

Online data collection (seminar in psycholinguistics)

LIN4930-15155/LIN6932-16511

University of Florida, Dept. of Linguistics

Class Periods: W8-10 (3 pm – 6 pm Eastern)

Location: online

Academic Term: Fall 2020

Instructor: Edith Kaan kaan@ufl.edu

Office Hours: after class (Tuesdays 6-7 pm, see Canvas for zoom link), and by appointment (contact instructor for Zoom link)

Course Description:

This course focuses on methods and issues related to collecting linguistic via web-based studies. We will discuss the pros and cons of web-based methods over lab-based or face-to-face methods, and discuss the ethical issues involved. We will discuss various types of research, including: questionnaires, reaction time studies, auditory studies, studies with children, interviews, and games. You will learn how to make a mini-study using Qualtrics and PCIBex, will learn how to write an IRB application, and will be encouraged to think out of the box and propose ways to make a study so much fun that you can attract thousands of participants. Disclaimer: This course will focus on experimental and elicitation studies, and not so much on how to gather and analyze existing data from on-line data bases and social media.

Acknowledgments: The contents of this course are heavily inspired upon Joshua Hartshorne's [Moving Research Online \(www.movingresearchonline.info\)](http://www.movingresearchonline.info), and by Stacy Branham and Daniel Epstein's course on Moving Human Subject Research Online

Course Learning Goals:

At the end of the semester students will be able to

- evaluate the pros and cons of on-line research
- observe best practices as to on-line data collection
- discuss and evaluate applications of on-line data collection for linguistics and beyond
- make simple on-line experiments using on-line platforms, in particular Qualtrics and PCIBex

Course overview and policies:

Class comporment

- Treat your fellow students and instructor with respect

- During class discussions, and when in a breakout room, **enable your webcam and microphone** if technically possible, so that your fellow students may hear and see who they are working with.
- Find a quiet indoor space with stable internet connection to attend class.
- Make sure the background is not distracting or something you would not want your classmates to see. You may use a virtual background if your device supports this feature.

Readings and other materials

- Required Readings: We'll read 1-2 articles per week. In addition you are expected to go through some videos and tutorials on your own (on Qualtrics and PCIBex). Readings can be downloaded from UFLib (use VPN), or from links provided by the instructor. A reading list is available in the course schedule below. Note: this list is subject to change.
- Required Technology: To complete course work, you need a computer with a stable high speed internet connection, webcam, microphone and zoom.
- Materials and Supplies Fee: n/a

Grading policies and grade scale

- Students are required to submit all assignments and tests before the class period they are due. Please contact the instructor in advance if you need to skip a class, or cannot make a deadline.
- Grading in this class is consistent with UF policies available at: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/> (Links to an external site.)
- Assignment Values: Point values/percentages for each assignment are available in the List of Graded Work page
- Policy on Late and Make-up Work: There will be no make-up exams or assignments without a valid excuse.
- Attendance policy: Attendance is mandatory. If you are absent for more than two classes without a valid excuse, you will get a warning. If absences persist the instructor can prohibit further attendance and assign a failing grade for excessive absences.
- Grade Return Timing: You can expect to receive grades on and responses to assigned work in 2 weeks.
- Point Range for this Class:

Letter Grade	Range:	
A	100 %	to 90.0%
A-	< 90.0 %	to 87.0%

Letter Grade	Range:	
B+	< 87.0 %	to 84.0%
B	< 84.0 %	to 80.0%
B-	< 80.0 %	to 77.0%
C+	< 77.0 %	to 74.0%
C	< 74.0 %	to 70.0%
C-	< 70.0 %	to 67.0%
D+	< 67.0 %	to 64.0%
D	< 64.0 %	to 60.0%
D-	< 60.0 %	to 57.0%
F	< 57.0 %	to 0.0%

UF policies

- **Contact Hours:** "Contact Hours" refers to the hours per week in which students are in contact with the instructor, excluding office hours or other voluntary contact. The number of contact hours in this course equals the number of credits the course offers.
- **Workload:** As a Carnegie I, research-intensive university, UF is required by federal law to assign at least 2 hours of work outside of class for every contact hour. Work done in these hours may include reading/viewing assigned material and doing explicitly assigned individual or group work, as well as reviewing notes from class, synthesizing information in advance of exams or papers, and other self-determined study tasks.
- **Accommodation for Student with Disabilities:** Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. This class supports the needs of different learners; it is important for students to share their accommodation letter with their instructor and discuss their access needs as early as possible in the semester.

- Statement Regarding Evaluations: Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available from [the Gatorevals website \(Links to an external site.\)](#). Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via [the evaluation system. \(Links to an external site.\)](#) Summaries of course evaluation results are available to students at the [public results website \(Links to an external site.\)](#).
- Statement Regarding Course Recording: Our class sessions may be audio visually recorded for students in the class to refer back to and for use of enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate verbally are agreeing to have their voices recorded. If you are unwilling to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

Additional Course policies and information

- The experiments you design as part of this course are for educational purposes only, and therefore do not need IRB approval. This means that you can NOT publish data collected in this class in outlets other than this course. If you would like to use the tasks you designed in this class to collect data for research purposes, you would need to obtain IRB approval before recruiting participants.
- *UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (sccr.dso.ufl.edu/process/student-conduct-code/) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor in this class.*

List of graded work

NOTE: You must do all the graded work in order to pass the class. Penalties for lateness are detailed on the Course Policies page [include link here]. It is your responsibility to upload the correct document to Canvas, so double check when you submit to make sure you have done so.

