Video-chat studies for developmental research:

Options and best practices

WHAT? HOW? WHY ONLINE?

Social Learning Lab
Stanford University

THE CHILD LAB
FROM YALE UNIVERSITY

Webinar Contents

1. Webinar slides (this PDF file, page 3 - end) with links to example movies
2. Webinar recording (with automated transcription)
3. Demo 1 (TheChildLab.com / AdobeConnect / by Mark Sheskin)
    a. Both Participant & Researcher Views
4. Demo 2 (Social Learning Lab / Zoom / by Sophie Bridgers and Megan Merrick)
    a. Participant View
    b. Researcher View (with Participant View overlay)
5. Separate Q&A document

Welcome!

- As an attendee, you will not be able to turn on your camera or microphone
- If you have questions, please use the “Q&A” window to type in your question
  - Mika Asaba, Jessa Stegall, and Brandon Carrillo (SLL) will be monitoring chat Q&A. Depending on the question, we will use: (1) chat window to answer directly, (2) Q&A at the end, or (3) written Q&A shared as a document (details later)
  - All materials will be shared with recording of the webinar (COGDEV / CogSci list, and attendee emails)

Welcome & Introduction

Mark Sheskin
TheChildLab.com
Assistant Professor,
Minerva Schools at KGI

Aaron Chuey
Social Learning Lab
Graduate Student,
Stanford University

Megan Merrick
Social Learning Lab /
Language & Cognition Lab
Research Assistant
Stanford University

Hyo Gweon
Social Learning Lab
Assistant Professor
Stanford University

TheChildLab.com!

Soon-to-be graduate
student at Indiana U!

Where we are as a field

- Use of online methods in behavioral sciences has transformed many fields
  - Amazon Mechanical Turk (Buhrmester et al., 2018)
- Innovative, researcher-driven online methods in Developmental Research
  - Lookit (MIT), TheChildLab.com (Yale), Discoveries Online / PANDA (NYU)
  - Early 2020, our lab was just starting to look into this!
- COVID-19 has accelerated these changes, creating a pressure for many labs
  - However, setting up online research is a lot of work!
  - It makes little sense for each and every lab to reinvent the wheel from scratch

SLL's materials: https://github.com/sociallearninglab/online_testing_materials

Why we organized this webinar

- Share practical information that might help you decide where and how to start
- Share how we're designing our studies and explain why
- Share our experiences from having recruited/scheduled/run child participants
- Share our thoughts and vision for the field going forward

What this webinar IS NOT

- … a comprehensive overview of all online research methods
  - We will focus on "***moderated***" studies (i.e., video-chat)
  - We will NOT be discussing "***unmoderated***" platforms (Lookit, Panda, etc.)
- … a list of "one optimal" way to do things or tailored solutions
  - Every lab is different, and our experience & range of studies we run are limited
  - We're also in the process of learning and changing things as we learn
- Instead, we'd like to offer a set of examples for key dimensions & decisions
  - We hope this will help ***you*** make these decisions in ways that fit your lab's scientific questions, methods, lab size, and other specific needs.
- We hope this inspires others (that is, **you**!) to create more opportunities for sharing your materials, experiences, and "*your* best practices"

A Tale of Two Labs

THE CHILD LAB

FROM YALE UNIVERSITY

- TheChildLab.com (TCL); 2017
- AdobeConnect
- Maximum efficiency: Streamlined coordination of multiple study sessions

Social Learning Lab
Stanford University

- Social Learning Lab (SLL); 2020
- Zoom
- Flexibility in study format & recreating in-person social interactions

These two labs differ in their scientific questions and approaches. Even though they both use video-chats, the set of decisions they made for conducting online studies are also different!

Sheskin, M., & Keil, F. (2018). TheChildLab.com A Video Chat Platform for Developmental Research. DOI: 10.31234/osf.io/rn7w5
Social Learning Lab (2020). Online testing: Startup guide and materials. DOI: 10.5281/zenodo.3762737

Agenda

- Demos of study sessions (20-25 min),
  - TheChildLab - AdobeConnect, color-based response, audio-recording
  - SLL - Zoom, choice
- AdobeConnect & Zoom: Key Features and Comparisons (Aaron)
- Two different data-collection approaches (Mark)
- Designing online studies: Basic principles and practices (Aaron)
- Recruiting and Scheduling Participants (Megan)
- Consent & Data Storage (Megan)
- Ethics of Online Studies (Mark and Hyo)
- Q&A: We will pick some questions from the survey and the Q&A window

Study demo

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AdobeConnect Demo

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- Features (e.g., researcher has complete control over layout, and can switch to new ones with one click, including pre-loaded powerpoints)
- The slow increase in question difficulty during warmup, starting with just naming colors
  - Also trains parent to not interfere, even without asking
  - Also establishes connection lag
- The researcher can maintain “joint attention” on stimuli without seeing them (blind to counterbalance)
- To watch the video, click HERE or go to: https://www.youtube.com/watch?v=PQANzEuuDf0

Zoom: Live Demo

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- You can follow the instructions by Sophie just like a real participant
- Doesn't work well on tablets (e.g., iPad) or smartphone
- Please refer to the screen-recording of a study session
  - Watch a recorded demo: Participant View Researcher View (participant view overlaid)

Guest Experimenter:
Sophie Bridgers

Parent:
Megan Merrick

Child: Teddy

An example trial from: Bridgers, Yang, Gerstenberg, & Gweon (2020) *Cogsci Proceedings* (*shortened for demo)

AdobeConnect & Zoom: Key Features and Comparisons

THE CHILD LAB

FROM YALE UNIVERSITY

Aaron Chuey
Social Learning Lab
Graduate Student,
Stanford University

zoom

Social Learning Lab
Stanford University

AdobeConnect: Key Features

- Researchers upload files to ***central location*** (AdobeConnect account)
- Files are then ***downloaded to participants' local computers*** at the beginning of the session
  - Potentially less susceptible to fluctuations in connection speed
- Researchers have complete control of what participants view on the screen
  - Can save different "preset" display configurations that specify what to show where
  - Child or parent cannot change what is shown on the screen
  - Presenter notes are shown to researcher
- Limited compatibility (MS Powerpoint, mp4) but integrates well with other Adobe software
- Setup is less intuitive, requires instruction (only for first time participation)
- Software is free for participants, free for researchers up to 3 attendees (expensive beyond 3)

Zoom: Key Features

- Files are ***saved locally*** on researchers' computers
- Files are shown to participants via ***screen-sharing***
  - Especially for video stimuli, quality may vary depending on connection speed (especially researcher)
- Researchers do not have control over how participants' screen is configured
  - Requires initial "calibration" (screen-setup) at the beginning
  - Possible for participant to change the setup unbeknownst to the researcher (we can't see their screen)
  - Presenter notes require some setup
- High compatibility (anything that plays on researcher's computer) but harder to get user input
- Software is free for participants, free for researchers for up to 40min (see https://zoom.us/pricing)
  - Familiar to many people (and already installed), intuitive setup,
  - Can have many "shadow" participants (e.g., researchers in training)
  - Your institution may already have subscription for higher-tier services

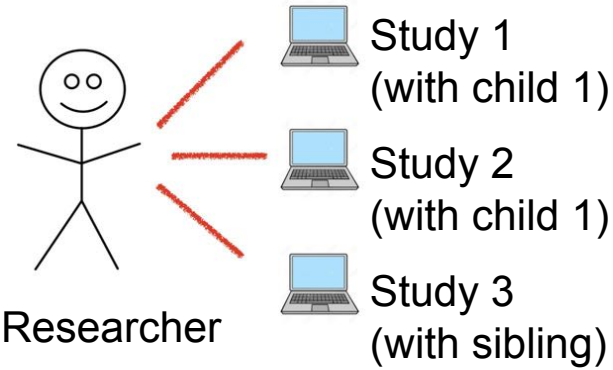
Pros & Cons

- Complete control of what is displayed to the participant
- Stimuli files are preloaded, and potentially less sensitive to connection speed
- Works with MS Powerpoint files and .mp4
  - Shows presenter notes on researcher screen
- Larger start-up cost, but easy for repeat participants
  - Participants may need to install
  - Less intuitive setup, requires instruction

- Setup determined real-time, and participants can move it; flexible but error-prone
- Stimuli are screen-shared; potentially more sensitive to connection speed
- Works with all files, but does not automatically shows presenter notes
- Lower start-up cost, but requires screen setup
  - Many people are familiar with Zoom
  - Relatively more intuitive setup
- Allows many “shadow” participants for training

