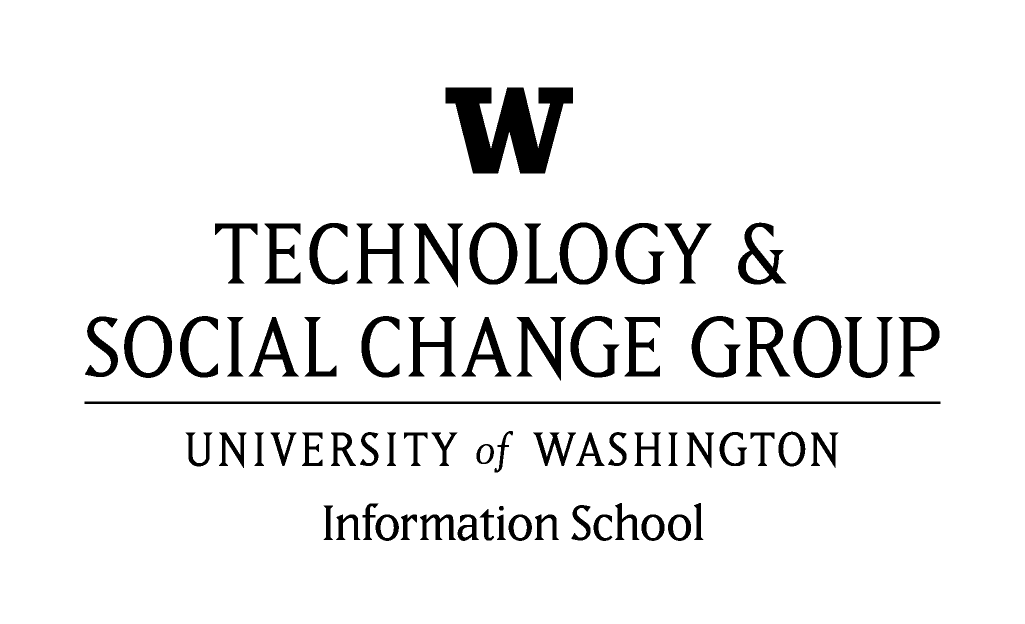
*User Survey Cognitive Testing Report Template*

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TECHNOLOGY & SOCIAL CHANGE GROUP (TASCHA)

The Technology & Social Change Group (TASCHA) at the University of Washington Information School explores the design, use, and effects of information and communication technologies in communities facing social and economic challenges. With experience in 50 countries, TASCHA brings together a multidisciplinary network of social scientists, engineers, and development practitioners to conduct research, advance knowledge, create public resources, and improve policy and program design. Our purpose? To spark innovation and opportunities for those who need it most.

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Global Impact study

*The Global Impact Study of Public Access to Information & Communication Technologies* is a five-year project (2007-2012) to generate evidence about the scale, character, and impacts of public access to information and communication technologies. Looking at libraries, telecenters, and cybercafes, the study investigates impact in a number of areas, including communication and leisure, culture and language, education, employment and income, governance, and health.

Implemented by the University of Washington’s [Technology & Social Change Group](http://tascha.washington.edu/) (TASCHA), the Global Impact Study is part of *Investigating the Social & Economic Impact of Public Access to Information & Communication Technologies* — a broader CAD$7.9 million research project supported by Canada’s [International Development Research Centre](http://www.idrc.ca/) (IDRC) and a grant to IDRC from the [Bill & Melinda Gates Foundation](http://www.gatesfoundation.org/). Managed by IDRC, this project includes the [*Global Impact Study of Public Access to Information & Communication Technologies*](http://www.globalimpactstudy.org/) (this project) and [*The Amy Mahan Research Fellowship Program*](http://upf.edu/amymahan), led by Universitat Pompeu Fabra, which aims to deepen the capacity of emerging scholars with the goal of increasing the quality and quantity of research on public access to ICT produced in developing countries.

