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Supplementary Information for article: CALY-SWE value set: An integrated approach for a valuation study based on an online-administered TTO and DCE survey

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TTO and DCE Experimental designs

DCE Config 1	DCE Config 2
111321	232233
112232	233111
112313	233222
113113	231322
121133	212312
121233	212112
122331	213213
123212	211121
123322	211231
131312	222221
132122	223331
132223	223132
133131	221313
133221	221133
211212	332121
211332	332211
212123	333332
213233	331112
213331	331213
221221	312133
222132	313311
222222	313131
223121	311333
223313	311222
231133	322312
231323	322232
232211	323123
232311	323223
233112	321321
311223	132132
312131	133313
312211	133123
313122	131331
313322	131231
321112	112321
321311	112223
322113	113322
322323	113232
323231	111113
331121	122333
331232	122111
332332	123211
333213	121122

Table S1. DCE design.

Block	TTO Config	Type
1	111111	Pit
1	221331	Design
1	133113	Design
1	312222	Design
1	332232	Learning
2	111111	Pit
2	313133	Design
2	122211	Design
2	231322	Design
2	322233	Learning
3	111111	Pit
3	332231	Design
3	211113	Design
3	123322	Design
3	332232	Learning
4	111111	Pit
4	111121	Design
4	223232	Design
4	332313	Design
4	233232	Learning
5	111111	Pit
5	321223	Design
5	132132	Design
5	213311	Design
5	323223	Learning
6	111111	Pit
6	321112	Design
6	112333	Design
6	233221	Design
6	222333	Learning
7	111111	Pit
7	222123	Design
7	331331	Design
7	113212	Design
7	223323	Learning
8	111111	Pit
8	131233	Design
8	323121	Design
8	212312	Design
8	232233	Learning

Table S2. TTO design. Types: *Pit* denotes the worst state 111111, *Design* states are generate by the experimental design algorithm, and *Learning* are the added learning state.

Web survey

Changelog

Version	Change
Stage 1 (based on qualitative survey)	<ul style="list-style-type: none">• Change of DCE question format to use the same visual layout as TTO questions• Video explaining the TTO question• Optimization of text elements for describing the questions• Animation for the number of traded TTO years in each iteration
Stage 2 (based on evaluation of Stage 1)	<ul style="list-style-type: none">• 10 instead of 20 years as TTO upper limit• 1 instead of 0 as the TTO lower limit• Rename TTO answer option <i>Equal</i> to <i>About Equal</i> and change the iteration procedure so that <i>About equal</i> no longer directly selects a TTO answer but results in a bisection interval around the centre of the current bisection interval, with half the width of the current bisection interval• Directly clickable submit buttons instead of radio buttons in TTO questions• TTO overview question• Possible to undo previous iterations• Colour coding of the two DCE and TTO states under consideration• Introduction of the TTO learning state while reducing the number of DCE question from 6 to 5 (plus the consistency check)
Stage 3	<ul style="list-style-type: none">• Minor spelling mistakes and editing in text elements

Table S3. Changelog between versions.

Survey construction

The survey contained the following sections: 1) informed consent, 2) CALY-SWE instrument 3) DCE questions, 4) TTO questions including a TTO overview questions where participants reviewed their TTO answers and indicated if they were satisfied with them, and 5) demographic and socioeconomic questions. This order worked well based on the feedback from the qualitative interviews where participants confirmed that the DCE format was conceptually easier to understand than the TTO questions. Participants could this way familiarize themselves with the statement phrasing first while answering the CALY-SWE statements. Then, they would first encounter the easier DCE questions before tackling the more challenging TTO questions.

We randomized the order of dimensions per participant, the assignment of colours of answer alternatives per participant, the order of DCE choice alternatives per question, the order of DCE questions, and the order of TTO question except for the initially displayed learning state. Participants indicated their DCE answers using radio buttons and a submit button

We also included an identical DCE question for all participant as a consistency check where one state was the logically consistent choice, as all attribute levels were higher or equal (always 232332 vs 222332, but in randomized order).

