

Homework 6 / Chapters 10 – 11

1. One typology of interview that is commonly used is thus related to the level of formality and structure, whereby interviews may be categorised as one of:

a)..... b)..... c).....

2. **Structured / unstructured** interviews use questionnaires based on a predetermined and 'standardised' or identical set of questions and we refer to them as interviewer-administered questionnaires.

3. Semi-structured and in-depth (unstructured) interviews are **standardised /nonstandardised**.

4. In-depth interviews are unstructured interviews. **True /False**

5. Standardised /nonstandardised interviews are two types:

A. One to one , and B.

6. Group interviews are examples of **one to one / one to many** interviews.

7. In a **descriptive /exploratory /explanatory** study, in-depth interviews can be very helpful to 'find out what is happening [and] to seek new insights.

8. In **descriptive /exploratory** studies, structured interviews can be used as a means to identify general patterns.

9. Where you are undertaking an exploratory study, or a study that includes an exploratory element, it is likely that you will include **standardised /non-standardised** (qualitative) research interviews.

10. Potential research participants who receive a questionnaire via the Internet, the intranet or through the post **eager /may be reluctant** to complete it for a number of reasons.

11. An interview will undoubtedly be the most advantageous approach to attempt to obtain data when there are **a few / a large number** of questions to be answered.

12. interview will be most appropriate when the questions are either complex or open-ended.

13. In relation to qualitative research, **validity / generalisability/ reliability** is concerned with whether alternative researchers would reveal similar information.

14. **Interviewee / interviewer** bias is where the comments, tone or non-verbal behaviour of the interviewer creates bias in the way that interviewees respond to the questions being asked.

15. **interviewee (response) / interviewer** bias may be caused by perceptions about the interviewer, or in relation to perceived interviewer bias.

16. **Validity / generalisability / reliability** refers to the extent to which the findings of a research study are applicable to other settings.

17. Qualitative research using semi-structured or in-depth interviews **will be / not be** able to be used to make statistical generalisations about the entire population where this is based on a small and unrepresentative number of cases.

18. Generally, the place you conduct your interviews **may / may not** influence the data you collect.

19. Questions in an interview should **include / avoid** too many theoretical concepts or jargon since your understanding of such terms may vary from that of your interviewees.

20. When asking questions it is important that wherever possible these are grounded in abstract concepts rather than in the real-life experiences of your participants.

True / False

21. One approach to questioning which makes use of key participant experiences is the technique, in which participants are asked to describe in detail a critical incident.

22. **An open / a closed / a probing** question is designed to encourage the interviewee to provide an extensive and developmental answer, and may be used to reveal attitudes or obtain facts.

23. questions can be used to explore responses that are of significance to the research topic. They may be worded like open questions but request a particular focus or direction.

24. **Open / closed** question are similar to those used in structured interviews. They can be used to obtain specific information or to confirm a fact or opinion.

25. In phrasing questions, remember that you **should / should not** avoid using leading or proposing types of question in order to control any bias that may result from their use.

26. we use interview as a general term to describe all non-standardised interviews conducted with two or more people.

27. The term group is used to refer to those group interviews where the topic is defined clearly and precisely and there is a focus on enabling and recording interactive discussion between participants.

28. In a interview your role will be to ensure that all participants have the opportunity to state their points of view and answer your question and that these data are captured.

29. A group is a group interview that concentrates clearly upon a particular issue, product, service or topic and encompasses the need for interactive discussion amongst participants.

30. In this book we use as a general term to include all techniques of data collection in which each person is asked to respond to the same set of questions in a predetermined order.

31. **A dependent / independent** variable changes in response to changes in other variables.

32. **an dependent / independent** variable causes changes in **a dependent / independent** variable.

33. The design of your questionnaire **will / will not** affect the response rate and the reliability and validity of the data you collect.

34. **Self-administered / interviewer- administered** questionnaires are usually completed by the respondents.

35. Responses to **interviewer-completed / self-completed** questionnaires are recorded by the interviewer on the basis of each respondent's answers.

