Hard to use for more than 3 sets of raters/ratings
- If lots of questions are evaluated it's usually easier to first look at the Agreement Metric to identify which have poor agreement and then use these tables to diagnose where the problem is.

**3) Calculate Reliability Metric**

- Are a simple 1 score metric representing Agreement making them easy to compare between studies and if there are lots of questions one wishes to test.
- These are often interpreted in a similar way to Pearsons correlation co-efficient i.e. 0 means no Agreement, 1 = Strong Agreement, -1 = Strong Disagreement.



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## Continuous Scale Workflow

### EDA

- Plot the data
- If there are only few points you will need to either jitter them or use a bubble plot.

### Calculate Reliability Metric

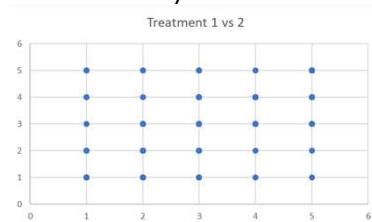
- Intra Class Correlation Coefficient
  - Will work for more than 1 rater.
- Concordance Correlation Coefficient
  - Gives a correlation metric which factors includes a bias factor which is the difference from the 1:1 line, not just the Pearson linear correlation which only tells us if they are correlated, not if they are in agreement.
  - Only works for 2 raters, although one might repeat it for all combinations of raters if there aren't too many.



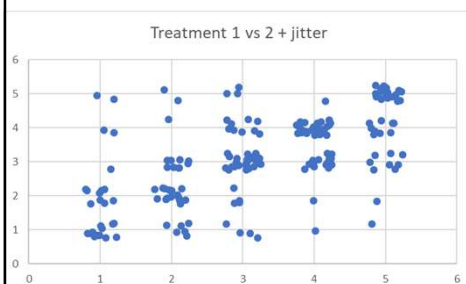
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## Why you need a jitter if there are only a few points

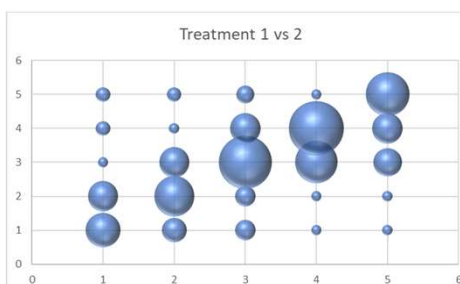
As the number of scores are limited it often comes out as a grid!!! Which doesn't help us much since we don't know how many times each combination actually occurs!



Fix by adding some jitter



Or a bubble plot



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## Example

The solid line is the 1:1 equivalence line.

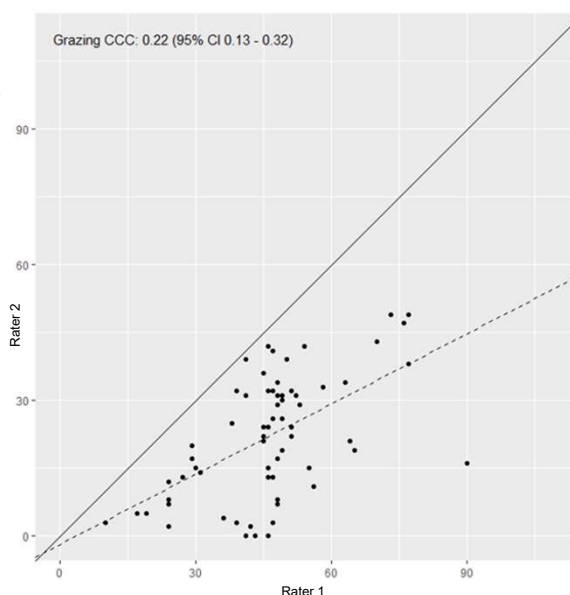
The dotted line is the actual correlation.

The metric shown here is the Concordance Correlation Coefficient.

This example shows us there is fairly good correlation.

But rater 2 is consistently under rater 1.

So we might be able to bring them into alignment using a linear correction.



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## Categorical Scale Workflow: EDA

- Uses 2x2 contingency tables to understand where the raters agree and disagree. Usually uses Prediction Accuracy and % which shouldn't be used as the overall metric as they don't address the problems raised below. But they are easy to understand and do help us diagnose where the problems are.
  - diagonal is #/% they agree with
  - off diagonal is #/% they disagree with
- Note that 2 way tables only work for 2 raters since it only shows the 2 way possibilities. One can use a '3 way' table if there are 3 raters, once we have more than that it gets difficult to keep track of though!
- Example below shows that the problem is that Rater 1 is Strongly agreeing with things that Rater 2 is only Agreeing with.

		Rater 1					
		Strongly Disagree	Disagree	Neither	Agree	Strongly Agree	
Rater 2	Count	20	2	1	0	0	
	Strongly Disagree	3	30	3	1	0	
	Disagree	1	2	40	5	1	
	Neither	0	1	4	80	25	
	Agree	0	0	2	4	20	

		Rater 1					
		Strongly Disagree	Disagree	Neither	Agree	Strongly Agree	
Rater 2	%	8	1	0	0	0	
	Strongly Disagree	1	12	1	0	0	
	Disagree	0	1	16	2	0	
	Neither	0	0	2	33	10	
	Agree	0	0	1	2	8	

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## Prediction Accuracy (counts and %)

	PRO	CON
Both	<ul style="list-style-type: none"> <li>Easy to understand.</li> <li>Can be broken down in agreement tables.</li> </ul>	Doesn't factor in: <ul style="list-style-type: none"> <li># we expect to get right by chance.</li> <li>Sample size of each score</li> </ul>
Counts	<ul style="list-style-type: none"> <li>Shows the actual number so we know if we have a few or a lot. e.g. a % of 2% might mean only 2 people or 1000 depending on the sample size.</li> </ul>	<ul style="list-style-type: none"> <li>A bit harder to interpret than the % since we also need to factor in sample size.</li> <li>Hard to compare between studies with unequal n.</li> </ul>
%	<ul style="list-style-type: none"> <li>Easy to compare between studies with different sample size.</li> </ul>	



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## EDA A 3 rater table example

Dillon and Mulani (1984, p. 449)

A cognitive response study for which three raters classified 164 subjects in  $K = 3$  categories positive (1), neutral (2) and negative (3).

<i>Rater 3</i>	<b>1</b>			<b>2</b>			<b>3</b>			
<i>Rater 2</i>	<b>1</b>	<b>2</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>3</b>	
<i>Rater 1</i>	<b>1</b>	56	1	0	5	3	0	0	0	1
	<b>2</b>	12	2	1	14	20	4	0	4	2
	<b>3</b>	1	1	0	2	1	7	2	1	24

Cross-classification of 164 subjects by three raters



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## Categorical Scale Workflow: Common metrics

There are a lot of different metrics. These are only a few. If in doubt it is often easiest to use those accepted in your domain.

