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Cognitive Testing in New Environments

Session outline

- ① To consider ways that surveying environment is becoming more complex (using examples of multiple-mode and multiple-language surveying)
- ① To ask some questions about ways cognitive testing may need to adapt to respond to these changes
- ① To consider opportunities presented by new technologies and ways that these could be used to enhance our cognitive testing practises
- ① To learn about new approaches being used in other agencies

Changing environment

- ⊙ Growing reluctance to take part in surveys
 - ⊙ Busier lifestyles
 - ⊙ People are harder to access (security concerns, caller ID, etc)
 - ⊙ Greater number of survey requests
- ⊙ Growing willingness to “do it yourself”
 - ⊙ Greater computer literacy
 - ⊙ Supermarkets, petrol stations, banks, etc
- ⊙ Changes in the way we communicate
 - ⊙ Txt, smartphones, desktop videoing, social media

Changing environment SNZ

- ⊙ Increased demand for statistics
- ⊙ Tight fiscal environment
- ⊙ Growing collection costs
- ⊙ Pressure from data suppliers (particularly business) to reduce burden
- ⊙ Large number of stand-alone, aging systems making it difficult to respond quickly to new demands

SNZ's Collection Strategy

- ⊙ Aims to transform our collection processes
- ⊙ Strong focus on collecting data via internet and using a multiple-mode approach
- ⊙ Aims to have all business surveys using internet collection within the next two years
- ⊙ Initiated programme of work to move labour force survey and some other social surveys to internet
- ⊙ Included aim of improved 'respondent experience' and continuous improvement (new technologies).

Organisational changes

- ⊙ Stats 20/20 recognised the importance of questionnaire design in achieving organisational goals
- ⊙ Recentralised questionnaire design group (Questionnaire Methodology and Development)
- ⊙ Repositioned questionnaire design as specialist skill (versus generalist)
- ⊙ Facilitated efforts to build and expand the skill base of our questionnaire designers

SNZ testing methods

- ⊙ Traditional cognitive testing
- ⊙ Usability testing
- ⊙ Eye-gaze
- ⊙ Follow-up methods (behaviour coding, debriefing, etc)

- ⊙ Expert review

Best practise approaches to designing questionnaires for multiple mode

- ⊙ Unimode (Dillman 2000)
 - ⊙ Proposes designing at the outset for multiple modes
 - ⊙ Designing questions that will be the same in any mode
- ⊙ Primary mode (Biemer & Lyberg 2003)
 - ⊙ Optimise designs for each mode separately
- ⊙ Generalised Design (de Leeuw 2008)
 - ⊙ Optimising for primary mode
 - ⊙ Adapting questions in auxiliary modes to be ‘comparable’

Implications for cognitive testing

- ⊙ What works in one mode, might not work in another
- ⊙ If we change the questionnaire in one mode, do we also make changes in other modes?
- ⊙ How do we integrate results across modes?
- ⊙ How can we identify mode effects?

Conclusions

- ⊙ Increasing complexity in the survey environment
- ⊙ Questionnaire design becoming more specialised
- ⊙ Identifying and using standardised, proven formats becomes increasingly important
- ⊙ Need to identify ways our traditional cognitive testing practices could be enhanced to deal with new complexities