Digital Literacy and Sampling: MTurk Bad

Kevin Munger, Mario Luca, Jonathan Nagler, Joshua Tucker

Penn State University and Princeton University

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- Case study: clickbait!

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- (After the pilot, we pre-registered the R code we used to analyze all results)

Null Results from Second MTurk Study

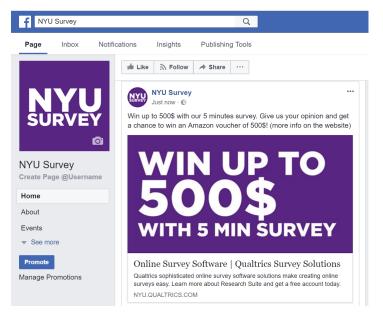
• Tried again: shortened the survey, removed "preference for clickbait" questionnaire which could dampen treatment effects

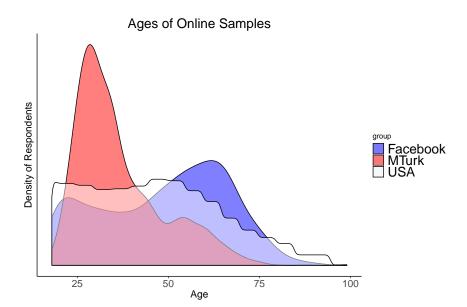
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- But: MTurk users are all above a certain threshold of digital literacy

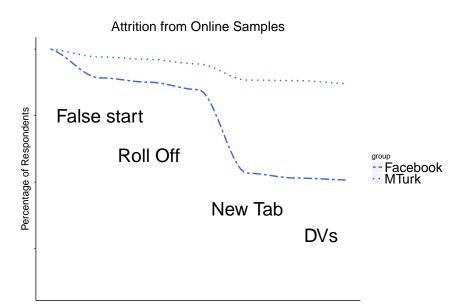
Clickbait Effects on the Clickers





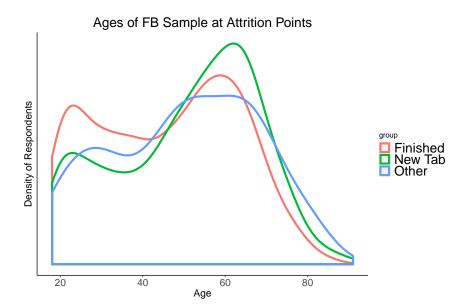
Null Results from the FB Study

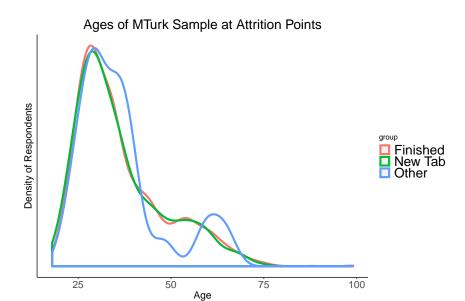
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Null Results from the FB Study

 We got the right sample and didn't find results Attrition was non-random and covaried with demographics of interest





Examine Predictors of Stopping at New Tab

• Combine the data, run a fully interacted model to look at differential effects in the two samples

Effect of Age on Stopping at New Tab: MTurk v Facebook

"Attention Checks" With Digitally Naive Populations

If you could only choose to read one of these stories, which would it be?

Here's what happened with the Dallas Cowboys this weekend

Drake and Rihanna are getting back together after a vacation in Area 51

CNN tweets new response to controversy

Survey taker: always select this option, ignore the other three headlines

Passed attention check MTurk: 82% Passed attention check FB: 57%

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Older People Using Mechanical Turk

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- Modal respondent reported having used the internet for 10 years or more

Older People Using Mechanical Turk

many participants were not familiar or comfortable with opening content in new tabs/windows....'How do I get back to the instructions? (P7)'....P3 explained: 'There's too many things to remember all at once...One of my complaints about some things on a computer is that, you know, if there's a bunch of instructions or stuff to know — and you have to open up a box and then if you go back to what you're working on the box is gone, and you can't just look up [sic] and reference it. (Brewer, Morris and Piper, 2016)

Older People Using Mechanical Turk

These barriers, which may seem trivial from a requester's perspective, significantly affected older adults' abilities and time required to complete the tasks. And, because of these barriers, some tasks expired or ran out of time before the older adult was able to complete them. These challenges also affected older adults' self-efficacy, with P7 saying, 'I just think I'm not smart enough to do it'; 'I just didn't understand anything they were telling me to do... I'm a complete failure'; and 'I don't even understand the instructions. Is everybody else that does this as dumb as I am?' (Brewer, Morris and Piper, 2016)

"Reflexivity"

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- The intuitions of Social Scientists are not merely insufficient; they're actively misleading
- Descriptive (often qualitative) research is necessary to motivate research questions

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- Science works: empirical consensus falsified the theory of ubiquitous echo chambers
- But the supply of social science research is inelastic, so there are serious opportunity costs

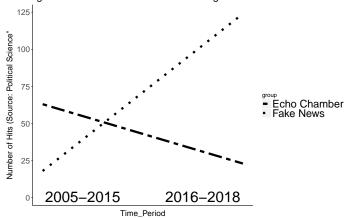
	Online Echo Chambers	Fake News
Experienced by academics	YES	NO

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Studied by academics1	TOO MUCH	TOO LATE

Shifting Focus of Political Science: Knowledge Production



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- Any sample with a hard digital literacy cutoff is inappropriate for making generalizations about online behaviors
- Clearly excludes MTurk
- Excludes even our over-sample of digital naives due to difficulty of survey instruments we never thought existed

Thank You

- Brewer, Robin, Meredith Ringel Morris, and Anne Marie Piper. 2016. Why would anybody do this?: Understanding older adults' motivations and challenges in crowd work. In *Proceedings of the 2016 CHI Conference on Human Factors in Computing Systems*. ACM pp. 2246–2257.
- Coppock, Alexander. 2018. "Generalizing from survey experiments conducted on mechanical Turk: A replication approach." *Political Science Research and Methods* pp. 1–16.
- Mullinix, Kevin J, Thomas J Leeper, James N Druckman, and Jeremy Freese. 2015. "The generalizability of survey experiments." *Journal of Experimental Political Science* 2 (2): 109–138.