Metric	# of raters	Scale	Missing data
Cohens Kappa	2	Ordinal or nominal. Best for nominal (some say only for nominal)	No
Fleiss Kappa	2+	Ordinal or nominal.	No
Krippendorfs alpha	2+	Ordinal or nominal.	Yes



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## Cohens: What's a good enough score?

**Interpretation:** -1 = Perfect Disagreement, 0 = No pattern, 1 = Perfect Agreement

**Landis, J.R.; Koch, G.G. (1977).** "The measurement of observer agreement for categorical data". *Biometrics*. **33** (1): 159–174.

- I'm told that they supplied no evidence to support it, basing it instead on personal opinion.
- They characterized values:
  - < 0 as indicating no agreement
  - 0–0.20 as slight
  - 0.21–0.40 as fair
  - 0.41–0.60 as moderate
  - 0.61–0.80 as substantial
  - 0.81–1 as almost perfect agreement

**Fleiss, J.L.; Cohen, J.; Everitt, B.S. (1969).** "Large sample standard errors of kappa and weighted kappa". *Psychological Bulletin*. **72** (5): 323–327

- I'm told that they supplied no evidence to support it, basing it instead on personal opinion.
- They characterized values:
  - 0.40 as poor
  - 0.40 to 0.75 as fair to good
  - 0.75 as excellent



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## Tricks

If only a few raters we can do the analysis for 2 raters at a time and repeat it.

To diagnose where the problems are run the metric for all of them, and then each pair of raters.

Evaluation of raters:

Categories (i)	Consistencies			
	Raters 1, 2 and 3	Raters 1 and 2	Raters 1 and 3	Raters 2 and 3
1 <i>Pos.</i>	0.7040	0.706	0.788	0.810
2 <i>Neu.</i>	0.2462	0.160	- 0.474	- 0.570
3 <i>Neg.</i>	0.6306	0.764	0.714	0.709
Overall	0.550	0.567	0.329	0.413

## References



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## Evaluating and Fine tuning Statements used to Quantify Dimensions



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### What are Dimensions/Factors and why use them?

**Prior research and qualitative work often identifies dimensions of interest** the researcher wants to understand. Indeed this is often the primary reason for the survey.

Even if not the focus it's still a good idea to identify possible dimensions that might impact the research prior to developing the survey. For example:

- Business: Price, Quality, Animal Welfare
- Vaccines: Education, previous bad experiences

These dimensions are then included in the survey, which is used to Quantify their impact.

If one is using **rating scales it is common to assign 2-5 statements per dimension and use these to quantify each one**. The simplest way is to simply average them, a more complex way is to create an index from them.



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## Creating and Validating the Dimensions: Steps

### Initial Design

- Assign statements to each dimension and field the survey to get data. If in doubt on which to include simply include them all (within reason) since further steps can be used to select the best.

### Select and Refine the statements used to define each Dimension

- Remove unreliable statements
- Remove redundant statements
- Refine statements used in each dimension e.g. some statements might be more appropriate for a different dimension.
- Refine how they are being asked.
- Ensure they are 'loading' onto the dimensions as expected i.e. validation.
- We want at least 2 statements in each dimension to ensure it is robust and stable i.e. if they incorrectly answer or there is poor DE for 1 statement it is 'corrected' by the other's. If we only had 1 statement then this incorrect data has great impact on the analysis.
  - 3 is usually the minimum to avoid Heywood cases during CFA.

### Model and confirm the statements used to define each Dimension

- Create a formal Path Model for each dimension based on the input statements.
- Fit the Path Model.
- Confirm statements are 'loading' onto the dimensions as expected i.e. validation.



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## Creating and Validating the Dimensions: Analyses

### Select and refine the statements used to define each Dimension

1. Reliability analysis: to ensure reliable statements are used.
2. Pairwise Scatterplot and Correlations: Grouped by statements in each dimension.
3. Exploratory Factor Analysis (EFA)
  1. EFA is actually a concept, usually done with factor analysis. Which is why it is often confounded with that method.
  2. Helps us understand the correlation amongst the statements to determine what dimensions might exist.

### Model and confirm the statements used to define each Dimension

1. Confirmatory Factor Analysis (CFA)
  1. EFA is actually a concept, usually done with Structural Equation Modelling (SEM). Which is why it is often confounded with that method.
    - A rough hack is to use Factor Analysis on each dimension.
  2. Confirms if the statements are organising themselves into pre-defined dimensions as expected.



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## Pairwise Scatterplot and Correlations

We are looking for:

1. **Large Positive Correlations Statements**, means they are redundant so we can remove some of them (obviously keeping at least one) e.g. height(inches), height (cm), weight. We'd only keep one of height. Keeping in mind that we tend to want 3-4 items in each dimension.
2. **Correlations close to 0**. Means either they are:
  1. Not related and at least 1 should be removed.
  2. Different aspects of the dimension and can be kept e.g. "I always buy products on special if they are good value" and "I always buy products that have a consistently low price" are very different and might have very low correlation, but both could be included in a Price dimension.
    - In this case one might decide to split them into 2 sub-dimensions. However this may over complicate things and not be required.
3. **Negative correlations**. Have a close look at these ones to decide if the negative correlation makes sense and can be kept or is a problem. Common issues are that:
  1. The statement is phrased as negative one when the rest are positive (or vice versa), it is often best to change it so they are all in alignment. This can be kept.
  2. It makes no sense and needs to be dropped or changed.
4. **Linearity** (since the underlying correlation metrics used in FA and CFA assume this. If not linear then a non standard factor analysis that doesn't use linear correlation can be used).

Some papers and books suggest that we should only keep statements that have large positive correlations, and correlations close to 0 should be removed. I disagree with this since large positive correlations can mean redundant statements while correlations close to 0 can mean we are capturing different aspects of the dimension.



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## Exploratory Factor Analysis

We are looking for:

1. **The same correlation issues** we looked for during the previous pairwise correlation.
2. **Factors with unexpected statements or dimensions**. This indicates something isn't working and maybe this statement should be assigned to a different dimension, or this dimension split in 2.
3. **How highly correlated statements correlate (load out) differently for the part they aren't correlated on**. This would usually be a factor that explains a small amount of variance.
4. Look out for the 1st factor just being a high/low rater dimension, this will be an average of most (if not all) of the statement. Depending on the survey you may, or may not, be interested in these people. For example if it's a satisfaction survey you want to distinguish between low vs highly satisfied people. But if it was an attitudinal survey you may not be interested in people who are grumpy (low Likert scores) vs optimistic (high Likert scores).

