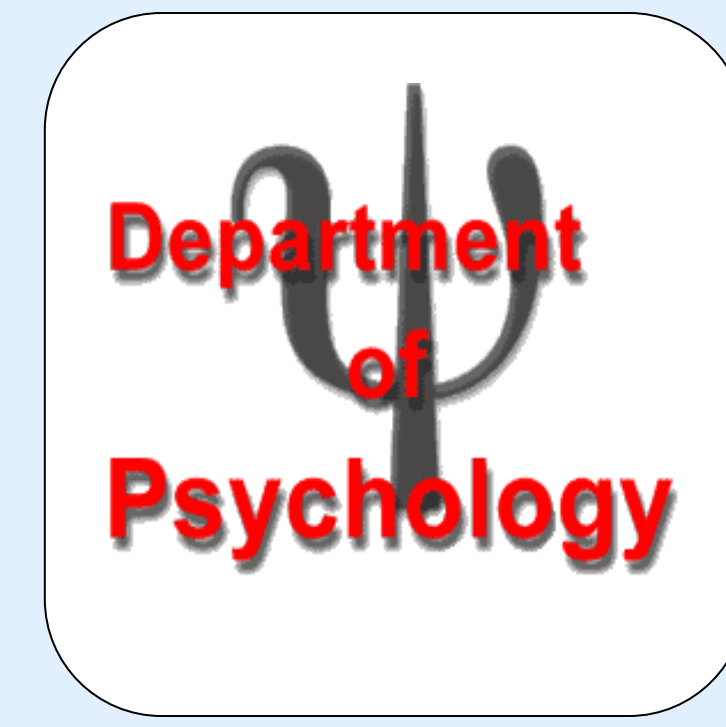




Is Online Data Collection A Useful Approach for Studying Second-Order False-Beliefs?



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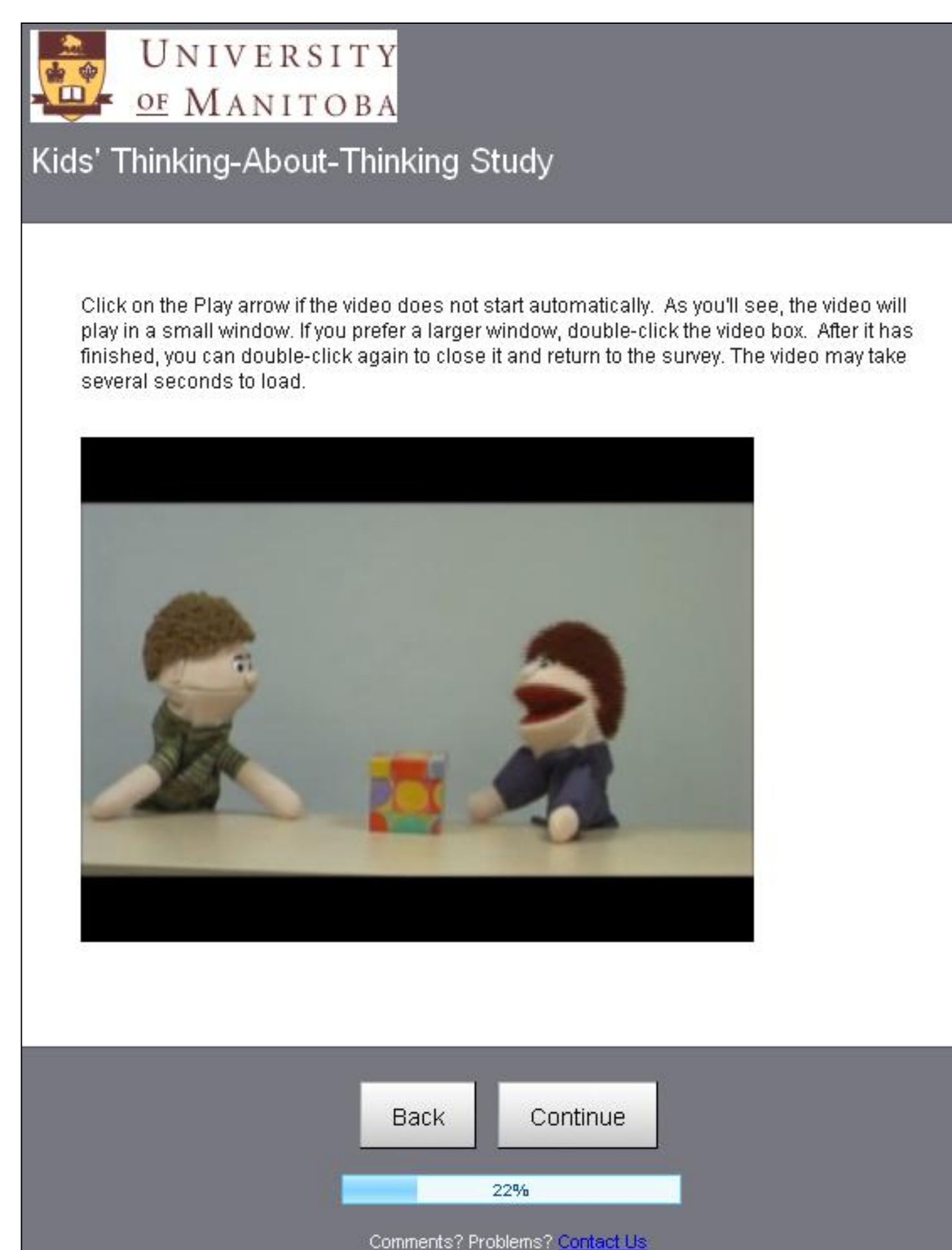
Thinking Outside the Lab

