0:06 Welcome to the first webinar hosted by the international Congress of infant studies.

0:12 I'm Lisa Oakes the current president of ICIS and I'm pleased to be moderating this webinar on online data collection: stories of success and challenges in transitioning from lab-based to online research. Transitioning to online testing is not a quick fix for how to collect data for the six weeks that your lab is shut down, but the current world context provides an opportunity for researchers to try new tools and to move at least some data collection online. Online data collection is exciting and may help us recruit children who we could not ordinarily recruit. It also may help us to keep our research going during times when we need to maintain physical distance, but as you'll learn today, it has its own challenges and may be suited to some questions better than others.

0:59 Just some housekeeping. We have made a handout of some resources for online testing. You can find it on the handout pain in the control panel. It will also be available online after the webinar later today.

1:18 And today we have four researchers with us who have been collecting data online and they'll share with you their experience and answer some questions. We have Caspar Addyman of Goldsmith's University of London, Molly Dillon of NYU, Mark Sheskin of Minerva schools at KGI and Yale, and Marjorie Rhodes of NYU. Welcome. The format today is the following: each of these four will give a brief introduction to their experience with online data collection. And then we will have time for them to answer your questions. If you put your questions in the question window, I'll monitor it and help direct the questions to our panelists.

1:58 So without any further ado Caspar, let's start with you. Tell us a little bit about your experience with online data collection. Yeah. Hi everyone and thanks Lisa for this opportunity.

2:16 So my my journey began September 2018, so over a over a year and a bit ago, when Kim Scott asked me if I'd be willing to be Alpha tester for MIT's lookit platform that she'd been developing for a couple of years already at that stage. My research is about laughter and I just wanted a very short simple and fun experiment that parents could do as a test for the platform.

2:49 So that initial brief was not to take your sort of Rolls-Royce study, but to take something that would be nice for parents to do in the home. That would be quick and simple. And I happen to have had a study that we've done as a survey. So we had done that on qualtrics with 300 or 400 participants and I'll take you through that in a second.

3:20 And so we just sort of converted that onto the Lookit platform. So, once we've done that then the parents come to do the study through Lookit. They register for the site. They can pick amongst the experiments which are there and so recruitment happened through that platform. Parents were already coming to it. And anyone that I wanted to take part I could direct to it. So, let me just start share my screen so I can show you a few things.

3:57 Hopefully you can see what I want you to see. o this is going to go very fast. This is just a step through of all the things that happen as a parent takes part in this experiment; don't try and take it all in.

4:23 I'm just showing it just to orient you to what comes later

4:32So, they register, give some demographic information about their child, and then select one of these studies. So, this is actually a preferential looking study. This is a quick questionnaire, some information about how to set up your study. There was a consent form there that you went through very fast, and then a preferential looking paradigm with a range of things and then maybe a little questionnaire at the end.

5:02 So complete Whistlestop tour. I don't expect you to take that all in but that's the platform that we're using. My own study was basically just putting a questionnaire online. This really the questionnaire; we never really knew what was going on.

5:25We got parents to take part in three different, sort of, jokes with their children. In the original questionnaire we just asked them to rate each one.. as to do each one of three times, rate it for how funny it was, whether the child laughed or not. So, we replicated that questionnaire part of the study. But the great thing that being online we were also able to capture video for each of the 15 trials.

6:03 Over the time that we were running the study--which started in April last year...and we just sort of… up until now, so I guess we're at a year--we had a hundred and thirty two participants very wide range of ages, which is what we wanted. We don't even need to talk about the results. But let me just show you what those videos look like. The Ironclad Allure of presenting with babies. You do have to show cute babies.

6:32 The platform is already at each instance of my study, three jokes each presented three times-- five jokes presented 3 times—the platform already is capturing those in discrete videos. So each one is individually captures the short video.

6:59It's not all one long video. And it's.. you can see it's not the highest quality video, but it's sufficient for you to be able to see what's going on and it's got sound there too. The parents don't always set it up right or sort of in ideal way so..we don't get out…

7:23 It would have been nicer to have seen the child's face rather than the parents face here. And that's all the way through for this parent, unfortunately. But, we could still hear and so if we do something about the timing we get that up, but it isn't even always as quite as good as that.

8:05 So, that parent actually moved the camera about halfway through the sequence of data collection and managed to cut the baby out of the frame for the remainder of the experiment and it's also worth for noticing here.

8:25We've got again… there's also a further adult in the background there who obviously didn't do Consent to be part of the experiment. And, so yeah, I would say I am really John the Baptist here and Kim is really Jesus when it comes to the online platform. That there's a lot of development work that's been going on with look it for several years and as an alpha and beta tester sort of I've benefited from a lot of the work that they've done.

9:05The setting it up from our end. I guess two things that we had to consider. The ethics IRB was very straightforward.