Survey screenshots

Selected survey screenshots follow below.

Avsnitt 2 / 17	Section 2 / 17
Vi börjar med en fråga som handlar om din nuvarande livssituation. Scrolla ner för att fortsätta.	We start with a question about your current situation in life. Scroll down to continue.
Hälsa <i>"Jag har ett bra allmänt hälsotillstånd (psykiskt och fysiskt) som nästan alltid (säg minst 95% av alla dagar) tillåter mig att arbeta eller ägna mig åt det jag vill."</i> <input type="radio"/> Instämmer helt <input type="radio"/> Instämmer delvis <input type="radio"/> Instämmer inte	Health <i>"I have in general good health (mental and physical) that almost always (more than 95% of days) allows me to work or do what I want."</i> <input type="radio"/> Completely agree <input type="radio"/> Partially agree <input type="radio"/> Do not agree
Nära relationer <i>"Jag har tillgång till nära relationer (familj, vänner eller bekanta) som ger mig råd och stöd när jag behöver."</i> <input type="radio"/> Instämmer helt <input type="radio"/> Instämmer delvis <input type="radio"/> Instämmer inte	Social relations <i>"I have access to close relations (family, friends, or acquaintances) who give me advice and support when I need.."</i> <input type="radio"/> Completely agree <input type="radio"/> Partially agree <input type="radio"/> Do not agree
Ekonomi och bostad <i>"Jag har en ekonomi (lön, annan inkomst eller besparingar) som alltid tillåter mig att ha en fast bostad och för det mesta (minst 8 gånger av 10) tillåter mig att köpa det jag tycker mig behöva."</i> <input type="radio"/> Instämmer helt <input type="radio"/> Instämmer delvis <input type="radio"/> Instämmer inte	Finance and housing <i>"I have a financial situation (salary, other incomes, savings) that always allows me to have a permanent housing, and mostly (at least 8 out of 10 times) buy what I think I need."</i> <input type="radio"/> Completely agree <input type="radio"/> Partially agree <input type="radio"/> Do not agree
Sysselsättning <i>"Jag har ett arbete eller annan sysselsättning (studier, praktik, hemarbete, vård av anhörig, etc.) som jag för det mesta är nöjd med. De senaste fem åren har jag minst 75% av tiden varit nöjd med det jag ägnat mig åt."</i> <input type="radio"/> Instämmer helt <input type="radio"/> Instämmer delvis <input type="radio"/> Instämmer inte	Occupation <i>"I have an employment or another occupation (study ,internship, homework, care of relative) that I am mostly satisfied with. During the last five years I have been satisfied with my occupation at least 75% of the time."</i> <input type="radio"/> Completely agree <input type="radio"/> Partially agree <input type="radio"/> Do not agree
Säkerhet <i>"Jag har en trygghet som gör att risk för våld eller annan kriminalitet inte påverkar mig i mitt arbete eller i min fritid."</i> <input type="radio"/> Instämmer helt <input type="radio"/> Instämmer delvis <input type="radio"/> Instämmer inte	Security <i>"I have a sense of security, and the risk of violence or other crime does not influence me in my work or leisure activities."</i> <input type="radio"/> Completely agree <input type="radio"/> Partially agree <input type="radio"/> Do not agree
Politiska och medborgerliga rättigheter <i>"Jag litar på att våra rättigheter som medborgare, och vårt aktiva deltagande i det demokratiska systemet, gör det möjligt att påverka våra gemensamma livsvillkor."</i> <input type="radio"/> Instämmer helt <input type="radio"/> Instämmer delvis <input type="radio"/> Instämmer inte	Political and civil rights <i>"I trust that our rights as citizens, and our active participation in the democratic processes makes it possible to shape our common living conditions."</i> <input type="radio"/> Completely agree <input type="radio"/> Partially agree <input type="radio"/> Do not agree
<< Förra avsnittet Nästa avsnitt >>	<< Previous section Next section >>

Fig S1. CAY-SWE statements and questions. Swedish left, English right (unofficial translation for this publication).


