

Interviewer - Respondent Interactions in PIAAC

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A Micro-Analytic Approach

A Micro-Analytic approach to assessment involves small-scale observations of response processes and interactions as they take place 'In Vivo' (Maddox and Zumbo, 2017), in real-life testing situations. Its focus is on the interactions between respondents and interviewers; respondents and the computer; and the wider ecology of the testing situation. The resulting 'process data' includes information on talk, facial expression, gesture and respondent gaze. A Micro Analytic approach can help to explain *why* interaction occurs, and to inform judgements about its *significance* for assessment performance, data quality and validity.

Assessment Response Processes

‘Response processes refer to the thought processes, strategies, approaches and behaviors of examinees when they read, interpret, and formulate solutions to assessment tasks’

(Ercikan and Pellegrino, 2017)

‘..One may think broadly of response processes as the mechanisms that underlie what people do, think, or feel when interacting with, and responding to, the item or task and are responsible for generating observed test score variation’

(Zumbo and Hubley, 2017)

Process Scrutiny

'If we assume that process scrutiny can (somehow) contribute evidence and analysis of importance to validation, the challenge then becomes one of how best to characterise and organise this evidence in a manner that is conceptually clear, comprehensive enough to do justice to its potential variety, and accessible to practitioners'

(Newton, 2016, p4).

Interaction as Deviance

‘In PIAAC Germany, extensive interviewers trainings were conducted, which is relatively uncommon in Germany (Zabal et al., 2014, p. 54f). An emphasis was placed on the importance of standardized interviewing techniques. However, even with this more intense training, it was not possible to completely avoid deviant interviewer behavior with regard to standardized interviewing’.

Ackerman-Piek & Massing (2014, p 218).

Interaction as Rapport

‘Rather than viewing rapport as a violation of standardization, we examine whether the behaviours that constitute responsiveness and engagement complement or conflict with the practices of standardization to accomplish the task of obtaining codable answers to survey questions’

(Garbarski, Schaeffer & Dykema, 2016, p3).

Interviewer-Respondent Interaction in PIAAC, Slovenia (2014)

- **Video-ethnographic observations** of PIAAC Household Based Assessments.
- **Naturalistic, Non-Invasive observation.** 12 video-recorded observations.
- **& Post-Assessment Interviews**



Example 1: We'll arrange it this way..

I: We'll arrange it this way ...

We'll place it here, [so you're more comfortable.

R: [I see, it's okay. That' it.

So we are here and go down here, I see. Good. Let's move on.

R: Will you do the talking?

I: No, no, I'm not allowed to do anything.

R: I just move on? [Yes, yes, yes, yes

I: [You work independently, yes. That's it.



Will you do the talking?

R: What about, I mean, what now? I've done this already. Choose a month.. and I chose October – now what? Why in fact it again..

I: Um, um, choose May.

R: I see! I did ..[no

I: [The instructions are always at the top.

R: I haven't read this at all, I read only 'select a month' and I chose the month we're in! I blew it!



“I blew it!”

I: The instructions are always at the top.

((the interviewer leans over to see the screen and points)).

R: Yes, yes, I have to take a look.

I: Nothing works with the 'enter' ((the interviewer points to the enter key)), it always goes [here ((she points to the section on the screen and smiles)).

R: [Yes yes yes, I [understand

I: [OK.

Example 2: Can you tell me how far we are?



R: Can you tell me how far we are?

I: No.

R: Ah.

I: You still have some exercises. You are over the half, at two thirds. I'm speaking from experience

R: Yeah, yeah..

*I: But I cannot influence the computer's selection of exercises for you.
So that ... there can be a slight deviation*



Example 3: Are you tired?

I: *I can't see where ..*

R: *yes, how far I [am?*

I: *[Yes*

R: *Par[don?*

I: *[I don't know.*

R: *A question .. the second exercise .. Is there still much to go?*

I: *I never know the precise number of questions.*

R: *I see [*

I: *[so that [*

R: *[yes, yes, [okay*

I: *[Yes.*

R: *Are you tired?*

I: *Yes,.. well, so so.*

*B: .. when there was too much text, did you ever give up and skip?
Just pressed advance?*

R: Um, I think here, in this one ...

((Contact Employer ID: C304B711))

B: In that one, yeah.

R: In that one.

B: Any else?

R: Hm ... I don't know. Maybe I just ... yeah, here. Um

B: You skipped any others?

R: I don't know, maybe one, maybe one.

U304-ContactEmployer;C304B711;StimulusAndQuestionLoaded;10:50:41

U304-ContactEmployer;C304B711;click;10:50:41

U304-ContactEmployer;C304B711;highlightEvent;10:51:42

U304-ContactEmployer;C304B711;highlightEvent;10:52:21

U304-ContactEmployer;C304B711;highlightEvent;10:52:25

U304-ContactEmployer;C304B711;highlightEvent;10:52:26

U304-ContactEmployer;C304B711;highlightEvent;10:52:28

U304-ContactEmployer;C304B711;highlightEvent;10:52:31

U304-ContactEmployer;C304B711;highlightEvent;10:52:35

U304-ContactEmployer;C304B711;click;10:52:37

U304-ContactEmployer;C304B711;onItemEnd;10:52:39

B: ... you had to concentrate, maybe it wasn't so exciting, you still concentrated and ...?

R: Yeah, I tried, but maybe in one or two cases I just ... what's the word for "označiti"?

B: Highlighted?

R: Yes, highlighted and I didn't *care, if it's true* ...

B: Oh, I see, so you just finished

R: Yeah, yeah.

B: ... just highlighted a bit and then pressed advance.

R: Yeah.

Conclusions

- *Interviewer - Respondent Interaction* - What significance for the management of data quality?
- *'Off script' improvisations* – interviewer deviance or evidence of data quality? Do we need to re-think 'interviewer effects'?
- The why of interaction - challenging cognitive demands; household ecology; affective design.

Thank You

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 @MicroAnalytics



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References

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