（But also, things to consider when moving research online）

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Dear CDR members,

Due to concerns about exposing our research assistants and staff members who conducting experiments to the Coronavirus, we are suspending all CDR lab operations besides online data collection, effective immediately. This will include stopping all data collection in any of our field sites, and also closing our lab in the Harper Center and our Loop Lab downtown. I am sorry about the disruption this will cause to our research efforts. The safety and security of everyone in the CDR, as well as the large number of people we come in contact with while running experiments, is always of utmost importance.

This suspension will continue until further notice.
Overview

• Key considerations

• Helpful resources

• Leveraging online research for good
Key considerations: Lab

• How are we going to communicate and document communication?

• How can I facilitate feelings of connectedness among team members?
Communication

- Slack
- Basecamp
- Trello
- Microsoft Teams
- Asana
Communication
Connectedness
Key considerations: Participants

- Reducing barriers to participation
  - Scheduling and travel
  - Comfort

- New barriers to participation
  - Digital divide
Key considerations: Participants

% of U.S. adults who are home broadband users, by race

Pew Research Center (2019)
Key considerations: Participants

RESEARCH WITH CHILDREN
Thank you for visiting our website! Here you’ll find more information about who we are and the work we’re doing with children to better understand how we develop as decision makers.

Thank you for your interest in our child research! Please review the information sheet below, share some basic contact and demographic information, and we will contact you within 2 business days with more information.
Key considerations: Individual studies

- Timing
  - Synchronous (moderated)
  - Asynchronous (unmoderated)
Key considerations: Individual studies

Welcome Parents

We are the Princeton and NYU Discoveries in Action Lab (PANDA), a virtual research lab studying how children develop. We are thrilled to offer parents and children the opportunity to contribute to science by playing quick and fun online games, right from your home computer! All you need is a computer and a webcam to participate, and you can do so at any time. Please explore our website to learn more and click "sign up" to see the studies that we have available right now!

SIGN UP  LOGIN

VIRTUAL LAB

The Virtual Lab will be closed March 15-27 for exams/spring break and will re-open on Tuesday March 30.

Launched in April 2020, the PIMCO Decision Research Virtual Lab enables research to be conducted safely, reliably, and remotely using online surveys, video chatting, and other digital platforms.
Key considerations: Individual studies

- Timing
  - Synchronous
  - Asynchronous (unmoderated)

- Methods / Design
  - Link studies
  - Individual vs. pairs vs. groups
  - Strangers vs. friends
Key considerations: Individual studies

Participants sign up for studies in SONA

Study instructions are emailed to participants through SONA

Computer Skills Survey (prerequisite for all studies)

Simple link surveys

Zoom Prerequisite Study

Zoom studies
Key considerations: Individual studies

Lab Layout

- Waiting Room
  - Participant
  - Participant

- Lobby
  - Desk Coordinator
  - Zoom Traffic Controller

- Zoom Prereq

- Main Room

Each RA can use their individual Zoom room to conduct a different study

- Study 1
  - RA #1
  - Participant
  - A single person study

- Study 2
  - RA #2
  - An RA waiting for participant

- Study 3
  - RA #3
  - Participant
  - Participant
  - A pair study

- Study 4
  - RA #4
  - Participant
  - Participant
  - Participant
  - A group study
Key considerations: Individual studies

Online measures of looking and learning in infancy
Alexis S. Smith-Flores¹,², Jasmin Perez², Michelle H. Zhang², and Lisa Feigenson²
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Figure 3
Infants’ looking times in Experiment 1

Looking at Outcome (seconds)

<table>
<thead>
<tr>
<th>Support</th>
<th>Solidity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expected</td>
<td>Surprising</td>
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Lookit (Part 2): Assessing the Viability of Online Developmental Research, Results From Three Case Studies

Online Developmental Case Studies

Kimberly Scott, Junyl Chu, Laura Schulz

Moving Developmental Research Online: Comparing In-Lab and Web-Based Studies of Model-Based Reinforcement Learning

Section: Methodology and Research Practice

Kate Nussenbaum, Maximilian Scheuplein, Camille V. Phaneuf, Michael D. Evans, Catherine A. Hartley

The Pandemic as a Portal: Reimagining Psychological Science as Truly Open and Inclusive


Advancing Developmental Science via Unmoderated Remote Research with Children

Marjorie Rhodes, Michael T. Rizzo, Emily Foster-Hanson, Kelsey Moty, Rachel A. Leshin, Michelle Wang, Josie Benitez, and John Daryl Ocampo

New York University; Beyond Conflict Innovation Lab, Boston, MA

Scientific Life

No Participant Left Behind: Conducting Science During COVID-19

Stella F. Lourenco and Arber Tasimi

“Zoom Developmentalists”: Home-Based Videoconferencing Developmental Research during COVID-19

Authors’ Names

I-An Su, & Stephen J. Ceci
What have been your experiences moving your research online in response to the pandemic? What works, what doesn't? What adaptations have you made to tasks, etc.? What have been your favorite resources to draw from? #AcademicTwitter #AcademicChatter
Leveraging benefits of online research for good

- CRADLE: Collaboration for Reproducible and Distributed Large-Scale Experiments
- Shared infrastructure for recruitment, experiment implementation, data collection, etc.
  - Increase sample size and diversity
  - Decouple family and researcher location
  - Align shared design principles
  - Separate study design from administration
  - Facilitate longitudinal data collection
Leveraging benefits of online research for good
Learning about Science by Participating, At Home

New opportunities emerging for families to engage in and with science

In many cases, compensation is provided (e.g., Amazon e-gift cards). Heather Kappes, parent of two, notes that this type of arrangement offers “a kind of early introduction to working for the things you want.” Kappes adds that, “Because with most online studies you have an appointment and you’re actually talking to a person, it feels more like an event, which helps break up the day.” This latter point may be especially relevant for parents who sense that their children are having difficulty navigating their more loosely-structured days.
Discussion Questions

What are important trade-offs we make when moving between in-person and online research?

What are barriers to creating and/or participating in large-scale collaborative efforts?

What could shared infrastructure for online research at Michigan look like?

How can we adequately test the limits of what we can and cannot do via online research?