You will be assigned to different groups of 2-4 students for each of the three project group assignments.

Group Project #1: Qualtrics Questionnaire study

- Choose an existing (hardcopy) questionnaire on a linguistic topic, or design your own, and build the questionnaire into Qualtrics. The report should cover the research question, should motivate why particular question formatting was chosen (e.g. Likert scale, open answer, alternative choice), and what data quality control measures are in place.
 - Present project in class
 - Provide Qualtrics link so that your peers can do the questionnaire
 - Submit individual report: through Canvas
 - Value: 25 %

Group Project #2: Reaction time study in PCIbex

- Choose an existing study (from a journal article), or design your own, that collected response times. The research question should be related to a linguistic topic. Build (part of) this study into PCIbex. The report should cover the research question, should describe and motivate the experimental design, and data quality control measures.
 - Present in class. You need to be able to demo the study
 - Submit individual report: through Canvas
 - Value: 25 %

Group Project #3: Massive online study project idea

- Each group will propose a study that incorporates games or other ways to attract participants. The report should include the goal of the study, how you are making it fun for participants and how you will be marketing the study. You do not need to implement this study.
 - Present in class: present a power point with a demo (few trials) of the task, a discussion of the goals, and your marketing strategies
 - Submit individual report: through Canvas
 - Value: 25 %

Individual assignment: IRB protocol

- Pick an on-line study and write a corresponding IRB protocol and informed consent form (or equivalent). Details will be provided in class, but the protocol should cover: goal of the study, description of the tasks, participant description, participant recruitment, security measures, compensation, risks and benefits
 - Submit protocol and informed-consent form: through Canvas
 - Value: 15 %

Discussions

- Asynchronous lectures, and some of the required readings and videos will be associated with an on-line discussion assignment or other (online) homework assignment in which students would need to answer questions related to the lecture, paper or video.
 - Value: 5 %

Active participation

- Students are expected to come to class prepared, to have read the required readings, completed the required tutorials, and to participate actively in group activities, paper presentations and discussions
 - Value: 5 %

Course schedule

Note: This is a rough schedule and reading list. Both are subject to change. Always check the website on Canvas for updates!

Wk	Date	Topic	Required Readings and Assignments
(1)	Sept2	Introduction example studies	Explore course website, read course policies Hartshorne lecture on on-line data collection https://www.youtube.com/watch?v=8Nj3qAxY_ss&feature=youtu.be)
(2)	Sept 9	Building studies Quatrics	Grootwagers (2020); Schnoebelen, & Kuperman (2010). Start on Group project #1 https://basecamp.qualtrics.com/series/learn-to-use-qualtrics-research-core login through SSO, institutional id= ufl, watch at least the first 3 videos
(3)	Sept 16	Hosting and recruiting	Sauter et al. (2020). Peer, et al. (2017).
(4)	Sept 23	Experimental design and data quality	Kan, I. P., & Drummey, A. B. (2018). Hauser, D. J., & Schwarz, N. (2016).

(5)	Sept 30	Ethics	Buchanan & Zimmer (2018). http://irb.ufl.edu/wp-content/uploads/IRB-Mechanical-Turk-Guidance.pdf
(6)	Oct 7	Reaction time studies Group project 1 (Qualtrics) presentations Into to PCIBex	Anwyl-Irvine et al. (2020) PCIBex tutorial https://www.pcibex.net/wiki/00-overview/
(7)	Oct 14	Eyetracking guest lecture by Katrina Connell (PSU)	Project #1 (Qualtrics) report due Reading TBA
(8)	Oct 21	Auditory studies Production studies	IRB assignment due Sedarous & Namboodiripad (2020) Weatherholtz et al. (2014)
(9)	Oct 28	Research with children guest lecture by Sarah Surraine (Harvard)	Manning et al. (2020) Sheskin et al. (2020)
(10)	Nov 4	Massive on-line studies Guest lecture by Katharina Reineke (U Washington)	Hartshorne et al. (2018) Selection of: Brysbaert et al. (2016); Riley et al. (2016); Leemann et al. (2019); TBA
(11)	Nov 11	Fieldwork Linguistic landscape Group project 2 (PCIBex) presentations	Gorm, N., & Shklovski, I. (2017)
(12)	Nov 18	Sociolinguistics Mobile methods	Project #2 (PCIBex) report due Boase & Humphreys (2018) Kaufmann & Peil (2020)
(13)		NO CLASS	
(14)	Dec 2	Future developments	Heller et al. (2020) More readings TBA
(15)	Dec 9	Wrap-up Group project 3 (Gamification) presentations	Project #3 (Gamification idea) report due Dec 14 Griffiths (2015)