One potential problem with EFA is that it rarely combines 'cleanly' into the expected dimensions. We often need to force it to, which is what CFA does. We can get around this problem during EFA by also doing a separate factor analysis for each dimension to better understand that specific correlation structure.

- This isn't entirely unexpected. One reason for this is that our dimensions may be at different scales within the data e.g. we might have 3 price and 1 quality dimension. The 3 price dimensions might then split into 2 price dimensions not the 3 we want.
- Note that as we go up in scale this actually has to happen, especially if we have fewer factors in the EF than dimensions we are looking for! Eventually even non correlated sub-dimensions might be combined into the same factor.



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### In general we are removing those with:

- Poor Reliability (test/retest metrics)
- Redundant
- Theoretically silly
- Loading onto multiple domains (unless we are OK with non-orthogonal factors)
- Factor loading < some cut-off (say 0.6). Be careful here, the items included can influence them so do this last and remove statements one at a time then rerun the factor analysis to see which loadings are <cut-off.



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### Model and confirm the statements used to define each Dimension

#### Confirmatory Factor Analysis (CFA)

1. EFA is actually a concept, usually done with Structural Equation Modelling (SEM). Which is why it is often confounded with that method.
  - A rough hack is to use Factor Analysis on each dimension.
2. Confirms if the statements are organising themselves into pre-defined dimensions as expected.

We do this by:

- 1) Defining the model structure usually using a Path Model
- 2) Fitting the model
- 3) Testing the model's assumptions and Goodness of Fit
- 4) Interpreting the model to confirm statements are 'loading' onto the dimensions as expected i.e. validation.



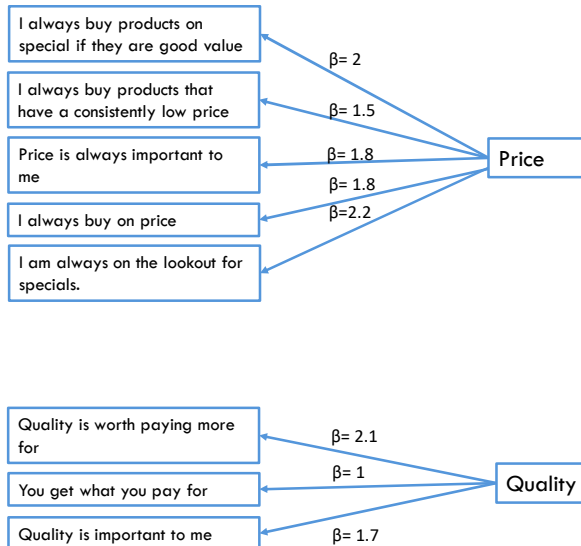
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## Define the Path Model



## Fitting the Path Model



## Testing the model's assumptions and Goodness of Fit

There are numerous ways to test the model assumptions and Goodness of Fit. Both should always be done and to some extent the preferred metrics are domain specific. We will cover only the most important and commonly done.

### Testing Model Assumptions

**Appropriate correlation metric used** Linear correlation is the standard metric and should have already been tested with the pairwise scatterplots.



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## Testing the model's assumptions and Goodness of Fit

### Model Fit Statistics

#### Parameters/loadings

- Direction, magnitude and statistical significance of parameter estimates
- Check loadings are all high ( $>0.6$  assuming standardised coefficients), if not then maybe we have more than 1 factor here.



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## Testing the model's assumptions and Goodness of Fit

### Model Fit Statistics

#### Exact fit indices - Matsunaga (2010)

##### Chi-Squared

- How close the model fits the data's covariance matrix.
- Significance means there is a sig difference, which means poor fit. So we are actually looking for non significance, which isn't ideal since we don't want to 'accept' the null. All we are really saying is that there is no evidence of a poor fit.
- CON: Highly susceptible to sample size. Larger sample size can lead to a significant result.



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## Testing the model's assumptions and Goodness of Fit

### Model Fit Statistics

#### Plus at least 2 others from (Hu and Bentler as per Matsunaga 2010).

- **Approximate Fit Indices:** how close the model fits the data.
  - RMSEA (Root Mean Square Error of Approximation). Estimates the amount of Error or Approximation per DF, and as such accounts for sample size.
    - Acceptable benchmarks:
      - <0.06 (Hu and Bentler)
      - <0.08 (Marsh; Thompson)
    - Unacceptable benchmarks:
      - >0.1
- **Incremental Fit Indices:** model fit over a "null" model (no structural path, factor loadings or inter-factor correlations).
  - Some common indices are CFI (Comparative Fit Index), TLI (Tucker-Lewis/Non-Normed Index), RNI (Relative Noncentrality Index). Acceptable benchmarks (lower is OK):
    - <0.95 (Hu and Bentler)
    - <0.9 (Russel)
- **Residual Indices:** Covariance residuals between data and model.
  - SRMR (Standardised Root Mean Square Residual). Average standardised residuals. Acceptable benchmarks (lower is OK):
    - <0.10 (Hu and Bentler; Kline)



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### Always do EFA with CFA since

CFA might show they fit the underlying model you want to test. With all statements onto dimensions as expected.

BUT EFA might show they load in slightly unexpected ways that might help improve the overall model e.g. 2 statements in different dimensions might be very highly correlated.



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### Heywood cases

Heywood cases are a common problem.

They occur when we see negative variances and R-squared values greater than 1. Neither are theoretically possible, meaning we have a problem and the rest of the estimates are not reliable.

It occurs when the model lacks enough information to estimate the dimension and is fixed by adding more statements to it.

This is 1 reason why we say 3 is the bare minimum # of statements per dimension.



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## References

Matsunaga M (2010) How to Factor Analyse your data right. Do's Don'ts and How To's. *International Journal of Psychological Research*.



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## Analysis



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## Analysis using CFA

### Research Objective Example

Some argue that cheap private label brands have a negative impact on local farmers and suppliers.

Say we wanted to identify categories which may be at risk.

One way is to test if Price and Quality effect Brand Loyalty.