Two different data-collection approaches

One-to-Many approach



Mark Sheskin
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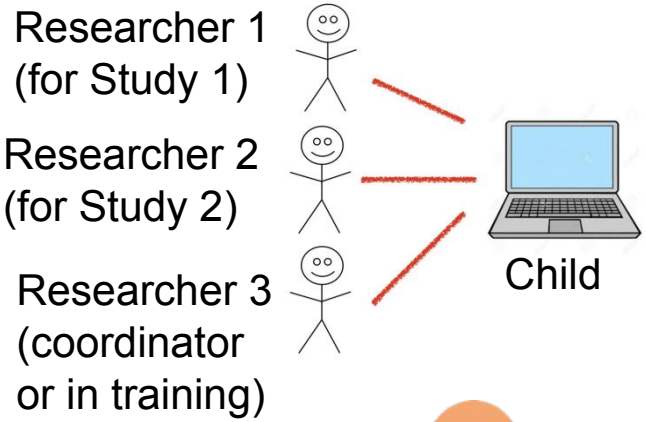
Minerva Schools at KGI

Many-to-one approach



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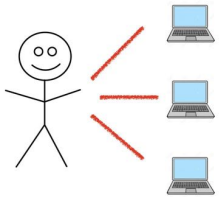
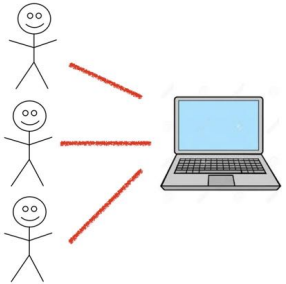


Comparing data collection styles



- One-to-many:
  - Each experimenter is trained to run multiple studies, so one session involves a single experimenter
  - Good for continuity and avoids bias
  - Efficiently uses experimenter's time
  - Maximum flexibility for scheduling (e.g., siblings, researcher availability)
  - Requires experimenters to be trained to run multiple studies
- Many-to-one:
  - Each experimenter is trained on 1 or 2 studies, so one session involves 1 to 3 experimenters
  - Useful when training costs are high
  - Requires "transition" between experimenters
  - Can be less efficient in terms of scheduling & total # of participants

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# of studies per session, how siblings are scheduled

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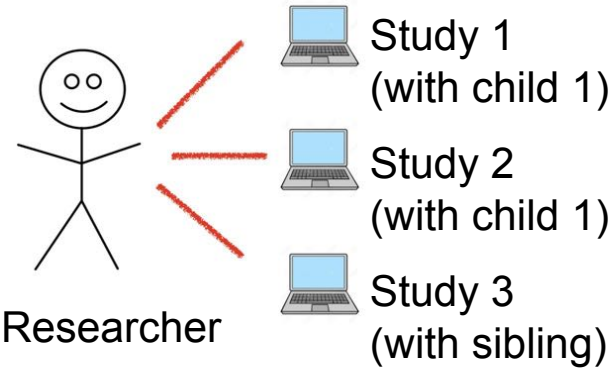
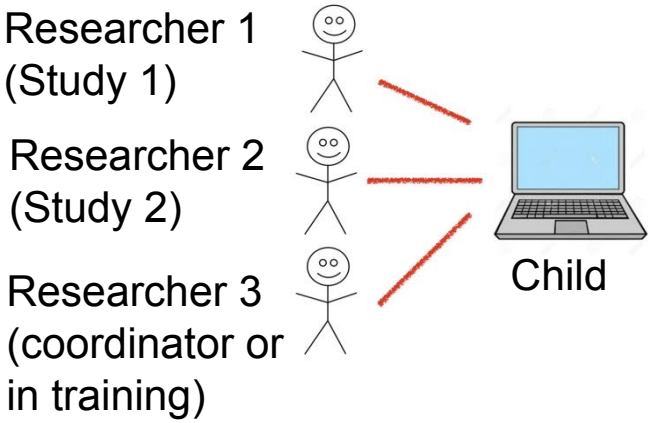
Two different data-collection approaches

One-to-Many approach



Many-to-one approach



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This is a spectrum, rather than a binary choice

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Designing online studies: Basic principles and practices

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- Children's understanding of causal mechanisms
- DV: Binary choice & explanations
- Emphasizes streamlined, efficient testing (especially for repeat participants)
- ~6-10 year olds

I've used both!

Aaron Chuey
Social Learning Lab
Graduate Student,
Stanford University

Social Learning Lab
Stanford University

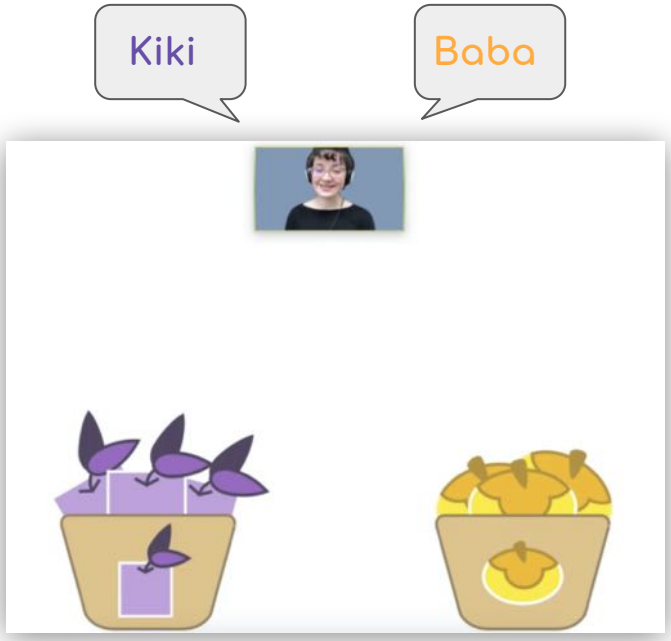
- Children's understanding of social interactions & communication,
- DV: Binary choice, explanations, drawing
- Emphasizes re-creating in-person experience and interactions
- ~3-7 year olds

Designing online studies: Basic principles and practices

- I. Generally good practices

1. Choices consistently cued by color (TCL)

* Many studies from TCL use color (B/G) as choices



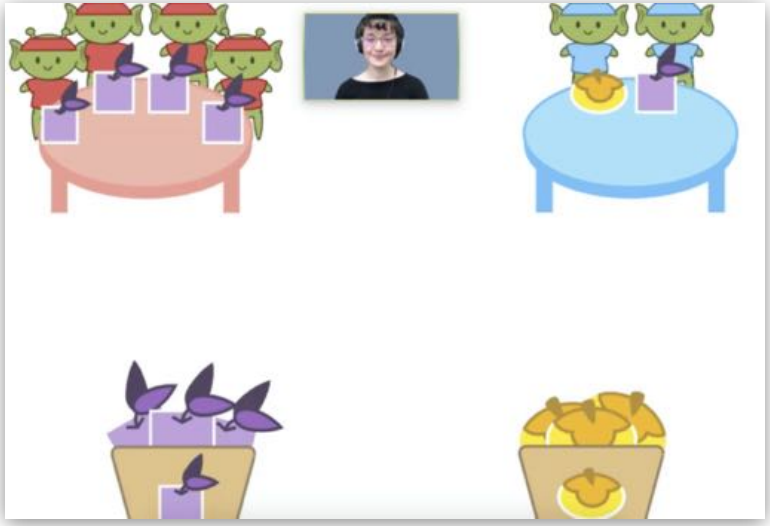
SLL uses a variety of ways:

Easy-to-remember labels
Gaze cues (see next slide)

2. Important stimuli cued by animations & gaze

CLICK HERE TO OPEN MOVIE

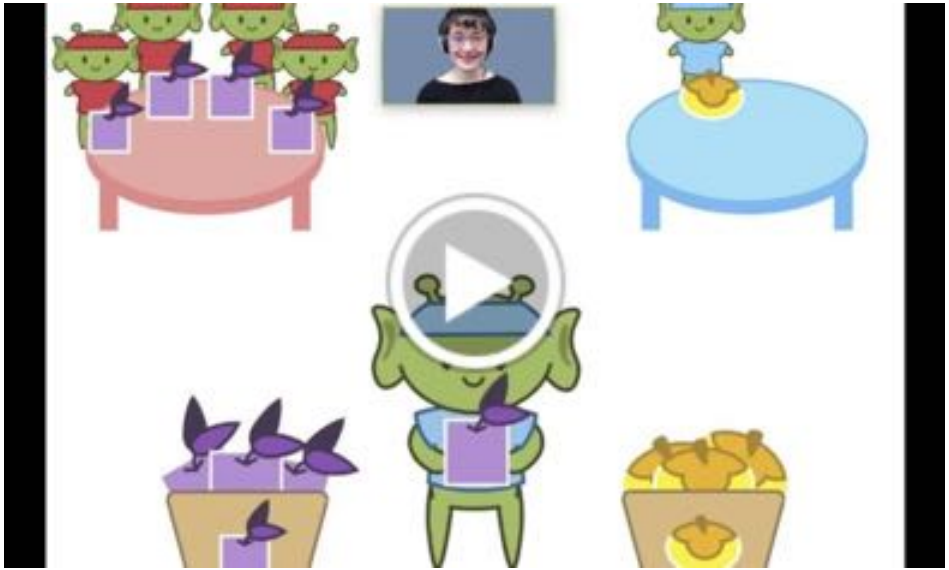
3. Maintain consistent location of objects on screen



