Course Title:

Questionnaire Design for Social Surveys

Instructors:

Frauke Kreuter and Frederick Conrad

Course Description:

This course will cover the basic elements of designing and evaluating questionnaires. We will review the process of responding to questions, challenges and options for asking questions about behavioral frequencies, practical techniques for evaluating questions, mode specific questionnaire characteristics, and review methods of standardized and conversational interviewing.

Course Content:

* Overview of Standardized Interviewing
* Response Process
* Asking Factual Questions
* Measuring Attitudes
* Testing Questionnaires
* Putting it All Together

Units and Themes:

Unit 1: Overview of standardized interviewing

* Different types of questions
* Measurement error in questions: Bias and variance
* Standardized and conversational interviewing
* From specifying a concept to asking questions

Unit 1 Readings:

* Schnell, R. and F. Kreuter. (2005). [Separating Interviewer and Sampling-Point Effects](https://eventing.coursera.org/api/redirectStrict/XZdK4cLZhA_9NGzhLLLJKnmaoGhmwW6sw6-XT67PV2Sz6fH7olk8tFW3TR5n12xVKQhlofVeZFNJMQWJqodx-A.cyzNr-3WPhbLAhYqrKpY7g.m9gZ1sC5c4GRdhnvIvczDPrnGtol-G8TUpWFuVjrZXs6YczmgYy7jpPaxPThcy79nmb2TlkeUDA_Zlgm-63qK8l4ztFROW8y2twBUKpzj-mFXHPZJGRjYPYuerCXJx6vvaaARAo6WaF-yd1Yw7ODYC4zR42IpuPH1Z1phv3ew_OKacapB8EIxo_d8yF2uTz3EP_e0o9D5nLmyFrBweXPD4FhSIPZ1wWkeCpEPoZElsiVmeeR8d3MMdF1yR3AIKWwFEiD0sQ0x2he0B5tCjx5WFL1SaSrsvIAc59eh6d9YVi1dOTQk5RnSW9IFECf1Ua3CRIKAOO_AbSSNaGE51V0E1o_dTgrJUCaRpPf5NJALWc). Journal of Official Statistics, 21, 389-410.
* Beatty, P. (1995). [Understanding the Standardized/Non-Standardized Interviewing Controversy](https://eventing.coursera.org/api/redirectStrict/2K6y2CsAvvAg6I4juvmfpdlGmARftefduDA-AKX5Lu9VQH_qir6as03VgXcUsCNOPdxZE4GrM6SwYZQ_CQpzWg.q96Zft6o0YhM36cXoK9WmQ.BpwP8KGfSzRpDqDpT0juoHv2y9iCrnSNpGLS9nVeXM4S5AIHxGwXxISZQTX5TyuLWW7Ph8GiNAF9CpSmD2o4l8j7sC4hryrBEtTQCee9xdqcJ0kRnvqD60QAssjSiddvAKmih70Z5j7x74fHPlUVSNPBBHMyJ1VMkjKOZLvB6BD-I0Nbfyb-tK3ZWOpa2D_eLSyq0UTBMLixUl8r3OADaYaQUylHtKkNkzpjFCeqTW8n3GmY9KGO-Rj4rLQV8e5ETOREpsqFMe6MBHByva2VOwS1r6BOlMXUi-XlgGl19uROManzxyUXDKxZAdEodV-6xla6u1iSzEYQUkkHLv_fo1sjmaNh4dINWFDaBuoO-Ks), Journal of Official Statistics, 11, 147-160.

Unit 2: Response Process

* Comprehension
* Retrieval
* Judgment
* Response

Unit 2 Readings:

