PP5383 Principles and Methods of Survey Research II
[Old Course Title: Advanced Questionnaire Design]
Spring 2019, Online

Professor: Thomas Craemer
E-mail: thomas.craemer@uconn.edu
Online Office Hours: By appointment
Credits: 3
Prerequisites: Principles and Methods of Survey Research I
Availability: I will check email and the course website daily during the week and at least once on the weekend. I will do my best to respond to all emails within 48 hours.

Software Requirements

• Word processing software
• Microsoft Excel
• SPSS (Available for free through UConn’s SkyBox at http://skybox.uconn.edu/)
• Adobe Acrobat Reader (http://get.adobe.com/reader/)
• Internet access
• Access to a Windows computer to run the free software package NORM which I will make available.

This course is completely facilitated online using the learning management platform, HuskyCT (http://huskyct.uconn.edu/). Ensure your Internet browser and browser settings are HuskyCT compatible by viewing the settings information at http://lrc.uconn.edu/ct/browserhelp.html. If you have difficulty accessing HuskyCT, call the Digital Learning Center (DLC) at (860) 486-1187, or visit its online help (including instant chat) at http://dlc.uconn.edu/.

Software can be accessed via UConn’s virtual computer center http://vpc.uconn.edu/.

Minimum Technical Skills

To be successful in this course, you will need the following technical skills:
• Use electronic mail with attachments.
• Save files in commonly used word processing program formats.
• Copy and paste text, graphics or hyperlinks.
• Work within two or more browser windows simultaneously.
• Open and access PDF files.
Course Overview

The goal of this course is to deepen the student’s understanding of the survey process by looking into advanced topics of questionnaire design and to look at strategies to deal with item and unit non-response after data collection is complete.

The first part of the course on questionnaire design involves reading original research articles and discussing them in class. We pursue the goal of assessing and minimizing the risk of eliciting response effects and, where unavoidable, to investigate them experimentally. We will also discuss issues of scale construction, and multicultural comparability (translation, back-translation, and the vignette approach).

In the second part of the course we will discuss how to maximize the survey response ideally through good design before data collection begins, or after data collection is complete through statistical methods. We will discuss how to deal with unit non-response by weighting and raking, and how to deal with item non-response through traditional imputation techniques or (ideally) through multiple imputation (mi). We will use SPSS (which you can access through UConn’s Sky Box) and a stand-alone free statistics package NORM (which I will make available to you) that runs on Windows based computers.

Each session will become available at 11:30am on the date indicated on the Syllabus and remain active until 11:59pm on the following Sunday. You are expected to complete the reading for each session by 11:30am on Wednesday so there is sufficient time for class discussion during the rest of the week. Discussions that do not require readings should begin immediately on Monday so that there is sufficient time for you to respond to each other’s posts.

Please make sure you always check your Husky-Mail account for any communications that I may send out via e-mail!

Course Details:

Readings: Readings for each session are to be completed by 11:30am on Wednesday of the week. Research articles will be made available on the course website. I strongly recommend that you make notes about each reading and keep a short but informative ‘nutshell’ summary of each chapter or article. Given the amount of reading in the class, it is easy to forget the main points. You can use your nutshell summaries while studying for the exam and for future reference. At times I may (or may not) conduct reading quizzes.

Questionnaire Design: During the first part of the course, you will develop a questionnaire on a topic of your choice. It may either be for an interviewer administered survey (either face-to-face or telephone), or for a self-administered survey (mail or internet). If interviewer-administered the survey should be complete with instructions to interviewers and/or programmers of CATI-software (CATI: Computer Assisted Telephone Interviewing). If self-administered, the survey questionnaire should be visually appealing and designed with clear skip patterns for paper questionnaires or instructions for online/computer questionnaire programmers.
The questionnaire assignment MUST contain the following elements: (1) a brief description of your topic and the questionnaire’s purpose as well as its reading level (to be discussed in session 1) the design of a question wording experiment (to be discussed in session 5), a translation and back-translation exercise (to be discussed in session 6), and a set of vignettes (also to be discussed in session 6). For the questionnaire itself (2) complete intro, screening section, consent process, transitions, and debriefing part; (3) newly written questions as well as the use of existing questions (existing questions should be properly cited); (4) One existing survey scale (properly cited, scale construction will be discussed in session 4); (5) at least one question wording experiment; (6) and a set of vignettes (to be explained in session 6). During class discussions, submit drafts of the various elements of your questionnaire to the class for discussion and feedback. The final version of your questionnaire (including a brief introduction and statements of purpose etc.) are due in session 8. The grade for the questionnaire will be based on the FINAL VERSION.

Discussions:

Participation in Discussion Boards counts for 20% of the final course grade. One of the advantages of taking your course online is that you can engage in online discussions with your class mates at times when it is convenient for you. The intention of the course discussions is to encourage lively, informative exchanges about course-related topics that increase your knowledge of those topics--but it's up to you to make this happen.

