Lifelines_E6_formerlyE1B

Start of Block: Consent

consent

Study Title: Visual Judgment Task Researcher: Julian De Freitas Version Date: -- March 2018 Participation is voluntary

It is your choice whether or not to participate in this research. If you choose to participate, you may change your mind and leave the study at any time. Refusal to participate or stopping your participation will involve no penalty or loss of benefits to which you are otherwise entitled.

What is the purpose of this research?

The purpose of this research is to examine human visual performance and judgments. All data from this experiment are gathered for scientific purposes and will contribute to our eventual understanding of brain and visual function. These data may be published in scientific journals so that other researchers may have access to these data.

How long will I take part in this research?

Your participation will take approximately 10 minutes to complete.

What can I expect if I take part in this research?

As a participant, you will be asked to look at images presented on a video display and give responses with key presses or movements of a mouse pointing device. Your response may involve responding as quickly as you can, memorizing what you saw, making a judgment, or completing a questionnaire. You will also be asked to complete a demographics form.

What are the risks and possible discomforts?

If you choose to participate, the effects should be comparable to those you would experience from viewing a computer monitor for 120 minutes and using a mouse or keyboard, e.g., eye fatigue. You are free to take breaks throughout the session. Some of the images and stories are mildly emotional, and some of the written stories are disgust-inducing.

Will I be compensated for participating in this research?

You will be compensated \$0.83 for this study. You will still receive payment if you withdraw early.

If I take part in this research, how will my privacy be protected? What happens to the information you collect?

Your participation in this experiment will remain confidential, and your identity will not be stored with your data.

If I have any questions,	concerns or	complaints	about this	research	study, v	who can	l talk
to?							

to?
The researcher for this study is Julian De Freitas who can be reached at #700, 33 Kirkland St, Cambridge MA, 02138; defreitas@g.harvard.edu. The faculty sponsor is George A. Alvarez who can be reached at alvarez@wjh.harvard.edu. If you have questions, concerns, or complaints, If you would like to talk to the research team, If you think the research has harmed you, or If you wish to withdraw from the study. This research has been reviewed by the Committee on the Use of Human Subjects in Research at Harvard University. They can be reached at 617-496-2847, 44-R Brattle Street, Suite 200, Cambridge, MA 02138, or cuhs@harvard.edu for any of the following: If your questions, concerns, or complaints are not being answered by the research team, If you cannot reach the research team, If you want to talk to someone besides the research team, If you have questions about your rights as a research participant.
O I consent (1)
End of Block: Consent
Start of Block: Attention_Check_I
JS Control of the con
att_check_1 This is an attention check. John is taller than Paul. Who is shorter?
O John (1)
O Paul (2)
O Neither John nor Paul (3)
O Both John and Paul (4)

att check 2 What color is grass'	att	check	2	What	color	is	arass'
----------------------------------	-----	-------	---	------	-------	----	--------

The fresh, uncut grass, not leaves or hay. Pleas you're paying attention.	e make su	re to se	elect pur	ple, sc	that w	e know
○ Green (1)						
O Purple (2)						
End of Block: Attention_Check_I						
Start of Block: Attention_Check_II						
instructions_fail_ac Oops! You failed one of th closer attention!	e previous	attent	ion che	cks. F	Please _l	рау
Here are some more attention checks:						
att_check_3 Please set X at 15, and make it so Please also make sure that Y is evenly divisil	ole by 10.					an Y. 90 100
X ()	-					
Y ()	-		Ť			

Z ()

