MMC 9203 Survey Design

Spring 2024 Syllabus

Location: **Annenberg Hall Room 005 (this course is face to face on campus only)**

Time/Date: **Thursdays 5:30-8:00 pm EST**

Instructor: **Dr. Heather LaMarre**

Contact info: **heather.lamarre@temple.edu**

Office Hours: Tues and Thurs 3:30-5 pm Weiss Hall room 224 or by appointment

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Course Description and Overview

This course introduces students to the stages of questionnaire development. The course reviews the scientific literature on questionnaire construction, the experimental literature on question effects, and the psychological literature on information processing. It will also discuss the diverse challenges posed by self-versus proxy reporting and special attention is paid to the relationship between mode of administration and questionnaire design. Students will also get a hand-on experience in developing their own questionnaire**.**

Course Learning Objectives

By the end of the course, students will...

- be able to develop their own questionnaire based on a research question.
- be able to apply the knowledge about the cognitive response process to write good survey questions.
- be able to select and apply tools to pretest their questionnaire.
- know different techniques to ask respondents about sensitive topics.
- be able to develop questions that ask about facts (i.e. behaviors and events) and non- fact (i.e. attitudes and opinions).
- be able to put individual survey questions in an appropriate sequence considering the idiosyncrasies of different modes of data collection.

Course Topics and Readings

The course has been organized into units that will cover the major concepts in survey design. This course is an introductory level survey design class that will broadly cover these topics. A list of suggested readings for in-depth understanding of each topic is provided as a resource for future use. Please note that survey design is an entire field of study. We will only be able to cover these topics at an basic level. I suggest that you start following the annual conference proceedings of AAPOR/WAPOR and read *Public Opinion Quarterly* for more advanced and nuanced resources on these topics.

Unit 1: Introduction: Concepts and Goals of this Semester

Note: All readings are due by the class in which they are discussed. Please look ahead at the next week and make sure you have each reading completed prior to the start of each class.

Unit 2: From Concepts to Questions

Bradburn, N.M. Surveys as Social Interactions. (2016). *Journal of Survey Statistics and Methodology*. 4, pp. 94-109.

Beatty, Paul C. and Gordon B. Willis. 2007. "Research Synthesis: The Practice of Cognitive Interviewing." Public Opinion Quarterly 71(2): 287-311.

Unit 3: Types of Surveys: Does your Design Serve your Goals?

No readings – This is an in-class exercise and discussion module

Unit 4: The Art and Science of Writing Reliable and Valid Questions

Fowler, F.J. Jr. (1992). How unclear terms affect survey data, *Public Opinion Quarterly*, 56, 218-231.

Galesic, M., & Tourangeau, R. (2007). What is sexual harassment? It depends on who asks! Framing effects on survey responses. *Applied Cognitive Psychology*, 21, 189-202.

Kalton, G., & Schuman, H. (1982). The Effect of the Question on Survey Responses: A Review. *Journal of the Royal Statistical Society*, 145, Part 1, 42-73.

Kamoen, N., et al. (2017). Why Are Negative Questions Difficult to Answer? On the Processing of Linguistic Contrasts in Surveys. *Public Opinion Quarterly*, 81, 613-635.

Schaeffer, N.C., & Presser, S. (2003). The science of asking questions. *Annual Review of Sociology*, 29, 65-88.

Schaeffer, N.C., & Dykema, J. (2011). Questions for Surveys: Current Trends and Future Directions. *Public Opinion Quarterly*, 75, 909-961.

Unit 5: Measuring Subjective Things in the Social Sciences (Attitudes and Opinions)

Schaeffer, E.M., Krosnick, J.A., Langer, G.E., & Merkle, D.M. (2005). Comparing the quality of data obtained by minimally balanced and fully balanced attitude questions. *Public Opinion Quarterly*, 69, 417-428.

Schuman, H. & Ludwig, J. (1983). The norm of even-handedness in surveys as in life. *American Sociological Review*, 48, 112-120.

Schwarz, N. (2007). Attitude construction: Evaluation in context. *Social Cognition,* 25, 638-656.

Tourangeau, R., & Rasinski, K.A. (1988). Cognitive Processes Underlying Context Effects in Attitude Measurement. *Psychological Bulletin*. 103, 299-314.

Unit 6: Response Categories and Response Scales

Alwin, D.F., & Krosnick, J.A. (1985). The measurement of values in surveys: A comparison of ratings and rankings. *Public Opinion Quarterly*, 49, 535-552.