Post at least one message to each discussion area and respond to at least one other post. There is no upper limit to the number of times you can contribute to a discussion, and you will find that a busy discussion is a good one. Each contribution should be well written and interesting to read, with evidence of originality and considerable reflection. It should also demonstrate that you have read the relevant course materials.

Here are some guidelines for participating in an online discussion:

1. Post early: For discussions that do not require reading, post your first contribution on Monday to get the conversation going. For discussions that require reading, complete the readings by 11:30am on Wednesday and begin posting your first contribution by noon. Then check back frequently and respond to your class mate’s posts.
2. Do more than state agreement or disagreement. Justify and support your opinion. The most persuasive opinions are supported by evidence, examples, reasons, and facts. If you disagree with something, say why. If you really like something that you've read, let people know what makes you think that way.
3. Do the appropriate preparation, such as reading and lesson activity work, before you join the discussion.
4. Keep your comments fairly brief. A paragraph or two is plenty unless you are posting something that by nature has to be longer--a short story, for example.
5. Check your message before you send it. Pay attention to your spelling and grammar, and be sure your message makes the points you want to make in a clear and concise way. Remember, other students and instructors can read your messages.
6. Help move the discussion along. When contributing to a discussion, read other people's comments first. Introduce new ideas, but also build on what others have said ("Piggy-back" on other people's ideas).

7. Keep up with the discussion throughout the course. After you have made your contribution on a topic, check back a few times to find out how the discussion is evolving. Does someone's comment make you think twice about your view?

8. Share your experience with your fellow students. You may be able to offer advice to someone who is newer to the program.

9. Respect others' ideas and opinions. Feel free to disagree, but express your disagreement in a respectful manner. Disrespectful communication is poor communication and not acceptable.

Often I will monitor a discussion but not participate immediately in an effort to give you and your classmates time to think and respond.

**Grading of Discussion Boards**

Quality participation in all discussions is an important part of this course. Students are expected to participate actively in all discussions (as well as other activities). All students should offer comments, questions and replies to posted discussion questions and to the comments posted by classmates.

Discussion board postings will be evaluated based on the quality and frequency of the postings as well as the extent to which they promote discussion among the class. Each discussion will be evaluated separately. Online discussions will be assessed using the following criteria:

<table>
<thead>
<tr>
<th>N: Number of Postings</th>
<th>Q: Quality of Postings</th>
<th>T: Timeliness of Postings</th>
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<tbody>
<tr>
<td>All postings are counted even if they provide only minimal information or represent basic responses to the discussion question or postings of classmates</td>
<td>Quality postings are counted only. A quality posting fully addresses the discussion question or comment of a classmate and stimulates further discussion</td>
<td>While postings are counted under N and Q even if they start late or are posted on the last day, the timeliness component counts only postings provided early, before the last day.</td>
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</table>

Counts N, Q, and T are ranked, average ranks are computed, and averages curved so that the classmate with the greatest number of postings, highest quality of postings, and most timely postings will receive the highest grade, and the student with the lowest N, Q, and T average rank the lowest grade. This grading scheme is designed to balance quantity and quality of postings.

**Final Grade:**

20% Discussion Boards
20% Homework Assignments
30% Questionnaire Assignment
30% Exam
Books:


Research Articles (available on JSTOR or on the course website):


**Ground Rules**

**Professionalism and conduct.** This is a graduate-level course that demands that students be carefully prepared. It entails a substantial weekly workload. This course is presented within the context of a professional degree program, and will be conducted according to the standards of the professional workplace. Class members should consider themselves colleagues who will collaborate to help each other develop a solid understanding of course materials and concepts. That said, individual proficiency is a must, and all assignments should represent your own work.

**Integrity.** Plagiarism, cheating, and other forms of academic dishonesty will not be tolerated. Disciplinary action will be pursued if such conduct is discovered. *All work that you submit for credit during this course, including problem sets and exams, must represent your own work and no one else’s.* Students are expected to abide by the University of Connecticut’s policies on academic misconduct which are found in Appendix B of the University of Connecticut student code located on the web at [http://www.dosa.uconn.edu](http://www.dosa.uconn.edu). Academic misconduct includes (but is not limited to):

- Writing someone else’s paper or handing in a paper that someone else wrote
- “Sharing” answers during an exam
- Including the ideas or research of others in a paper, assignment or exam without proving proper documentation

**Students With Disabilities.** According University of Connecticut policy, the university is committed to achieving equal educational opportunity and full participation for persons with disabilities. Assurance of equal educational opportunity rests upon legal foundations established by the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. By federal law, a person with a disability is any person who: 1. has a physical or mental impairment; 2. has a record of such impairment; or 3. is regarded as having such an impairment which substantially limits one or more major life activities such as self-care, walking, seeing, hearing, speaking, breathing, or learning. All students with disabilities are entitled to a learning environment that provides for reasonable accommodation of their disabilities. Reasonable accommodation does not obviate the requirement for a student to meet course performance standards. If you believe you have a disability that requires an accommodation, please contact the Center for Students with Disabilities website at [www.csd.uconn.edu](http://www.csd.uconn.edu).
Religious observances. Every reasonable effort will be made to accommodate absences from the course necessary to observe religious beliefs in accordance with the University Senate policy, which states that “students anticipating such a conflict should inform their instructor in writing within the first three weeks of the semester, and prior to the anticipated absence, and should take the initiative to work out with the instructor a schedule for making up missed work.”

