

Module 3: Questionnaire Design

Video 1 of 6: Module Overview and Length

Prof. Dr. Frauke Kreuter



THE WORLD BANK

MANNHEIM
BUSINESS SCHOOL

At the End of the Module One Should...

- ...know how to structure a CATI questionnaire
- ...understand cognitive challenges associated with answering questions
- ...internalize the aim to have every respondent understand the question and be able to answer it reliably
- ...be familiar with effects of wording choices
- ...be sensitized to avoid ambiguities in wording, double-barreled question, or double negatives
- ...be aware of question order effects

Lecture overview

- Video 1: Overview, from construct to questions, length of survey
- Video 2: Writing Questions (Facts and Attitudes)
- Video 3: Flow of Sections and Questions
- Video 4: Respondent (Cognition, Basics)
- Video 5: Respondent (Sensitive Questions)
- Video 6: Levels, Informants, Summary

From construct to question

Questionnaire Design

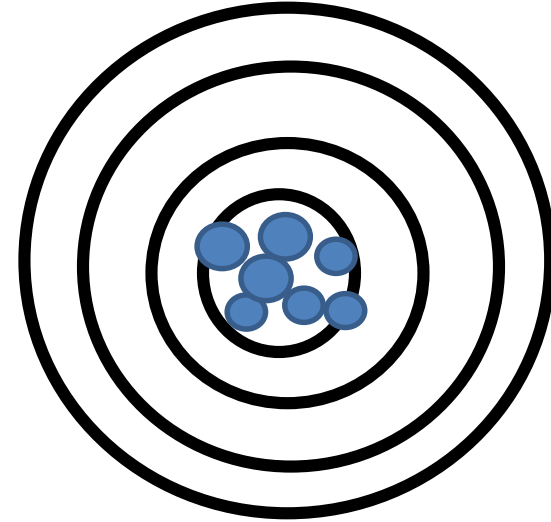


THE WORLD BANK

MANNHEIM
BUSINESS SCHOOL

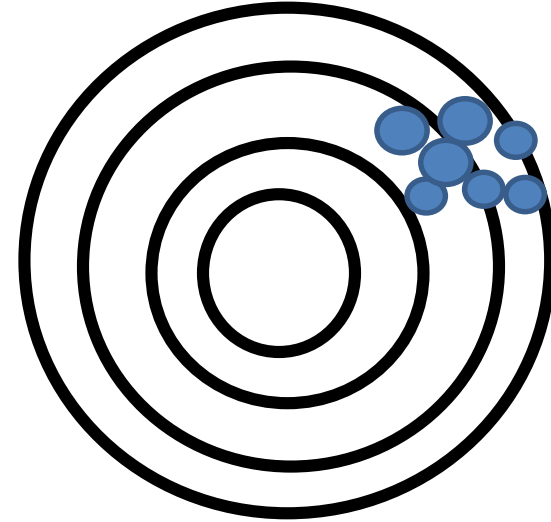
Goal of questionnaire development

- To develop measures that are:
 - Reliable (consistent)
 - Valid (accurate)
 - Standard (comparable across people)
 - Practical (easy to administer)



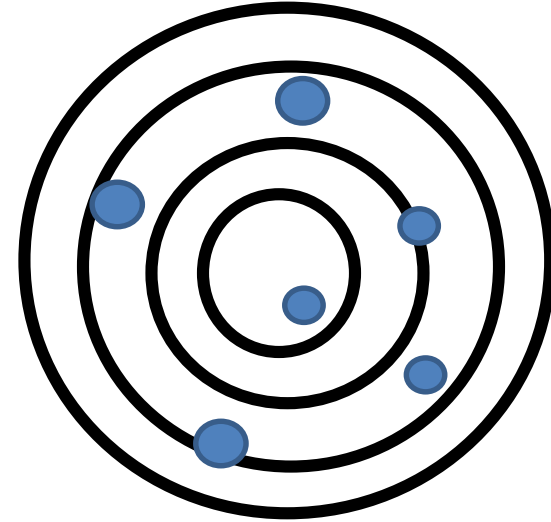
Goal of questionnaire development

- To develop measures that are:
 - Reliable (consistent)
 - Valid (accurate)
 - Standard (comparable across people)
 - Practical (Easy to administer)