9:15We were able to share this as a platform that already exists and we are able to show all of the consent of been worked out already by Kim. The really difficult bit for me as a European researcher was getting

through our data protection, GDPR. Things that we had to get a data sharing agreement from our University signed by MIT. That took six months. An institutional agreement coming the other way took a few.. not quite as long. Now that that's happened, I think future researchers will be quicker than that. It's more of a known quantity, now that we've proved the ground

9:56 And I just wanted to show you one of Kim's own videos here showing that with this this type of platform. You can collect quite dense data. So this is Kim's own baby doing a preferential looking and it's a six time points over the course of one month, which is certainly something that I want to consider for my future studies. Okay thank you Caspar. People are already asking some questions about this.

10:32There is some resources about Lookit on the handout. It's not yet ready. As Caspar was saying he was early adopter and Molly's going to talk about her experience with lookit as well. It's not yet ready for prime time, but they're hoping to get there soon. So let's move on and Molly, why don't you tell us about your experience?

11:02Okay. I am hoping that you can see my screen but it doesn't look like it.

11:12Can you see my screen? Yes, Molly. We can see your screen. Perfect. Thank you. Okay, so I just want to start by thanking that Lisa and ICIS for organizing this today and inviting me to participate I'm very excited to be part of this conversation. So, what I thought I would talk about for the next five minutes or so is part of my experience shaping an online lab. In particular what my experience has been translating laboratory based research for an online platform

11:40So I just want to start off by just giving some shout outs to some folks who have really made this possible. Agata Bochynska is a postdoc in my lab. She is really at the helm now the infant research that's going on online in my lab. Elizabeth Spelke was my doctoral advisor and she's the one who first gave me the opportunity to participate in online research in 2017.

12:04So, I've been doing this for about three years now. Similarly Kim Scott, who Casper mentioned, is one of the founders, along with Laura Shultz, of the look at platform at MIT. Her support and the resources she's provided through Lookit have been invaluable to this endeavour. At least on the part of my lab. I also want to thank the Jacobs Foundation who is supporting this online research in my lab. So again, I just want to focus on one particular aspect of my experience and that's the translation or the attempt to translate in-person research the kinds of sensitive

12:40 experiments we do in control laboratory settings to the more complicated and noisy experiences that one has when they interact with experiments online. So at this point, I think it's a real question whether the kinds of subtle manipulations we present to infants in these highly controlled lab settings will actually be translatable to online platforms. And so my hunch--based on my experience so far--is that not all of them will and I think this is an important consideration. So we might have to sort of vary the goals that we have for lab-based

13:10 versus online studies with infants. So the goal of lab studies may be, for example, to serve as the most sensitive measure of infants knowledge. But the goal of infant studies online might be to evaluate whether such knowledge is expressed in these more noisy and complicated environments of everyday life.

13:29So, let's see. I'm going to move on here. So my lab currently has three studies up on lookit and I'll focus today on the study for the youngest babies because I think that's maybe what this audience is interested in hearing about, but it's also the one that we've attempted to translate directly from the laboratory to an online setting. So, this study is called Baby Euclid. It's modelled after a study that was recently accepted and is in press at Infancy. So we're on theme here in terms of in terms of the organizers.

13:59So this is a study looking at infant sensitivity to different shape properties in basic visual forms. So I'll give you a little bit more description of this just in a second. So what I'm going to show you here are the basic experimental design that we used in the lab and online to again give you an idea of the similarity in the attempt for a direct translation from the lab to the online platform On the left here is a schematic of two of the conditions that we presented two babies online.

14:29So we adopted a change detection Paradigm using preferential looking. So what this means is that babies are presented with two streams of dynamically changing images on the screen. On one side there's a certain kind of change. On the other side there's that same kind of change but then an additional change. And if the babies look longer at the side with the additional change, then we can conclude that they notice that change over and above the two changes that are happening equally on both sides.

14:59So in this particular experiment we were interested in whether babies could detect a change in shape over about over and above a change in size that was happening in the figures in both sides of the screen. So on the top we have triangles that are changing in shape; on the bottom we have little v-shaped figures that are changing in shape by the relative lengths of the lines that form the Vs. So again on both sides of the screen these shapes are changing in size, but only on one is there an additional change in shape.

15:26So if babies detect these shape changes as they should look longer at the size—side, excuse me—the side where there is both size and shape changes. So this is the schematic of the lab a study these stimuli represented in a dark room, on a four foot by three foot screen. So a very large screen nothing else was in the room. On lookit we were able to reproduce the shape properties of the stimuli very well, but you can see that there are some changes. Perhaps the first one you might notice is that the background is light versus dark.