Holbrook, A.L., Krosnick, J.A., Moore, D., & Tourangeau, R. (2007). Response order effects in dichotomous categorical questions presented orally – The impact of question and respondent attributes. *Public Opinion Quarterly*, 71, 325-348.

Malhotra, N., Krosnick, J.A., & Thomas, R.K. (2009). Optimal design of branching questions to measure bipolar constructs. *Public Opinion Quarterly*, 73, 304-324.

Zaller, J., & Feldman, S. (1992). A Simple Theory of the Survey Response: Answering Questions versus Revealing Preferences. *American Journal of Political Science*, 36, 579- 616.

Unit 7: Asking about Sensitive Topics

Berinsky, Adam J. "Can we talk? Self-presentation and the survey response." *Political Psychology* 25, no. 4 (2004): 643-659.

Kreuter, F., Presser, S., & Tourangeau, R. (2008). Social desirability bias in CATI, IVR, and Web surveys: The effects of mode and question sensitivity. *Public Opinion Quarterly*, 72, 847-865.

Sinkowitz-Cochran, R.L. (2013). Survey Design: To Ask or Not to Ask? That Is the Question... *Clinical Infectious Diseases*, 56, 1159-1164.

Tourangeau, R., & Smith, T.W. (1996). Asking Sensitive Questions: The Impact of Data Collection Mode, Question Format, and Question Context. *Public Opinion Quarterly*, 60, 275-304.

Tourangeau, R., & Yan, T. (2007). Sensitive questions in surveys. *Psychological Bulletin*, 133, 859-883.

Unit 8: Validity, Reliability, and Error

Adcock, Robert, and David Collier. "Measurement validity: A shared standard for qualitative and quantitative research." *American political science review* (2001): 529-546.

Conrad, F, & Blair, J. (2009). Sources of error in cognitive interviews. *Public Opinion Quarterly*, 73, 32-55.

Groves, Robert M. and Lars Lyberg (2010) "Total Survey Error: Past, Present, and Future." *Public Opinion Quarterly*, 74 (5): 849-879

Maitland, A., & Presser, S. (2016). How Accurately Do Different Evaluation Methods Predict the Reliability of Survey Methods? *Journal of Survey Statistics and Methodology*, 4, 362-381.

Sakshaug, J.W., Yan, T., & Tourangeau, R. (2010). Nonresponse Error, Measurement Error, and Mode of Data Collection: Tradeoffs in a Multi-mode Survey of Sensitive and Non-sensitive Items. *Public Opinion Quarterly*, 74, 907-933.

Unit 9: Questionnaire Layout and Mode Dependencies

Couper, M.P., Conrad, F.G., & Tourangeau, R. (2007). Visual context effects in web surveys. *Public Opinion Quarterly*, 71, 623-634.

Laaksonen, S., & Heiskanen, M. (2014). Comparison of Three Modes for a Crime Victimization Survey. *Journal of Survey Statistics and Methodology*, 2, 459-483.

Suchman, L., & Jordan, B. (1990). Interactional troubles in face-to-face survey interviews. *Journal of the American Statistical Association*, 85, 232-241.

Vautier, S., Mullet, E., & Bourdet-Loubère, S. (2003). The Instruction Set of Questionnaires Can Affect the Structure of the Data: Application to Self-rate State Anxiety. *Theory and Decision*, 54, 249-259.

Unit 10: Refining and Testing Questionnaires

Oksenberg, L., Cannell, C. & Kalton, G. (1991). New strategies for pretesting survey questions. *Journal of Official Statistics*, 7, 349-365.

Schaeffer, Nora Cate, and Jennifer Dykema. "Advances in the Science of Asking Questions." *Annual Review of Sociology* 46 (2020).

Yan, T., Kreuter, F., & Tourangeau, R. (2012). Evaluating survey questions: A comparison of methods. *Journal of Official Statistics*, 28, 503-529.

Unit 11: Embedding, Nesting, and Branching: Experiments, Panels, and Other Complex Designs

No Readings: This is an interactive exercise and discussion module

Unit 12: Sampling Overview

No Readings: This is an interactive exercise and discussion module

Unit 13: Data Cleaning and Prepping for Analysis

No Readings: This is an interactive exercise and discussion module

Suggested Readings For Extended Knowledge

The following resources will help enhance your knowledge and deepen your understanding of the topics in this class. These are not required for class.

