Doha, Qatar
The International School
on Research Impact Assessment

"Learning to assess research with
the aim to optimise returns"

QUESTIONNAIRES

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AQuAS
TUESDAY NOVEMBER 10

Why am I using questionnaires in RIA?

How am I using them?

GENERAL COMMENTS

- Provide an overview of the current status of a particular programme or body of research

  - Large amount information

  - Robust mechanism in routine monitoring

  - To select cases of the 'case study'

- Determine if an existing questionnaire can be used to collect the information you want

- 2 objectives

  - To maximize the proportion of subjects answering the questionnaire

  - To obtain accurate relevant information

...I've torn up the questionnaire but am using the lovely pen you sent me...

TYPES OF QUESTIONNAIRES

Delivery methods

•Large sample
•Non-respondents

•Expensive

•High response rate
•Appropiate person
•Non-respondents

•Expensive

•At own convenience
•Easy to administrate

•Cheaper
•Convenient

•Low response rate

•Low response rate

Conducting Questionnaires Research

1. Clarify focus of the questionnaire
2. Understand available resources
3. Decide on the delivery method
4. Design the questionnaire (adapt, translate)
5. Pilot test and revise
6. Prepare the sample
7. Train interviewers (if necessary)
8. Collect data
9. Process data (if necessary)
10. Analyse the results

5 KEY PRINCIPLES OF QUESTIONNAIRE DESIGN

5 - Finalise the form & layout of the questionnaire

4 - Put the questions into an appropriate sequence

3 - Develop the response format

2 - Refine the question phrasing
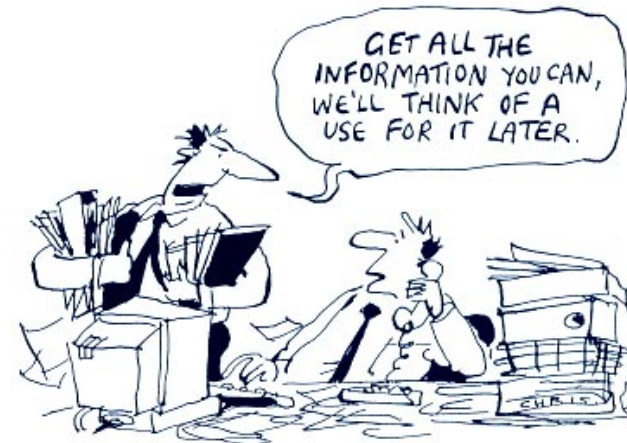
1 - Make a draft listing of the questions

QUESTION CONTENT [1]

- Indicators answer your research objectives
  - List all the objectives
  - Ensure every question is integral to your intent
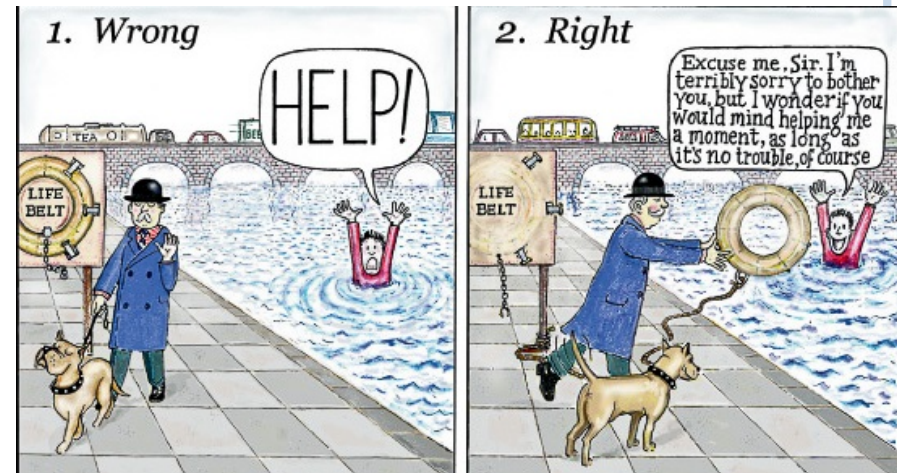 - Frameworks

- Does one topic warrant more than one question?