15:57So these were being presented on participants home computers and we had no control over the ambient lighting. So we wanted to make sure at least the baby's face was was bright and they could see shapes on the screen. You might also notice that the babies are positioned differently. So in the lab, we have babies sitting on parents laps parents usually keep their eyes closed and in on lookit we have babies being held over the shoulder of the parents this way parents can keep their eyes open but not see the stimuli, but they can be generally aware of their surroundings. So I'm happy to talk more about that

16:29 difference at some point during the question and answer if folks are interested. So you can see that the structure of the experiment is quite similar. Although there are some differences and I'll just show you here quickly sort of a dynamic version of each of the stimuli each of the sets of stimuli to give you an idea of what the date is actually saw in the time course during which they saw these shape changes again. This was a subtle manipulation in the lab, right? It may even be hard for you to follow it for just a second and to which side is more interesting because there's an additional shape.

16:59But you can see that they are rather equivalent on the two different contexts. So those are the two sets of experiments with presenting full triangles changing and shape and here are the ones presenting relative length changes in open to be shaped figures. So at this point, I've tried to kind of highlight the commonalities between the way that these very controlled stimulate were being presented in the two platforms or in the two different contexts, right: online and in the lab

17:29Then we come to what the videos actually look like of the babies participating and here's where we see quite a bit of variability. So these babies on the left are babies who were presented with the stimuli and a dark room on a large screen. The camera view is very steady and we can see the baby's looking pretty easily.

17:50On the right we have babies who are presented with the stimuli at home in complicated environments with variable behaviors and the parts of the parents. So this not only may lead to distraction during the course of the experiment but also more difficulty coding on the part of the of the researchers. So this is sort of the end of the kind of visuals I wanted to present to you guys, but just to bring back the idea that you know, there are real differences between lab a studies and studies on online platform.

18:18So lab based studies allow for presentations that online studies can't really provide: large screens, navigable environments, in-person interactions. Lab a studies may also provide a really sensitive setting or discovering cognitive and neural underpinnings of children's knowledge and learning but lab studies don't reveal whether these abilities are detectable or harnessed in noisy environments like the ones that everyday life. So lookit or another platforms could allow researchers to study this behavior, perception and learning in these noisy environments, even if the stimuli are highly controlled by the ones I presented here. So moving forward I think it makes sense to keep these differences between the lab and online in mind and perhaps harness them as a strength for both the lab and online studies.

18:59 So the goal of lab study would be to serve as a sensitive measure against knowledge, but the goal of online studies might be to evaluate whether such knowledge is expressed in everyday life. So that's what I've got.

19:10Thank you Molly. So this was great and it was nice too because one of the questions people have is about the comparison of the what experiments look like online versus in the lab and I think you gave us a nice sense of that. Another question that is coming up has to do with the fact that Molly and Casper-- Molly's in the US, Casper's in the UK --and about the differences between platforms that are hosted in the different places.

19:36I do again… I'm going to point you to our hand out again because there are a couple of sources that are being developed or are available that are European-based and so there's a many babies at home initiative that is being developed now and I believe everybody in the leadership is somewhere in Western Europe. And so that would.. for European researchers, that might be a place to go if you're worried about a US. hosted platform.

20:07So now we are going to turn to some very different directions. Some people we invited who are not infancy researchers, but have had some experience with other kinds of platforms that might be interesting especially for people who are focusing on slightly older children.

20:38Marjorie Speaking: Lisa did you hand it to me? Okay fabulous. Thank you. So my lab started doing remote research with children about a year and a half ago. The we developed is similar to lookit in that it is unmoderated, which means we program the studies, we post them online, and families can participate any time. So we're not setting up appointments with them and they're not interacting directly with the members of our lab via Zoom or Skype or something like that. So we call that a approach unmoderated

21:07I study development and social cognition mostly in a little bit older children who are verbal so usually ages 3 and up and so we've been focusing on developing methods for presenting stimuli to children with animations and narrations and then recording responses that children speak out loud or that they communicate to us by clicking a button on the computer, by pointing and having their parent click for them, or through some other behavior that we can record on their webcam.

21:31So our motivation for wanting to do remote research was really that we thought it would allow us to address new research questions and move and new scientific directions that we really wouldn't be able to do otherwise. And we saw this potential and remote research because we were excited about the possibility of including more diverse participants growing up in more diverse environments for allowing us to address new theoretical questions about the processes that underlie the development of social cognition across context and also because we saw potential in remote research for facilitating longitudinal studies and studies of parent-child interactions in new ways. So I've picked three brief study illustrations

22:07 that I want to share with you which highlight some of the different research goals that we've been tackling with this approach.

22:13So I am going to do the screen share.. except I accidentally clicked it away… Michelle I might need you to resend to me these screenshare. I can accept the screen share. Yes, you are sharing. Okay, I'm sorry.