Goal of questionnaire development

- To develop measures that are:
 - Reliable (consistent)
 - Valid (accurate)
 - Standard (comparable across people)
 - Practical (Easy to administer)



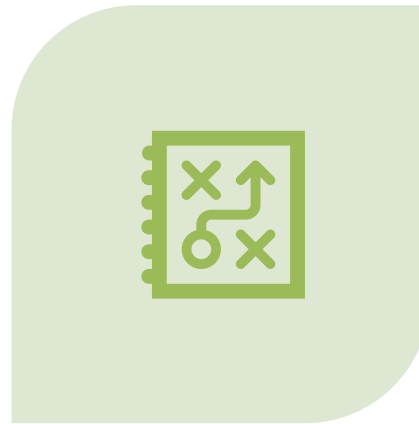
Goal of questionnaire development

- To develop measures that are:
 - Reliable (consistent)
 - Valid (accurate)
 - Standard (comparable across people)
 - Practical (easy to administer)

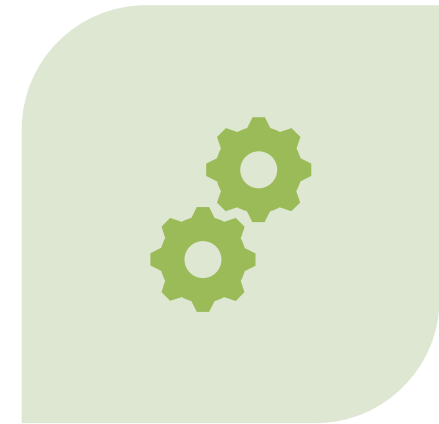
Specifying goals, constructs, concepts



DEFINE WHAT SHOULD
BE MEASURED



THEORY DRIVEN
APPROACH (TOP-DOWN)



DATA DRIVEN APPROACH
(BOTTOM-UP)

