

## 8<sup>th</sup> GESIS Summer School in Survey Methodology Cologne, August 2019

### Syllabus for Course 03: "Questionnaire Design"

Instructors: Prof. Dr. Marek Fuchs      Dipl.-Soz. Anke Metzler  
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Date: 05.-09. August 2019  
Time: 09:00-13:00, 14:00-16:00  
Course starts Monday morning at 09:00

#### About the Instructors:

*Prof. Dr. Marek Fuchs* is full professor for social science research methods at Darmstadt University of Technology, Germany. He obtained his PhD from Kassel University in 1993 and conducted post-doctoral work at the University of Michigan, Ann Arbor (USA). Since then, he has been the principal investigator of several large scales surveys. His methodological research is particularly concerned with methodological aspects of survey measurement. Over the course of the past 25 years, he has published on laboratory and field-experimental studies concerning questionnaire design for face-to-face surveys, telephone surveys and self-administered surveys (paper & pencil as well as web surveys). He has a long standing experience in teaching courses on survey methodology at the PhD and Master levels to an international audience.

*Dipl.-Soz. Anke Metzler* is a research associate in social science research methods at Darmstadt University of Technology (Germany) since 2014. Her main research interest focuses on non-response and measurement issues related to (mixed device) Web surveys.

#### Selected Publications:

- Kunz, Tanja; Fuchs, Marek (2019): Using Experiments to Assess Interactive Feedback That Improves Response Quality in Web. In: Lavrakas, Paul; Traugott, Michael W.; Kennedy, Courtney; Holbrook, Allyson L.; Leeuw, Edith D. de and West, Brady T. (Eds.): *Experimental Methods in Survey Research: Techniques that Combine Random Sampling with Random Assignment*. New York: Wiley (in print).
- Kunz, Tanja; Fuchs, Marek (2018): Dynamic instructions in check-all-that-apply questions. *Social Science Computer Review*, 37(1): 104-118.
- Emde, M., & Fuchs, M. (2012). Exploring Animated Faces Scales in Web Surveys: Drawbacks and Prospects. *Survey Practice*, (February 2012).
- Fuchs, M. (2009). Asking for Numbers and Quantities. *Visual Design Effects in Paper&Pencil Surveys*. *International Journal of Public Opinion Research*, 21(1), 65-84.
- Fuchs, M. (2009). Gender-of-Interviewer Effects in a Video-Enhanced Web Survey. Results from a Randomized Field-Experiment. *Social Psychology*, 40(1), 37-42.
- Metzler, A., Kunz, T. & Fuchs, M. (2015). The Use and Positioning of Clarification Features in Web Surveys. *Psihologija*, 48(4), 379-408.

#### Short Course Description:

Briefly speaking, a respondent's answer can only be as good as the question being asked. Thus, an effective questionnaire is a key component of a survey contributing to overall data quality. In addition to an overview of theoretical principles underlying questionnaire design this course particularly aims at providing evidence-based practical advice on how to design good survey questions and questionnaires. Based on field-experimental studies evaluating various aspects of questionnaire design participants will acquire state of the art knowledge concerning questionnaire design. The course offers the opportunity to apply these competencies under the

supervision of the lecturers in group exercises and assignments. The course will strengthen the participants' ability to design effective survey questions and to integrate them into a meaningful questionnaire.

## Keywords:

Questionnaires, survey research, measurement.

## Course prerequisites:

Basic knowledge in quantitative social science research methods is required; basic knowledge concerning survey design and data quality is advisable. Participants not familiar with the total survey error framework are encouraged to consider the preparatory reading mentioned at the end of this syllabus. There are no statistical prerequisites.

Course participants will need to bring a laptop computer for performing the practical exercises in this course. The laptop should have the following software installed: Office package.

## Target group:

Participants will find the course useful if:

- plan to or are about to conduct a survey;
- would like to supplement their initial experience in designing questionnaires with practical advice based on a sound theoretical basis concerning the underlying mechanisms.

## Course and learning objectives:

By the end of the course participants will:

- have an overview concerning the various components of survey data quality in general and questionnaire quality in particular;
- understand the cognitive processes underlying survey measurement for the various survey modes;
- be able to design simple survey questions of various types and to combine them in an integrated survey instrument.

## Organizational structure of the course:

The four hours of classroom instruction combining lecture and group work are supplemented with two hours of on-site study assisted by the instructors where participants are expected to work on their assignments in due consideration of the stated literature. Additional time of 1-2 hours a day has to be scheduled for reading further course literature.