22:39Beautiful. Thank you. Wonderful. Thank you so much. Okay. So the goal of the first project was to conceptually replicate one of our in lab studies remotely to see if it was feasible to replace some of the interpersonal interaction that children typically have with the researcher in one of our studies with animations and narrations. We wanted to see if we could collect valid data from children in an efficient manner using the system and then we wanted to compare the data that we collected remotely to that. We had previously collected in person.

23:07So the original study had involved About 50 Children participating in person in New York City preschools and Museum and the conceptual replication involves the families that you see pictured there. So we had about 200 children from across the United States and United Kingdom in the original study a researcher read the children a story ask them questions out loud and then had them point at responses. So we try to replicate that experience for children as closely as possible. So here's what a test question looks like just as it was presented to Children.

23:34This is Zarpie she draws stars on her knees. This is not a zarpie she doesn't dress stars on her knees imagine that you had an extra cookie that you wanted to share. Who are you going to share your cookie with the one who is a Zarpie or the one who is not a Zarpie? Okay. So hopefully you could hear the audio for that. I'm going to ask Lisa that you type in and let me know if they couldn't. For questions like that

children could respond either by saying their answer out loud bangs Zarpie not as our feed or by pointing and having their parents look for them or by clicking themselves.

24:07So for this study, we wanted to minimize the role of parents and shaping children's responses because parents were not involved in the original study that we had done in person. And we really want to know what children think and respond how they respond to our manipulations on our own. So to do this we gave parents instructions at the start of the study and then we coded each video trial by trial for instances of problematic interference. We found very little interference and I'm glad to talk more about how we coded those instances and how we handled them in analyses during the Q and A. Long story short with this project, we conceptually replicated our original findings and by having a larger

24:38 diverse sample, we were able to extend them in a variety of ways as well.

24:42In the next study, which is still ongoing, our goal is to test the potential of remote research for facilitating longitudinal studies and to begin to examine new questions about the role of context in children's development that become possible by studying children from more diverse environments. So these are participants, as of a few months ago, in a longitudinal study on the development of racial bias with children from across the United States. We now have about 400 children in our first wave of data collection and about 200 have so far completed Wave 2, for which data collection is still ongoing, and we have several more waves planned.

25:12 Waves are about six months apart. The goal of this is to identify predictors of variation and the development of race bias across time by looking at a range of psychological processes in children over time and also by collecting measures from parents and other data about children's environments that we extract from publicly available databases and linked to Children via their zip codes. So I'll show you what a simple item looks like that's part of how we assess racial bias online in this study. Here is a kid.

25:40Do you think this kid is really not nice, not nice, a little not nice, a little nice, nice, or really nice. So in that study as well children could respond by pointing or by clicking and we also coded parent-child interaction throughout this study.

25:59In coding the parent-child interaction we were once again trying to identify interference trials, but we're also coding for a variety of other types of parent-child interaction that could be interesting and inform future research such as things like Referencing and other forms of nonverbal communication so we can explore new questions about the mechanisms by which parent beliefs about race might be communicated to their children. The last study that I want to illustrate for you is about parent-child interaction in particular. So this is a study about subtle features of the language that parents and children used to talk about gender parents and children complete one session together of a picture book task where they look at a series of pictures of children or and grown-ups doing gender stereotypic and counterstereotypic beahviors.

26:39And they discussed them in sort of a free-form way. And in this way we can code the language that parents and children used to talk about gender. And then later we separately assess parents and children's beliefs and attitudes about gender. So here's what the picture book task looks like. Who plays superheroes? Boys. Yeah? Sometimes girls. You know, you like to play superheroes and you're a girl.

27:04Yeah, well, not really like boys superheroes. Like what do you mean? What's a boy superhero? Like Batman and Superman and yeah, and those guys. Well you make up your own superheroes. Who builds with tools? Carpenters. Yeah. This carpenter, I think he's building a house. Yeah, What to you think this? I like her shoes. They're nice and I like her hair.

27:34So for this study, we called the whole video including the transcript for various linguistic markers and also the content of parents and children speech and we're also studying nonverbal features of the parent-child interactions. For all of our studies parents decide at the end whether to upload their video so I don't (unintelligible). Okay, so if something unexpected happens in the video that the parent doesn't want to share they can just not upload it at the end and that would be fine.

28:04If families do choose to share their video to upload their videom we ask them to set privacy settings, so they can choose to restrict access to the video just to our lab, or they can give us permission to share it in a secure way with the community of Developmental researchers via databrary. So my lab has been putting together lots of information about how we program studies, how we recruit for online research, how we code the videos and so on and there's a new website we're putting together that's in the handout that Lisa mentioned. So, I hope that will be useful to other labs, and I'm glad to take your questions about anything that we've been doing. Thank you.