Specifying goals, constructs, concepts

Meeting with
sponsors and
experts



Note: there will
always be more
requests than space
on the questionnaire

Literature review /
past surveys



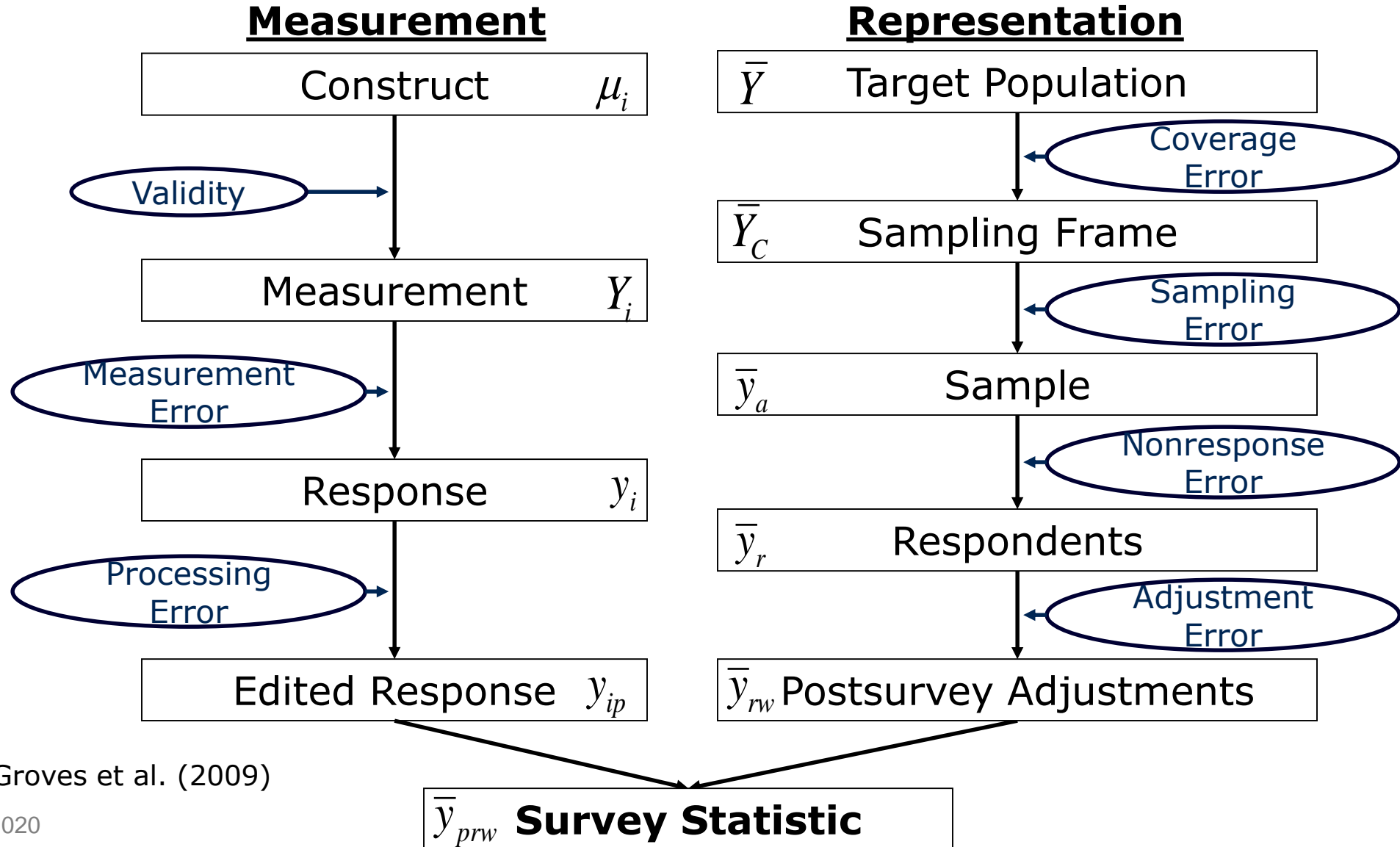
Note: many online
resources
(Worldbank, RTI,
JPal, c4ed etc.)