- Anwyl-Irvine, A. L., Dalmaijer, E. S., Hodges, N., & Evershed, J. (2020, January 15). Online Timing Accuracy and Precision: A comparison of platforms, browsers, and participant's devices. <https://doi.org/10.31234/osf.io/jfec>
- Boase, J., & Humphreys, L. (2018). Mobile methods: Explorations, innovations, and reflections. *Mobile Media & Communication*, 6(2), 153-162. doi:10.1177/2050157918764215
- Brybaert, M., Stevens, M., Mandera, P., & Keuleers, E. (2016). How Many Words Do We Know? Practical Estimates of Vocabulary Size Dependent on Word Definition, the Degree of Language Input and the Participant's Age. *Frontiers in Psychology*, 7(1116). doi:10.3389/fpsyg.2016.01116
- Buchanan, E. A. & Zimmer, M. (2018). Internet Research Ethics, *The Stanford Encyclopedia of Philosophy*, Edward N. Zalta (ed.), <https://plato.stanford.edu/archives/win2018/entries/ethics-internet-research/>
- Gorm, N., & Shklovski, I. (2017). *Participant Driven Photo Elicitation for Understanding Activity Tracking: Benefits and Limitations*. Paper presented at the Proceedings of the 2017 ACM Conference on Computer Supported Cooperative Work and Social Computing, Portland, Oregon, USA. <https://doi.org/10.1145/2998181.2998214>
- Griffiths, T. L. (2015). Manifesto for a new (computational) cognitive revolution. *Cognition*, 135, 21-23. doi:<https://doi.org/10.1016/j.cognition.2014.11.026>
- Grootswagers, T. (2020). A primer on running human behavioural experiments online. *Behavior Research Methods*. doi:10.3758/s13428-020-01395-3
- Hartshorne, J. K., Tenenbaum, J. B., & Pinker, S. (2018). A critical period for second language acquisition: Evidence from 2/3 million English speakers. *Cognition*, 177, 263-277. doi:<https://doi.org/10.1016/j.cognition.2018.04.007>
- Hauser, D. J., & Schwarz, N. (2016). Attentive Turkers: MTurk participants perform better on online attention checks than do subject pool participants. *Behavior Research Methods*, 48(1), 400-407. doi:10.3758/s13428-015-0578-z
- Heller, A. S., Shi, T. C., Ezie, C. E. C., Reneau, T. R., Baez, L. M., Gibbons, C. J., & Hartley, C. A. (2020). Association between real-world experiential diversity and positive affect relates to hippocampal–striatal functional connectivity. *Nature Neuroscience*, 23(7), 800-804. doi:10.1038/s41593-020-0636-4
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- Kaufmann, K., & Peil, C. (2020). The mobile instant messaging interview (MIMI): Using WhatsApp to enhance self-reporting and explore media usage in situ. *Mobile Media & Communication*, 8(2), 229-246. doi:10.1177/2050157919852392
- Leemann, A., Derungs, C., & Elspaß, S. (2019). Analyzing linguistic variation and change using gamification web apps: The case of German-speaking Europe. *PLoS ONE*, 14(12), e0225399. doi:10.1371/journal.pone.0225399
- Manning, B., Harpole, A., Harriott, E., Postolowicz, K., & Norton, E. (2020, May 4). Taking Language Samples Home: Feasibility, Reliability, and Validity of Child Language Samples Conducted Remotely with Video Chat Versus In-Person. doi: <https://doi.org/10.31234/osf.io/23u8a> <https://psyarxiv.com/23u8a/>
- Peer, E., Brandimarte, L., Samat, S., & Acquisti, A. (2017). Beyond the Turk: Alternative platforms for crowdsourcing behavioral research. *Journal of Experimental Social Psychology*, 70, 153-163. doi:<https://doi.org/10.1016/j.jesp.2017.01.006>
- Riley, E., Okabe, H., Germine, L., Wilmer, J., Esterman, M., & DeGutis, J. (2016). Gender Differences in Sustained Attentional Control Relate to Gender Inequality across Countries. *PLoS ONE*, 11(11), e0165100. doi:10.1371/journal.pone.0165100

- Sauter, M., Draschkow, D., & Mack, W. (2020). Building, Hosting and Recruiting: A Brief Introduction to Running Behavioral Experiments Online. *Brain Sciences*, 10(4), 251.
- Schnoebelen, T., & Kuperman, V. (2010). Using Amazon Mechanical Turk for linguistic research. *Psihologija*, 43236599, 441-464. doi:10.2298/PSI1004441S
- Sedarous, Y., & Namboodiripad, S. (2020). Using audio stimuli in acceptability judgment experiments. *Language and Linguistics Compass*, n/a(n/a), e12377. doi:10.1111/lnc3.12377
- Sheskin, M., Scott, K., Mills, C. M., Bergelson, E., Bonawitz, E., Spelke, E. S., . . . Schulz, L. (2020). Online Developmental Science to Foster Innovation, Access, and Impact. *Trends in Cognitive Sciences*, 24(9), 675-678. doi:10.1016/j.tics.2020.06.004
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