28:34Thank you Marjorie. So, the last presenter --and like I said, I'm trying to grab your questions as we go-- but let's have Mark Sheskin present about his experience. And then I hope we had plenty of time to talk about some of the questions you have about IRB, recruiting things like that. So, thank you Mark. Thank you so much, and I'm very excited to talk to everyone about two things today.

29:04The child lab from Yale University. For the past few years we've been doing this to do moderated interactions with children. So in contrast with what Marjorie showed, this is a scheduled interaction over video chat. And then separately I also want to talk to everyone about childrenhelpingscience.com, which is a new website where anyone can post their online studies for any age. So I know it's called children, but this is for infants as well.

29:31So all of you for example could post your studies on this. Hopefully you can see my screen share and someone will call out if that's not the case. So starting with the child lab from Yale University. This is in collaboration with Frank Kyle and lots of great members of his lab. It's a platform for doing video chat studies that we've been using for three years and we've gotten some Publications from it already. I'm going to focus on telling you just two things about it. Why we're using Adobe Connect rather than Zoom?

30:04That people spend some time considering and zoom might be the right answer for you, but there's other options. And then we use a lot of common design features. So I'll give you an example of that and why we think the more people who use some common design features, it might be better for everyone. So to start off with Adobe Connect. First off it's very secure for video chat. And I know that's a concern that several people have expressed. You have complete control over the screen layout including a lot of options that you can have a white board over here,

30:34and a PowerPoint over here and you can decide exactly where your video is compared to the participant video and how big they are. So that's one of the things it does in comparison with some of the

Alternatives. This script--kind of the notes section of the PowerPoint--is visible to you as the researcher but not to the child, which also means that it's way easier for researchers to run each other studies because you can be looking directly at the screen. It seems like social engagement to the kid, but you get to read through the study directly

31:04And then a final technical note that sometimes ends up being very important is something that you're sharing such as a PowerPoint downloads onto the participants computer before it's needed. Which means that unlike right now, you're getting my screen pixel by pixel there might be lag. It might be low quality depending upon your connection in this case everything downloads locally before it's needed and so it's instantly there and very high quality. There are disadvantages as well.

31:34Including it's less familiar than some of the Alternatives and we are not wedded to this. We might change over time but we've had a lot of success with it so far. The other thing I want to say about the approach we've been using is that we really lean into using common design features. This ends up having some ways in which it's better for researchers, better for children, and overall better for research. I'm going to give you one example of some common design features that we use which is we use colors

32:04 to direct the child's attention and to ask for answers enforced choices. This is not always what we do; we can be flexible depending upon exactly what the needs of the study are. But this is something that we often do. I'll show you our version of the Sally Ann task and then I'll discuss some advantages that this had. One of the things you can be keeping track of though immediately while I show you this is how the way we're implementing this lets the researcher be blind to condition. I actually don't need to see what the kid is seeing

32:34and therefore might not know what the correct answer is at the end. So here is Sally in yellow and an in red and here are two boxes a blue box and a green box.

32:46Here are the two girls and the two boxes. Sally puts her ball in one of the boxes and then she walks away while she's gone and moves her ball to the other box. When Sally gets back where She looked for her ball in the blue box or in the green box and notice in their the visual could have been the reverse and my script would have been the same because I didn't actually label the color of where it went and then the kid knows that they're just going to need to say a color in response.

33:21So Advantage number one, of having a lot of common design features, and also being able to see the script as the researcher, is that everyone can easily run each other studies with a low amount of training but a high amount of consistency. Also any given researcher can run the perfect package of studies for a particular child. If there's a family scheduled at 3 p.m. with a six year old and a 9 year old and based on the studies they've done before and their ages and maybe their internet connection speed, we know that the best set of studies to do with them will be this one. This one this one this one any researcher can put together that package of studies and run it very easily.

34:02It's also easy to replicate studies because all of the materials are already just there being shared amongst the research team, anyone else could take them and when the exact same study over video chat. And then finally it's way less cognitive load for the child. Once the child knows that the rhythm of the study

session is that the researcher gives a lot of information, often directing attention with color and then we'll ask a question via color Choice., The child can spend time focusing

34:32 on what we're trying to get them to understand, rather than just with what are the mechanics of how this interaction takes place. So here for example is the dependent measure slide from one of our other studies. I'm not going to set up what this is. I just hope to impress you with how visually complicated this is bBut a child who's already answered several questions, and knows I'm going to receive information and then the researcher will say "so what do you think yellow purple blue or red?"

35:02And then they'll know. Okay, that's all I need to do in order to answer. I quickly want to change gears and talk about children helping science.com. This is with the list of collaborators you see on the screen now,.