Focus groups



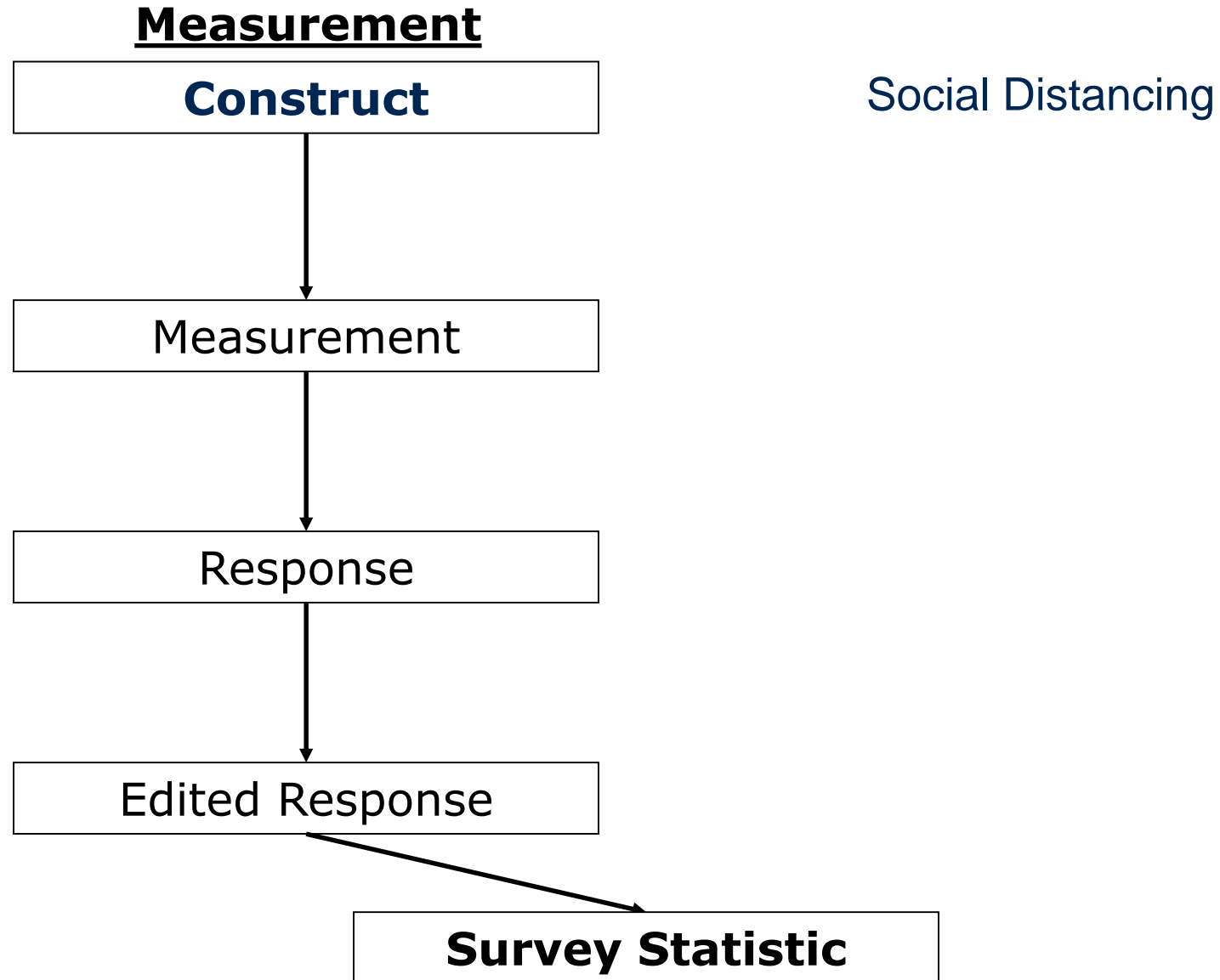
Note: often
beneficial to talk to
the target population

Survey Lifecycle from a Quality Perspective



Source: Groves et al. (2009)