- Ensure each question has an explicit rationale
  - Don't ask what you already know (or might)

QUESTION PHRASING [2]

- Write straightforward direct language
  - *Language of target group*

1. Wrong HELP!

2. Right Excuse me, Sir. I'm terribly sorry to bother you, but I wonder if you would mind helping me a moment, as long as it's no trouble, of course

- Use short and simple sentences
  - *Include only one idea in each sentence*

Suppose you had a bathroom with poor lighting that also needed a fan and a vent. Would you prefer to…

Too complex!

- Explain and illustrate difficult questions

9. Have the findings of your research been taken into account for the organisation planning, design and management (primary care centre, hospital, research institute,…). For example, creating new services, contribution to designing the management of a group of patients, partial contributions to protocols, guidelines or simplified procedures, etc.

○ Yes

○ No

QUESTION PHRASING [2]

- Determine whether respondents will be able to answer accurately
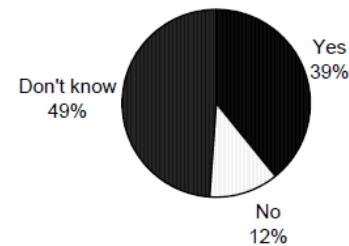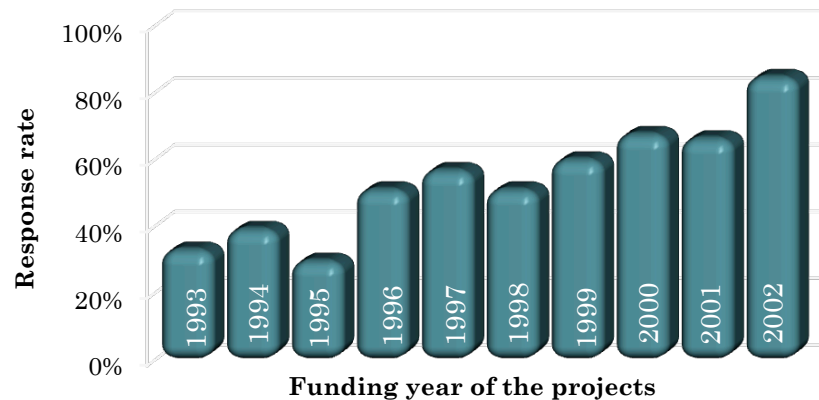
  - Can the question be misunderstood?

    » When do you typically go to work?

    What time?
    What day?

  - Do respondents have the needed information?

Figure 3. Have project findings led to changes in the behaviour of practitioners, managers, or others (n = 51)

  - Limitations of human memory

Don't know
49%

Yes
39%

No
12%

Response rate

100%

80%

60%

40%

20%

0%

1993 1994 1995 1996 1997 1998 1999 2000 2001 2002

Funding year of the projects

QUESTION PHRASING [2]

- Double barrelled question
  - How important is the process of research transfer in your unit <u>and</u> in your research centre?

- Questions containing double negatives
  - Do you <u>disagree</u> with the idea that researchers should <u>not</u> be responsible for transferring their research results?

- Words like 'regularly', 'often', 'locally',…
  - Do you travel <u>regularly</u>?

- Biased term
  - Which is your opinion about the <u>fantastic</u> International School on Research Impact Assessment?

RESPONSE FORMAT [3]

Open questions

- Encourage respondents to explain their answers and reactions

- Coding and misinterpretation

- Explore a topic in depth

Closed questions

- More difficult to construct

- Quicker to answer

- Limit respondents' answers to the survey

RESPONSE FORMAT [3]

Closed questions

- Create all possible response categories:
  - Missing 0 or 'none'

- Single choice or multiple-choice?

- Add a catch-all word or phrase
  - 'Other' option / Explain briefly

- Ensure options are mutually exclusive

What did you eat for breakfast?
- Pancakes
- Waffles
- Omelet

Not all the options!