Avsnitt 4 / 17 : Jämförelse av livskvalitet	Section 4 / 17 : Quality of life comparison
<p>I frågan ser du två påhittade personer, A och B, som har olika nivåer av handlingsfrihet. Vi ber dig bedöma vem som sammantaget lever ett bättre liv. Scrolla ner om du inte ser svarsalternativen.</p>	<p>In the question you see two made-up persons, A and B, that have different capability levels. We ask you to judge who all in all lives a better life. Scroll down if you do not see the answer options.</p>
<p>Sysselsättning</p> <p>Jag har ett arbete eller annan sysselsättning (studier, praktik, hemarbete, vård av anhörig, etc.) som jag för det mesta är nöjd med. De senaste fem åren har jag minst 75% av tiden varit nöjd med det jag ägnat mig åt.</p> <p>A: Stämmer delvis B: Stämmer helt</p>	<p>Social relations</p> <p>I have access to close relations (family, friends or acquaintances) that always give me advice and support when I need it.</p> <p>A: Not true at all B: Completely true</p>
<p>Politiska och medborgerliga rättigheter</p> <p>Jag litar på att våra rättigheter som medborgare, och vårt aktiva deltagande i det demokratiska systemet, gör det möjligt att påverka våra gemensamma livsvillkor.</p> <p>A: Stämmer delvis B: Stämmer helt</p>	<p>Health</p> <p>I have good general health (physical and mental) that allows me to work or to do what I want.</p> <p>A: Partially true B: Completely true</p>
<p>Ekonomi och boende</p> <p>Jag har en ekonomi (lön, annan inkomst eller besparingar) som alltid tillåter mig att ha en fast bostad och för det mesta (minst 8 gånger av 10) tillåter mig att köpa det jag tycker mig behöva.</p> <p>A: Stämmer helt B: Stämmer delvis</p>	<p>Security</p> <p>Risk for violence or other crime does never affect me during my work or my leisure time.</p> <p>A: Completely true B: Not true at all</p>
<p>Säkerhet</p> <p>Jag har en trygghet som gör att risk för våld eller annan kriminalitet inte påverkar mig i mitt arbete eller i min fritid.</p> <p>A: Stämmer helt B: Stämmer delvis</p>	<p>Political and civil rights</p> <p>I trust that my rights as a citizen, and our active participation in the democratic system make it always possible to influence our shared living conditions.</p> <p>A: Completely true B: Partially true</p>
<p>Nära relationer</p> <p>Jag har tillgång till nära relationer (familj, vänner eller bekanta) som ger mig råd och stöd när jag behöver.</p> <p>A: Stämmer inte B: Stämmer delvis</p>	<p>Financial situation and housing</p> <p>I have a financial situation (salary, other income, or savings) that always allows me to have a permanent housing and to buy what I think I need.</p> <p>A: Completely true B: Not true at all</p>
<p>Hälsa</p> <p>Jag har ett bra allmänt hälsotillstånd (psyiskt och fysiskt) som nästan alltid (säg minst 95% av alla dagar) tillåter mig att arbeta eller ägna mig åt det jag vill.</p> <p>A: Stämmer inte B: Stämmer helt</p>	<p>Occupation</p> <p>I have work or another occupation (studies, internship, household work, care of relatives etc.) that I am always satisfied with.</p> <p>A: Partially true B: Not true at all</p>
<p>Person A</p> 	<p>Person A</p> 
<p>Person B</p> 	<p>Person B</p> 
<p>Vem av personerna A eller B tycker du har ett bättre liv?</p> <p><input type="radio"/> Person A <input type="radio"/> Person B</p> <p><< Förra avsnittet Nästa avsnitt >></p>	<p>Who of the persons A or B do you think has a better life?</p> <p><input type="radio"/> Person A <input type="radio"/> Person B</p> <p><< Previous section Next section >></p>

Fig S2. DCE question. Swedish left. English right (unofficial translation for this publication).

Avsnitt 11 / 17 : Livsförloppsfråga 1, steg 2

Antal år med full handlingsfrihet (Person A) har ändrats från 10 till 1 . Person B:s liv är oförändrad.

