Class Activities

# Chapter #5: Measurement Errors, Reliability, Validity

1. Divide the classroom into groups of two to three students. Ask each group to create a survey tool with six to eight questions to measure *stress* among college students. Give each group, 10 min to complete this exercise. At the end of 10 min, collect each tool and distribute it to a different group. Ask each group to critique their classmate’s stress tool specifically commenting on the face validity of the tool. To what extent does the tool comprehensively capture the construct of stress among college students? What may be missing from each tool?
2. You are working with a group of community partners to measure perceived social support among low-income mothers in Detroit, Michigan. Your partners are interested in working with you to create a survey tool to be distributed to these mothers. Work with a group of two to three students to discuss your process for designing this tool. Outline the steps you will take to do this. For example, will you immediately begin to develop questions, or will you first look online and in the literature for existing instruments? If you find an instrument online what will you do with it? If you propose to create your own questions, how will you go about ensuring the questions are valid and reliable?
3. Divide the classroom into groups of four to five students. Assign each student group to go online and find a peer-reviewed article that discusses the development of a measurement tool. Ask each group to review this article and prepare a short presentation for the class, outlining the measurement tool and describing the development of the tool, including any assessment of reliability and validity conducted by the researchers.