35:14 But we're just behind the scenes making the website exist. Really it's about all of the researchers around the world who submit their studies to it and then the families who visit it to find these studies. A nd so this is a website that lists online studies for parents of f any type and it's purely study based, not lab-based. And I'll tell you two things about it. Number one. It gets better the more people who use it, right. Parents are excited to go there because there's so many studies there researchers are excited to post studies because there's so many parents there and hopefully it's just this win-win Loop. So feel free to submit your studies. When you do it looks like this, for example. Here's the page for studies for kindergarten up and the parents see a nice grid with key information about each study.

36:02When they click on a study, there's two ways that the study page can look either. It has some brief information and a link to the academic website hosting this particular study. So that means not a Google form or not. Just like a general web page about your lab.

36:20But here's this specific online study that you can do or we can provide a contact form where the parent puts in their name email address and child age that Ian goes to you and then you can contact the parents for whatever next step happens after that. So thank you to all of you and also the list of people on this slide and that's all that I have before we get to QA.

36:48Thank you, Mark. Sorry that multitasking here. So one question that came up during your presentation, Mark, and that I think is really important is about this Adobe Connect and if parents have to download the application onto their computer and before you answer, I just want to say that I know that this is a solution that it's not true with lookit. I think it's not true with Marjorie's.

37:17 solution but that there are solutions where parents essentially have the where they do have to download something new onto their computer. Can you speak to that and that--you already spoke a little bit to some of the pros and cons but I think there are also issues that have to do with the timing, so another

37:38 related issue is and I can't remember if this is true as Lookit or with Panda, but that the video there are two options one is if you are recording video or audio that it is being recorded in the cloud like a zoom conference or a zoom meeting, or it can be recorded and stored directly onto the participant's computer and then uploaded afterwards. and I don't know what each of you would have to say about that. So why don't we start with you mark talking about Adobe Connect but then branch out to these broader issues of things being on the parent's computer versus in the cloud.

38:17Yeah, so for Adobe Connect depending upon what they already have installed on their computer for example Flash and what their browser permission settings are it might go relatively smoothly or they might need to download there is a native app for computers. There's also a mobile app that they could use and this is one of the pain points in using it for a non-trivial percent of parents they run into trouble

38:47 with this and so we've done our best to provide resources. We say oh email us or call us if you're having trouble if we were to switch away from using Adobe Connect. It might very well be for this particular reason, especially now that there are so many families in the past month using so many other things especially I know Zoom has a lot of the market share, we might just meet the parents where they are. So this is definitely perhaps the biggest disadvantage of Adobe Connect. On the other hand you don't have to sign up for an account or anything.

39:16So at least there's that. In terms of where we store the information, Adobe Connect will record into the cloud. We did that for the first few participants and then we realized we actually, only for our current studies, want the audio of it. And so we're recording the audio locally on our own computers since it's a live interaction. It's not a situation where they record and then upload their live interacting with us.

39:40We get permission to record the audio and then we're recording it locally on our computers, but then of course we have a very Secure way that we're dealing with the audio files after they've been recorded.

39:54Thank you. Anybody else? What about Lookit or Panda in terms of where the videos are stored as well? Yeah, we just present they don't have to download anything for the web platform that we've been using we just uses the recording capabilities that are in Chrome and Firefox. And so that's the recorder that we're using it stays on their computer until they click upload at the end.

40:20So the very last thing that happens in the study, is that they get a green upload button and we say, you know, please upload it and they choose to upload it. And we like it that way because that way if something unexpected happens someone else jumped into the screen or you know, whatever and they don't want to share the video, they don't have to.

40:36Now we're also collecting data via whatever experimental software programmer using to present the study in the ones that I showed you today that was always qualtrics so that data which is not video data and audio data is being collected throughout. It's hard for us to really use that data it without the video because we don't know for sure who's completing the study and if there's parent interference and so on. But if the study for example involves compensation and we have a family that says I did the whole thing and then the upload didn't go through it. Can we still get our gift card? You know, if we see the complete qualtrics, we definitely do compensate them so that when we hope they'll come back we try to troubleshoot their video for later. So and you know, we are then run analyses looking at the full data that we collected through qualtrics for ones that were successful videos around successful videos just so we kind of know what's going on.

41:23Great. Molly and Caspar. What is your experience with Lookit?

41:32So you don't need to download any external software for Lookit Originally it had been programmed on flash which was a bit challenging, now it's on HTML5 which works a lot better. But basically the videos

are uploaded and sent automatically to lookit's own servers. There's some storage on Amazon web services, but the access to different participating Labs is also kind of securely monitored.

42:02 So there is no external software. There's no downloading any videos to your computer. Then required to be the required to be uploaded. Things are sent securely to the lookit servers and platforms and then they're made accessible to researchers.

42:17 Yeah, the one other thing that didn't quite come across maybe for everybody. Lookit is not a two-way interaction. It's just the parents controlling their own experiments and interacting with the system. So the researcher isn't online at the same time.