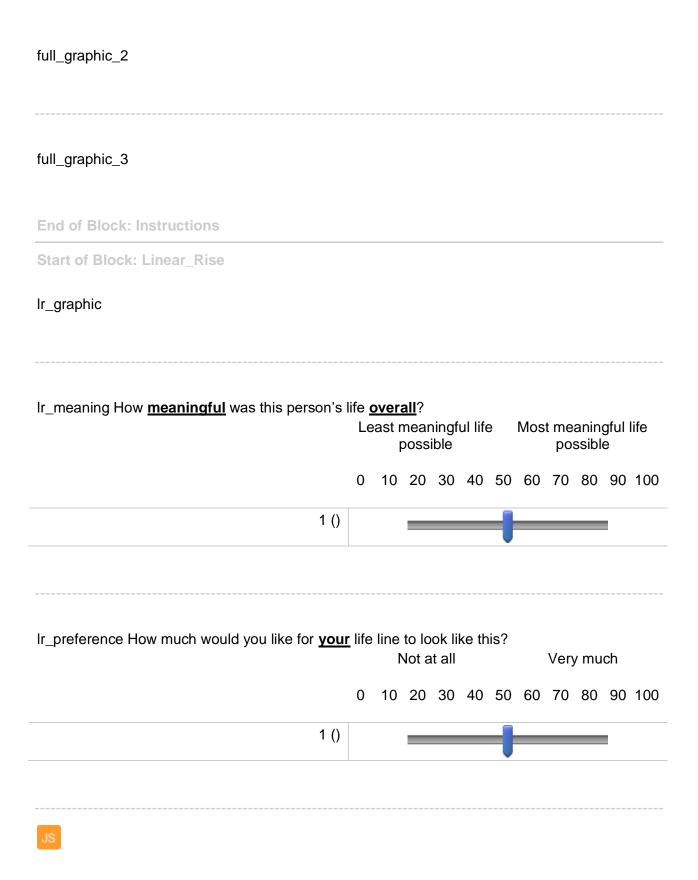
att_check_4 How many fatal heart attacks have you had?
O 0 (1)
O 1 (2)
O 10 (3)
O 100 (4)
O 1000 (5)
End of Block: Attention_Check_II
Start of Block: Instructions_Comp_Check_I JS
instructions In this experiment, we will show you the 'life lines' of different people. On the y-axis we will plot how they felt throughout their life, and on the x-axis, we will plot their age in years. Therefore, the overall life line shows how they felt at each age of their lives.
Just to make sure you understand the basic idea, please answer the following questions about the following practice plots, which plot how stressed a person felt throughout their life:
Js
comp_graphic_1

comp_check_1 How old was the person above when they felt the most stressed in life?
O 0 (1)
O 20 (2)
O 40 (3)
O 60 (4)
O 80 (5)
comp_graphic_2
comp_check_2 How stressed did the person above feel when they were 20 years old?
O (1)
O 20 (2)
O 40 (3)
O 60 (4)
O 80 (5)
O 100 (6)
comp_graphic_3