*example task from: Vélez & Gweon (2020) *CogSci Proceedings*

4. Lots of repetition (makes study more resilient to lag)

CLICK HERE TO OPEN MOVIE



** ignore the cursor (mistake while recording)

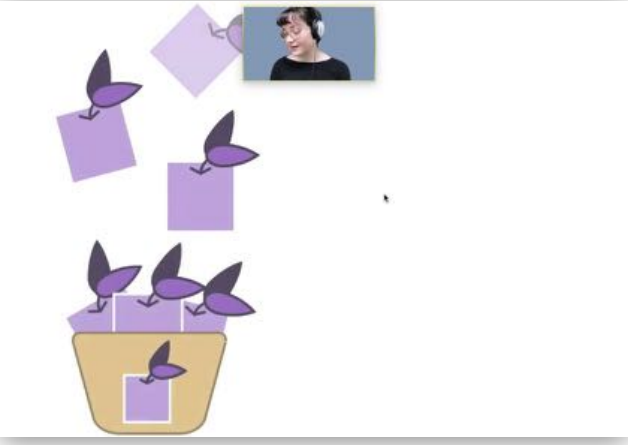
Designing online studies: Basic principles and practices

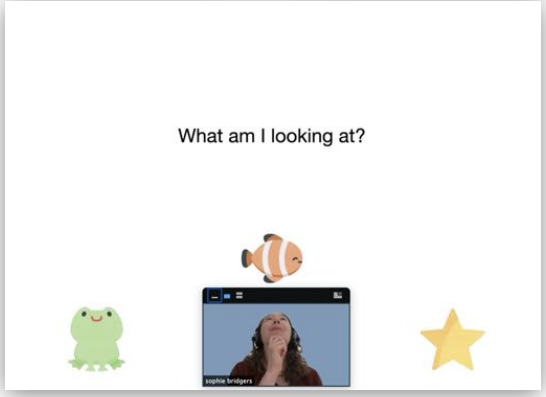
- I. Generally good practices:
  - Create low-demand choices for 2AFC (binary choice) tasks, such as color
  - Important stimuli cued by animations and sound effects
  - Maintain consistent location of objects on screen
  - Repeated presentation of information & asking children to repeat back
- II. Some specific approaches / tips

Sound checks for videos

This is a short animated movie with sound (movie not shared)

Position experimenter video for gaze cues

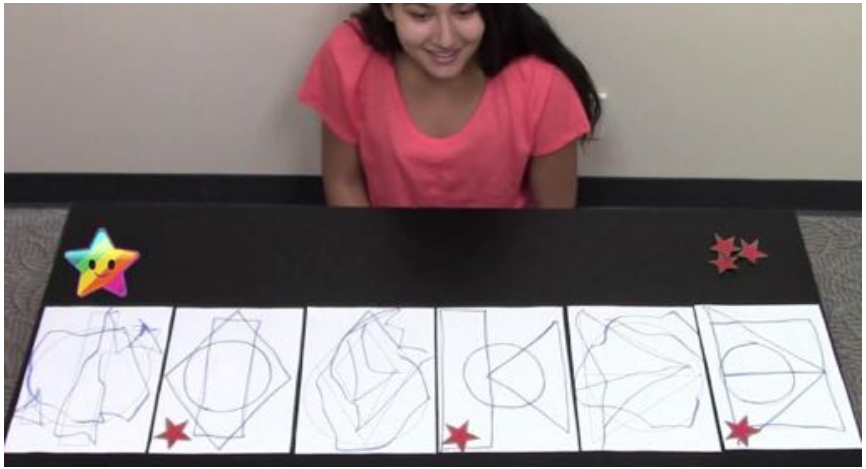




Embed videos for complex scenes or events

CLICK HERE TO OPEN MOVIE

CLICK HERE TO ACCESS MOVIE



Example task from: follow-up of Asaba et al. (2018) CogSci Proceedings

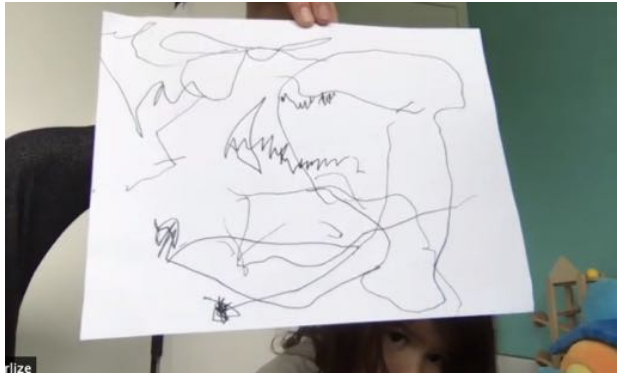
Physically covering screen for condition blinding

Designing online studies: Basic principles and practices

- I. Generally good practices:
  - Create low-demand choices for 2AFC (binary choice) tasks, such as color
  - Important stimuli cued by animations and sound effects
  - Maintain consistent location of objects on screen
  - Repeated presentation of information & asking children to repeat back
- II. Some specific approaches / tips
  - Sound check for videos
  - Position experimenter video for gaze cues
  - Embed videos for complex scenes or events
  - Physically covering screen for condition blinding
- Dependent measures

Dependent measures

- The easiest DV is binary choice and explanations
- We think there's a lot of potentials!
  - Children's own drawings
  - Gaze-following
  - Simple looking time or preferential looking
  - Share your ideas with us! :-)



- More advanced software (that might cost money or have a learning curve), such as eLearning software that would allow child interaction with the screen (e.g., like IRB training you might have done, with embedded quizzes)

Logistics - Recruiting, Scheduling, Consenting, Data Storage

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- Researchers are trained to run multiple studies
- Two separate “testing rooms”
- Siblings are often scheduled back-to-back
- Well-established system that scales up well within a lab

Megan Merrick
Social Learning Lab
Research Assistant
Stanford University

Social Learning Lab
Stanford University

- Researchers are trained to run one study (max 2)
- Single room (expanding to multiple, one per age)
- Siblings scheduled together at parent request (~50%)
- In the process of scaling up and changes are still being implemented

Options for Participant Recruitment

- Contacting previous participants:
  - In-lab database
  - Local schools or museums
- Childrenhelpingscience.com
- Paid advertising:
  - Google
  - Facebook
  - Instagram

- Efficiency varies, but across many lab groups we have heard $1-3 per participant is what you might expect if you have broad age and other inclusion criteria
- Once pool is large enough, word of mouth generates sign-ups too!

Mark Sheskin (Minerva)
Elizabeth Bonawitz (Rutgers – Newark)
Hyowon Gweon (Stanford)
Julian-Jara Ettinger (Yale)
Candice Mills (UT Dallas)
Laura Schulz (MIT)

What it is:

- website that lists online studies for parents
- purely study-based (e.g., not lab-based)
- gets better the more people use it
- feel free to submit your studies 😊

Studies for Kindergarten and Up

- This page has studies you can do with children in grades Kindergarten and up!
- Choose "Read more" to learn about a particular study, and find the link to the website where you can sign up for it!

Return Home

Choose Another Age Group

How does knowledge spread?

How do children (age 4-6) think knowledge spreads from person to person?

Click here to go to the website for this study, or click below to read more.

Read More →

Personality & Diet Choices

A Zoom interview with children 8-10 years old, in which we ask them to respond to a number of personality questions and discuss their diet choices.

Read More →

Cooperation and Conventions

How do children (ages 5 to 8) think about cooperation and conventions?

Click here to go to the website for this study, or click below to read more.

Read More →

Me As a Grown-Up!

For ages 4-7. This study asks how children think they will change when they become grown-ups.

Click here to go to the website for this study, or click below to read more.

Read More →

Alien Language Games

For children ages 4 to 12 who have English as their native language: get to know a group of alien friends who will speak, play, and sing!

Click here to go to the website for this study, or click below to read more.

Read More →

Kids' Music Quiz

How do kids interpret world music?

Click here to go to the website for this study, or click below to read more.