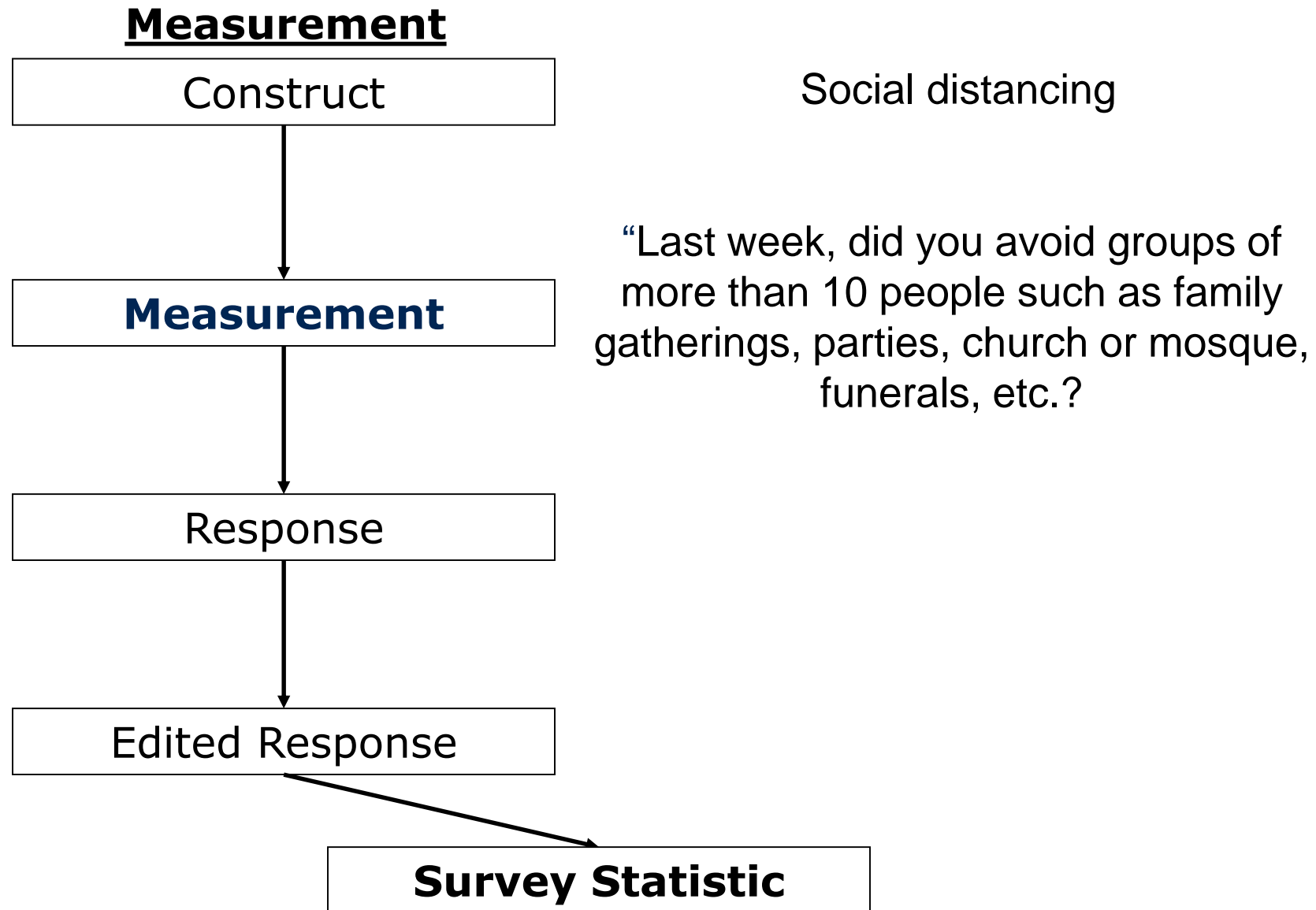
Survey Lifecycle from a Design Perspective



“... the research objectives of many studies are surprisingly ill defined. Asking a researcher what exactly should be measured by a question for which purpose frequently elicits vague answers – if not different answers from different researchers involved in the same project.”

(Schwarz 1997, p. 30)