In-person data collection

is time consuming and geographically limited.

In contrast, online data collection

is more time and cost efficient, and provides access to participants worldwide.



Online methods have not yet been used to measure second-order false-beliefs (SOFBs)

SOFB: The ability to take on the perspective of an actor, and to apply that perspective in predicting another actor's goals, actions, or beliefs

If online measures are similar to those obtained in-person, this will facilitate more culturally elaborate developmental research.

Using both in-person and online SOFB measurement, we predicted that these two conditions would yield comparable results.

Measuring Second-Order False-Beliefs

We used a task from Coull, Leekam, and Bennett (2006), which was based on Perner and Wimmer's classic SOFB task (1985). This unexpected transfer task was presented in a 30-second video using puppets.



To be successful on this task, children need to appreciate that Sally (who does not see Paul watching her move a toy robot to a different location) will think Paul will look in the original location.

Second-order false-belief question: "Where does Sally think Paul will look for the robot?"

Participants

50 5-to 7-year-old children

25 children in each condition, both with 10 females and 15 males

Children individually matched according to gender and age

All pairs were less than 0.5 years apart

Each condition contained 9 5-year-olds, 8 6-year-olds, and 8 7-year-olds

Study design: In-Person Vs. Online Presentations

Condition

In-Person

- Children recruited through an elementary school
- Video presented to children individually
- Answers to SOFB questions recorded by an experimenter