42:36 Yeah, right so that it is like the so the two examples the two kinds of examples we've seen today are these unmoderated where those video recording and parents decide whether or not you want to save the recording or in Mark's case this sort of more interactive, and I'm certain that people will be developing all different combinations of these things. These are just the examples that we have for today to show what people are doing. What is possible.

43:05 People are also very concerned about the ethics, IRB, security. And this is very much related to what we've just been talking about, about where the data are stored. At UC Davis we've been going through this process ourselves. And these are issues that our Internet Security team, our IRB, our office of research is very concerned about is where are the data? How are they being encrypted? What are the security issues?

43:35 So any tips that you have in terms of dealing with your offices of research, with your IRB, with any interactions you've had with internet your information security offices on your campuses. So Marjorie and Molly are both at NYU, Casper is in the UK. So we're going to.. we sort of have three use cases here. So I don't know who would like to …

44:05 Maybe Caspar You can go first because there are many people on the chat who are have some specific concerns about being not in the US. Yeah, so they data I've collected has been about 60% US a participant 60% EU participants. And that is all stored in Lookit's. servers and then I take a secure

44:35 copy over to my local Goldsmith's machines and it has been pretty… it was very slow to get the lawyers to sign off on it But the actual original data sharing agreements and all the questions

44:55 we have about ethics were pretty straightforward. And I think the best advice for people who are confronting that is and are using lookit as a platform is to join the slack forums and discuss it with the people who are there. So there are about a hundred and thirty researchers at some stage in the process with lookit already. And so someone will have already gone through what you're about to go through with a very similar sort of situation and it's about I think that aren't.. we were one of the first in Europe, but that will answer it for other people in Europe is that they come to me and say "what was your data sharing agreement? "

45:35 "can I see your ethics? Can I show it to my Ethics Committee?:

45:43 Yes, Molly.

45:45Um, I think maybe one place to start for folks-- and this can probably be International starting place-- is if your lab already uses Databrary, that's a kind of good jumping-off point to present to your legal teams or your IRB as something that kind of is already in place in your institution that you might be using. So Databrary as a repository of video data of Developmental studies and a lot in developmental psychology started by my colleague

46:14 Karen Adolph at NYU. It's a fabulous resource. And it's also another way that that developmental video data is being shared. So the way that I approached getting approval for this-- for using lookit-- through NYU was to kind of make an analogy to this existing resource that were already using and I already have approval for Databrary. So that might be a good idea for some folks to kind of broach this topic with their … to get a user agreement from a legal team or to get an IRB approval to show the similarities.

46:44 between collecting video data online in an active way and then using repositories like Databrary. Maybe I'll also mention one more thing, which is that one thing that the IRB cares about is that parents can have opportunities to say no or to back out right? So there are I think Marjorie mentioned in Panda and certainly the case and look at that you can decide after the fact that you know, you don't want to be really contributing your video data anymore. Right? So you have the opportunity to opt in and you.

47:14Consent recording at that point. It's pretty clear. You're going to be video recorded at the end. You give your permission whether or not you're going to you know, you're going to decide to move forward with submitting those videos for to the research team. So there are a couple of different steps where the parents of the chance to say No to their participation in terms of contributing the video data.

47:37Great Molly. Mark, do you have a different experience or something different to add? Sure in our case we had maybe the easiest sell to our Ethics Committee because it's a live interaction with a researcher. They're used to that sort of process. And so we really lead into this is not a big deal. You know, this is the sort of thing you approve, just a little bit different and they thought that that was right. It is a tiny bit different in that. We're not getting a physical form signed by the parent instead. It's a verbal

48:07 consent that is then recorded on an audio file, but we have available in the handout that's linked here are introduction consent and Ascent warm-up slide sequence that we begin every session with that shows how we give the information about what the session is and answer questions and then get the verbal consent from the parent and the ascent from the child, but we got it approved on our first try with the Yale IRB.

48:36 because it is just this sort of straightforward thing of an interaction with a researcher that they're used to approving.

48:44Great. So our time is going very fast. I think we have time to sort of deal with one more issue. For those of you posting questions. I am going to figure out a way that we can answer your questions offline as well.

48:59So keep posting them and look for our answers, but another thing that has come up over and over in these questions is about recruiting and about the diversity of the sample and about People who do or do not have certain resources. I know Marjorie that was part of your explicit goal before the pandemic to why you went online. So maybe you can start talking about that and we can see what others have to say. Yeah.

So we those are great questions. We launched our site about 15 months ago and we have had about 1200 families that have participated over that time and their spread you saw how they were spread out geographically

49:44 in the in the figures that I showed shared with you we do collect a lot. So there's a lot of geographic diversity, which is important to us because families are the children vary in terms of the level of racial ethnic linguistic and economic diversity in their neighborhoods. And that's something we've done a lot of work to quantify for our participants. So I think that's really interesting the sample.