Vem av personerna A eller B tycker du har haft ett bättre liv?

Person A

Stämmer helt
Stämmer delvis
Stämmer inte

1 år

Person B

Stämmer helt
Stämmer delvis
Stämmer inte

10 år

Person B
10 år med begränsad handlingsfrihet

A:s livslängd anpassades till 1 år. Antagligen är 10 år med B:s handlingsfriheter ett bättre liv än 1 år med full handlingsfrihet. Vi föreslår därför att du väljer B för att fortsätta.

<< Förra avsnittet

Avsnitt 12 / 17 : Livsförloppsfråga 2, steg 2

Antal år med full handlingsfrihet (Person A) har ändrats från 8 till 5 . Person B:s liv är oförändrad.

Vem av personerna A eller B tycker du har haft ett bättre liv?

Person A

Stämmer helt
Stämmer delvis
Stämmer inte

5 år

Person B

Stämmer helt
Stämmer delvis
Stämmer inte

10 år

Person A
5 år med full handlingsfrihet **Person B**
10 år med begränsad handlingsfrihet

Jag tycker att A och B är likvärdiga

<< Förra steget Starta om frågan Hjälp ?

> Utförliga beskrivningar av handlingsfriheterna

<< Förra avsnittet

Section 11 / 17 : Life course question 1, step 2

The number of years with full capability (Person B) has changed from 10 to 1 . Person A's life is unchanged.

Who of the persons A or B do you think has a better life?

Person A

Completely agree
Partially agree
Do not agree

10 years

Person B

Completely agree
Partially agree
Do not agree

1 years

Person A
10 years with limited capability

B:s livslängd anpassades till 1 år. Antagligen är 10 år med A:s handlingsfriheter ett bättre liv än 1 år med full handlingsfrihet. Vi föreslår därför att du väljer A för att fortsätta.

<< Long descriptions of the capabilities

Section 12 / 17 : Life course question 2, step 2

The number of years with full capability (Person B) has changed from 7 to 5 . Person A's life is unchanged.

Who of the persons A or B do you think has a better life?

Person A

Completely agree
Partially agree
Do not agree

10 years

Person B

Completely agree
Partially agree
Do not agree

5 years

Person A
10 years with limited capability **Person B**
5 years with full capability

I think that A and B are equivalent

<< Previous step Restart the question Help ?

> Long descriptions of the capabilities

Fig S3. Screenshot TTO question. Left: Second learning state iteration. Right: Normal TTO iteration. Swedish on top. English on the bottom (unofficial translation for this publication).