Bradburn, N., Sudman, S., & Wansink, B. (2004). Asking Questions: The Definitive Guide to Questionnaire Design – For Market Research, Political Polls, and Social and Health Questionnaires, San Francisco, CA: Jossey-Bass.

Converse, J., & Presser, S. (1986). Survey Questions: Handcrafting the Standardized Questionnaire, Newbury Park: Sage Publications.

Biemer, P.P., Groves, R.M., Lyberg, L.E., Mathiowetz, N.A., & Sudman, S. (1991). Measurement Errors in Surveys, New York, NY: Wiley.

Couper, M.P. (2008). Designing Effective Web Surveys, New York, NY: Wiley.
Fowler, F.J. Jr. (1995). Improving Survey Questions: Design and Evaluation, Thousand Oaks, CA: SAGE Publications.

Fowler, F., & Mangione, T. (1990). Standardized Survey Interviewing, Newbury Park: Sage Publications.

Lyberg, L.E., Biemer, P.P., Collins, M., De Leeuw, E.D., Dippo, C., Schwarz, N., & Trewin, D. (1997). Survey Measurement and Process Quality, New York, NY: Wiley.

Maynard, D.W., Houtkoop-Steenstra, H., Schaeffer, N.C., & van der Zouwen, J. (2002).

Standardization and Tacit Knowledge: Interaction and Practice in the Survey Interview, New York, NY: Wiley.

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, Hoboken, New York, NY: Wiley.

Saris, W.E., & Gallhofer, I.N. (2007). Design, Evaluation, and Analysis of Questionnaires for Survey Research, Hoboken, NJ: Wiley.

Assignments and Grading

Weekly Reading Oral Quizzes and Discussions (20%)	200 points
Assignments (10%)	100 points
Group Survey Critiques (20%)	200 points
Peer Reviews of Project Drafts (10%)	100 points
Individual Survey Design Project (40%)	400 points
Total Points:	**1000 points**

Grading Scale (out of 1000 possible points)

A = 940-1000	B = 840-869	C = 740-769
A- = 900-939	B- = 800-839	C- = 700-739
B+ = 870-899	C+ = 770-799	D+ = 670-699

Weekly Reading Oral Quizzes and Discussions (20%) 200 points

Each week you will be "quizzed" in class about the readings. This course has a heavy reading load. I suggest you work as a group to help one another understand and prep the readings for class discussion. Roughly 45 minutes of each class will be devoted to discussing the readings.

In class and take home Assignments (10%) 100 points

Throughout the semester I will assign in-class and small take home assignments. Each assignment will have instructions provided and a point value associated with it. Copies of the instructions for take home assignments will be provided on Canvas.

Group Survey Critiques (20%) 200 points

You will be assigned to a survey critique group. Each group will find two large, national questionnaires to critique for the class. You will be asked to create a 15 minute (maximum) interactive activity/presentation in which you take the class through the group's analyses of the survey you selected.

Peer Reviews of Project Drafts (10%) 100 points

During the final two weeks of class, each student will bring 2 copies of their draft project to class for peer review. Each student will read 2 other students' work and provide feedback. These are 25 points each. You will give a total of 4 sets of feedback over the two class periods for a total of 100 points. You cannot participate unless you bring your OWN draft. Failure to have your own draft ready for peer review will result in a zero for this assignment.

Individual Survey Design Project (40%) 400 points

The major class assignment is an individual survey. Your final project will require you to have a 2-3 page literature review, clear research questions or hypotheses, a full method section, survey instrument, and completed IRB package. This will put you in a good position to collect the data this summer and have a paper ready for the November, 2024 ICA deadline. Details will be provided in class and on Canvas.

Class Schedule

Jan 18	**Unit 1: introduction**	Discussion Day
Jan 25	**Unit 2: From Concepts to Questions**	Groups Assigned Final Project Explained
Feb 1	**Unit 3: Types of Surveys: Does your Design Serve your Goals?**	Group Selections of Survey Critiques Due (20 points)
Feb 8	**Unit 4: The Art and Science of Writing Reliable and Valid Questions**	Individual Project Idea Summary due (20 points)
Feb 15	**Unit 5: Measuring Subjective Things in the Social Sciences (Attitudes and Opinions)**	Individual Project RQs and Hs due (20 points)
Feb 22	**Unit 6: Response Categories and Response Scales**	Individual Project Survey Design Summary Due (20 points)
Feb 29	**Unit 7: Asking about Sensitive Topics**	Peer feedback of individual project summary and design (20 points)
Mar7	Spring break	Campus is Closed
Mar 14	**Unit 8: Validity, Reliability, and Error**	Group Critiques Prep Day Group Work Day (no class meeting)