8. Can you estimate the proportion of your own time that is dedicated to dissemination related activities?

None

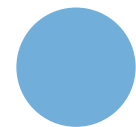Less than 5% (*i.e.*, less than two hours a week)

Between 5 and 10%

Between 10 and 20%

Between 20 and 30%
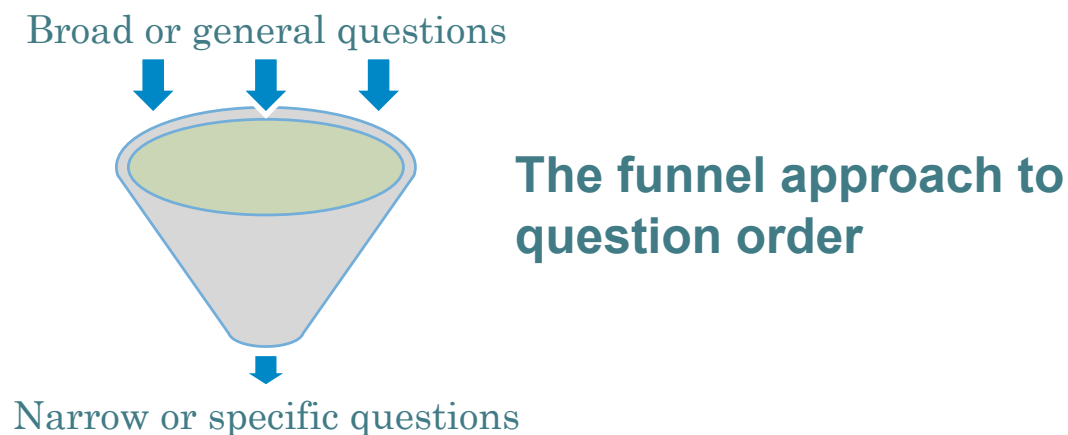
Between 30 and 40%

Between 40 and 50%

More than 50%

QUESTION ORDER [4]

- Give the questionnaire a narrative (if possible)

- Move logically from one to the next

- Group questions logically (e.g., use a framework)

- Start with easy, non-threatening questions

Broad or general questions

The funnel approach to question order

Narrow or specific questions

FORM & LAYOUT [5]

- Clear instructions (or cover letter)

- Length

- Appearance
  - Don't want it to look too cluttered
 - Neat, attractive and convenient

- Headings and numbering
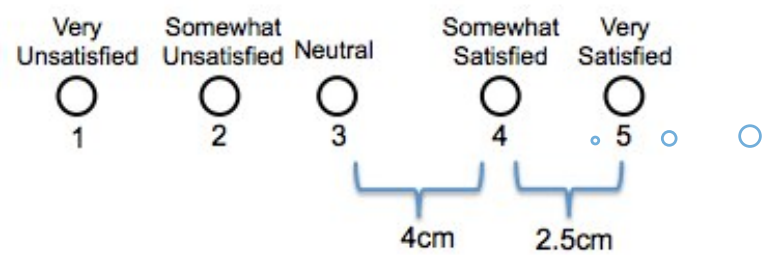
Bad spacing!

KEY MESSAGES

- In order to know which type of survey you need, think about:

  - What type or questions are you going to ask?

  - How much time & money do you have?

- The best questionnaires are constantly edited and refined until finally they have clear questions and instructions, laid out in a logical order

- Appropriate questionnaire design is essential to obtain valid responses to questions
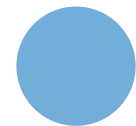
LEARNING ACTIVITY

Imagine you have the option to ask <u>just one single question</u> to one stakeholder to know about which is the impact of your research

Think about your programme

- Choose one of the stakeholders
  - Researchers
  - Clinical practice stakeholders
  - Political stakeholders
  - Industry stakeholders

- Decide the delivery method you will use

- And write an example of 1 question to ask him or her about the impact of your research

- In pairs, explain your option & discuss the alternatives

"It is not every question
that deserves an answer"

Publius Syrus
(roman,1st century B.C.)
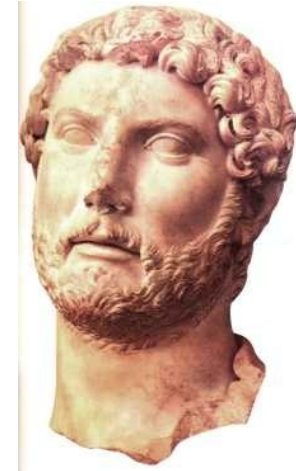
THANKS!

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