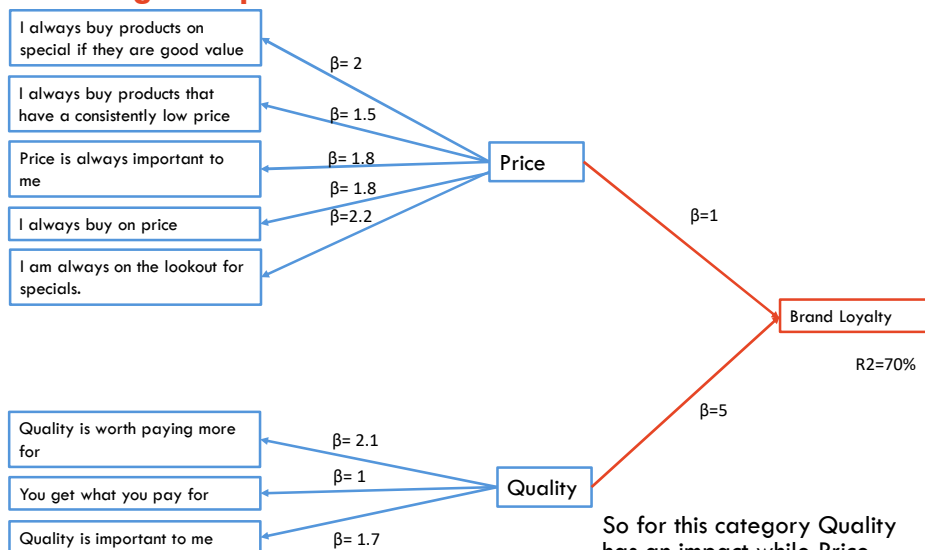
- Categories where quality is a strong driver of brand loyalty and price is not should be more able to withstand competition from cheap private label brands.
- On the other hand categories where people are open to buying cheaper products and quality is not an issue (as opposed to low quality is acceptable) are more at risk e.g. commodities such as sugar and flour.

To do this we could add Brand Loyalty as a 'response' variable to our Price and Quality CFA. And look at the Beta coefficients for them to understand how they impact Brand Loyalty.



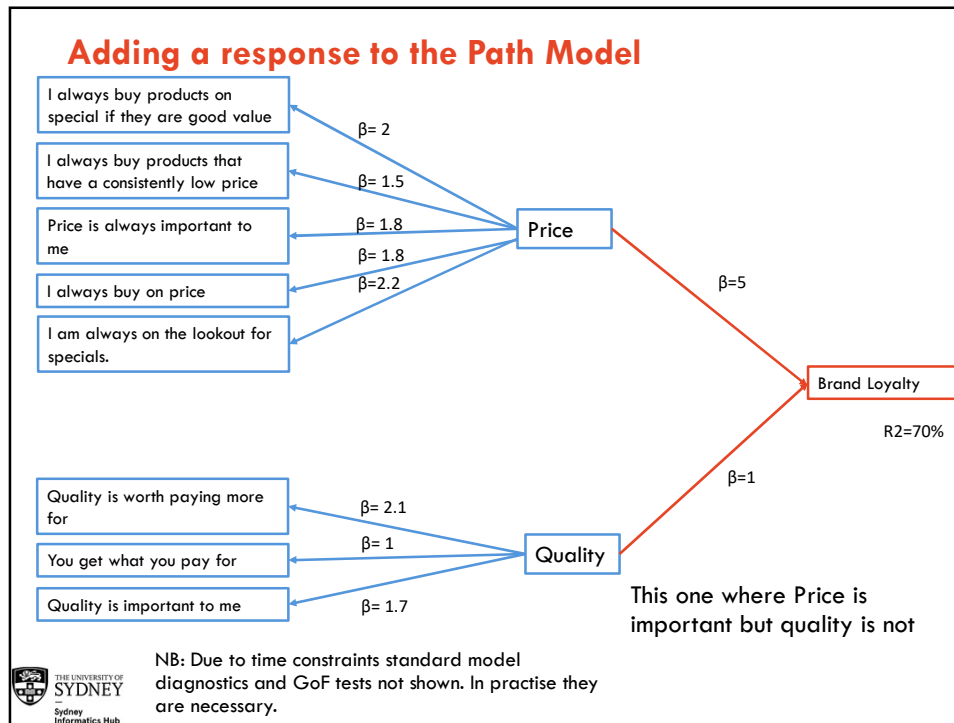
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## Adding a response to the Path Model



NB: Due to time constraints standard model diagnostics and GoF tests not shown. In practise they are necessary.

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## Index Creation

Also known as metrics,

THE UNIVERSITY OF SYDNEY

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## What is an Index?

Some **function of input metrics** i.e. an **equation**.

The most **simplest being the average of all input's** e.g. Price/Quality index = average of 8 statements. More complex indices weight the inputs by something.

2 broad categories

### 1. Created from *a priori* dimensions measured using Likert style scales

- In scope for this workshop
- Why we do it
  - **Remove survey bias towards dimensions with more statements.** EG: in our example there are 5 price statements and 3 quality statements. If we took a simple average of them then the index is skewed towards Price. But if we first calculate Price and Quality indices which are then averaged this bias is removed.
  - **Reduces the effect of the survey instrument** (also a type of bias). Different surveys having different statements e.g. if 2 different surveys have slightly different statements but both first calculate Price and Quality indices their difference is reduced.
  - **Ensure the index explains as much of the input statements variance as possible.** One of the properties of Factor analysis and PCA is to find a weighted average that explains maximum variance, which is usually more than that explained by a straight unweighted average.

### 2. Created from different types of metrics, often on different scales

- EG: Consumer Price Index, Body Mass Index, etc
- Too broad a subject and out of scope of this workshop



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## Different methods

### Simple Averages

Simply take the averages of inputs as defined in the path model e.g. Price is the average of its 5 inputs, Quality the average of its 3 inputs and the Price/Quality index the average of these 2 dimensions.

### Weight by Importance

A common improvement is to weight the averages by the **importance** of the statement or dimension. Importance might be stated in the questionnaire, calculated through a driver analysis, or some other method such as \$ Market Share.

- Some weight the dimensions by the variance explained. Be careful though as this may just reintroduce the bias caused by # of statements so is rarely useful (since a factor with more statements will often explain more of the overall variance).

### Confirmatory Factor Analysis (CFA) and Factor Analysis (FA)

Creates **weighted averages**, with the weights being the **Beta Coefficients (CFA) or Factor Loadings (FA)**. Has the benefit that these weights are designed to ensure the dimension explains as much of the input variance as possible. One might interpret these weights as a type of importance.

If using CFA follow the steps in the *Evaluating and Fine tuning Statements used to Quantify Dimensions* section to create the model.

Using FA instead of CFA is a bit of a hack. It usually involves 1 of 2 methods:

1. **Doing a different FA** on each dimensions statements and (usually/hopefully) using the first factor to represent the dimension. **Advantage** of this method is that you **force the dimensions** you want to be created.
2. Or using a **single FA** on all statements with each factor representing a different dimension. In this case the loadings for the statements you aren't using for that dimension are often set to 0. This gives factor scores more aligned to the loadings shown in the Factor table. **Disadvantage** of this method is that the **required dimensions rarely fall out** from a single FA.