* Tourangeau, R. (1984). [Cognitive Sciences and Survey Methods](https://eventing.coursera.org/api/redirectStrict/M6IV8GTZ8sutjtUE8Oc_1A4zaxompKb6GSbvxdVkG4oTD5tIadfl_oVqEGJYQCXmQVueASAcQwD_eExFw8LX7Q.6UkmdVoddC2bhoQerqz_Og.5FWorPO-rw0fogmTqmCtb_mlkVFW5ibNdCzSSQ8aUv9FtBCYj8un2VPH9GiyGCWndlpmWp5L-MNUzCO2ZgFxYXH7T_z_SzQIlLd4J0PMCAzV7pxFNTf0d87wAeT_IO_ZzW36g7ETPgKm-Z87yhzguJPDEjXB7f5oz_BwZ_CR1d1mDlRkbFIqu8lvfudtoCv2Szow87sjG9t5SVQTcoQEF4f3s5xMYloRSDGCpJgr_AiMZaNZTFKfpzjdJuohAtrczXQYVHgqvXb_QmZA3LMU9RveBDivjElqBKiYAD57s4-cfcFcCPl538Lc1v4VhVwpwCVm9jWlCLWy65yAncnq0SwPsg4oJR5cridAnSCJsa8). pp. 73-100 in Jabine, T., Straf, M., Tanur, J., and R. Tourangeau, Cognitive Aspects of Survey Methodology: Building a Bridge Between Disciplines, Washington DC: National Academy Press.

Unit 3: Asking Factual Questions

* Facts and quasi facts
* Memory and recall
* Asking sensitive questions
* Mode, privacy and confidentiality

Unit 3 Readings:

* Kreuter, F., Presser, S., and Tourangeau, R. (2008). [Social Desirability Bias in CATI, IVR, and Web Surveys: The Effects of Mode and Question Sensitivity,](https://eventing.coursera.org/api/redirectStrict/gkqVBBRfoaSHBxF7jYdLTyHUfUVdiTBbmj0Wdmb5p6g8FkArkAsy3PoOwWlBkbOn6HgDZdB1lyqZnXmyucjghA.3JM21GVsN0WC5-hJYlKJ5g.VsbavYFiVTXVkpfosWpOHf4mN-3yakqLOEkbnU2GqdcogudUnSeBooMI35N0Pqu7g4HOM_EHiW4blr979J1VzaynmWy5PYBdnpDLdUAf06OFNGuKPPK621mlBlJ0zMlfVLDL8VwU7ygqAMgLwnnwenzMfUqOtVsJIaML8Ly7uGRnXmREaBl1rLFl8BbCcPwybmwzJ0auIuCA2ffptqKo0NImz-THNz8sJwZ_xgHsY0qhKfRdOGd7bmp0fC1WBQWLWALKyyK5SR4c5sOSxWmCMxADGxYiS9uwMEcVW5Zy1LLVi-WkHFJzcSjz2Cdzna1O2pBhdX_CRkoG3NmzmYj6jj0xWAGOWXNcKoPpGQT6ZlI) Public Opinion Quarterly, 72, 847-865.
* Tourangeau, R., Rasinski, K., Jobe, J., Smith, T.W., and Pratt, W.F. (1997). [Sources of Error in a Survey on Sexual Behavior.](https://eventing.coursera.org/api/redirectStrict/2sK4VB6FWPuTBP177VGceUCgDnFvJmRqPdSPjbJ4KvdjzdABNnsE9tix1n-r_ozi6C-jiwYO4iJXSC5iX5ldZg.fkGgX9Qig7b3sEPVgxf_aA.dKbWFCY2AOqHfq1UG2-ZsgyyUDFvjAH9r6mjsC0NV-ohK2nMcKkD3WrgkTaPF-R8f5Duc3U_MZDTzasMWin0Rt7XI4Sf-luEZrsto9CKt_1dKvnUw3iLHeGU3RE4xck702Ikk_ZuLwEGa84WELEbxA0trjXoXhFCVHWuwNvBD2faiFTuB0WOvz4jWpvzWsK4XJLPqJSShQs7b1XGWVEzbWxf8Iz5EjP9YjcdpPzyPPqqPXlfcyGH6b-y7XaIoqagD2EgGVbeWWTlkHuFsQnGxNypf-FTDkS4HgEUfXOs8dZTW4q8rB7A1ncZFHhPi5UPETC1j7k97S2wx4MUQnjYNqeQXNtOEAPYjZVNmxW_meQ) Journal of Official Statistics, 12, 341-365.
* Turner, A.G. (1981). [The San Jose Recall Study](https://eventing.coursera.org/api/redirectStrict/RjumyMXDRjVXkq3AKpyDCs6tZztabKSX7yjmWq3RLON8JFhX4mC6-sXhPfrwK5sGo8HCD1tC_UnfOMieb0swRA.0H5MIEUabGuqmjWod3Xvkw.wR4Qt7pZAXWSJVHkw2gB9wknrrPouNTQ7wPb60K1ajs3swe3AXj8be1GJhcsgGzuiMIa2E1nxrqgLKR3GPpjeZ_qNZD9F4xClm5f519O1ya_olj4ZtCygStNUHinH_GskRMGzPTrT3rnXSuMvCYNnI83h8BZQEsUwH-zOZDNVACbLYFKn97Za3IHB5OXOWKwbo9z0bG9mzHA75lUNyES0l-vE-JiDvNAvjWc4wr69AqSHsdMNv3ZRvmGci465ssIOHdyIQOYPvFrpOplaARsUrnvqszeVk3j5IaqQd1tkIcgEW9X87U0AnIDYb4M6mGUyhxmEpN8SzU7Hq5mi5mzmR7SZA6ufbUVLLK3YbkSht3WAG_Fiyabj4bgBJZ-Q2Fq). pp. 22-27 in Lehnen, R.G. and Skogan, W.G., The National Crime Survey: Working Papers, NCJ-75374. Bureau of Justice Statistics, U.S. Department of Justice.