Survey Lifecycle from a Design Perspective



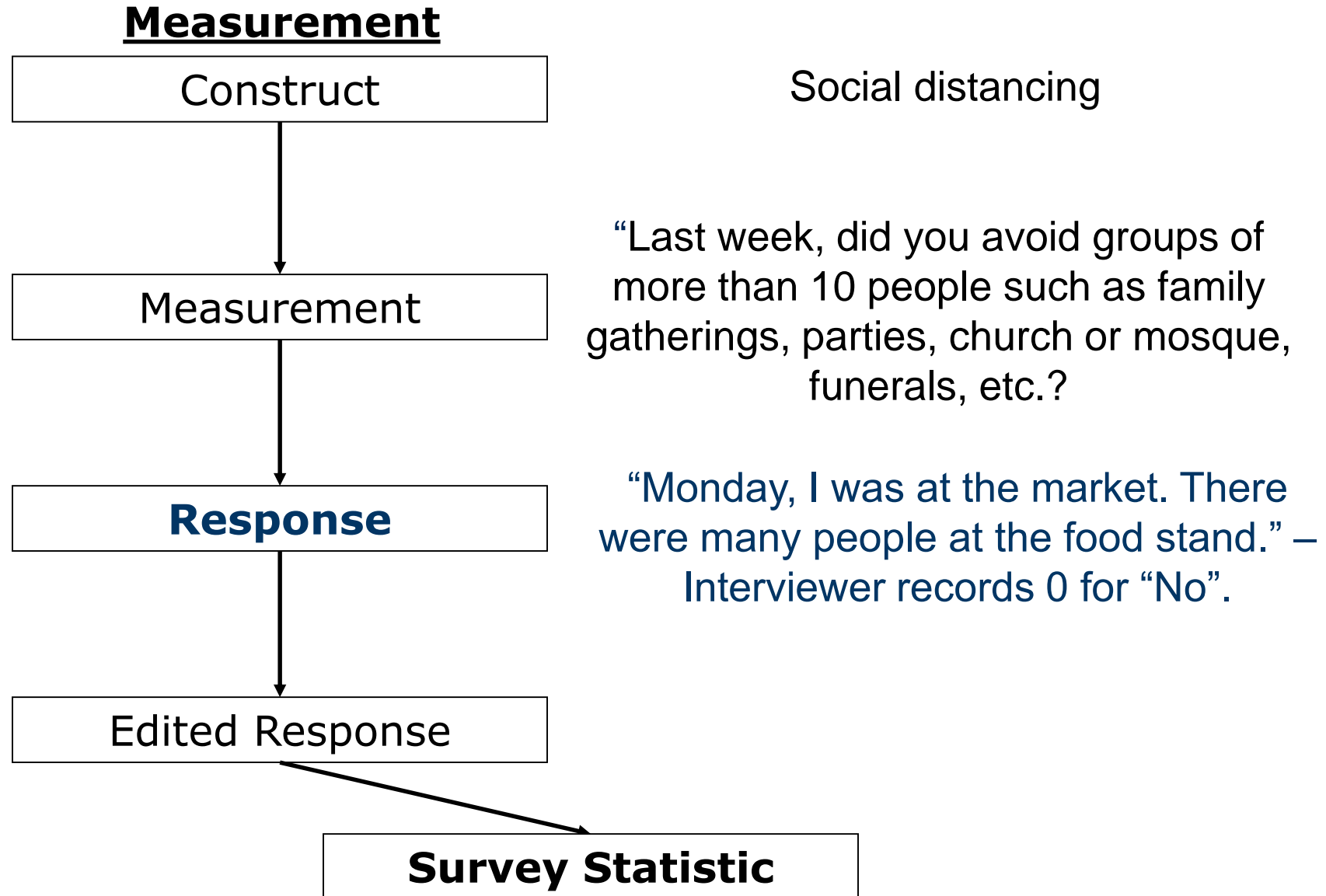
Measurement

- Linking theoretical constructs to observable variables
 - Ways to gather information about constructs
 - Examples: questions, observations, soil samples, blood pressure readings
- Some constructs consist of just one attribute
 - E.g., gender, age
- Some constructs are multi-dimensional consisting of several attributes
 - Need more than one question to measure construct
 - E.g., socio economic status, social desirability
- Usually, there are numerous (competing) ways of how to measure construct