pay closer attention! Here is a video along with some more comprehension checks. The video on the next page will start playing automatically. Please be sure to pay close attention and turn your volume to at least 50% because you will have to answer several questions about the video after it is done. Once you are ready, click the "Next" arrow to view the video.	comp_check_3 Which is true of the life of the person above?
They were highly stressed both early in life and later in life (3) They were highly unstressed both early in life and later in life (4) End of Block: Instructions_Comp_Check_I Start of Block: Instructions_Comp_Check_II fail_comp_check_ins Oops! You failed one of the previous comprehension checks. Please pay closer attention! Here is a video along with some more comprehension checks. The video on the next page will start playing automatically. Please be sure to pay close attention and turn your volume to at least 50% because you will have to answer several questions about the video after it is done. Once you are ready, click the "Next" arrow to view the video.	They were highly stressed early in life, then highly unstressed later in life (1)
They were highly unstressed both early in life and later in life (4) End of Block: Instructions_Comp_Check_I Start of Block: Instructions_Comp_Check_II JS fail_comp_check_ins Oops! You failed one of the previous comprehension checks. Please pay closer attention! Here is a video along with some more comprehension checks. The video on the next page will start playing automatically. Please be sure to pay close attention and turn your volume to at least 50% because you will have to answer several questions about the video after it is done. Once you are ready, click the "Next" arrow to view the video.	They were highly unstressed early in life, then highly stressed later in life (2)
End of Block: Instructions_Comp_Check_II Start of Block: Instructions_Comp_Check_II fail_comp_check_ins Oops! You failed one of the previous comprehension checks. Please pay closer attention! Here is a video along with some more comprehension checks. The video on the next page will start playing automatically. Please be sure to pay close attention and turn your volume to at least 50% because you will have to answer several questions about the video after it is done. Once you are ready, click the "Next" arrow to view the video.	They were highly stressed both early in life and later in life (3)
Start of Block: Instructions_Comp_Check_II fail_comp_check_ins Oops! You failed one of the previous comprehension checks. Please pay closer attention! Here is a video along with some more comprehension checks. The video on the next page will start playing automatically. Please be sure to pay close attention and turn your volume to at least 50% because you will have to answer several questions about the video after it is done. Once you are ready, click the "Next" arrow to view the video.	They were highly unstressed both early in life and later in life (4)
fail_comp_check_ins Oops! You failed one of the previous comprehension checks. Please pay closer attention! Here is a video along with some more comprehension checks. The video on the next page will start playing automatically. Please be sure to pay close attention and turn your volume to at least 50% because you will have to answer several questions about the video after it is done. Once you are ready, click the "Next" arrow to view the video.	End of Block: Instructions_Comp_Check_I
fail_comp_check_ins Oops! You failed one of the previous comprehension checks. Please pay closer attention! Here is a video along with some more comprehension checks. The video on the next page will start playing automatically. Please be sure to pay close attention and turn your volume to at least 50% because you will have to answer several questions about the video after it is done. Once you are ready, click the "Next" arrow to view the video.	Start of Block: Instructions_Comp_Check_II
pay closer attention! Here is a video along with some more comprehension checks. The video on the next page will start playing automatically. Please be sure to pay close attention and turn your volume to at least 50% because you will have to answer several questions about the video after it is done. Once you are ready, click the "Next" arrow to view the video.	JS Control of the con
page will start playing automatically. Please be sure to pay close attention and turn your volume to at least 50% because you will have to answer several questions about the video after it is done. Once you are ready, click the "Next" arrow to view the video.	fail_comp_check_ins Oops! You failed one of the previous comprehension checks. Please pay closer attention!
	page will start playing automatically. Please be sure to pay close attention and turn your volume to at least 50% because you will have to answer several questions about the
End of Block had made and Oracle II	Once you are ready, click the "Next" arrow to view the video.
End of Block: Instructions_Comp_Cneck_II	End of Block: Instructions_Comp_Check_II
Start of Block: Comp_Check_II (Video)	Start of Block: Comp_Check_II (Video)
JS Control of the con	JS Control of the con
fail_comp_check_vid	fail_comp_check_vid
timer Timing First Click (1) Last Click (2) Page Submit (3) Click Count (4)	timer Timing

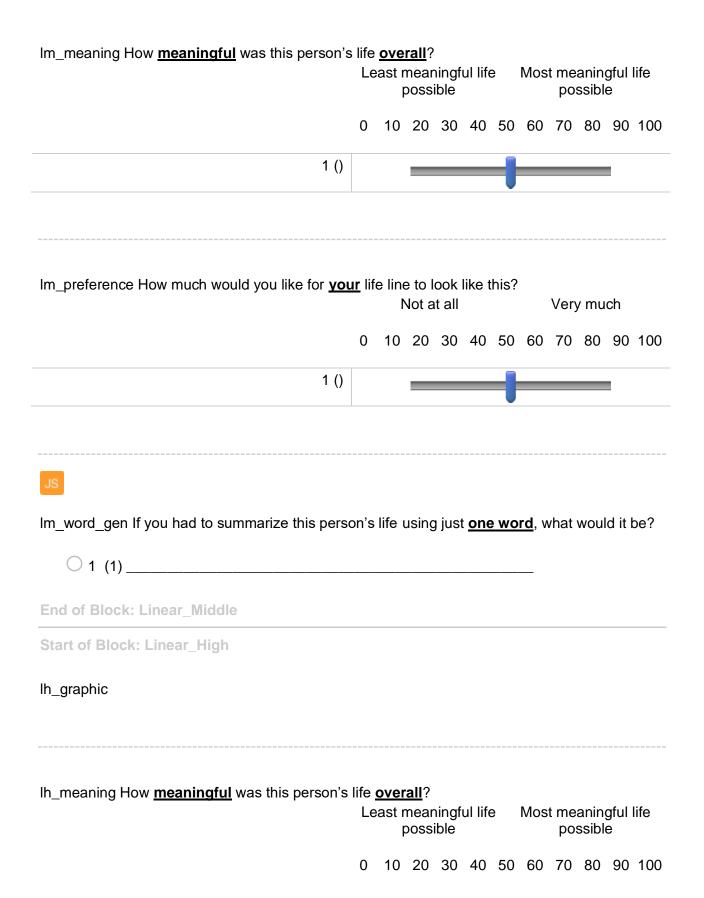
Start of Block: Comp_Check_II (Questions)
JS Control of the con
comp_graphic_4
comp_check_4 How old was the person above when they felt the most stressed in life?
O 0 (1)
O 20 (2)
O 40 (3)
O 60 (4)
O 80 (5)
comp_graphic_5
comp_check_5 How stressed did the person above feel when they were 20 years old?
O 0 (1)
O 20 (2)
O 40 (3)
O 40 (3)
40 (3)60 (4)

