

Survey Research Interviewing

Planned Papers

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Abstract

abstract

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1 Pragmatism and Survey Research

Abstract

2 Why ‘True’ Values’ Are Not Important in Survey Research

Abstract

See Robert B Brandom, [“Why Truth Is Not Important In Philosophy”](#)

3 Mensuration without Representation

Abstract

Measurement pragmatism. No representation needed.

4 Deflating Validity

Abstract

Semantic and metaphysical deflationism works as well for validity as it does for truth and reference.

Remark 1 *Deflationism seems to depend essentially on some form of expressivism. Or maybe they amount to the same thing?*

4.1 Validity, Reliability, Error

Remark 2 *What is the point of worrying about validity? Is it something in the world that we are trying to discover? Then we’re trying to find “the right description of the world” (Putnam). Or is it a concept, so that validity talk is about conceptual analysis and definition?*

Or: we try to find the right description, and validity talk is part of how we decide that we have found it.

Remark 3 *Why do psychometricians and the like worry so about validity?*

Hypothesis: when they say “validity”, what they’re really interested in is scientific legitimacy. Effectively, to say that a test (etc.) is valid is to say that it is in fact scientific. That’s the practical import of the concept of validity for them.

Unpack this. Expose the assumptions and implications.

Remark 4 *The problem with validity (quantifiability) is circularity. If the task is to show that some property is quantitative, we have to do this without relying on quantitative vocabulary. So for example, if we want to show that temperature is quantitative, we cannot use the concept of a unit of temperature to do so, because that presupposes just the outcome we are supposed to demonstrate. This is similar to the problem we face in seeking to account for representational vocabulary in non-representational terms.*

quantifiability v. validity? distinct problems, but the latter depends on the former?

key concepts:

- validity treated as a special kind of property - of what?
- constructs
- (latent) variables
- indicators

“validity” as code for:

- legitimacy
- vindication
- credibility
- proof (good premises + valid inference)

Remark 5 *On the idea that validity something (a property, etc.) that we look for in scientific theories in order to distinguish good ones from bad: see Putnam on fact/value distinction. We use value judgments - simplicity, parsimony, etc. - in every aspect of science (thought), esp. in weeding out bad theories. For there is no external or objective criterion of acceptability for theories to which we can appeal, nor is there any such criterion that does not involve value judgments.*

Remark 6 *So along with the fact/value distinction, and the analytic/synthetic distinction, the internal/external distinction also collapses? Or do we just exclude the notion of external? No; we need to retain the idea of an external world that is independent of us and to which some of our judgments are answerable. We don't get to just make stuff up and call it true (correct) for at least some of our claims. There is no external absolute authority that can decide for us which theories are true, or rather which we should endorse, but that does not mean there is no external world that is authoritative for some of our sayings. But isn't that trying to have it both ways? How can our theories answer to the world if we cannot appeal to the world or some other external authority to sort them out? See Brandom.*

Related issue: what counts as evidence? How do we decide? What are we doing when we decide that something counts as strong (weak) evidence in support of a theory? What are the criteria of adequacy for an account of evidence?

4.2 RCT and Self-validation

See Cartwright on RCT as self-validating. This seems to mean that RCTs are valid by construction.

This nicely parallels industrial QA notions of guaranteeing quality by designing a production process that prevents defects.

What's the logic here? Is self-validation really possible? How can a process validate itself - isn't the very idea inherently circular? Or rather, don't we land in a regress? After all, if the idea is to specify a process that yields validity, how do we know that that process is itself valid?

4.3 Deflation

How can we get out of this mess? One way is to deflate the notion of validity, just deny that it is a substantive property. When we claim that a result is valid etc. what we are really saying is that we endorse it, approve of it, etc. It's an expressive device. Compare the semantic deflationist's idea that calling something true amounts to endorsing or approving of it.

So if we discard the notion of validity (since it does no real work), don't we find ourselves lacking something essential? Well, we just need a vocabulary that allows us to say explicitly the sorts of things we find it useful to be able to express with respect to a study or qx technique. For example: credibility, utility, legitimacy, vindication, justification, etc.

