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AP Research (English)

### **Field-testing Your Google Survey** (updated 10-2020)

Information literacy topics:

- Creating/Writing a research-based product
- Using technology tools

Objective: To reflect on the user response and “usability” of a sample survey in order to consider how feedback can be used to make improvements to students’ own surveys.

Learning Expectations:

Academic-Writing: “Students will produce and distribute a variety of writing designed to entertain, inform, or argue, as well build and present knowledge derived from research.”

Academic-Problem-solving: “Students will use appropriate tools strategically to solve problems.”

#### 1. Discussion:

What are the first steps in confirming the validity and reliability of your survey?

Remember:

The **reliability** and the **validity** of an instrument are closely related

- **Validity** determines the degree to which the instrument measures the things it is supposed to measure.

- **Reliability** refers to the degree to which an instrument gives results that are consistent:

Reliability depends on three factors:

- Test-retest: The results are similar when the instrument is used at different times
- Equivalent form: Different forms of the instrument produce similar results
- Internal consistency: Items designed to measure the same thing give similar results.

A fourth factor, “scoring agreement”, can also be taken into consideration.

**Important Note:** There are a number of statistical formulae that are typically performed on pilot results to test for reliability and validity, which we are not prepared to discuss here, and would be covered in a more advanced research methods course. You can learn about them at [Dr. Siegel's research website](#) at the Neag school at UConn.

#### 2. First steps to finalizing your survey form.

- **Field Test:** Administer survey to respondents through individual interviews, or focus-type groups.
- **Feedback:** Elicit feedback from potential respondents through active QUESTIONING, not telling. Do not attempt to justify to respondents.
- **Collect data:** Note areas of uncertainty and analyze results.

**-Consider and make changes:** Make changes based on your best judgment (e.g. frequency of uncertainty seen). Do NOT take every request or suggestion for change.

3. Discussion:

Go to the [Library Program Assessment survey](#).

Let's practice ways of questioning and eliciting feedback for first two items as a group.

4. Independent work:

Continue to take the [Library Program Assessment survey](#).

Work through the survey on your own.

- Please read all the questions and answer choices carefully.
- Please note down anything that is not clear in the question or choices.

5: Analyzing data

Let's look at the [spreadsheet](#) that is created.

- Compare internal reliability items.

6. Debriefing

Discuss additional issues.

7: Discussion (if time)

Consider some of the challenges that surveys present.

The information below is taken from Dr. Del Siegle's website, [Educational Research Basics](#), at the University of Connecticut's Neag School of Education.

## Survey Pitfalls

### Pitfalls to AVOID when developing a Survey

1. Beware of jargon terms that a limited number of people may know (Do you favor inclusion?).
2. Watch out for "fuzzy" words that have ambiguous meaning (Which class is best?).
3. Do not ask more than one question at a time (Do you favor tax increases and year-around school?).
4. Avoid loaded or leading questions (Is it important to treat people fairly?).
5. Make sure that fixed-response questions have a place for every possible answer (Are you a democrat or republican?).
6. Use filter questions to guide subjects if all of the questions do not need to be answers (i.e., If you answered no to question 1, skip to question).
7. Minimize the amount of writing the respondents must do.

8. Put the questions in a logical order. Place sensitive or difficult questions at the end of the survey.
9. Field test the survey.