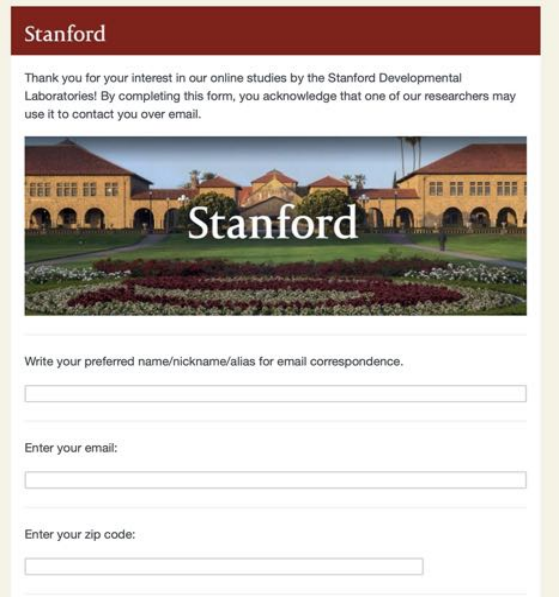
Read More →

Scheduling Participants and Researchers

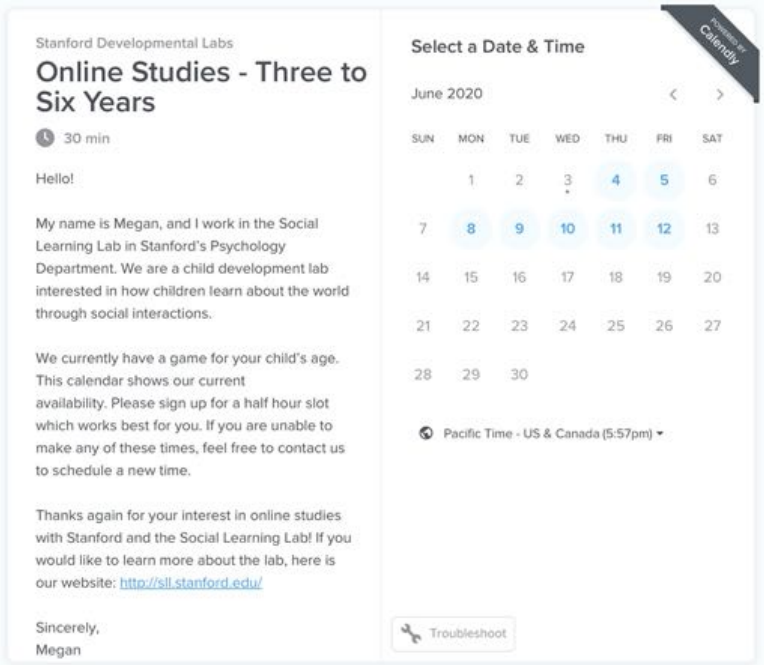
- Initial contact
- Calendar management
- Email communication

Options for Initial Contact with Participants

1. Participants sign up to be contacted and receive an initial email when a study is available

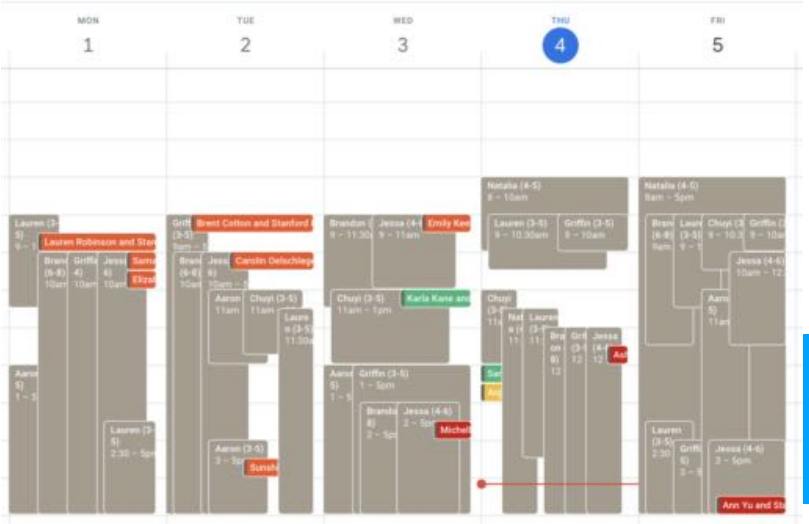


2. Participants sign up for a session directly

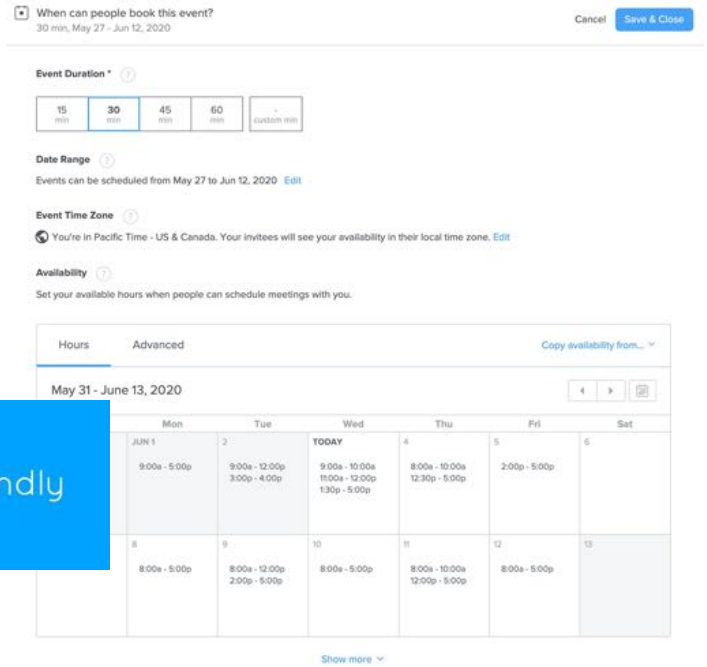


Calendar Management

- Researchers designate available time on a lab calendar, one or two weeks in advance



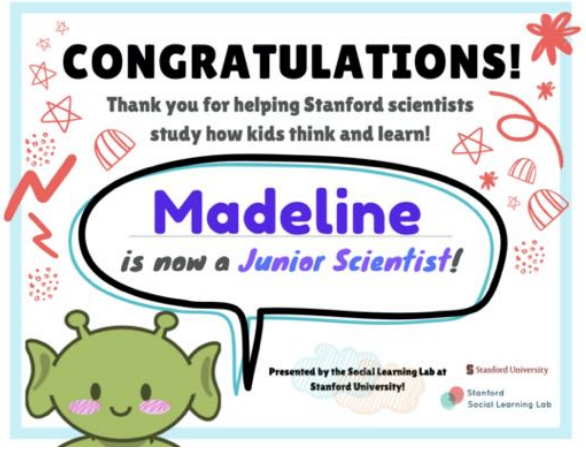
- Appointment slots then open for participants to view on a calendar manager (both labs use Calendly)



calendly

Email Communication

1. Appointment confirmation email from calendar manager
    a. Participants have options to reschedule or cancel appointment
2. Personalized informational email
    a. Includes more detailed instructions about the appointment and consent information
3. Reminder email
    a. 24 hours before appointment, including meeting link (automated by calendar manager)
4. Follow up/Thank you email
    a. Might include incentive/reward
    b. More on payment soon



Datakeeping, storage, and logistics

- Once you have your recorded data, same procedures as in-lab testing
- Video or audio data are stored in secure in-lab server or cloud storage
  - This might depend on your institution's IRB (or equivalent)
- Participant info are stored in secure database (e.g. RedCap, Salesforce)
- In addition, if there are multiple researchers in your lab, consider using a spreadsheet for tracking appointments (sessions)

What's in an "*Appointment Tracking*" spreadsheet?