Avsnitt 17 / 17	Section 17 / 17
<p>Är du kvinna eller man?</p> <p><input type="radio"/> Kvinna</p> <p><input type="radio"/> Man</p> <p><input type="radio"/> Annat</p> <p><input type="radio"/> Jag avstår från att besvara den här frågan</p>	<p>Are you a man or a woman?</p> <p><input type="radio"/> Woman</p> <p><input type="radio"/> Man</p> <p><input type="radio"/> Other</p> <p><input type="radio"/> I abstain from answering this question</p>
<p>Var är du född?</p> <p><input type="radio"/> Sverige</p> <p><input type="radio"/> Övriga Norden (Danmark, Finland, Island, Norge)</p> <p><input type="radio"/> Europa (Västra)</p> <p><input type="radio"/> Europa (Östra)</p> <p><input type="radio"/> Europa (Södra)</p> <p><input type="radio"/> Västra Asien / Mellanöstern (Syrien, Irak, Iran...)</p> <p><input type="radio"/> Sydasiien (Afghanistan, Indien, Pakistan, Bangladesh, Nepal, Sri Lanka, ...)</p> <p><input type="radio"/> Sydostasien (Thailand, Indonesien, Filippinerna, Vietnam, Myanmar, Malaysia, ...)</p> <p><input type="radio"/> Afrika</p> <p><input type="radio"/> Nordamerika (USA, Kanada)</p> <p><input type="radio"/> Latinamerika</p> <p><input type="radio"/> Ostasien (Kina, Japan, Korea)</p> <p><input type="radio"/> Övriga världen</p> <p><input type="radio"/> Jag avstår från att besvara den här frågan</p>	<p>Where are you born?</p> <p><input type="radio"/> Sweden</p> <p><input type="radio"/> Other Nordic (Denmark, Finland, Island, Norway)</p> <p><input type="radio"/> Europe (West)</p> <p><input type="radio"/> Europe (East)</p> <p><input type="radio"/> Europe (South)</p> <p><input type="radio"/> Western Asia / Middle East (Syria, Iraq, Iran...)</p> <p><input type="radio"/> South Asia (Afghanistan, India, Pakistan, Bangladesh, Nepal, Sri Lanka, ...)</p> <p><input type="radio"/> South East Asia (Thailand, Indonesia, Philippines, Vietnam, Myanmar, Malaysia, ...)</p> <p><input type="radio"/> Africa</p> <p><input type="radio"/> North America (USA, Canada)</p> <p><input type="radio"/> Latin America</p> <p><input type="radio"/> East Asia (China, Japan, Korea)</p> <p><input type="radio"/> Rest of the world</p> <p><input type="radio"/> I abstain from answering this question</p>
<p>Hur gammal är du?</p> <p><input type="text"/></p>	<p>How old are you?</p> <p><input type="text"/></p>
<p>Vilken är den högsta utbildning du avslutat?</p> <p><input type="radio"/> Mindre än 9 år i skolan</p> <p><input type="radio"/> Avslutat grundskola eller motsvarande (9 år)</p> <p><input type="radio"/> Gymnasium eller yrkesskola (2 år)</p> <p><input type="radio"/> Gymnasium (3-4 år)</p> <p><input type="radio"/> Eftergymnasial utbildning (Universitet eller högskola, kortare än 3 år)</p> <p><input type="radio"/> Eftergymnasial utbildning (Universitet eller högskola, 3 år eller längre) eller forskarutbildning</p> <p><input type="radio"/> Jag avstår från att besvara den här frågan</p>	<p>What is your highest finished level of education?</p> <p><input type="radio"/> Less than 9 years schooling</p> <p><input type="radio"/> Finished elementary schooling or equivalent(9 years)</p> <p><input type="radio"/> High school or vocational (2 years)</p> <p><input type="radio"/> High school(3-4 years)</p> <p><input type="radio"/> Tertiary education (University or college, shorter than 3 years)</p> <p><input type="radio"/> Tertiary education (University or college, 3 years or more) or research education</p> <p><input type="radio"/> I abstain from answering this question</p>