Remark 7 *The notion of validity seems to be connected to the problem of deciding which theories we should endorse. What are the criteria of adequacy for any notion (or theory) of validity? Or: what are the requirements that should be met by any purported explanation of validity? Both particular cases and the general idea. Tarski gives us something like this for logical validity; what about "validity" as the term is used by psychometricians, test theorists, etc.?*

Contrast: claims of validity for a case, v. explanation of what validity is.

The objection will no doubt be that we need some kind of standard, which is just to say that we want to measure this something (validity, credibility, whatever). Implicit in all this is the notion that there is some "objective" fact of the matter to which our study/technique/etc. is answerable. A study is valid iff - what? If it meets some definite "objective" criteria. Methodological criteria, conditions of validity, etc. In the psychometrics and testing tradition this appeal to external authority is expressed as something along the lines of "measures what it purports to measure". Which is only meaningful insofar as a) there is actually something there to measure, and b) it is in fact susceptible to measurement.

And usually this is expressed in statistical terms. But that dog won't hunt either - you cannot get to validity via statistics. All you can do is measure central tendencies and variance - not enough to establish validity, which is a substantive notion. (analysis elsewhere).

To say that sth is valid is just to say that it is admirable (Peirce?), or perhaps that it is virtuous, that it has the virtues we prize.

5 Reliability

Abstract

6 Error

Abstract

7 The Deontic Scorekeeping Model of Discursive Practice and Survey Research

Abstract

Why the deontic scorekeeping model is preferable to others, esp. the cognitive model.

Remark 8 *It's a model of discursive, that is rational, practice. Contrast this with most models on offer which tend to focus on subpersonal processes; hence the prevalence of talk about "the survey process", the "response process", etc.*

8 Models of Survey Interviewing

Abstract

This paper analyzes and compares three models of survey interviewing. That is, models of the conduct of survey interviewing, rather than models of the structure of questionnaires, interviews, etc.

The first is the Laboratory Model, which is motivated by a desire to mimic the experimental physical sciences, paradigmatically physics. The paradigmatic example of this sort of model is the "Standardized Survey Interview". Analysis of this model exposes a variety of (usually) unacknowledged commitments to theoretical/philosophical doctrines, which are shown to be untenable.

The second model is the Extended Laboratory Model. This is a modification of the Laboratory Model. It acknowledges that, due to the interactive nature of the interview, the interviewer inevitably makes a contribution. But it retains the basic structural commitments of the laboratory Model. An example of an Extended Laboratory model is Maynard et al's "alternating model".

The third model is The Theatrical Model. This model is similar to the Laboratory Model, in that it recommends that the interviewer read the questions exactly as written, avoid probes, etc., but it involves a very different conceptualization of the nature of interviewing. Like the Extended Laboratory Model, it acknowledges that the Field Interviewer makes a substantial contribution to the survey interview, due to the fundamentally interactive and collaborative nature of discursive practice. But it stresses that interviewing essentially involves role-playing. This model is based on a more realistic picture of the nature of surveys and survey interviewing, but it also has some weaknesses, which we analyze.

Finally, the fourth model is The Collaborative Model. This model is driven by a closer and more realistic analysis of the nature of the survey interview. It demystifies aspects of the interview that the other two models take for granted or ignore, such as the various asymmetries involved in interviews, the fact that completion of a survey questionnaire is the joint responsibility of the interviewer and the respondent, and so forth. It discards the fictions that are at the core of the other models discussed. Most critically, motivated by considerations of the nature of discursive practice and the production of meaning, it denies that survey interviewing involves measurement. In summary, this model recommends that survey interviewing be construed as collaborative or joint action, and that the demystified facts of the matter be openly acknowledged in the conduct of interviews. This means, among other things, that the field interviewer should serve as an assistant to the respondent, rather than a proxy for the researcher; that interviewer and respondent are jointly responsible for completing the questionnaire; and that the results of individual survey interviews should be viewed as a trace a kind of dialog between the individuality of the particular respondent and the stereotype presupposed by the questionnaire design.

9 A Critique of the Theory of Cognitive Interviewing

Abstract

10 A Quality Assurance Model for Survey Research

Abstract

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Appendices

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