- One row for each study session
- Some columns (e.g., participant, age, experimenter, etc.) are populated prior to each session, updated/confirmed after
- Other columns updated after each session
- Then information on this sheet are used to update the main database (regularly, e.g., once a week)

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	Date of Birth	Date of Test	Years	Months	Days	Time	Parent_Name	Child_Name	Sibs	First Time?	Bing Family?	Bing ID?	Actual Studies I	Previously Done
2		04/07/20	7			2:00 PM	Katharine	Franny	no	yes	no	NA	Emo-Comp	None
3														
4		04/08/20	6			1:30 PM	Mike	Madeline	no	yes	no	NA	Uncertain Praise	None
5														
6		04/10/20	8	5		1:00 PM	Ullman	Gabriel	no	yes	no	NA	Emo-Comp	None
7														

	O	P	Q	R	S	T	U	V	W	X	Y	Z	AA	AB
	Video File	Video Uploaded	Notes	Device & Size (c	Researcher	Location	Confirmation Er	Consent Level	Video Quality	Audio Quality	Engaging	Follow up Emai	Database Updat	Comments?
	EmoComp_2004	yes			Brandon	Room 1 (3-6)	Sent					Sent		
	EmoComp_2004	yes		16in Macbook	Jessa, Brandon	Room 1 (3-6)	Sent					Sent		
	EmoComp_2004	yes			Brandon	Room 1 (3-6)	Sent					Sent		

*** Thanks to TCL for developing the original format for this spreadsheet!*

Ethics of Online Testing

- Recruitment via paid advertising yields generally representative sample, but progress still needs to be made to reach out to those without internet access.
  - Allowing participants to participate via smartphones/cell service can increase inclusiveness
  - Works for a subset of studies, and increases the risk of technical problems
- To pay or not to pay our participants?
  - TCL pays, SLL does not (at least, yet)
  - Reasons to pay: Increases the diversity of the sample; appropriate compensation for their time
    - Electronic gift cards (described as a prize for children, rather than for parents)
  - Reasons to not pay: Science outreach; emphasizes contribution to science
    - SLL works at museums and on-campus research preschool (we therefore cannot pay)
    - Provide non-monetary forms of saying thank-you (e.g., “certificate” for children)

Ethics of Online Testing

- When a family signs up, ask if they would like to be re-contacted again
- TCL has 2-3 months gap before re-contacting; may depend on a few factors
- Make your studies fun & engaging; they will come back
- If you are collecting video data, consider how you will use them
  - SLL provides 3 levels of consent for use of video data
  - We provide the information in the consent form (sent by email, signature waived)
  - We confirm the consent level at the end of the session in case the parent wants to change

Ethics of Online Testing

- When a family signs up, ask if they would like to be re-contacted again
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  - We confirm the consent level at the end of the session in case the parent wants to change

SLL CONSENT FORM FOR ONLINE RESEARCH

We video-record our sessions so we can recall what happens during the game. By giving consent for your child to participate, you are allowing us to video-record the study. The recording will be assigned a code number that is not linked to any personally identifiable information, and all data will be stored in a secure storage/server accessible only to our research team and authorized collaborators (**Level 1** Consent).

You can also choose to authorize us to show this video to other scientists and students (**Level 2**) or to the broader public (**Level 3**). These additional levels of consent help us teach students and communicate our research to others. At the end of the session, our researcher would be happy to explain these levels and answer any questions so you can choose the level you are most comfortable with.

Level 1:
Research Only

Only viewed by our team & authorized collaborators

Level 2:
Scientific Use

May be shown at classes/conferences
Included as part of scientific publication

Level 3:
Public

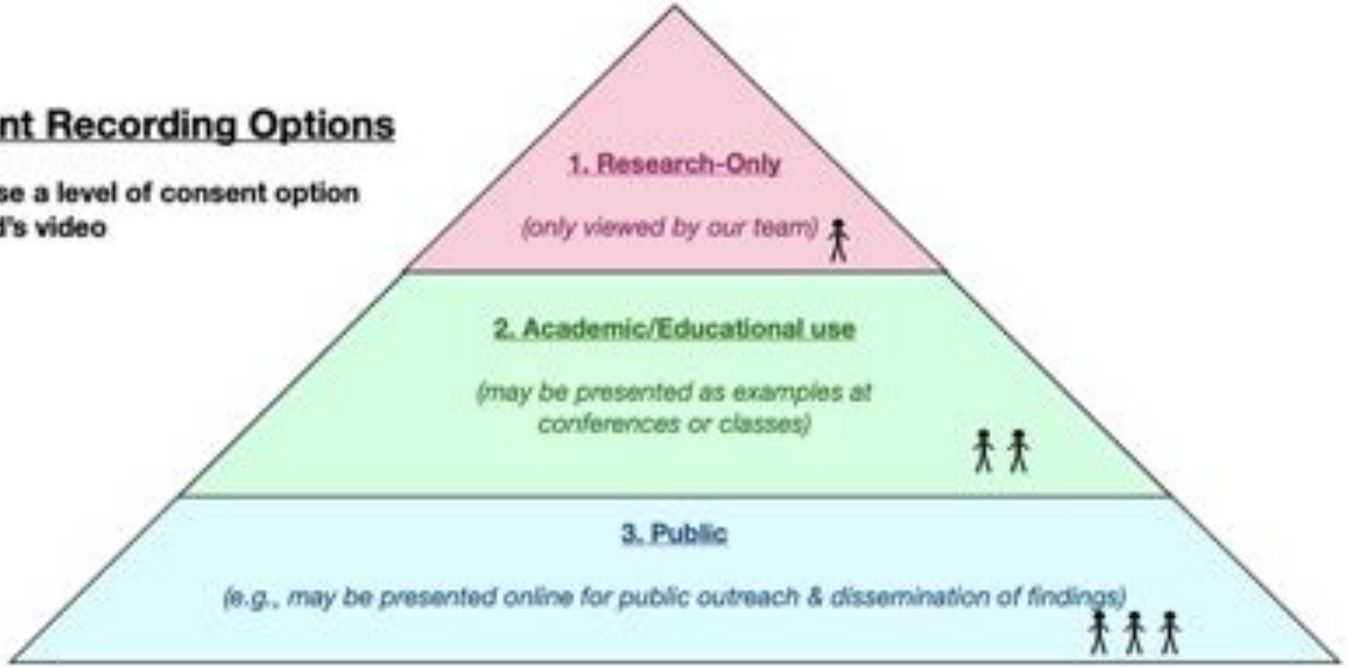
May be featured/shared for publicity or outreach

EMAIL/VERBAL CONSENT

Our researcher will email you with the below statement and ask you to indicate [YES] to confirm your consent and the level of video use. In case we do not receive your response, we will ask you to provide your consent during the online session. Either your email confirming your consent or your verbal consent will replace your signature.

Today is [DATE]. My name is [NAME] and I give consent for my child [CHILD'S NAME] to participate in the study. I understand that I or my child may stop participation at any time. I provide Level [1, 2, 3] consent.

End-of-session video consent confirmation



Follow Up Questions

Please answer the following questions to help improve this testing experience for others!

1. Do you have any questions about the game?

2. How was the video quality?

1	2	3	4	5
Very poor		Moderate		Very good

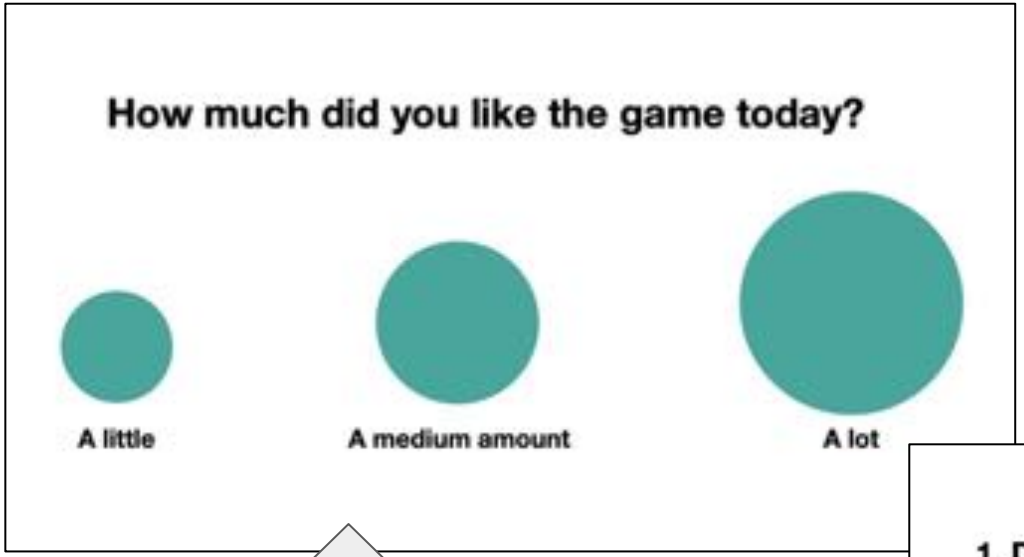
3. How was the sound quality?

1	2	3	4	5
Very poor		Moderate		Very good

4. How fun was the game?

1	2	3	4	5
Not that fun		A little fun		A lot of fun

Follow Up Questions: Alternative format



works better for younger children (3 - 4)

1. Do you have any questions about the game?
2. Were there any problems with the video quality?
3. Were there any problems with the sound quality?