Unit 4: Measuring Attitudes

* Context effects in attitude questions
* Use of different scales
* Offering don’t know options
* Response order effects

Unit 5:Testing Questionnaires

* Expert reviews and focus groups
* Cognitive interviews
* Behavior coding
* Quantitative techniques

Unit 5 Readings:

* Oksenberg, L., Cannell, C., and Kalton, G. (1991) [New Strategies for Pretesting Survey Questions](https://eventing.coursera.org/api/redirectStrict/-Z7WP7ZYz22laoYazuCxZpaCPdWV2dJnU2Ac9dzGunoZzdsWFGwOUe-jU4Z0C9IoaNLxkD7SzLe57lltv0vvyA.mlmZBln20NU-vcenc9nhQA.D-2S4omNvyTpEUH_ZovHa5si86Ih3nf6FmtI-RRdgGoE71UNUI-fzYdZvfUX4hUNg24OM2vZjuYt0gNd6XrFd9t9FjmvtgX4XteYomc60nFYn_rO-FNAP11c63vFsB3-dJM_ofT03xctf263CtXedFZ4cchAuI939D6Zp4zqHC5mCnRyCz6fMi17ACiQny5aUjkC0ZHXyCkqDoqvFZY6nyTz9AkVgj7zzTiZA1sGhJYMCJUhB6IxUTYC0B4jTZJ0y10rdTTHIs-6cnzZJnZbuhXD9K6BsgMSevxc38-Oz81HEvFLbmrcnZ79kzyQTEXPllzPxAd3Dm_v-RB_XTTeVY75kxe2hx6OKsZlZkMP6Xg), Journal of Official Statistics, 7, 349-365.
* Hunter, J. and DeMaio, T. (2003). [Results & Recommendations from the Cognitive Pretesting of the 2003 Public School Questionnaire from the Schools and Staffing Survey](https://eventing.coursera.org/api/redirectStrict/1WcqQ3Rgfvv8JkNiVV57yuLE358wRnDIe1stbFQDKEy1dJVz-dwt1lzZBA62PrlCGiysVh8TdGaIohMDYnlNnw.gwRDB_FDpzkYL7CNrCE25w.yXZRypD1a9EXTwgsG3XuJyI3y_osvrDgI6QbM3m3LWCXG3OdkcXxL9D5V5YVVmoJ_ZurZMr0MpdOYxrK5Th6qfUT4tfsjUXdZYOX1RPIiPCWbEf6dPF5L7sMWlZ8HJWL6yXcGgGLXX7MbGmK1QW-7vGZBkkqoNI2j0epLJq0QHhwv5xv01W2x4VjXcVvV7eUgFDKfjEfPbnF9t_qnukfJnG_47Cf71G1Kd-OwPU9pl8ws_4vLrfIdAKnTZlGm5lRhGht60dgUkBhgDI1CBa2bldSWtRFFai9Sxq2LCJoyx_Cgta0wKqmtYsiqoxqdoGsPOM1EhcoZoHf0s6ReUvsoQ1tkF7gXD6rYM_feZKX9G8) (example on how a report can be written)

Unit 6: Putting It All Together

* The questionnaire from start to finish
* Things to put at the end
* Mode Choice: Implementations for layout
* Self-administered questionnaires

Quiz Scoring:

The course follows the mastery learning model, and in order to pass the course, learners will have to complete all quizzes and the final exam with a score of 60% or more on each. You have unlimited attempts for each quiz and the final exam.