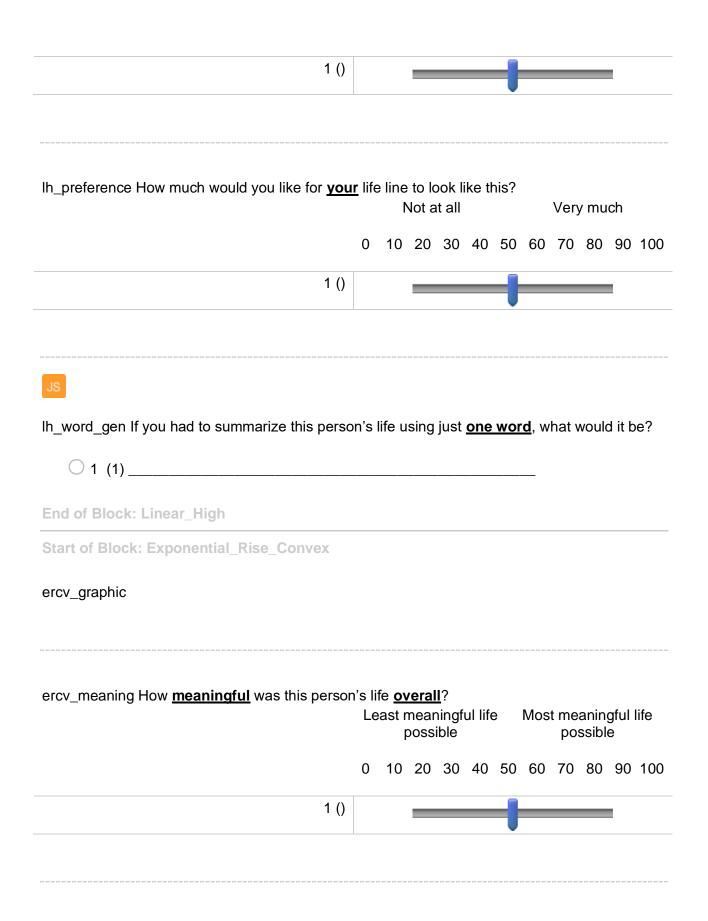
comp_graphic_6
comp_check_6 Which is true of the life of the person above?
They were highly stressed early in life, then highly unstressed later in life (1)
They were highly unstressed early in life, then highly stressed later in life (2)
○ They were highly stressed both early in life and later in life (3)
They were highly unstressed both early in life and later in life (4)
End of Block: Comp_Check_II (Questions)
Start of Block: Instructions JS
instructions Now, we will show you the life lines of 27 different people and how happy they felt throughout their life, and ask you to answer three questions:
 How meaningful the person's life was on the whole, i.e., taking into account their entire life line. How much you would like it if your life line looked like theirs. How you would summarize the person's life using just one word.
Below is a compilation of the 27 lifelines, to give you an idea of what they look like and how they compare to one another. They will be displayed one by one on the following pages, but you can navigate back and forth if you need to.
full_graphic_1