… all of which is to say:

- Our science is made possible by children and their families who are willing to participate in our studies
- One way to reciprocate is to give them the best possible experience
  - Make your study as fun & engaging (for children) and informative (for parents) as possible
  - We consider debriefing as an important part of the data-collection process
  - Explain the rationale of the study, ask parents if they have questions
  - Providing good experience will also help YOU, because they will want to return!
  - Researchers making “virtual visits” to families at home: Great opportunity for science outreach
-

Some final thoughts (before Q&A)...

- The more we develop and use standard methods and materials, the easier it will be for researchers to run studies, and families to participate
- If you develop materials for online research, please consider sharing, too!
  - Many of you asked about standardized tests (e.g., KBIT, PPVT) or executive function tasks
  - We haven’t used them yet; it would be amazing to have a standard format that we can all use
- The more we share the products of our time & effort, the more time & effort we will have available for doing better science :-)
- Large-scale collaborations, crowd-sourced data, and shared infrastructure

Common questions from survey responses

- How do you recruit participants? How do you deal with inclusiveness and diversity of participants (e.g., those who may not have good internet access)?

- Do you have any concerns around zoom privacy?

Common questions from survey responses

- Does the quality of data change when running online studies?

- How do you engage children and make sure they are looking at the screen?

Plans for sharing the webinar contents

- We plan to share the following materials (platform TBD)
  - Recording of webinar (link to the cloud recording will have audio transcript)
  - Slides (PDF) - may contain extra slides we did not get to present today
  - Demo videos for both platforms
  - Q&A document - a select list of questions and answers from surveys and this session
  - May take about a week but will email COGDEVSOC & CogSci list when they’re ready!

Thank you!

THE CHILD LAB

FROM YALE UNIVERSITY

Social Learning Lab
Stanford University

Frank Keil
Aaron Chuey
Emory Richardson
Mandy McCarthy
Danielle Faulkner
Nicole Betz

ChildrenHelpingScience.com

Sophie Bridgers
Natalia Velez
Mika Asaba
Brandon Carrillo
Jessa Stegall
Xijia Zhou

Funding sources: McDonnell Foundation Scholars Award and Jacobs Foundation Scholars Award (Hyo Gweon)

Extra: SLL IRB approval

SLL has an approval for behavioral studies that incorporates both in-person and online research (‘virtual meeting”)

General procedure: For some studies that do not require in-person interaction, we may provide an option for parents to schedule a virtual meeting to participate in studies. If a parent agrees, we will use email to schedule a date and time, acquire consent, and send a link (Zoom, Skype) for parents to join the virtual meeting. When the parent and the child join the virtual meeting, we will use the screen-recording feature of the videoconferencing software and verbally confirm that the child assents to the study before beginning the procedure. All other aspects will be similar to running studies at Bing, in lab, or museums; we may present stimuli via computer screen (e.g., animated clips or videos) or show puppets or toys on the screen and ask questions to the child. If the child becomes bored or expresses desire to stop the session, she may do so at any time. After the session, the experiment will thank the child and caregiver, then exit the video platform. We will send a follow-up email to thank the participants.

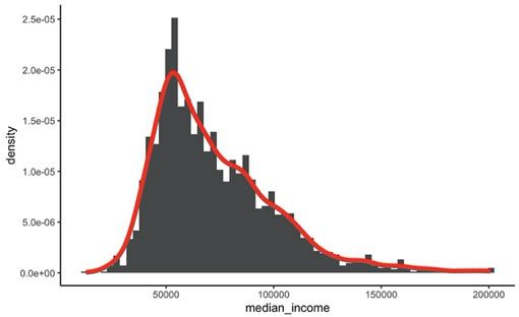
Recruitment: Finally, for online studies (virtual meeting via video chat), participants will be recruited from children at Bing nursery school (emails to parents), flyers posted in museums, postings on parent groups on Facebook, Twitter, and hosting participation information on a collaborative website for online research (chilidrenhelpingscience.com). Bing staff has agreed to share information about online studies with parents. Flyer is attached.

Consent: For online research, parents will receive consent information via email and we will ask them to indicate that they agree to participate. For those who did not provide email consent at the beginning of the online study session, we will ask them to verbally consent and video-record their consent (signature not required for online research / Waiver of Documentation)

Notes: Stanford IRB did not require extra measures of security beyond what is offered by Zoom (we cloud-record, but delete after downloading, and after that the data are treated like in-person video data (secure storage, etc.). We use waiting room feature to avoid unwanted guests. IRB did not raise issues with potential non-consented family members captured on video. This may depend on your institution’s IRB (or equivalent)

Extra: Participant Demographics (TCL)

- Looking at TheChildLab.com Subject Pool:
  - Vast majority American, but all 50 states
  - Mostly recruited via paid advertising (Facebook, Google, etc)
  - Thousands of families
  - Based on zip: Mean household income: $72,545 (compared to $89,930 national average)
  - Based on zip: Range: $13,468 - $200,001
- Potential factor: Monetary incentives for participation
  - TheChildLab pays; SLL does not pay (both for good reasons)
  - Your choice may depend on a number of factors



Extra: Helpful Materials

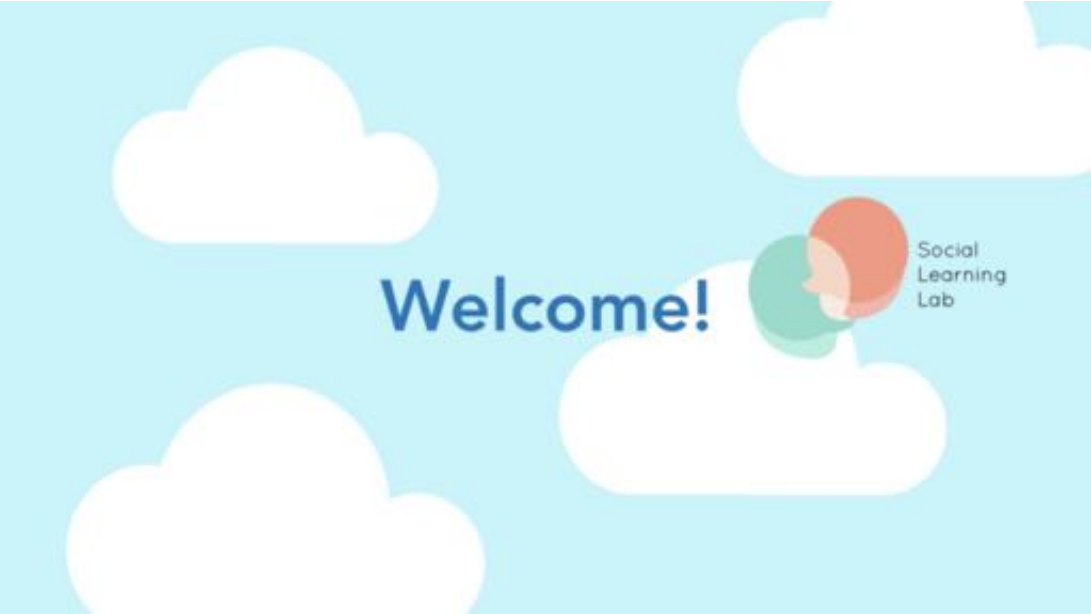
- HIPPA compliance https://compliancy-group.com/is-zoom-hipaa-compliant/

Extra: SLL Example Study
(explaining how the demo works)

By Megan Merrick

During Testing Session

1. Welcome
2. Sound check
3. Study information
4. Verbal consent
5. Standard calibration
6. Study specific calibration
7. STUDY
8. Follow up questions
9. Video consent information



[redacted]

Study & Video Recording Information

About today's game

10 minutes

Meet Granny and her friends!

What does your child think?

This game will be recorded.

Verbal Consent

Today is April 13, 2020.
My name is [NAME].
I give consent for my child [CHILD'S NAME] to participate in the study.
I understand that I or my child may stop participation at any time.

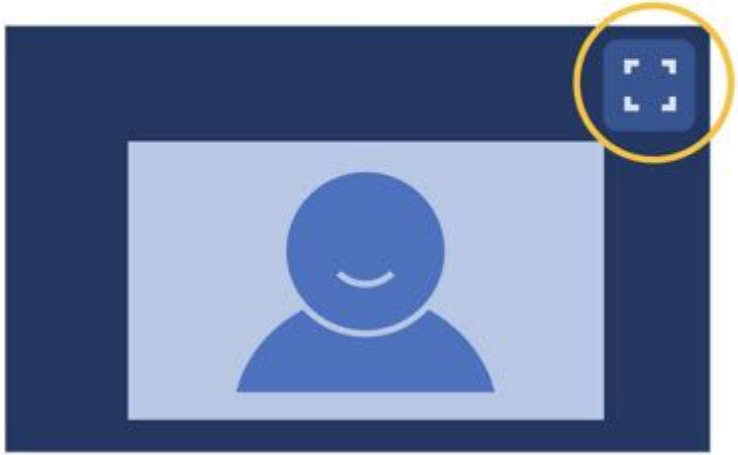
The IRB determined that the permission of one parent is sufficient for research to be conducted under 45 CFR 46.404, in accordance with 45 CFR 46.408(b).