36. **Similar to / Unlike** in-depth and semi-structured interviews, the questions you ask in questionnaires need to be defined precisely prior to data collection.

37. Three types of data variable that can be collected through questionnaires are:

A)..... B)..... C).....

38. The internal validity and reliability of the data you collect and the response rate you achieve depend, to a large extent, on the of your questions, the structure of your questionnaire, and the rigour of your pilot testing.

39. **Opinion/behaviour / attribute** variables record how respondents feel about something or what they think or believe is true or false.

40. **Opinion/behaviour / attribute** variables contain data about the respondents' characteristics. They are best thought of as things a respondent possesses, rather than things a respondent does.

41. **Predictive validity / Internal validity** in relation to questionnaires refers to the ability of your questionnaire to measure what you intend it to measure. This means you are concerned that what you find with your questionnaire actually represents the reality of what you are measuring.

42. **Construct validity /Criterion-related validity** is concerned with the ability of the measures (questions) to make accurate predictions.

43. **Internal validity /reliability** is concerned with the robustness of your questionnaire and, in particular, whether or not it will produce consistent findings at different times and under different conditions, such as with different samples or, in the case of an interviewer-administered questionnaire, with different interviewers.

44. Three common approaches to assessing reliability are:

A. B..... C.....

45. **Internal consistency / test re-test** estimates of reliability are obtained by correlating data collected with those from the same questionnaire collected under as near equivalent conditions as possible.

46. **Internal consistency / test re-test / alternative form** involves correlating the responses to each question in the questionnaire with those to other questions in the questionnaire.

47. The closed-ended questions are also called as forced-choice questions. **True / False**

48. The question to the right is an example of questions.	<p>What is your religion?</p> <p>Please tick ✓ the appropriate box.</p> <p>Buddhist <input type="checkbox"/> None <input type="checkbox"/></p> <p>Christian <input type="checkbox"/> Other <input type="checkbox"/></p> <p>Hindu <input type="checkbox"/></p> <p>Jewish <input type="checkbox"/> (Please say:).....</p> <p>Muslim <input type="checkbox"/></p> <p>Sikh <input type="checkbox"/></p>
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49. The following question is an example of questions.

How often do you visit this shopping centre?

Interviewer: listen to the respondent's answer and tick ✓ as appropriate.

- | | | |
|--|--------------------------------------|--------------------------|
| <input type="checkbox"/> First visit | 2 or more times a week | <input type="checkbox"/> |
| <input type="checkbox"/> Once a week | Less than once a week to fortnightly | <input type="checkbox"/> |
| <input type="checkbox"/> Less than fortnightly to once a month | Less often | <input type="checkbox"/> |

50. The following question is an example of questions.

Please number each of the factors listed below in order of importance to you in your choice of a new car. Number the most important 1, the next 2 and so on. If a factor has no importance at all, please leave blank.

<i>Factor</i>	<i>Importance</i>
Carbon dioxide emissions	[]
Boot size	[]
Depreciation	[]
Safety features	[]
Fuel economy	[]
Price	[]
Driving enjoyment	[]
Other	[]
.....	(← Please describe)

51. The following question is an example of questions.

For the following statement please tick ✓ the box that matches your view most closely.

	Agree	Tend to agree	Tend to agree	Disagree
I feel employees' views have influenced the decisions taken by management.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

52. **Ranking /rating / list / category** questions are often used to collect opinion data.

53. The question like “What is your year of birth?” which gives the amount of a characteristic is calledquestion.

54. A or grid of questions enables you to record the responses to two or more similar questions at the same time.

55. The of each question will need careful consideration to ensure that the responses are valid – that is, measure what you think they do.

56. If you are planning to analyse your data by computer, they will need to be prior to entry. For quantity questions, actual numbers can be used as codes. For other questions, you will need to design a coding

57. Most self-administered questionnaires are accompanied by a, which explains the purpose of the survey.

58. Prior to using your questionnaire to collect data it should be tested. The purpose of this test is to refine the questionnaire so that respondents will have no problems in answering the questions and there will be no problems in recording the data.