50:06So mostly we've recruited via social media both by making Facebook and Instagram accounts and posting on them and also by doing pay Ads on Facebook and Instagram and we're starting Google ads we also did some advertising on parenting podcasts and we also just did some social networking. So emailing things out to various contacts that we had or that our Community Partners had a different schools YMCAs religious groups across the country and they would just sort of blast, you know their list with here's something fun you can do from home. So that's been pretty effective social media advertising is easiest thing to do consistently and it's pretty effective. I would say the sample that we get is more educationally,

50:44 politically, and socially diverse than we would get in New York City on its own by a lot. It's not without effort more racially and ethnically diverse. In fact given that our in-person research is in the New York City public school system,

50:59 it would actually be less diverse with respect to race ethnicity of the participating children themselves without effort, but there's effort that you can do online by your targeting social media advertising by reaching out to particular Community organizations, and I think that you can it's possible but takes effort to recruit a sample that reflects, you know, all of the racial ethnic linguistic diversity of the United States. Certainly I do. I will quickly mention two other things which is we've also done some recruiting if that's not the question generally about recruiting but not about diversity if you want to recruit quickly. We also have had some success posting studies on prolific which is a research platform that's designed for use with adults, but can work with you to post to study for parents

51:44 but they then bring their children into that. We have found very efficient and those sample of families we have from the UK where I'll recruited from prolific. We are in the resources handout that Lisa has put together. We have the website that my lab is getting together with all of our recruitment materials. And also a lot of the details of the sample that we've collected. So I hope that will be useful as well. Yeah. Thank you Marjorie. Mark? Yeah, so likewise with the child lab.com platform

52:14 has a much more diverse sample than we would get locally at Yale Labs or in museums in New Haven. It is still not representative of the whole population of the world. I think that Kim Scott it look at has found that when you compensate you get a more diverse sample than when you don't so that can be an important thing for people to keep in mind. But the final thing I want to add is that we're really hoping that the childrenhelpingscience.com website helps everyone recruit a diverse.

52:44People so, you know kind of End by just doing one last plug of that saying if everyone is putting their studies there and everyone is trying to recruit into their then hopefully we all end up with a larger and more diverse sample than we might. Otherwise. Yes Molly?

53:00I'll just add quickly that I think that Mark and his team's creation of this site is really going to help and I think one of the reasons is that when we started advertising for these online studies the parents had one thing to do there was no reason to kind of come back to the site and see oh, are there more opportunities? There wasn't really a sense of community about their around participating in online developmental research.

53:23Now when there are going to be tens of studies available for different age ranges, I think parents and children are going to want to go back and see if there's more that they can do and I think that's going to be a really important step in again kind of creating the norms and Community around this kind of stuff which will ultimately benefit everybody. I'll say one more thing about this, through my own experience, the way to get parents to kind of stay and share with their friends is to have good tech.

53:50So this is really a big challenge, but we've encountered parents who have been both really happy with the way that the studies have ran and then also not so happy in terms of how the technology is displaying on their screens. If they're you know, if they have good troubleshooting, if there's someone to contact, and the better of that technological experience the more likely they seem to be the share the experience with friends. So that's something to kind of keep in mind as well. I also would like to point out that we're getting a lot of questions about the childrenhelpingscience and it being North American sort of hosted.

54:28But we are an International Community. We certainly are at ICIS; SRCD is also sort of spreading its International Wings a little more. There's nothing inherent in the childrenhelpingscience that says that the researchers or the parents have to be in the US. There get to be some interesting questions in terms of compensation. So if you are in the US and your IRB has approved you to give Amazon gift cards.

54:59 or Target gift cards to your participants that might not translate to another country and there have been, on some of these slack forums, there have been some discussions of if people are crossing International borders in their recruitment, how are they going to handle that and maybe in our in materials that we develop after this. We can talk a little bit more about that Casper and 30 seconds.

55:27Do you have something to add about Recruitment? I just to reiterate Marks put it really is a network effect. When there's one says more experiments on a platform the same person will do multiple of them and then they're more likely to bring other opponents in well on that note. Her time is really coming to a close.

55:51I hope you all have found this to be as informative as I have. I thank Casper and Molly and Marjorie and Mark for all their really useful information and sharing their experience. Like I said, we will be putting together some answers to some of the questions that we did not get to. The recording of the webinar will be available in a few days on demand for members of ICIS. So if you're not a member of ICIS and you want to see this, join us.

56:24I also want to plug our Virtual ICIS meeting in July, July 6th through 9th. Keep looking for those announcements about that. We're keeping the registration rates as affordable as we can and we are going to continue many of these discussions in the context of that meeting. So in addition to being able to present your work, we want to have more of these kinds of discussions about how people are managing to continue their research in the current context. So, thank you. Thank you.

56:58And enjoy the rest of your day or evening wherever you are.