Course Project:

The course project consists of writing a 5-question mini-questionnaire applying material learned in the course. The course project has three pieces:

* One or two paragraphs clearly describing your research question. This is more than just the statement of your topic; it requires you to be explicit about the phenomenon you want to investigate and the variables you think are important.
* A list of 2 dimensions you need to measure in order to be able to answer your research question.
* Five questions you might include in your questionnaire.

Peer Assessments:

You will have the chance to see the work of three other students and to provide qualitative feedback to them. In questionnaire design we always rely on feedback, and learning how to give good feedback is one of the most important skills when working with clients or substantive researchers. After all, it is people we will interview in the end.As part of the course project, you will be required to provide qualitative feedback to three of your classmates. Your feedback could include:

* A very brief evaluation regarding the fit between research question and questions asked in the survey.
* If applicable: Questions (from the mini-questionnaire) you found confusing/problematic and say why.
* Places where material from the course is not applied but could be.
* Suggested revisions.

Points and Scoring:

To pass the course, learners need to:

1. Pass all 5 individual quizzes (i.e., answer 60% of all questions in a quiz correctly)
2. Pass the final exam (i.e., answer 60% all questions in the final exam correctly)
3. Finish the course project, including providing 3 peer assessments

Learners have to pass all three requirements to pass the course. Please note that no “Statement of Accomplishment with Distinction” is offered in this course. The only two grades in this course are “pass” and “not pass”.

Technical Information:

Regardless of your platform (Windows or Mac) you will need a high-speed Internet connection in order to watch the videos on the Coursera web site. It is possible to download the video files and watch them on your computer rather than stream them from Coursera and this may be preferable for some of you.The Coursera web site seems to work best with either the Chrome or the Firefox web browsers. In particular, you may run into trouble if you use Internet Explorer. The Chrome and Firefox browsers can be downloaded from:

* Chrome: [http://www.google.com/chrome](https://eventing.coursera.org/api/redirectStrict/8zI0xbUHo6lGLl2irxoJDfLtWKl0iup9Y-NLacmwQNFLEjhJpRlF5ouBkOSEHD6S_47m3qF-2kpvuD6YDQv8nA.KeD4Lm_SfCqI0Rc8fjTM_w.dW9e8TrSbFe3QbpMmxF8VhJ4N91cvu7mXLyngPlfNmOGQuUm1SivgUlHr81Ddhx0aaJPs5Qj8fsSNpC58vnRFI3JHOBytZB4UUF3_j308z_6U61vTsDSb3RODKkbb0rOiQnNQjbgEzJlzLwgTnMFxxvqi1F5AXvB77kdCf9lLrMJ_dsumeEqJWo980nCVWSsJDdd7_SV5ag1-hwPBy1Ljv4qQj-oMgmmR6ogNO_lldY_eto4Ae5OTWNtyv1bQOz-FjXh2kHcn_7b-2T4x9VE9buked6fBlmYnH26byV6UBg)
* Firefox: [http://www.mozilla.org](https://eventing.coursera.org/api/redirectStrict/8F7wQG2bQ3MVz32_6cm2krsPr93B4sJrI2s-gPKeuJGDnWlquw73NhxJelDqKYo7ymRNSE0EuOzyjsAZ_7AJUQ.JGfWzN-k6zUTZQCwZoJnZw.cDKDdpgXZLBq4OpW1QE7lUuNTFOjJcE7DfsrzqA4uzK98a1RGbcOjMnrIv1GBzUoDLDlG4M6mWXA-Q6ll3Y_MpmcxBhchZWOGHoKJo41qA8Qv091E2CPk7pHprxOlMVZtV1xpJcKc2K3oo7zD55cni7b2Gacogih76eDnES6WTmfMJ9sZhdIJnKergUxtQs5hiy6u7dMXqYedBZZcwOo9yFJtJTRJp-JOkajFwefFitgYVCcSdvZWWqB1pl6XO_i8Jhh7Ch3RKQcrX_I6lhXaQ)