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## Applying CFA and FA models Indices to new data

CFA and FA will often create the factor scores for each respondent as part of the model fitting process. These are the index scores. However how do we calculate the index on new data?

To do this first recognise that the **index is just like a regression equation** where we multiply respondents statement scores by the statements beta coefficients (CFA) or the loadings (FA) and then sum them.

Some things to look out for:

1. Ensure **appropriate model diagnostics** have been conducted on the models i.e. assumption and Goodness of Fit tests.
2. **Does the input data need to be standardised.**
  1. Sometimes the input data will have been standardised prior to analysis. A common standardisation is to subtract by the mean and divide by the SD i.e. the normal standardisation. If you need to do this for new data remember that you should almost always use the original data's mean and SD, not that from the new data set. If you didn't the same raw scores from different data sets would have different standardised scores and thus factor scores/indices, which rarely makes sense.
3. **Check your index formula** by applying it to the original modelled data and ensure it matches the factors scores that the software generates.



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## Conjoint and Choice Models



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## Introduction

**Conjoint and Choice models are from the same family of analysis.**  
Sometimes people use the term conjoint instead of choice model.

Tells us what **drives human behaviour by showing people real life scenarios** with **all factors of interest shown at the same time**, rather than asking about each one in isolation which is what standard ratings questionnaires do.

Meaning they model the underlying **behaviour/purchase heuristic** people use to sift through information and decide what to do.



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## Basic Method

Asks respondents to respond to the actual product/task/option in a variety of **scenarios** constructed from different combinations of the factors we want to test.

And **then models their answers to tease apart the affect of each factor.**

- As opposed to conventional surveys which would simply ask how important each factor is independently.

The **scenarios are constructed from different combinations** of the factors the researcher wants to test.

- All the combinations of the different factors usually results in far too many scenarios then we can ask respondents. So a strict Statistical Design is used to:
  - enable us to predict all combinations, even those not rated by respondents
  - efficiently estimate the impact of each factor in an unbiased way with minimum variance.



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## Benefits over Rating Scales

Gives us a more **realistic assessment** since the factors of interest are presented in a more realistic manor.

The results also tend to show **better differentiation** than metrics commonly used to report ratings. Making the right decision easier to identify as the winners and losers are much clearer.

Evaluates the **combined effect of factors**, rather than the traditional line scale approach which looks at each one in isolation.

We can also model **interactions** between factors.

We can create a **simulators that predict different scenarios** (often done in EXCEL).



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## Other Benefits

**Tests options, scenarios and factors that don't (yet) exist** Meaning it is an **experimental study**, not an observational one. With the corresponding benefits on causal inference.

### Closer to reality than other methods

- Since it makes people perform a **forced trade off** between the different scenarios and their factors. This is closer to what happens in the real world and can give a more accurate understanding of how people **trade off between the different factors, resulting in better predictions**.
  - A good example of this is when people say 2 factors are both equally important on a 5 point LIKERT scale, but when forced to trade off they consistently **pick one over the other**.
- Measures **psychological trade-offs** that consumers make when evaluating several attributes together.
- Can uncover **hidden drivers** which may not be apparent to the respondent themselves.
- Measures in a **less 'rational'** way then asking people to rate the factors independently. Which some researchers feel results in more accurate results.



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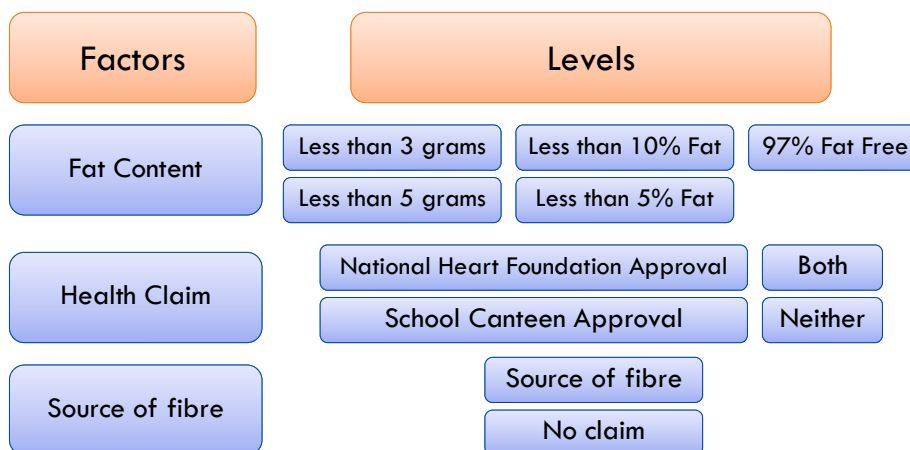
## Example 1: Health Research

A Nutrition researcher wants to understand what types of nutritional claims motivate people's eating habits.



Rather than just ask people to rank how important various nutritional claims are, the researchers decide to create various scenarios and ask them to rate their preference for each one.

## Nutritional Factors Researcher Wants to Evaluate



## Full Profile Conjoint Question 1

Q1) Please read the benefits in the below box and tell us how interested you would be in purchasing a product with these claims for yourself or your family, assuming that it was sold where you normally shop, at a reasonable price?

Less than 5% Fat  
National Heart Foundation Approved  
Source of Fibre

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Definitely do not want to buy	Probably do not want to buy	Not sure	Probably want to buy	Definitely want to buy

## Full Profile Conjoint Question 2

Q2) Please read the benefits in the below box and tell us how interested you would be in purchasing a product with these claims for yourself or your family, assuming that it was sold where you normally shop, at a reasonable price?

97% Fat Free  
Approved for School Canteens  
Source of Fibre

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Definitely do not want to buy	Probably do not want to buy	Not sure	Probably want to buy	Definitely want to buy

### Full Profile Conjoint Question 3

Q3) Please read the benefits in the below box and tell us how interested you would be in purchasing a product with these claims for yourself or your family, assuming that it was sold where you normally shop, at a reasonable price?

**97% Fat Free**  
**Approved for School Canteens**

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Definitely do not want to buy	Probably do not want to buy	Not sure	Probably want to buy	Definitely want to buy

### Choice Model Question 1

Q1) Please pick the product you prefer

Less than 5% Fat	97% Fat Free	97% Fat Free
National Heart Foundation Approved	Approved for School Canteens	Approved for School Canteens
Source of Fibre	Source of Fibre	

☐
☐
☐

## Choice Model Question 2

Q2) Please pick the product you prefer

Less than 5% Fat	Less than 5% Fat	97% Fat Free
Approved for School Canteens	National Heart Foundation Approved	Approved for School Canteens
Source of Fibre		Source of Fibre

☐
☐
☐

## Full Profile Conjoint vs Choice Models

### Full Profile Conjoint

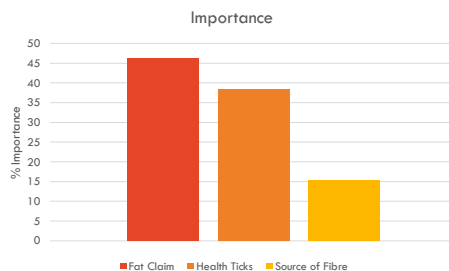
- Ask respondents to **rate** a single scenario.
- We get information on each scenario, so more efficient in that respect.
- Usually analysed using some type of regression on a LIKERT scale. Linear Regression is commonly used, ordinal or multinomial are other options.