## Long Course Description:

In traditional text books questionnaire design is typically treated as an "art". Designing questions and questionnaires is broadly described as an important step when planning a survey however little advice is provided on how to phrase individual questions and how to design a good questionnaire as a whole. The rules and instructions given in such texts are either too specifically concerned with particular substantive questions—and accordingly those rules cannot be generalized to other types of questions—or the advice given is too broad and general and it is left to the reader to apply the general rules to his or her specific survey questions.

This course on questionnaire design will avoid this dilemma. Instead of providing general or specific rules on how to design a good survey question and a questionnaire as a whole, the course will approach the science of questionnaire design by means of two alternative strategies: On the one hand basic concepts relevant to survey measurement will be discussed (e.g. mode differences, question-answer-process, satisficing or social desirability) in order to make participants aware of the mechanisms underlying survey measurement. On the other hand, participants will be introduced to results of field-experimental studies testing various aspects of a survey question and a questionnaire as a whole (e.g. question wording, response order or the visual design of a question). The discussion of these studies will highlight the implication of various design aspects of a survey question for the responses provided by respondents.

Thus, the lectures provide scientific background knowledge and educate participants in their professional reasoning when designing survey questions and a questionnaire as a whole. Based on the theoretical concepts and experiments discussed in the lectures, participants will be guided and supported in designing a topical survey questionnaire during practical sessions and by means of assignments. The work on the joint questionnaire starts with a discussion of the key indicators to be measured and continues with the development of a set of corresponding survey questions (including all most prevalent question types). Finally, the questions will be combined into a questionnaire and tested. During the time allotted to assignments (2 hours a day, work on assignments) instructors will be available for questions and discussion and provide individual feedback. Assignments will be discussed in the course sessions. During these practical sessions instructors are also available for questions concerning the participants' individual questionnaires. Participants should be prepared to spend an additional 1-2 hours a day reading articles and papers made available by the instructors. The questionnaire in the practical session will be developed using Office software; no specialized software package will be used. The course will be applicable to surveys of individuals and households. The course is not restricted to a specific survey mode.

### Day-to-day schedule and literature used in the course:

| Day | Topic(s)  |
|-----|---|
| 1   | Round of introduction (participants and lecturers)<br>Administrative issues<br>Introduction, presentation of research questions for the assignments<br>Introduction to the Total Survey Error framework<br>Translating theoretical concepts into proper indicators<br>Exercise: Development and selection of an indicator<br>Survey modes<br>Question answer process<br>Components of questions, types of questions<br>Group Assignment: Finding indicators for your research question<br><u>Compulsory reading:</u> <ul style="list-style-type: none"> <li>▪ Hox, J. J. (1997). From theoretical concept to survey question. In L. Lyberg, P. Biemer, M. Collings, E. De Leeuw, C. Dippo, N. Schwarz &amp; D. Trewin (Eds.), Survey measurement and process quality (pp. 47-69). New York: John Wiley &amp; Sons.</li> </ul> <u>Literature for the assignment:</u> <ul style="list-style-type: none"> <li>▪ Keywords "Construct" and "Construct Validity" in: Lavrakas, P. J. (Ed.). (2008). Encyclopedia of survey research methods (Vol. 1). Los Angeles: Sage.</li> </ul> |
| 2   | Discussion of Assignments<br>Attitude questions<br>Exercise: Designing attitude questions<br>Wording of attitude questions and response categories<br>Matrix Questions<br>Response errors in attitude questions<br>Group Assignment: Designing a matrix question<br><u>Compulsory reading:</u> <ul style="list-style-type: none"> <li>▪ Krosnick, J. A., Judd, C. M., &amp; Wittenbrink, B. (2005). The Measurement of Attitudes. In D. Albarracín, B. T. Johnson &amp; M. P. Zanna (Eds.), The Handbook of Attitudes (pp. 21-76). Mahwah, NJ: Erlbaum.</li> </ul> <u>Literature for the assignment:</u> <ul style="list-style-type: none"> <li>▪ Keywords "Attitude Measurement" and "Likert Scale" in: Lavrakas, P. J. (Ed.). (2008). Encyclopedia of survey research methods (Vol. 1). Los Angeles: Sage.</li> </ul>   |