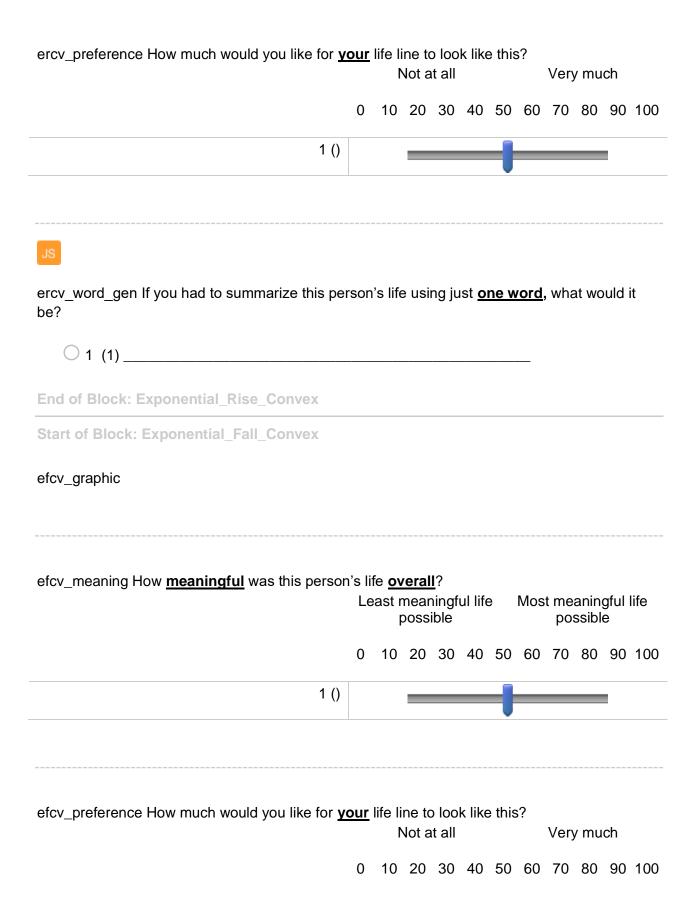


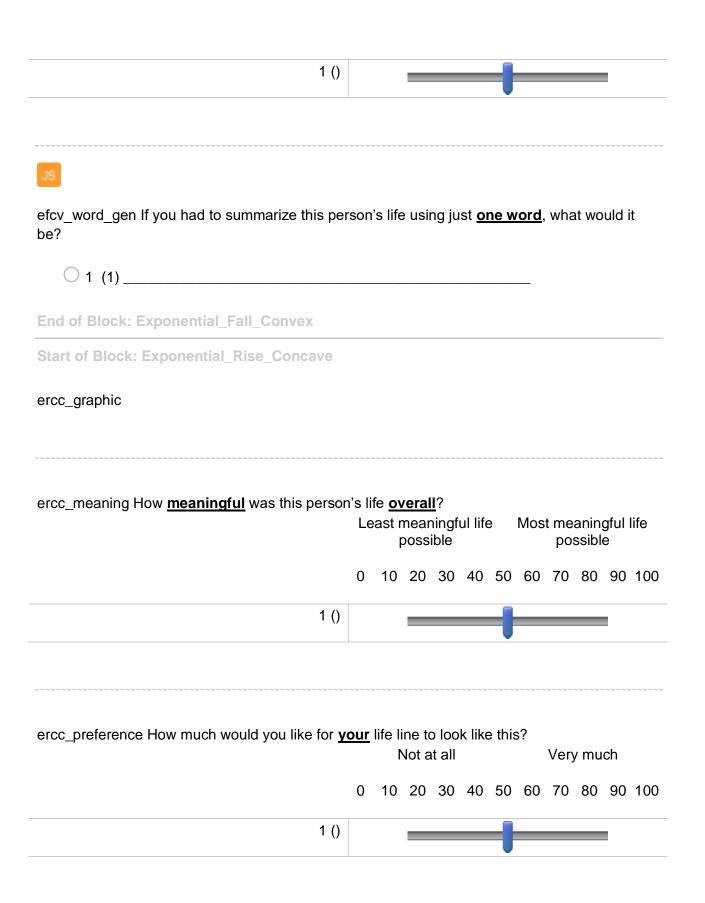
Ir_word_gen If you had to summarize this person	n's li	ife us	sing	just	one v	wor	<u>d</u> , wl	nat w	oulc	l it b	e?
O 1 (1)											
End of Block: Linear_Rise											
Start of Block: Linear_Fall											
If_graphic											
If_meaning How <u>meaningful</u> was this person's I	_	ast r			ul life)	Mos	t me po	anin ssibl		life
	0	10	20	30	40	50	60	70	80	90	100
1 ()						-					
						Ť					
If_preference How much would you like for your	ilife			ok lil at all	ke thi	s?		Ver	/ mu	ch	
	0	10	20	30	40	50	60	70	80	90	100
1 ()						-					
						Ť					
JS											
If_word_gen If you had to summarize this persor	า's li	ife us	sing _.	just <u>(</u>	one v	vor	<u>d</u> , wh	nat w	ould/	l it be	e?
O 1 (1)											
End of Block: Linear_Fall											