### Choice Models

- Ask respondents to **select** which scenario they prefer.
- More realistic since asking people to pick which scenario they prefer, so often preferred.
- Usually analysed using Multinomial regression.

## Results: Factor Importance's

Fat claims and health ticks are more important to these respondents than source of fibre claims.



## Results: Factor Level impacts on Conjoint PI

	Total	Heavy Users	Light Users
N	200	75	125
%	100%	38%	63%
Importance (%)			
Fat Claim	46	78	82
Health Ticks	38	16	9
Source of Fibre	15	6	9
Total	100	100	100
Driver Coefficients			
<b>Fat Claim</b>			
absent	-0.01	0.04	-0.05
Less than 3 grams of fat per bar	-0.02	0.09	0.01
97% Fat Free	0.3	0.39	0.30
Less than 10% Fat	-0.3	-0.34	-0.40
Less than 5% Fat	0.01	0.07	0.02
Less than 5 grams of fat per bar	0.02	0.03	0.01
<b>Health Ticks</b>			
absent	-0.3	0.18	0.08
National Heart Foundation Approved	0.05	0.03	0.01
Approved for School Canteens	0.05	0.16	0.07
Both	0.2	0.04	0.03
<b>Source of Fibre</b>			
Present	0.1	0.05	0.02
Absent	-0.1	0.10	0.10
Intercept	3	2.90	3.10

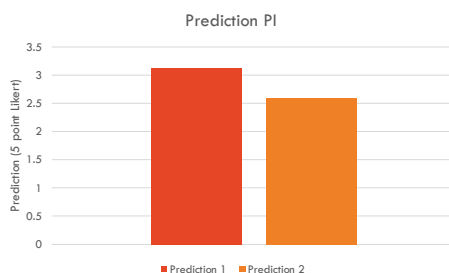
Fitted using linear regression on a 5 point LIKERT scale (scored on 1-5). Meaning the total sample can be interpreted as:

- **97% fat free** moves the LIKERT score up 0.3, so is about 3 times more important than **Source of Fibre** which only moves it up 0.1.
- A type of **sensitivity** analysis

Note how we can redo the analysis for different splits of the data such as Heavy vs Light users.



## Results: Predict various Scenarios



### Prediction 1

Intercept	3
Less than 3 grams of fat per bar	-0.02
National Heart Foundation Approved	0.05
Source of Fibre Claim Present	0.1
Sum	3.13

### Prediction 2

Intercept	3
Less than 3 grams of fat per bar	-0.01
National Heart Foundation Approved	-0.3
Source of Fibre Claim Present	-0.1
Sum	2.59

## Final Conclusions

- 97% Fat Free tended to be the most motivating of the fat claims and all of the claims presented.
- The best combination of possible claims is 97% Fat free, both Heart Foundation and School Canteen approval and Source of fibre. (Since these have the highest values in the Table)

## Other uses

### Legal Cases: Quantifying Damages

- Apple vs Samsung 2012. Apple used choice models to quantify their damages claim against Samsung for patent infringement. Original case awarded them **US\$1 Billion in damages!** Choice models were used to understand the effect consumers willingness to pay (WTP) computation based on simulating shares of preference for Samsung's devices with and without the alleged patent-infringing technology. A second expert for the plaintiff combined Hauser's WTP estimates with supply-side analysis to arrive at the final claim of damages.

### Designing an advertising strategy to reduce road fatalities

For example: could be used to calculate chance of Drink Driving, predicted by factors such as 'distance from home', 'back road route available', etc.

### Expert Opinion Analysis: Use various experts to find the best Water Sharing Plans in the Murray Darling

In order to better understand what factors are important in Water Sharing Plans one might develop various factors based on the science and community concerns which are then used to create Scenario's. Experts are then used to evaluate it and the results used to tell us which factors are the most important.

Other stockholders can also answer it so we can understand what is important to them.



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## Business / Market Research Uses

### New Product and Concept Ideas

- Maximise sales while minimising cannibalisation
- Maximise profit



### New Pack and Claim Ideas

- The above plus:
  - Maximise Return On
  - Investment (ROI)



**Prices**  
That optimise  
share and  
revenue



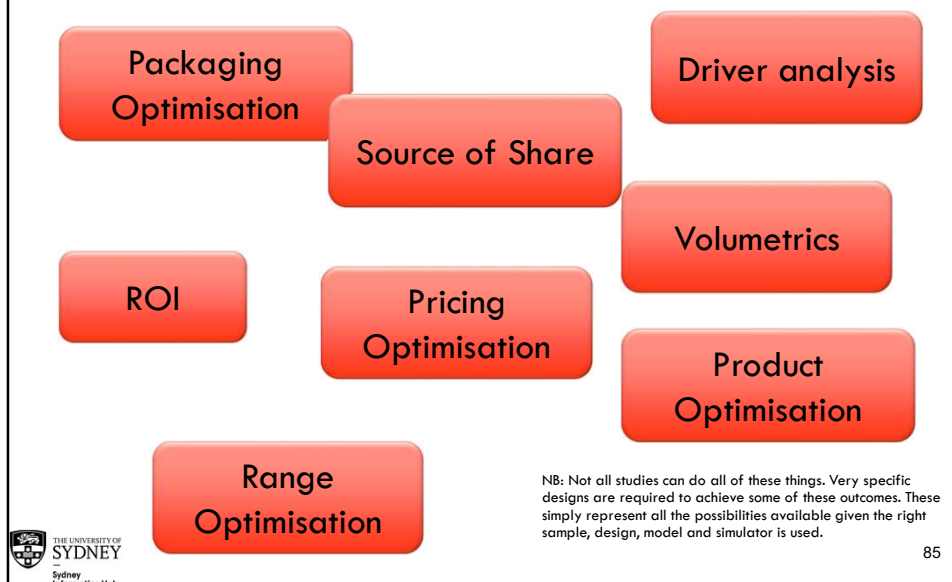
### PLUS:

- Measure Brand Equity, in \$\$\$\$ and % preference, against other brands (such as private label).