<p>Hur stor är din månadsinkomst före skatt?</p> <p><input type="radio"/> Mindre än 24 000 kronor</p> <p><input type="radio"/> Mellan 24 000 och 27 000 kronor</p> <p><input type="radio"/> Mellan 27 000 och 30 000 kronor</p> <p><input type="radio"/> Mellan 30 000 och 50 000 kronor</p> <p><input type="radio"/> Mer än 50 000 kronor</p> <p><input type="radio"/> Jag avstår från att besvara den här frågan</p>	<p>How large is your monthly income before taxes?</p> <p><input type="radio"/> Less than 24 000 krona</p> <p><input type="radio"/> Between 24 000 and 27 000 krona</p> <p><input type="radio"/> Between 27 000 and 30 000 krona</p> <p><input type="radio"/> Between 30 000 and 50 000 krona</p> <p><input type="radio"/> More than 50 000 krona</p> <p><input type="radio"/> I abstain from answering this question</p>
<p>I vilken typ av kommun bor du?</p> <p><input type="radio"/> Storstad (Stockholm, Göteborg, Malmö) med över 300 000 invånare</p> <p><input type="radio"/> Kommun med 100 000 invånare till 300 000 invånare</p> <p><input type="radio"/> Kommun med 50 000 till 100 000 invånare</p> <p><input type="radio"/> Kommun med 20 000 till 50 000 invånare</p> <p><input type="radio"/> Kommun med mindre än 20 000 invånare</p> <p><input type="radio"/> Jag avstår från att besvara den här frågan</p>	<p>In what type of municipality do you live?</p> <p><input type="radio"/> Big city (Stockholm, Gothenburg, Malmö) with over 300 000 inhabitants</p> <p><input type="radio"/> Municipality between 100 000 and 300 000 inhabitants</p> <p><input type="radio"/> Municipality between 50 000 and 100 000 inhabitants</p> <p><input type="radio"/> Municipality between 20 000 and 50 000 inhabitants</p> <p><input type="radio"/> Municipality with fewer than 20 000 inhabitants</p> <p><input type="radio"/> I abstain from answering this question</p>
<p>I vilken sorts bostad bor du? (Alternativen kan kombineras)</p> <p><input type="checkbox"/> Jag hyr lägenhet eller hus</p> <p><input type="checkbox"/> Jag äger lägenhet (bostadsrätt eller äganderätt)</p> <p><input type="checkbox"/> Jag äger hus (bostadsrätt eller äganderätt)</p> <p><input type="checkbox"/> Mer eller mindre utan bostad</p> <p><input type="checkbox"/> Studentkorridor, kollektiv eller annat delad boende</p> <p><input type="checkbox"/> Annat</p> <p><input type="checkbox"/> Jag avstår från att besvara den här frågan</p>	<p>In what kind of housing do you live? (The alternatives can be combined)</p> <p><input type="checkbox"/> I rent an appartement or a house</p> <p><input type="checkbox"/> I own an appartement (owning or condominium)</p> <p><input type="checkbox"/> I own a house (owning or condominium)</p> <p><input type="checkbox"/> More or less without housing</p> <p><input type="checkbox"/> Student corridor, collective, or other type of shared housing</p> <p><input type="checkbox"/> Other</p> <p><input type="checkbox"/> I abstain from answering this question</p>
<p>Hur bor du? (Minst hälften av tiden. Alternativen kan kombineras)</p> <p><input type="checkbox"/> Ensam</p> <p><input type="checkbox"/> Med make/maka/sambo/partner</p> <p><input type="checkbox"/> Med barn (egna eller annans)</p> <p><input type="checkbox"/> Med föräldrar</p> <p><input type="checkbox"/> Med syskon</p> <p><input type="checkbox"/> Annat</p> <p><input type="checkbox"/> Jag avstår från att besvara den här frågan</p>	<p>How do you live? (At least half of the time. Alternatives can be combined)</p> <p><input type="checkbox"/> Alone</p> <p><input type="checkbox"/> With husband/sambo/partner</p> <p><input type="checkbox"/> With children (own or others)</p> <p><input type="checkbox"/> With parents</p> <p><input type="checkbox"/> With siblings</p> <p><input type="checkbox"/> Other</p> <p><input type="checkbox"/> I abstain from answering this question</p>
<p><< Förra avsnittet</p> <p>Nästa avsnitt >></p>	<p><< Previous section</p> <p>Next section >></p>