Standard Calibration - Step 1

Welcome! Let's get started.

Step 1: Please enter full screen mode.

The full screen icon looks like this:

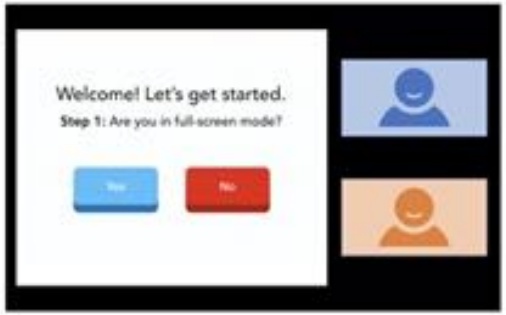


Standard Calibration - Step 2

Step 2: Do you see our videos floating **on top** of the slides or anchored **beside** the slides?

On top

Beside



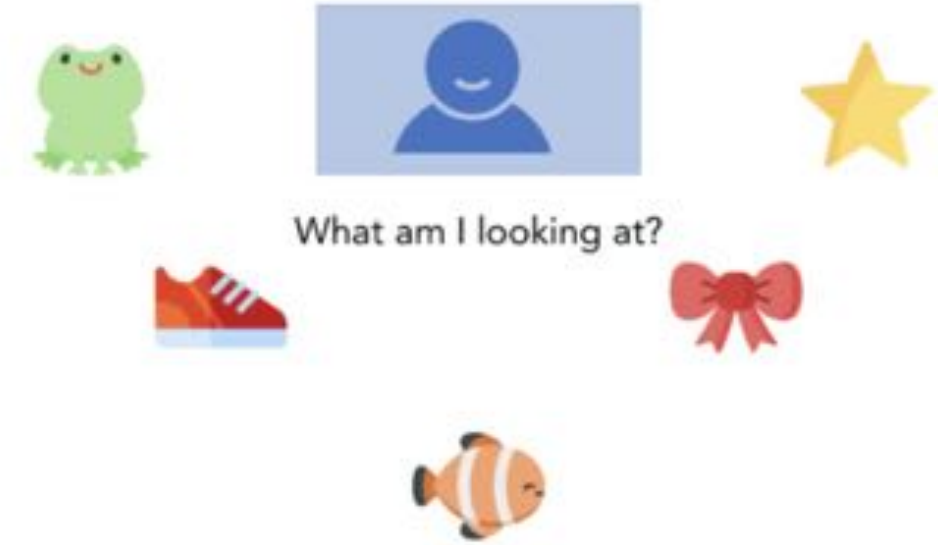
Standard Calibration - Step 3

Step 3: Can you see **both** of our videos on the screen, or just the **experimenter**?

Standard Calibration - Step 4

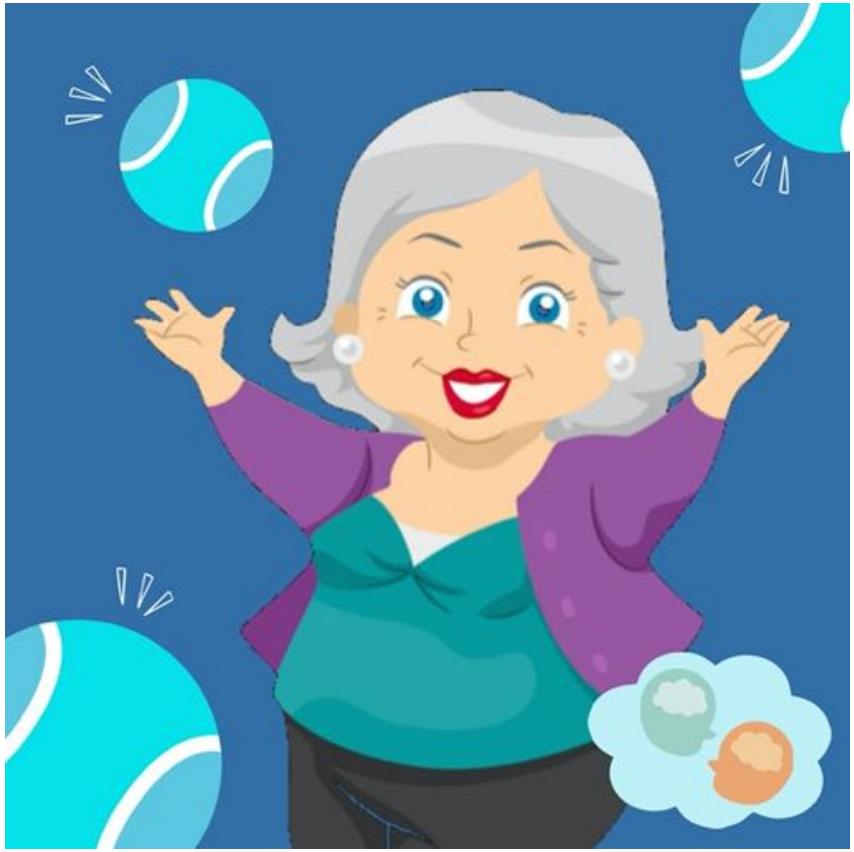
Study Specific Calibration

Study Specific Calibration, Example #2



* For this slide, researchers can change the video screen location to suit their studies.

Study



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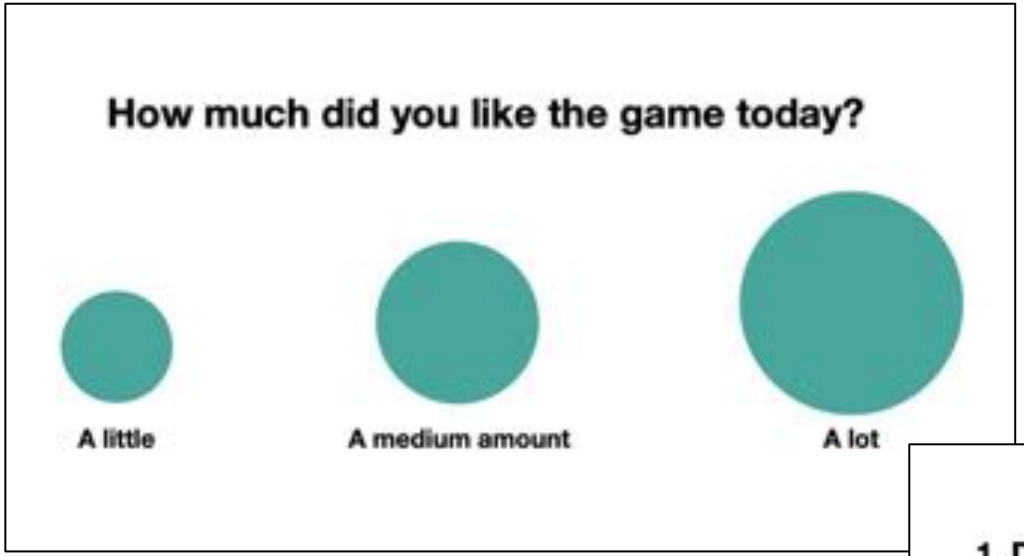