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| 3 | <p>Discussion of Assignments<br/>Behavioral frequency questions (open, closed)<br/>Exercise: Designing behavioral frequency questions<br/>Questions on facts<br/>Open-ended and closed-ended questions<br/>Group Assignment: Developing an open-ended and closed ended question</p> <p><u>Compulsory reading:</u></p> <ul style="list-style-type: none"> <li>▪ Schwarz, N., &amp; Oyserman, D. (2001). Asking Questions About Behavior: Cognition, Communication, and Questionnaire Construction. <i>American Journal of Evaluation</i>, 22(2), 127-160.</li> <li>▪ Heerwegh, D., &amp; Loosveldt, G. (2011). Assessing mode effects in a national crime victimization survey using structural equation models: Social desirability bias and acquiescence. <i>Journal of Official Statistics</i>, 27(1), 49-63.</li> </ul> <p><u>Literature for the assignment:</u></p> <ul style="list-style-type: none"> <li>▪ Friberg, O., &amp; Rosenvinge, J. H. (2013). A comparison of open-ended and closed questions in the prediction of mental health. <i>Quality &amp; Quantity</i>, 47, 1397-1411.</li> </ul>   |
| 4 | <p>Discussion of Assignments<br/>Dealing with social desirability and asking sensitive questions<br/>Exercise: Designing a sensitive question<br/>Multiple response questions<br/>Response order effects<br/>Clarification features<br/>Surveys on mobile devices<br/>Interactive elements<br/>Pre-test methods<br/>Assignment: Conducting a pre-test</p> <p><u>Compulsory reading:</u></p> <ul style="list-style-type: none"> <li>▪ Keywords "Sensitive Topics" in: Lavrakas, P. J. (Ed.). (2008). <i>Encyclopedia of survey research methods</i> (Vol. 2). Los Angeles: Sage.</li> <li>▪ Toepoel, V., &amp; Dillman, D. A. (2010). How Visual Design Affects the Interpretability of Survey Questions. In M. Das, P. Ester &amp; L. Kaczmirek (Eds.), <i>Social and Behavioral Research and the Internet</i> (pp. 165-190). New York: Routledge.</li> </ul> <p><u>Suggested reading:</u></p> <ul style="list-style-type: none"> <li>▪ Tourangeau, R., &amp; Rasinski, K. A. (1988). Cognitive processes underlying context effects in attitude measurement. <i>Psychological Bulletin</i>, 103(3), 299-314.</li> </ul> <p><u>Literature for the assignment:</u></p> <ul style="list-style-type: none"> <li>▪ Presser, S., Couper, M. P., Lessler, J. T., Martin, E., Martin, J., Rothgeb, J. M., et al. (2004). Methods for testing and evaluating survey questions. <i>Public Opinion Quarterly</i>, 68(1), 109-130.</li> </ul> |
| 5 | <p>Discussion of Assignments<br/>Mixed-mode surveys and uni-modal design<br/>Exercise: designing uni-modal questions<br/>Order effects<br/>From questions to a questionnaire<br/>Presentation and discussion of own research project/ questionnaire (max. 8 participants)<br/>Feedback, farewell</p> <p><u>Compulsory reading:</u></p> <ul style="list-style-type: none"> <li>▪ Dillman, D. A., &amp; Messer, B. L. (2010). Mixed-mode surveys. In P. V. Marsden &amp; J. D. Wright (Eds.), <i>Handbook of survey research</i> (pp. 551-574). Bingley: Emerald.</li> <li>▪ Lugtig, P., &amp; Toepoel, V. (2016). The use of PCs, smartphones, and tablets in a probability-based panel survey: Effects on survey measurement error. <i>Social Science Computer Review</i>, 34(1), 78-94.</li> </ul>  |

## Preparatory reading:

Fuchs, M. (2008). Total survey error (TSE). In P. J. Lavrakas (Ed.), *Encyclopedia of Survey Research Methods* (Vol. 2, pp. 896-902). Thousand Oaks: Sage.

## Additional recommended literature:

*This article offers a comprehensive overview concerning the design of attitude and behavior questions:*

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

*The following text books offer a comprehensive introduction to the cognitive processes underlying survey measurement.*

Sudman, S., Bradburn, N., & Schwarz, N. (2010). *Thinking about answers. The application of cognitive processes to survey methodology* (2 ed.). San Francisco: Jossey-Bass.

Tourangeau, R., Rips, L., & Rasinski, K. (2000). *The psychology of survey response*. Cambridge: Cambridge University Press.