Start of Block: Linear_Low														
II_graphic														
II_meaning How <u>meaningful</u> was this person's I				ninafı	ul life	.	Mos	t ma	anin	aful	lifo			
	Least meaningful life Most mean possible possi													
	0	10	20	30	40	50	60	70	80	90	100			
1 ()						-								
Il_preference How much would you like for your	life	line	to lo	ok lik	ce th	is?								
Not at all Very much														
	0	10	20	30	40	50	60	70	80	90	100			
1 ()						1								
JS Control of the con														
Il_word_gen If you had to summarize this persor	ı's li	fe us	sing j	ust <u>c</u>	one v	word	<u>d</u> , wh	nat w	ould	it be	?			
O 1 (1)														
End of Block: Linear_Low														
Start of Block: Linear_Middle														
lm_graphic														



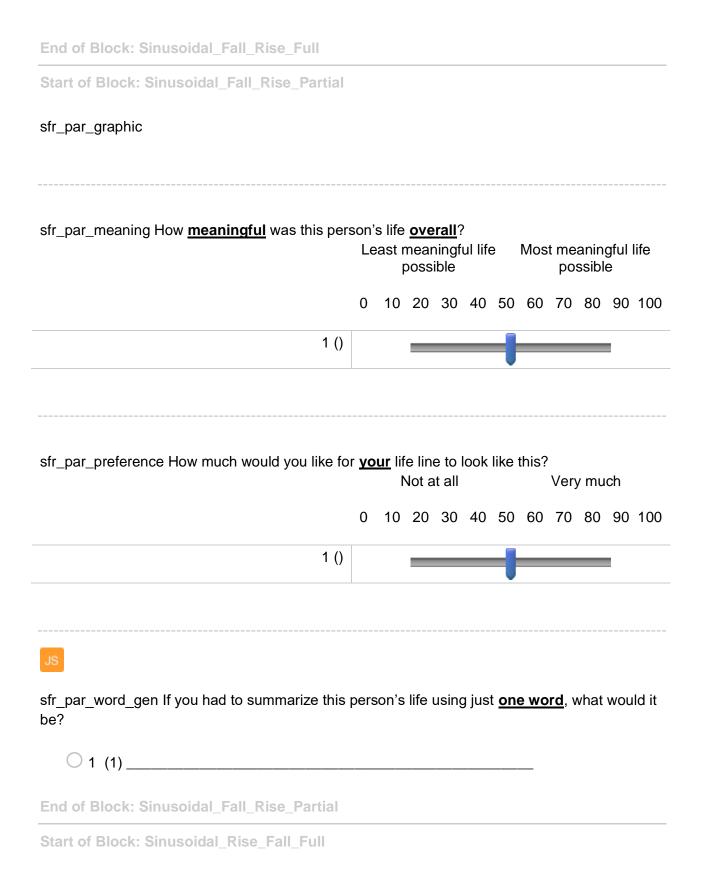


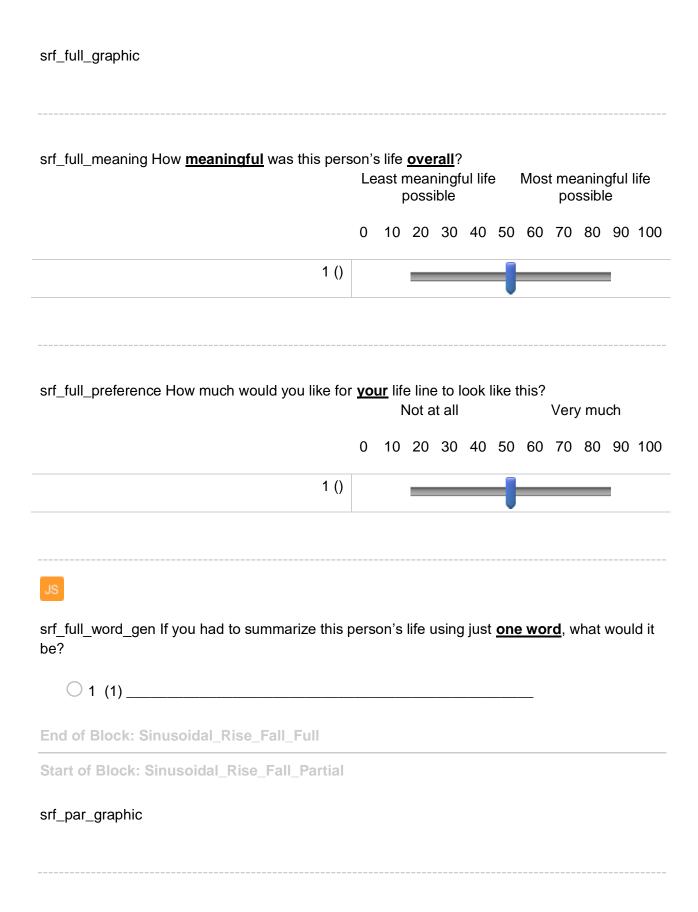




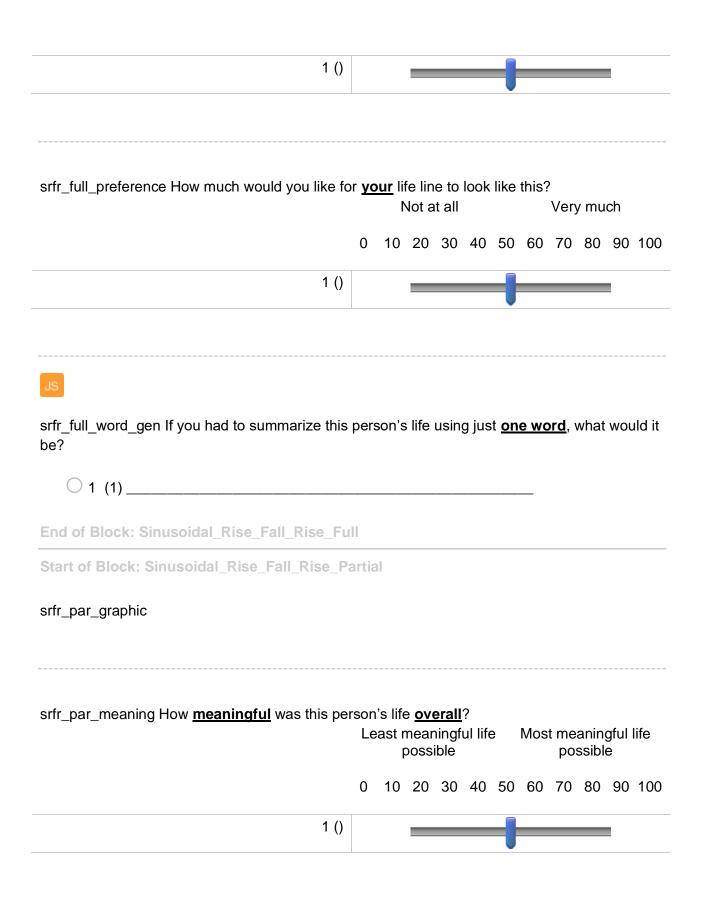
Js											
ercc_word_gen If you had to summarize this person's life using just <u>one word</u> , what would it be?											
O 1 (1)											
End of Block: Exponential_Rise_Concave											
Start of Block: Exponential_Fall_Concave											
efcc_graphic											
efcc_meaning How meaningful was this person's life overall? Least meaningful life Most meaningful life possible possible										ife	
	0	10	20	30	40	50	60	70	80	90	100
1 ()						1					
efcc_preference How much would you like for you	<u>our</u>				k like	this					
	Not at all Very much								ch		
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JS											