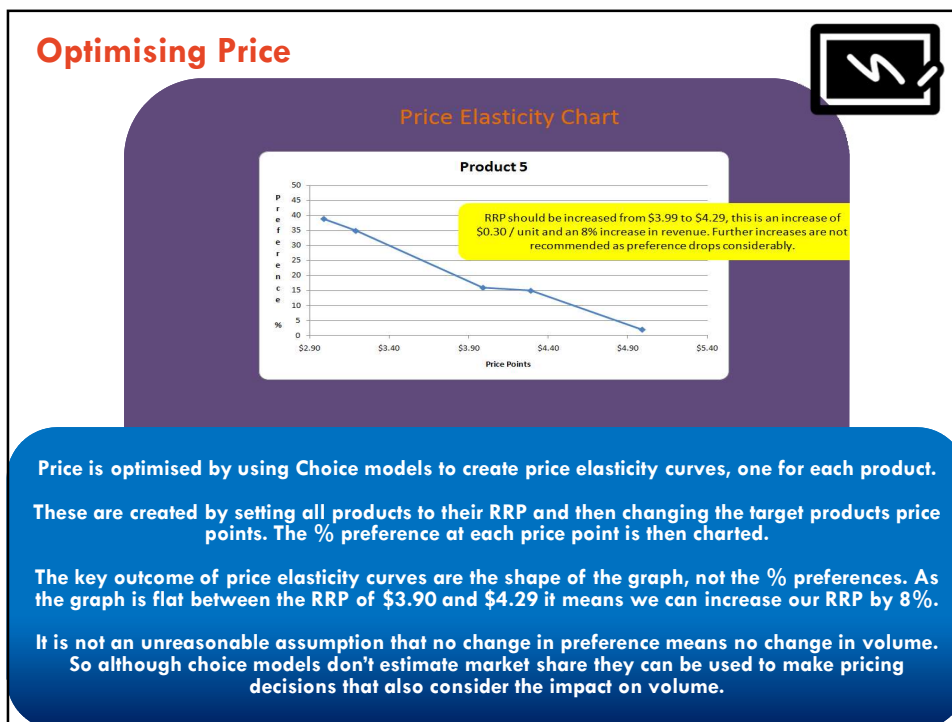
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## Business / Market Research Uses



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## Optimising Price



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## What can choice models do?



Choice models accurately estimate the % of people who prefer a product. This % preference can then be used for:

1. Price optimisation, via price elasticity curves
2. To determine source of share and cannibalisation
3. To determine ROI for product improvements, claims and advertising



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## Using Choice models for Market Share aka Volume Estimation



Standard choice models tell us what people would prefer to buy in a 'level playing field', not what they actually buy in the real world. We assume a 'level playing field' for these things:

Distribution  
Awareness  
Marketing  
Instore promotions

Most standard market research and even some volume estimation methods also makes these assumptions.

This means that standard Choice models can't be used to predict **absolute** Volume.

Although there are more complicated volume forecasting choice models that include these market factors and are used to predict volume. However they need to be treated with caution since the market calibration methods often remove much of underlying preference **structure**.



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## Using Choice models for Market Share aka Volume Estimation



**BUT**, just because they don't estimate **absolute** volume doesn't mean they don't do other things very well.

The majority of market research does not directly predict volume, yet we still use its insights . E.g. Qual, Purchase Intent, Overall Liking.

Choice models predict preference, which is a good **relative** indication of volume. So if a choice model suggests an increase in preference this a good indication that volume will also increase.

As this measure of preference is taken in a competitor context it is the best relative measure of volume used in standard market research. Certainly better than monodic PI.



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## Best Worst (Max-Diff) Models



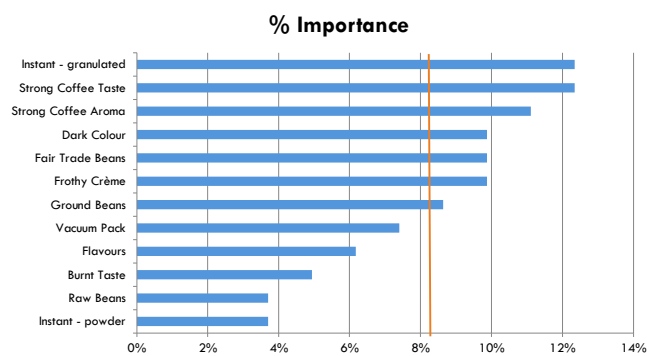
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## Example Question

BW4.1) Of these 4 features which is most likely to make you purchase the product and which least likely?

Most Prefer		Least Prefer
<input type="radio"/>	Instant - powder	<input type="radio"/>
<input checked="" type="radio"/>	Fair Trade Beans	<input type="radio"/>
<input type="radio"/>	Strong Coffee Aroma	<input type="radio"/>
<input type="radio"/>	Instant - granulated	<input type="radio"/>

## Example Results



### Best Worst (Max-Diff)

- Best Worst (also known as Max-Diff) is **closely related to conjoint models** and can be viewed as a simple version of.
- Used to evaluate the **preference of a long list of options** from a single factor.
- As a forced trade off method they share many of the same benefits as Conjoint models over other methods such as rating scales. The key benefit being **increased discrimination** over rating scales.
- **Similar to ranking the options.**
  - However people are good at ranking the first 1-3 and last 1-3 options, with the middle options ranked with a lot of error. Best Worst allows these middle options to be estimated with much higher accuracy.
- They are a **more advanced method of paired comparisons** that give us more information per question by comparing more than 2 options.

### When you should use it

If you want the **clear cut, easy to tell story you get through better discrimination** when using rankings or Forced Trade off methods like Choice models.

AND you want the **more detailed information that comes with preferences** (which rating scales give you).

## Problem

**Gives relative, not absolute preference.** This means that although we know the relative preference between the different options we don't know which are actually wanted!

The conventional way to deal with this is to use "Anchored Best Worst". Which anchors the relative measures to a question that explicitly asks if they want it. There are various ways to do this e.g. Dual Response.

## Benefits over Ratings

**Simple and intuitive meaning (%)**.

- It's a **distance rank**.
- Say we have 3 items with the scores: 60%, 30%, 20%. Then we see their rank, but we also know that the item that scored 60% is twice as important as the one that scored 30%. And this preference difference is larger (and more thus more important) than the one between the items that scored 30% and 20%.

**Better discrimination** (clearer winners) than ratings due to Forced Tradeoff.

- Makes it much easier to build a story compared to ratings which often have very similar averages. Such small differences between them mean:
  - conclusions aren't convincing and a 'story' is hard to create
  - don't give a researcher a lot of confidence to really focus on certain attributes.