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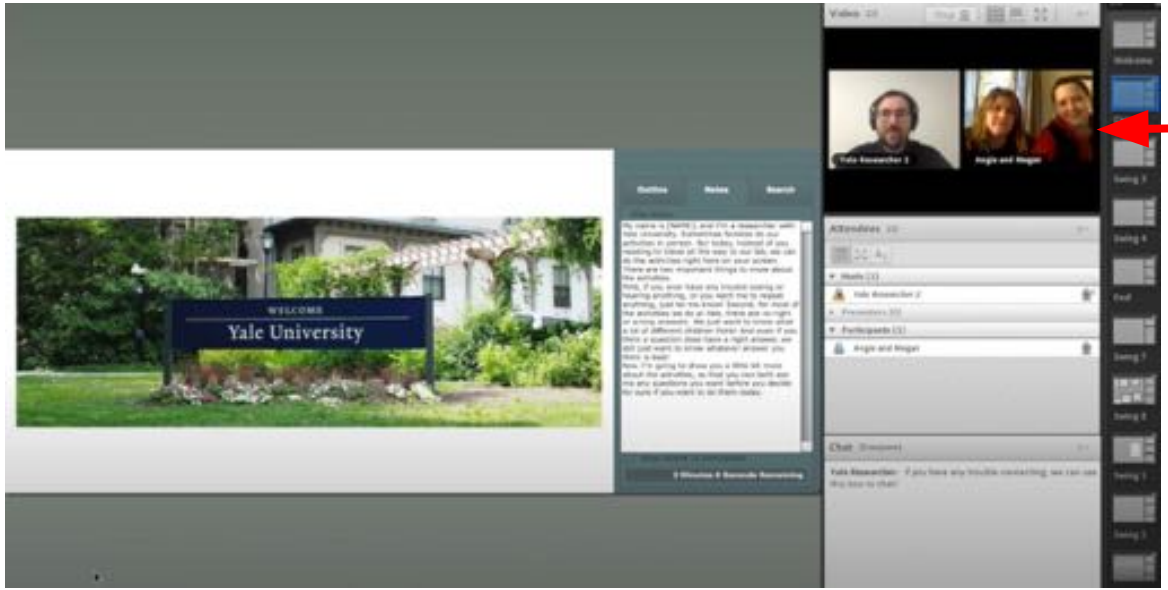
Extra: TCL Example Study
(explaining how the demo works)

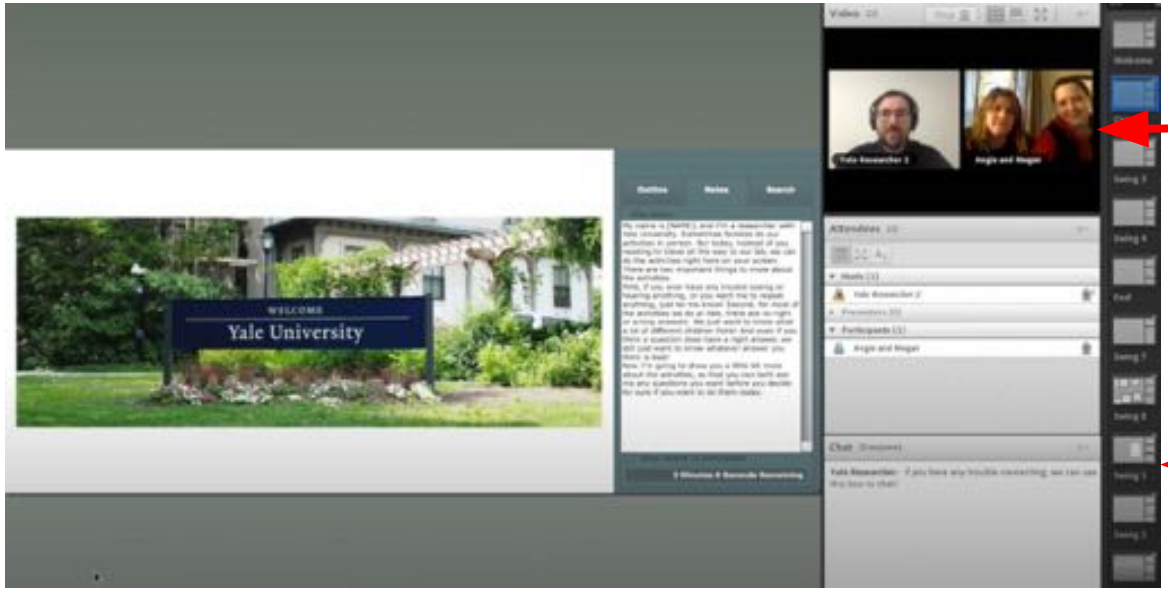
By Mark Sheskin

We Use Adobe Connect



Very secure video chat

We Use Adobe Connect



Very secure video chat

Complete control over screen layout, including many options (e.g., whiteboard)

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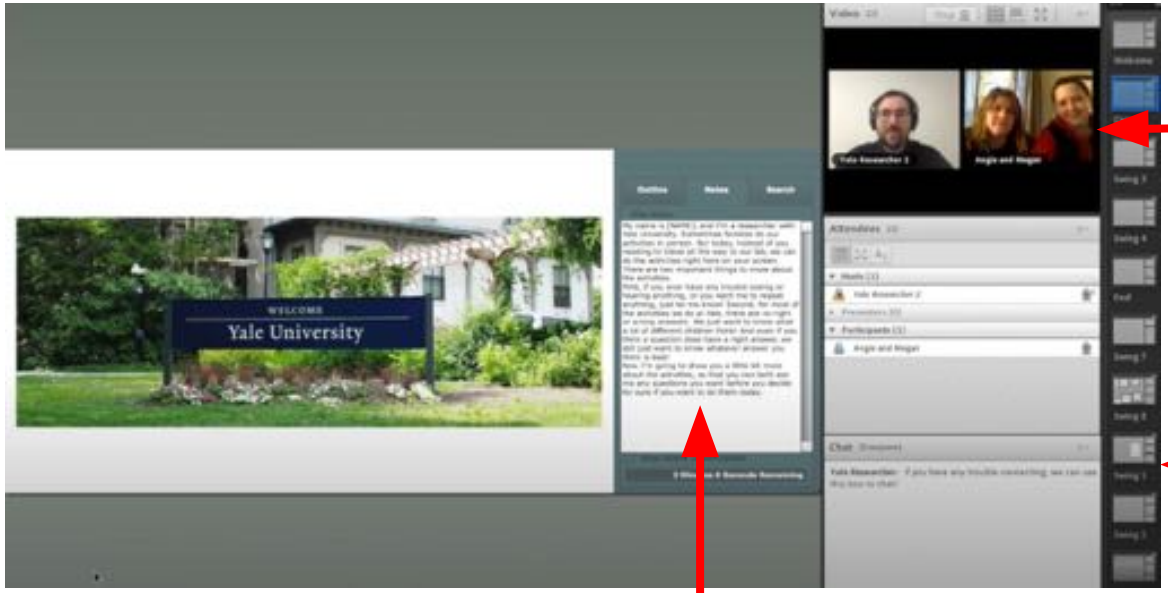
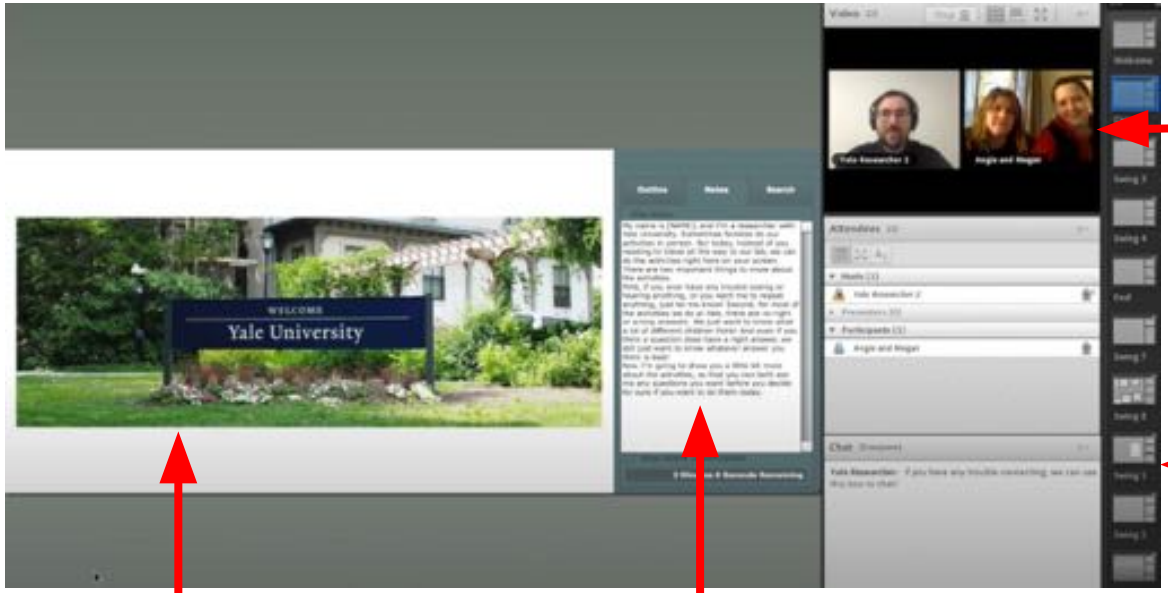


Very secure video chat

Complete control over screen layout, including many options (e.g., whiteboard)

Script visible, but only on researcher screen

We Use Adobe Connect



Very secure video chat

Complete control over screen layout, including many options (e.g., whiteboard)

PowerPoint downloads to participant computer

Script visible, but only on researcher screen