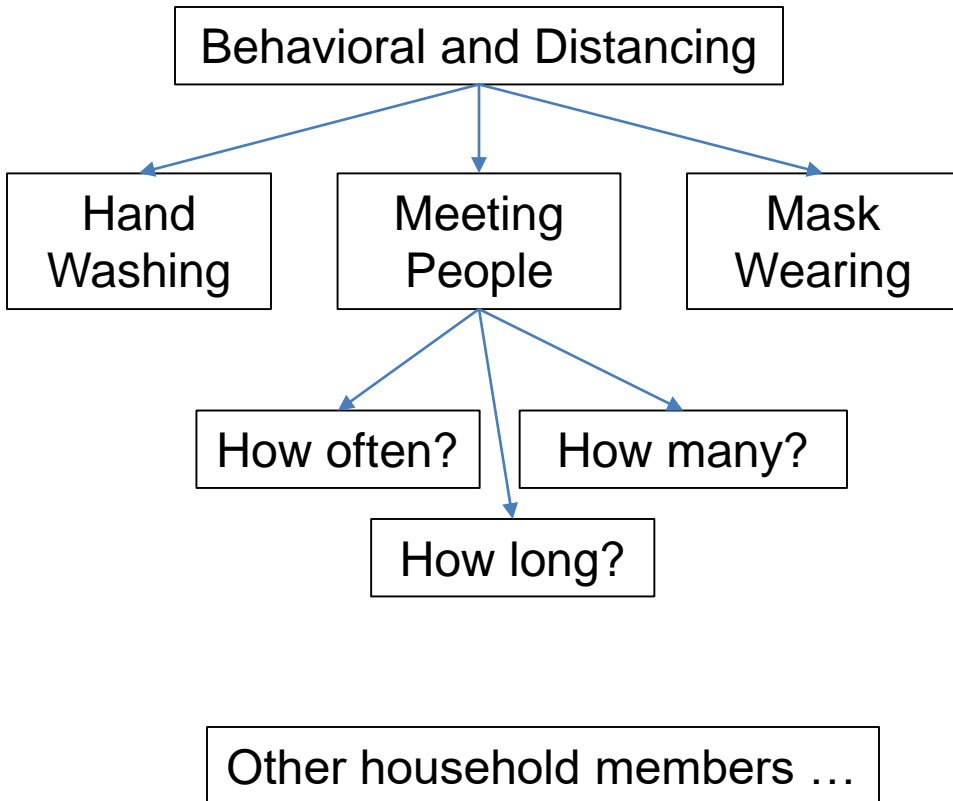
Measurement

- To determine how members of target population think about and talk about a given topic
 - What do/don't respondents know about topic?
 - How do they think about this topic?
 - What do respondents consider important and unimportant?
 - What language do respondents use?
 - Are there aspects of topic we have missed?

Survey Lifecycle from a Design Perspective



Path from Construct to Measurement ...



Section 4. Behavior and Social Distancing

Baseline Only	Baseline Only	Baseline Only	Baseline Only
1	2	3	4
Last week, did you wash your hands with soap more often than you used to? YES.....1 NO2 DON'T KNOW ..3	Last week, did you avoid handshakes or physical greetings? YES.....1 NO.....2 N/A.....3	Last week, did you avoid groups of more than 10 people such as family gatherings, parties, church or mosque, funerals, etc? YES.....1 NO.....2 N/A.....3	In the last 7 days, how often did you wash your hands with soap after being in public? ALL OF THE TIME.....1 MOST OF THE TIME.....2 ABOUT HALF OF THE TIME.....3 SOME OF THE TIME.....4 NONE OF THE TIME.....5 I HAVE NOT BEEN IN PUBLIC DURING THE LAST 7 DAYS.....6

High Frequency Mobile Phone Surveys of Households to Assess the Impacts of COVID-19 (Vol. 4) : Questionnaire Template (English). Washington, D.C. : World Bank
 Group. <http://documents.worldbank.org/curated/en/567571588697439581/Questionnaire-Template>

... can be long

Length

Questionnaire Design



THE WORLD BANK

MANNHEIM
BUSINESS SCHOOL

Why short?

- Interviewers cannot see the setting the respondent is in (and can for example not see if respondent is distracted)
- Talking on the phone in particular cell phone is harder than talking in person
- Battery life can limit the length of the conversation
- There are no visual aids to give to respondents (scales, pictures)
- Respondents have to memorize what they hear

How long should a survey take?