## Benefits over Ratings

### No scale effects

- Since it uses forced trade off of **choices instead of scales**. Scale effects prevent direct comparison between groups where such effects exist such as:
  - Nationality e.g. Western vs Eastern
  - Different Collection modes use the scale differently CATI vs online
- Should be used in Global studies where we expect a cultural difference in scale use prevents direct comparison between countries ratings.

**Exceptional Segmentations:** Usually better than those created from ratings due to more discrimination.

**Easier to prevent respondents gaming the answers** or using survey bots since goodness of fit metrics will detect those with poor fit. Note that people can also game choice models by using simple algorithms e.g. always pick Brand A.

## Benefits over Ranking: Best 1 score summary

- One of the biggest problems with Ranks is that there is **no good single score summary**
  - We can't simply report the % of 1<sup>st</sup> ranks since the other ranks are vitally important.
    - For example, consider Product Testing. Would you prefer to come 1<sup>st</sup> for say 20% of people and last the rest of the time, or 2<sup>nd</sup> all the time? If we only report 1<sup>st</sup> rankings than we would never know that overall most people place us 2<sup>nd</sup>.
    - Something that is picked first 25% of the time but last 75% of the time can come out ahead of something that everyone ranks in the top 3.
  - One can use 'average' ranking, which although easily interpretable has its problems too.
- Because Best Worst has design 'connectivity' overlap and uses both the Bests and the Worsts it factors in all the ranks and is considered by some as the best 1 score summary of rank style data.

### Benefits over Ranking: Accurately estimates middle ranks

- When ranking more than 5 things the **top and bottom are reliably picked while the middle ones aren't**. However as a Best Worst only asks 3-5 at a time we get around this problem.
- So even if all you want is reliable rankings Best Worst is the best way to get them if you are ranking more than 5 things.
- This means that some people say that if there are less than 5 statements we could just rank them all. And they'd be right, if all that is required is ranking. However Best Worst also has the other benefits as explained here so there may still be a benefit in using Best Worst even if there are 5 or less options.

### Benefits over “Pick all that apply” type questions

**Tells us what people prefer, not just what they want.**

- Selection methods on the other hand don't tell us the preference between the things selected, they just tell us how many people picked them (this is made worse when they can select more than one thing since it puts them all on the same footing). This means they can't differentiate between things that are very important and determine behavior vs 'nice to have'.
- For example: selection methods can make an option that a lot of people want but with very low preference appear more important than options that options with that fewer people want but rank 1<sup>st</sup>.

**Best Worst also captures peoples 'Worsts'.** So say one had 2 things that were equally picked, but one of them was the 'least important' for lots of people. Best Worst would factor this in and give it a lower score, while selection methods would mark them the same.

NB: “Pick all that apply” is a common question type where we list all the options and ask the respondents to pick all that they like i.e. multiple response. The % each are picked is then reported as a form of pseudo ranked results. A variation of these are “pick the most important”, “pick the 2 most important” etc.

## Benefits over “Pick all that apply” type questions

**Allows us to include and benchmark to “Cost of Entry”, while still having fine grain reporting**

- Since they will **dominate we often exclude “Cost of Entry” things**, particularly when selecting from a list.
- However **it's important to understand how new features compare to “Cost of Entry”** things since this gives us a benchmark to compare against to see just how important new features are overall. However once we have them benchmarked to Cost of Entry we then want to drill down to the other features to get a better feel for them since this really helps in allocating resources.
- The Magic of Best Worst is that we can **remove statements that are dominating and then recalculate** the remaining statements to understand the relative preference of those that remain. Other methods like “pick all that apply” don't give us that. In other words it lets us look at any combination of statements from those we asked and see their relative preference, as if the others were never even asked!!!



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## How it works

- We get info from the Bests, the Worsts AND those that are never picked. It's because we use a special design with **connectivity**. This means all statements are connected, even if not shown together. This allows us to infer rank and importance for each statement from how people score all the other statements. It's one of the key reasons people use it for large lists, it gives better information than ranking but doesn't require everything to be explicitly ranked.
- An example of connectivity is that we can know something is 2nd even if it is never get picked as either Best or Worst. Consider the simple example where we have 3 items in 1 table. The one not picked as either Best or Worst is ranked 2nd. We know this because the 3 items are **connected**. The design actually extends this connectivity to ALL the tables, so even if something is never picked as Best or Worst we can still give it an accurate rank.
- If we have two choices that are chosen as Best as often as each other then their Worsts would be the tie breaker.



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## The End! Any Questions?



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## Further Assistance: Sydney University



### SIH

- **1on1 Consults** can be requested on our website:  
[www.sydney.edu.au/research/facilities/sydney-informatics-hub.html](http://www.sydney.edu.au/research/facilities/sydney-informatics-hub.html) OR Google  
 “Sydney Informatics Hub” with the “I’m feeling lucky” button
- **Training** Sign up to our mailing list to be notified of upcoming training:  
[mailman.sydney.edu.au/mailman/listinfo/computing\\_training](http://mailman.sydney.edu.au/mailman/listinfo/computing_training)
  - Surveys 1
  - Linear models for analysis e.g. regression, ANOVA, logistic regression, etc.
  - Research Essentials, Experimental Design, Power Analysis
  - Surveys in REDCap
- **Hacky Hour**  
[www.sydney.edu.au/research/facilities/sydney-informatics-hub/workshops-and-training/hacky-hour.html](http://www.sydney.edu.au/research/facilities/sydney-informatics-hub/workshops-and-training/hacky-hour.html) OR Google “Sydney Hacky Hour”

### OTHER

- **Open Learning Environment (OLE) courses**
- **LinkedIn Learning:** <https://linkedin.com/learning/>
  - **SPSS** <https://www.linkedin.com/learning/machine-learning-ai-foundations-linear-regression/welcome?u=2196204>



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## Acknowledging SIH



All University of Sydney resources are available to Sydney researchers **free of charge**. The use of the SIH services including the Artemis HPC and associated support and training warrants acknowledgement in any publications, conference proceedings or posters describing work facilitated by these services.

*The continued acknowledgment of the use of SIH facilities ensures the sustainability of our services.*

### Suggested wording:

General acknowledgement:

*"The authors acknowledge the technical assistance provided by the Sydney Informatics Hub, a Core Research Facility of the University of Sydney."*

Acknowledging specific staff:

*"The authors acknowledge the technical assistance of (name of staff) of the Sydney Informatics Hub, a Core Research Facility of the University of Sydney."*

For further information about acknowledging the Sydney Informatics Hub, please contact us at [sih.info@sydney.edu.au](mailto:sih.info@sydney.edu.au).



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## We value your feedback



- It only takes a few minutes to complete (*really!*)
- Completing this survey is another way to help us keep providing these workshop resources free of charge



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