CONSTRUCT VALIDITY LESSON PLAN

Step 1: 10 minutes

- Break students into groups and distribute group worksheets (direct students to introduce selves to group members)
- Describe basic task:
  - students will be creating “mini” tests of depression (as they define it) and proposing research studies to determine if their tests actually do a good job in measuring depression
- Additional directions
  - Take individual notes so that you have the information (you will be handing in the group worksheet) – accommodations for the “recorder”
  - Be sure everyone reads their definition out loud
  - Your group definition does not have to be “the perfect” definition, given time limit
  - You will have about 10 minutes to complete this step

Step 2: 10 minutes

- Instruct groups to finish definitions and begin writing items
- Items should related to their definitions/essential characteristics of a depressed person
- Review likert scale anchors
- Remind them to spend about 10 minutes to complete step

Step 3: 30 to 40 minutes

- Instruct groups to finish writing items and begin to propose research studies to determine if their tests actually measures depression
- Remind them:
  - Unlimited resources – funding, people from a variety of settings (e.g. clinics, university, whatever), ages, diagnoses, etc.
  - Think about your definitions of depression, what you know about depression as you think about what results you might expect
- Monitor groups progress; if groups seem to be going well, let them continue
- If groups struggling, off track call groups attention
  - Pick some examples to review

Step 4: 15 minutes

- Call for groups attention and provide instructions for final method
- Distribute additional measures
- Think about how you might use these tests to provide evidence of the ability of your test to measure depression well
  - Hint: think about the statistical methods we have covered in class to this point

Step 5: 10 minutes

- After all groups have completed the task, if time, discuss some of the definitions and methods
- Have group members describe as worksheets are displayed on visualizer
- Save 5 minutes at end (if possible) for writing exercise:
  - What was the most difficult part of this exercise?
  - What was the most important thing you learned from today’s lesson?
  - What is still confusing?
PREDICTED STUDENT RESPONSES

Students will work in small groups to develop a paper and pencil test of depression and determine ways to evaluate the construct validity of their test.

Major steps in the lesson:

1. Students read their individual definitions of depression and use these to develop a group definition.
   - Expect students to share their definitions and combine or integrate ideas into a group definition.
   - Definitions may not be sophisticated or comprehensive given the short time period (10 Minutes).
   - Do students recognize they have invented a “construct?”

2. Based on their definition, each group creates test items to measure the characteristics of depression
   - Students develop Likert scale items. May be challenging to form good questions in this format.

3. The group proposes research studies to determine the validity of their test
   - This is the most difficult part of the lesson. Students need to examine the logic of construct validity studies in order to propose an appropriate study.
   - Students will need to connect their prior understanding of validity studies to their test of depression.
   - Anticipate that some groups will not understand the logic behind the validity studies. The instructor will monitor groups and intervene if they are struggling. May address the entire class to explain some of the sticking points.

4. The instructor gives the groups some additional tests (measures) and instructs them to decide how they could use the tests to determine whether their test of depression is valid.
   - Students will need to apply prior knowledge of statistical methods and recognize the extent to which scores on the measures would be related to one another—depending upon whether the tests measure or do not measure depression.

5. Class discussion to review some of the groups’ tests and methods use to determine validity and, time permitting, individual writing exercise
   - The instructor uses the end of class to help consolidate students’ understanding of construct validity and the logic of validity studies.
   - Students reflect on their own understanding at the end of class—what they got, didn’t get, what’s confusing.

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