Fig S4. Questions on background characteristics. Swedish left. English right (unofficial translation for this publication).

TTO questions procedure

We designed the iteration procedure with the intention to reduce directional bias and to be optimized for online distribution. Participants may resolve to the same answer pattern each time to end the survey quickly. To that end we randomized year values that appeared in the TTO iteration procedure.

At the start of a TTO question and in each following iteration, a random bisection value was chosen while trying to avoid values at the bisection interval limits. Participants could choose 'Person A', 'Person B', or 'About equal'. Person A and B were randomized to correspond to either living in the full capability state with tradeable time, or to living in the limited capability state. Answering 'limited capability' would randomize the bisection point in the upper interval, defined by the current bisection point and the current upper interval limit. Answering 'full capability' resulted in a random bisection in the lower interval, making the 'limited capability' state less attractive. Irrelevant answer alternatives were not displayed, for example if the bisection point was equal to the lower or upper limit.

'About equal' resulted in a random value in an interval with half of the current bisection interval centred around the current bisection point. Participants could also choose to restart the TTO question or to go back one iteration. This iterative procedure continued until the bisection interval contained just one possible value and then participants were prompted to confirm this point of indifference before continuing to the next TTO state. Reachable TTO answer values spanned from 1 to 10 years.

For the TTO questions, we replaced the radio buttons with three directly clickable submit buttons corresponding to each choice. The intent was to reduce the number of clicks needed for participants and make the iteration procedure less tedious.

TTO Learning state

Many participants may not read the TTO questions instructions thoroughly or watch the TTO instruction video, or they may not find them easy enough to understand. As an additional way to increase participants familiarity with the TTO question, we introduced a *learning* state, similar to the EQ-VT wheelchair example. Its purpose was to guide participants through the TTO iteration procedure in an applied way in the same visual environment as the later regular iterations. The 'learning' state consisted of three level 2 and three level 3 attributes.

The answers in the two first iterations of the learning state were predetermined, but participants still had to click on the answers while the other alternatives were greyed out. Pop-up banners informed participants about the reasoning and thought process behind choosing the answer.

The first iteration compared full capability, 333333, in 10 years with the learning state during 10 years. 333333 was the logically consistent choice compared to the learning state given that the duration in both was equal and that three capability attributes for

the learning state were on level 2, and the pop-up banner read "To start with an easy comparison: A has higher capability than B but both live during 20 years. We thus suggest that you chose A to continue". The second iteration compared 1 year with full capability and 10 years in learning state. Ten years in the learning state is likely to be preferred choice for most people as the capability impairment is not large enough to justify giving up 9 years of lifetime, and we displayed an according pop-up message. The iteration procedure continued normally after the two initial iterations but the two predetermined iterations reduced the range of reachable values to [0.2, 0.9].

Results sample size simulation

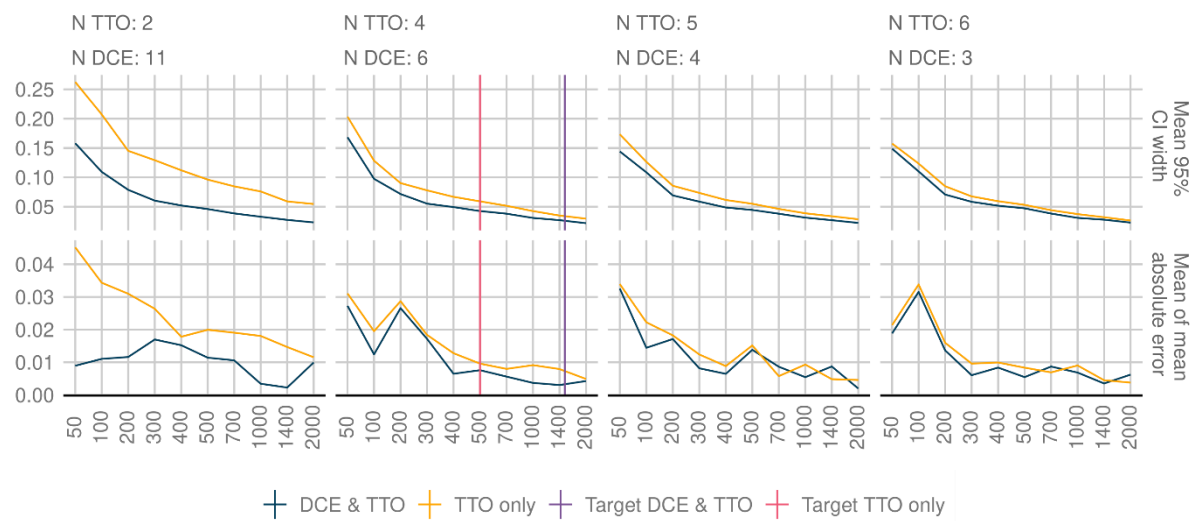


Fig S5. Results sample size simulation. Different plots represent different configurations of number of TTO and DCE questions. Top row depicts the mean 95% CI width, the bottom row the Mean of mean absolute errors of generate weights vs weights used to populate the sample. Discrete Choice Experiments (DCE). Time-trade off (TTO). CI (Credible interval).