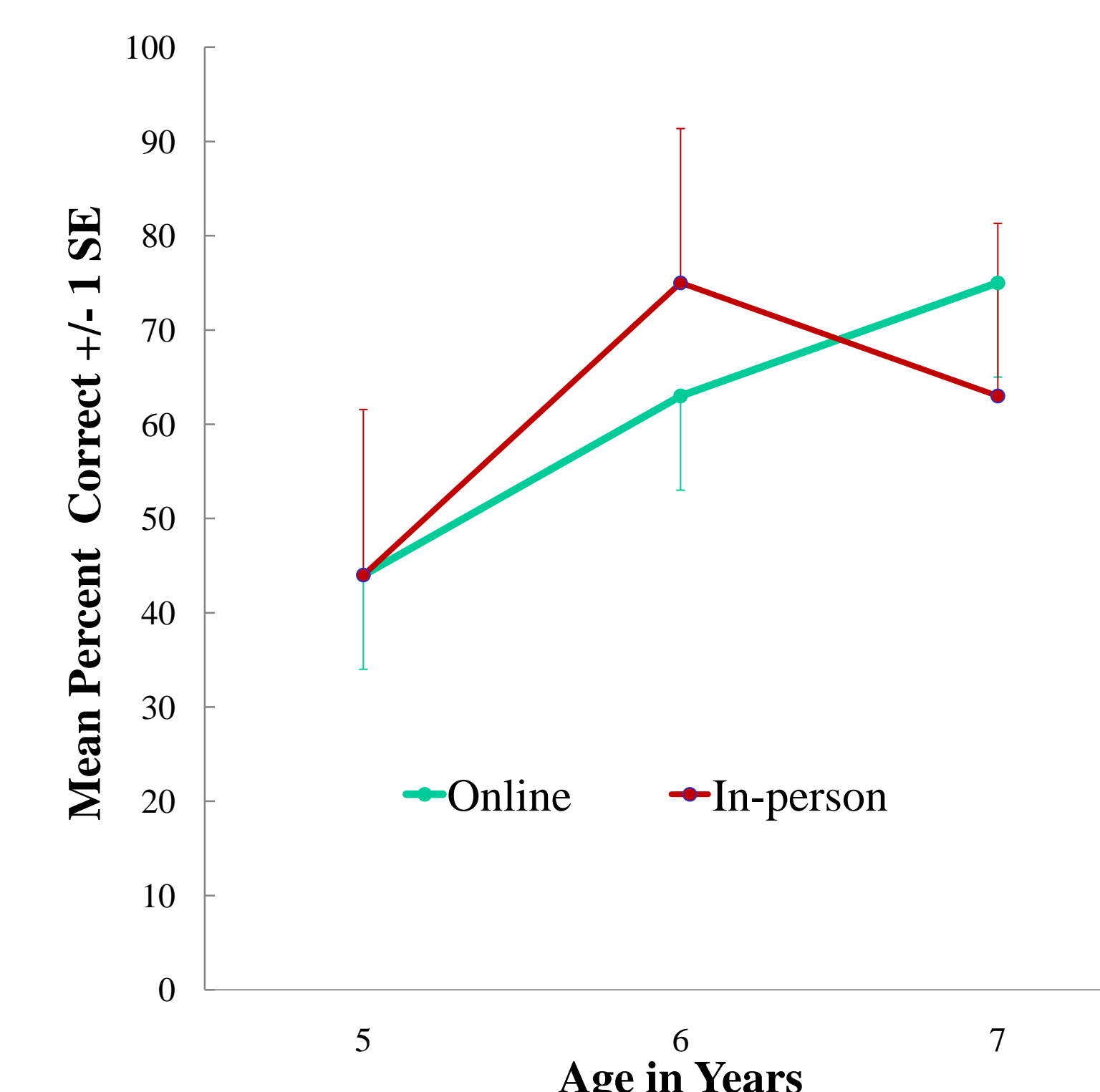
Online

- Parent-child pairs recruited for an online study
- Participation took place in a location with an internet connection
- Parents presented their child with the video, acting as data recorders for their children

Online exclusion criteria: no parental consent; child age missing or outside of range; implausible video time; or missing answers for SOFB measures

Analysis

There was no significant difference between the online and in-person conditions in a 2 (Condition) X 3 (Age) ANOVA.



Similar Results in Both Conditions

Positive correlation between SOFB understanding and age in both conditions

No condition effect on the accuracy of SOFB judgments ($F < 1.0$)

Results from the online and in-person conditions were comparable!

Conclusions

An SOFB task can be successfully implemented with online methods

Parent collaboration will be required for most applications with pre-adolescent children

Other developmental tasks could be converted to online versions.

Online methods could be a boon to cross-cultural research.

Online measures could be of great benefit to the work of researchers, and merit further exploration in developmental research

Online Tools Used

<http://surveygizmo.com/>
<http://vimeo.com/>
<http://adwords.google.com/>
<http://wordpress.org/>

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