- Schnell (2019) recommends:

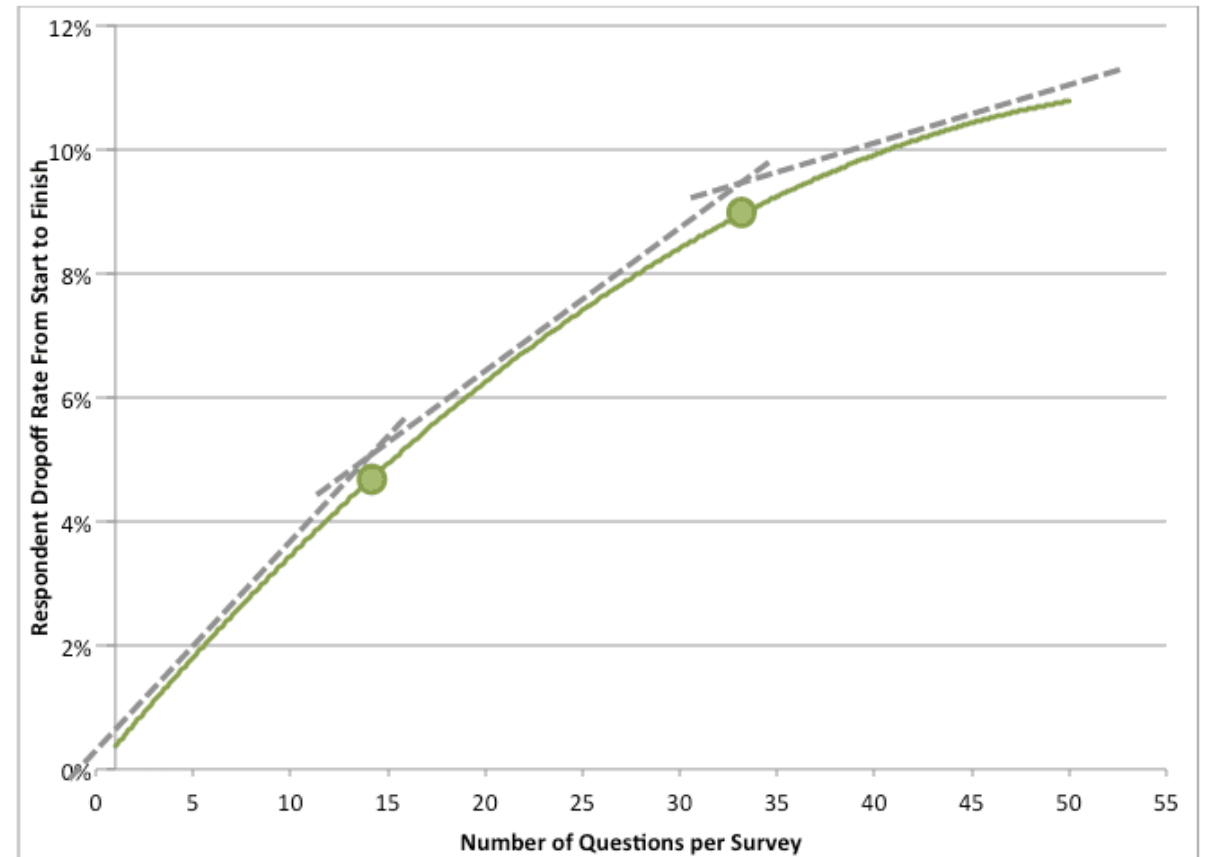
Maximal Length (in minutes):

F2F	CAPI	CATI	Mail	Email	Web
60	60	20	15	15	15

Target < 7 minutes; < 30 minutes

CATI surveys lack visual stimuli to help the respondent stay focused, understand the question and remember the answer categories.

However, unlike on the Web interviewers help the respondents to stay engaged.



Drop-off rates in Survey Monkey web surveys

https://www.surveymonkey.com/curiosity/survey_questions_and_completion_rates/

END OF VIDEO 1