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ABOUT THE AUTHORS

The Survey Working Group has contributed to the design and implementation strategy of the Global Impact Study surveys. The Survey Working Group consists of:

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**User Survey Cognitive Testing Report**

Country:

Prepared by:

**1. Description of procedures**

*A. On-site procedure used for testing*

*1. Description of on-site procedures used*

*2. Explanation for why on-site procedures were used (including literature citations)*

*B. Procedures used to ensure interviewers are practiced in implementing the surveys*

*C. Procedures used to confirm interviewer error was not responsible for respondent difficulties in answering the survey questions*

**2. Discussion of the results of think-alouds in the required areas**

1. Interruption with answer *(where the respondent answered the question before the options were read. This is particularly important if the respondent answered with something that did not seem to fit the options listed or was not relevant to the question)*

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| Quest. # | Discussion |
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*General discussion*

1. Clarification request *(where the respondent did not understand the question or a term in the question and asked for clarification. Respondents may also ask clarifying questions about the response options.)*

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| Quest. # | Discussion |
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*General discussion*

1. Qualified answer *(where the respondent gave an answer but also added some language to indicate it may not be the best answer. For example, the respondent might say "I guess I would say 'c' if I had to choose, but none really seem good")*

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| Quest. # | Discussion |
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*General discussion*

1. Inadequate or illogical answer *(when the answer did not match with the question)*

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| Quest. # | Discussion |
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*General discussion*

1. Don’t know *(When the respondent does not know the answer to a question)*

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| Quest. # | Discussion |
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*General discussion*

1. Refused to answer *(for reasons such as embarrassment or cultural norms that prohibit discussing such issues)*

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| Quest. # | Discussion |
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*General discussion*

**3. Discussion of the results of think alouds in other problem areas**

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| Quest. # | Discussion |
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*General discussion*

**4. Discussion the results of debriefing sessions for the areas required**

1. Probing of specific target questions
   1. *Usage section*
2. *Questions* 4.6 and 4.7 – what does “sharing” meant to the respondents?
3. *Other questions that caused difficulty or were unclear to respondents, with respondent explanations for why they had problems answering.*
   1. *Perceived Impact section*.
4. *Questions 5.2 and 5.3 – how do respondents rephrase the questions and what examples do they provide for how they have used library computers on behalf of others?*
5. *How do respondents rephrase the first screening question in each impact domain section (Questions: 5.4, 5.11, 5.17, 5.24, 5.30, 5.37) and what examples of activities do respondents think might be associated with each area?*
6. *Questions 5.4-5.43 – how do the respondents describe (in their own words) the activities and outcomes that are being asked about? Do respondents seem to comprehend the questions and the relation of the outcomes to the activities?*
7. *Other questions that caused difficulty or were unclear - what were respondents’ explanations for why they had problems answering?*
   1. *Demographics section*
8. *For questions that caused difficulty or were unclear to respondents, what were respondents’ explanations for why they had problems answering?*
9. Additional probing areas
   1. *ICT Exposure and Skills section and Access section*

*Were there questions that caused respondents difficulty or were unclear and potentially will not be able to accurately assess the respondent’s familiarity with computers and the Internet and their access to public access venues? If there were questions that caused difficulty or were unclear, what were respondents’ explanations for why they had problems answering?*

1. General debriefing questions.
2. *Feedback from respondents on their reaction to the survey, including questions they felt uncomfortable with or had a difficult time answering. Attention should be made to how respondents interpret the following terms and phrases (and any others that seem to cause difficulties):*
3. Impact
4. In the past 12 months
5. Internet
6. Main reason
7. Online source
8. Public access computer
9. Public access venue
10. Share

**5. Discussion of the results of debriefing sessions for other problem areas that arose during the interview**

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| Quest. # | Discussion |
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*General discussion*

**6. Specific recommendations and justifications for changes to the questions based on think aloud and debriefing activities**

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| Quest. # | Recommended Change | Justification |
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General Recommendations and justification

**7. Any changes that need to occur to the survey translations (based on identified translation errors)**

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| Quest. # | Recommended Change | Justification |
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