Logistics and Support

Technical support. Most technical problems result from improper computer settings. For example, you must disable pop-up blocking to have full functionality in HuskyCT. Make sure your computer is properly configured for HuskyCT by clicking on the “Recommended Settings” link at the bottom left of the HuskyCT main page (http://huskyct.uconn.edu/). If you use different computers, check the settings on each computer you will use to access the course. If you encounter problems you cannot resolve, get help. You may be able to resolve problems using HuskyCT’s built-in help function. In addition, UConn’s Digital Learning Center maintains a help desk to assist students with technical issues, and can be reached at (860) 486-1187 or http://dlc.uconn.edu/.

Email. I will communicate with you via your UConn email address (usually firstname.lastname@uconn.edu). It is your responsibility to check this email account for messages. If you have a personal email address that you prefer to use, you should forward your UConn email to this address.

Late Policy. Make-up exams will not be given and late assignments will not be accepted unless arrangements are made prior to the due date. Exceptions will only be made in the cases of illness (I need a doctor’s note) or serious emergency (again, documentation must be provided). If you anticipate a problem meeting a deadline please see me IN ADVANCE.
Course Schedule:

Course sessions will become available on Mondays by 11:30am EST (Except on the week of Martin Luther King Day where the sessions will become available on Tue at 11:30am). All assignments and session activities are due on Sundays before midnight (i.e., Sun 11:59pm). Readings must be completed by Wednesday 11:30am.

<table>
<thead>
<tr>
<th>Session Start Date (Session #)</th>
<th>COURSE SCHEDULE:</th>
<th>Readings (chapter #s)</th>
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<tbody>
<tr>
<td>Tue. 01/22 (0)</td>
<td>Orientation and Introduction Session</td>
<td>Course Syllabus</td>
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<tr>
<td><em>Part I: Advanced Questionnaire Design</em></td>
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<tr>
<td>Mon. 01/28 (1)</td>
<td>Screening, Intros, and Reading Levels</td>
<td>SP(1, 3); BSW (1, 5)</td>
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<tr>
<td>Mon. 02/04 (2)</td>
<td>Natural Flow and Blocking</td>
<td>BSW(10); Tourangeau et al. (2004); Phipps et al. (1995)</td>
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<td>Mon. 02/11 (3)</td>
<td>Factual and Attitudinal Questions</td>
<td>SP (9, 10); BSW (2-4, 6, 7, 9)</td>
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<td>Mon. 02/18 (4)</td>
<td>Scale Construction</td>
<td>SP (7, 8); BSW (8); Lodge &amp; Tursky (1979)</td>
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<td>Mon. 02/25 (5)</td>
<td>Survey Experiments</td>
<td>SP(2, 4-6); Bishop &amp; Smith (2001); Wilson et al. (2008); Moore (2002)</td>
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<td>Mon. 03/04 (6)</td>
<td>Translation and Multicultural Comparability</td>
<td>SP(11); Pérez (2009); Scott et al. (1988); Blais &amp; Gidengil (1993); King et al. (2004)</td>
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<td><em>Part II: Dealing with Unit and Item Non-Response</em></td>
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<td>Mon. 03/11 (7)</td>
<td>Maximizing the Survey Response</td>
<td>Cho et al. (2013); Cook et al. (2000); Kaplowitz et al. (2011); Ladik et al. (2007)</td>
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<tr>
<td>Mon. 03/18</td>
<td><strong>Spring Recess (no class)</strong></td>
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<td>Mon. 03/25 (8)</td>
<td>Unit Non-Response and Weighting</td>
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<td>(Submit Questionnaire)</td>
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<td>Mon. 04/01 (9)</td>
<td>Weighting by Raking</td>
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<td>Mon. 04/08 (10)</td>
<td>Item Non-Response and Imputation</td>
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<td>Mon. 04/15 (11)</td>
<td>Multiple Imputation</td>
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<td>Date</td>
<td>Week</td>
<td>Event</td>
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<tr>
<td>Mon. 04/22</td>
<td>(12)</td>
<td>Review Session</td>
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<tr>
<td>Mon. 04/29</td>
<td>(13)</td>
<td>EXAM</td>
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