Mar 21	**Unit 9: Questionnaire Layout and Mode Dependencies**	Group A critique 1 (100 points)
Mar 28	**Unit 10: Refining and Testing Questionnaires**	Group B critique 1 (100 points)
Apr 4	**Unit 11: Embedding, Nesting, and Branching: Experiments, Panels, and Other Complex Designs**	Group A critique 2 (100 points)
Apr 11	**Unit 12: Sampling Overview**	Group B critique 2 (100 points)
Apr 18	**Unit 13: Data Cleaning and Prepping for Analysis**	Drafts reviewed in class by peers (50 points)
Apr 25	Last Day of Class	Drafts reviewed in class by peers (50 points)
May 2	Final Exam Day	Survey Project is Due by midnight (400 points)

Attendance and Your Health

To achieve course learning goals, students must attend and participate in classes, according to the course requirements. However, if you have tested positive for or are experiencing symptoms of a contagious illness, you should not come to campus or attend in-person classes or activities. It is the student's responsibility to contact me to create a plan for participation and engagement in the course as soon as you are able to do so, and to make a plan to complete all assignments in a timely fashion.

Course Materials

No required materials or lab fees.

Technology specifications for this course

You will need Internet Access, TuPortal Access, Qualtrics Access (see Dr. Bruce Hardy if you need this access reset), and a computer.

Limited resources are available for students who do not have the technology they need for class. Students with educational technology needs, including no computer or camera or insufficient Wifi access, should submit a Student Technology Assistance Application located in TUPortal and linked from the Dean of Students Support and Resources webpage. The university will endeavor to meet needs, such as with a long-term loan of a laptop or Mifi device, a refurbished computer, or subsidized internet access. The Affordable Connectivity Program is available to purchase discounted internet services and devices for qualified individuals.

On-campus computer labs are available for student use. Note that there are technology resources available for students, including some software that is available for free download and other specialty software that may be available for remote access through ITS, laptop share, and battery share.

Statement on the Use of Generative AI in This Course

It is important to clarify the parameters of acceptable use of generative AI tools (such as ChatGPT, Bard, Dall-E, etc.) in your course, as your guidelines may not align with those of other faculty. We strongly recommend adapting one of the available sample syllabus statements for inclusion in your syllabus. *Note: for assistance in making a decision on acceptable use of AI in your course, see this decision tree on CAT's EDvice Exchange blog or make an appointment with a CAT educational developer.*

Please note that Temple has established a blanket policy that the use of generative AI tools is prohibited for students, unless an instructor explicitly grants permission.

Student Support Services

The following academic support services are available to students:

Student Success Center
University Libraries

Undergraduate Research Support Career Center
Tuttleman Counseling Services Disability Resources and Services Student Health Services

If you are experiencing food insecurity or financial struggles, Temple provides resources and support. Notably, the Temple University Cherry Pantry is in operation as well as a variety of resources from the Division of Student Affairs.

Remote proctoring statement

Zoom, Proctorio or a similar proctoring tool may be used to proctor exams and quizzes in this course. These tools verify your identity and record online actions. It is the learner's responsibility to have the necessary government or school issued ID, a laptop or desktop computer with a reliable internet connection, the Google Chrome and Proctorio extension, a webcam/built-in camera and microphone, and system requirements for using Proctorio, Zoom, or a similar proctoring tool.

Statement on recording and distribution of recordings of class sessions

Classes cannot be recorded or distributed without express written permission of the Instructor. All course materials including lectures and discussions are the intellectual property of the instructor and any unauthorized use will be considered copyright and intellectual property right infringement.

Expectations for Class Conduct

It is important to foster a respectful and productive learning environment that includes all students in our diverse community of learners. Our differences, some of which are outlined in the University's nondiscrimination statement, will add richness to this learning experience. Therefore, all opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse.

Treat your classmates and instructor with respect in all communication, class activities, and meetings. You are encouraged to comment, question, or critique an idea but you are not to attack an individual. Please consider that sarcasm, humor and slang can be misconstrued in online interactions and generate unintended disruptions. Profanity should be avoided as should the use of all capital letters when composing responses in discussion threads, which can be construed as "shouting" online. Remember to be careful with your own and others' privacy. In general, have your behavior mirror how you would like to be treated by others.