

Table 1: Critical Resources, Title of Submission and Due Dates for Canvas Submissions on Group Project – Note all Swisher documents are listed below the table with direct link to the document

Canvas Discussion Board	What	Critical Resources	Title of Submission	Due Dates – 11:59 PM UNLESS otherwise indicated
1 -- Individual – Construct Definitions	Each team member develops a definition of each construct and dimension within the construct	Li, 2011 Swisher, Approach to Measurement	YourLastName_Construct	Wednesday January 27
2 – Group – Construct Definitions	Definitions of constructs and dimensions based on group consensus	Devellis, 2003 Barry et al, 2011 Swisher, Steps in Instrument Development	Last names of team members in alphabetical order Group_Construct	Monday February 01, 11:59 PM on Canvas Discussion Board for Group – Construct Definitions
3 – Individual -- Items	Each member develops a list of potential questions (items) for each construct and dimension	Fowler, 2009 – Designing Questions Fowler, 2009 – Improving Survey Questions Swisher – Examples of Questions Swisher, Fowler’s Principles	YourLastName_Items	Monday, February 01, 2:00 PM on Canvas Discussion Board for Individual -- Items
4 – Draft Index	Draft instrument and testing procedures	Bernard, 291-308 Index Construction Dijkstra & Ongena, 2006	Last names of team members in alphabetical order Group_Draft_Index	Wednesday, February 10, Canvas Discussion Board for Group -- Draft Index
5 -- Expert Review and Cognitive Test	Test instruments and instructions for clarity, validity, and consistency	Galasinski & Kozlowska, 2013 Priede & Farrall, 2011 Reliability and Validity of Measurement	Time in class to conduct cognitive test using draft index	Monday, February 15, 2:00 PM on Canvas Discussion Board for Group Cognitive Test
6 – Group Revises instrument after testing	Final Index	Castillo-Diaz & Padilla, 2013	Last names of team members in alphabetical order Group – Revised Index	Wednesday, February 17 -- Post revised instrument Canvas Discussion Board Group – Revised Index
7 – finalize assignment	Final submission of assignment		Last names of team members in alphabetical order, Index_Final	Friday, February 26 – Post to Canvas Assignments -- Group Index Final

	Team member assessment		Enter as text: Team member name number of points to award for each member	Friday, February 26 – Post to Canvas Assignments Team Member Assessment

Barry, A.E., Chaney, E.H., Stellefson, M.L. & Chaney, J.D. (2011) So you want to develop a survey: Practical recommendations for scale development. *American Journal of Health Studies* 26(2), 97-105. **Barry et al. provide step by step procedures that can be very helpful in your assignments.** This reading is briefer than DeVellis, but does not have all of the information you will need to do a good job on your projects. Please look at the tables before class in particular. They are very good. Table 1, for example, provides five different kinds of scalar response options. Table 2 gives suggestions for making any research instrument "flow." Helping people with the "flow problem" is one of my main contributions when I work with people as a methodologist. Table 3 makes basic recommendations for item development and Table 4 provides an excellent list of diagnostic questions you should ask yourself about your items. These questions can also be used as the basis for much of your cognitive test for all three assignments.

Bernard, consult the various parts for the first six weeks of class, pay special attention to Scales & Scaling, pp. 281-308

Castillo-Diaz, M. & Padilla, J.L. (2013) How cognitive interviewing can provide validity evidence of the response processes to scale items. *Social Indicators Research* 114(3), 963-975. **REQUIRED**

DeVellis, Robert F. (2003) *Scale Development*. 2nd Edition. pp. 60-100, "Guidelines in Scale Development." Sage Publications, Thousand Oaks, CA. **e-reserve**. This chapter in DeVellis has good discussions of the topics covered in my documents Approaches to Measurement, Steps in Instrument Development, and Testing Procedures. If you found my discussions confusing, this is a good place to get some clarification. If you are comfortable with the materials I provided **focus on the sections on pp. 66-101. Some sections are critical to your success in the group project. An example is the discussion entitled "Step 3: Determine the Format for Measurement"** that begins on page 71. We will cover some of these topics in class, but you have to read DeVellis to be able to take a sophisticated approach to your assignments. **Use this publication to guide your work on the Group Project -- consider it a requirement.** It complements the discussion in Bernard very well.

Dijkstra, W. & Ongena, Y. (2006). Question-answer sequences in survey-interviews. *Quality & Quantity* 40(6), 983-1011. Dated but good - this does not change much.

Fowler, Floyd J. Jr. (2009) *Survey Research Methods*, 4th Edition. pp. 87-111, "Designing Questions to Be Good Measures." Sage Publications, Thousand Oaks, CA. **e-reserve**.

Fowler, Floyd J. Jr. (2009) Fowler, F.J., Jr. (1995) Improving survey questions. Design and evaluation. Sage, Thousand Oaks, pp. 156-165 (Appendix A). e-reserve. This is a list of "good" and "bad" ideas for questions. What to do and what NOT to do. You do not necessarily need to read it ahead of time, but make sure you use it as you develop the questions for the small group project and any other "check the box" type instrument you might make for your individual project. This is the simplest level of getting items "right" -- just the basics. Fowler also provides

a long list of the basic response categories for different kinds of scalar response items (how important, how often, etc.). **Use these response categories. They are standard.**

Galasinski, D. & Kozlowska, O. (2013) Interacting with a questionnaire: Respondents' constructions of questionnaire completion. *Quality & Quantity* 47(6), 3509-3520. Very good piece that takes us beyond cognitive testing to understand the processes that people use as they try to answer our questions.

Li, R.M. (2011) *The Importance of Common Metrics for Advancing Social Science Theory & Research: A Workshop Summary*. National Academies Press, Washington, D.C. Available at <http://www.nap.edu/catalog/13034/the-importance-of-common-metrics-for-advancing-social-science-theory-and-research>. This is one of many books you can get for FREE from the National Academies Press. This one is relevant to all of your work this semester. It has a good discussion of constructs that I think will help you a lot with all of your projects this semester. It's a quick download and very easy to use. Several chapters deal with measurement.

Priede, C. & Farrall, S. (2011) Comparing results from different styles of cognitive interviewing: "verbal probing" vs. "thinking aloud." *International Journal of Social Research Methodology* 14(4), 271-287. There are lots of specific techniques one can use in cognitive interviewing, but this article provides a good explanation of two quite distinct general approaches.

Swisher Docs

Steps in instrument development

https://fycs.ifas.ufl.edu/swisher/6802_21/Steps%20in%20Instrument%20Development%20for%20this%20Course.pdf

Test Procedures for this Course https://fycs.ifas.ufl.edu/swisher/6802_21/Test%20Procedures%20for%20this%20Course.pdf

Examples of BAD Questions https://fycs.ifas.ufl.edu/swisher/6802_21/Poor_Questions.pdf

Fowler's Principles of Good Survey Design https://fycs.ifas.ufl.edu/swisher/6802_21/Fowler%20Principles.pdf