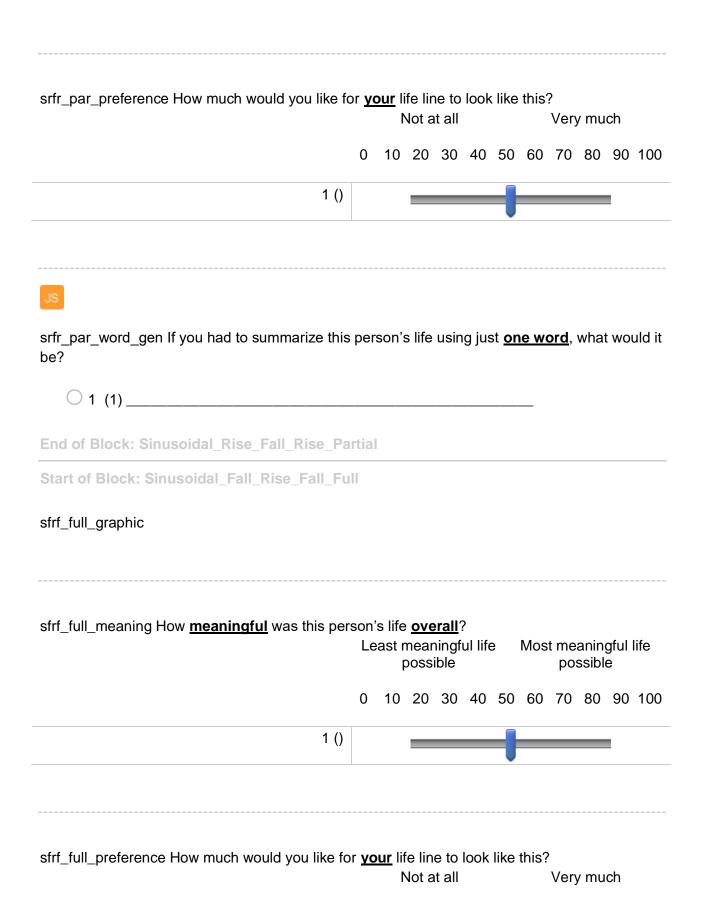
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O 1 (1)											
End of Block: Exponential_Fall_Concave											
Start of Block: Sinusoidal_Fall_Rise_Full											
sfr_full_graphic											
sfr_full_meaning How meaningful was this pers		ast r		ningf	ul life	9	Mos		anin ssible		ife
	0	10	20	30	40	50	60	70	80	90	100
1 ()						-				1	
	ı										
sfr_full_preference How much would you like for	<u>yo</u>		e line Not a		ook l	ike t	his?	Very	/ mu	ch	
	0	10	20	30	40	50	60	70	80	90	100
1 ()										_	
						•					
JS											
sfr_full_word_gen If you had to summarize this pe?	oers	on's	life ι	using	just	<u>one</u>	e wo	<u>rd</u> , w	hat v	woul	d it
O 1 (1)											



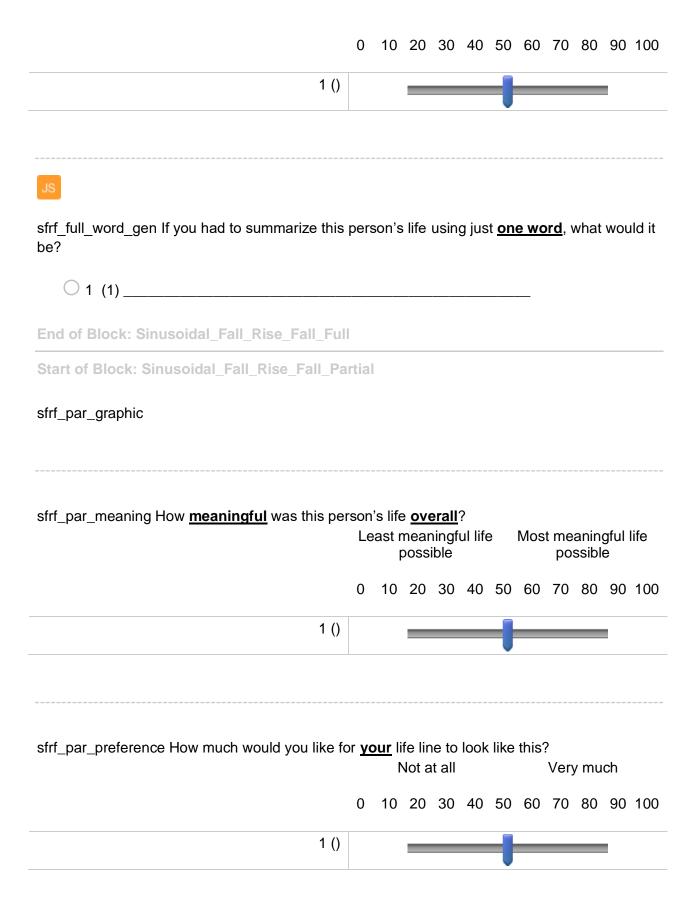






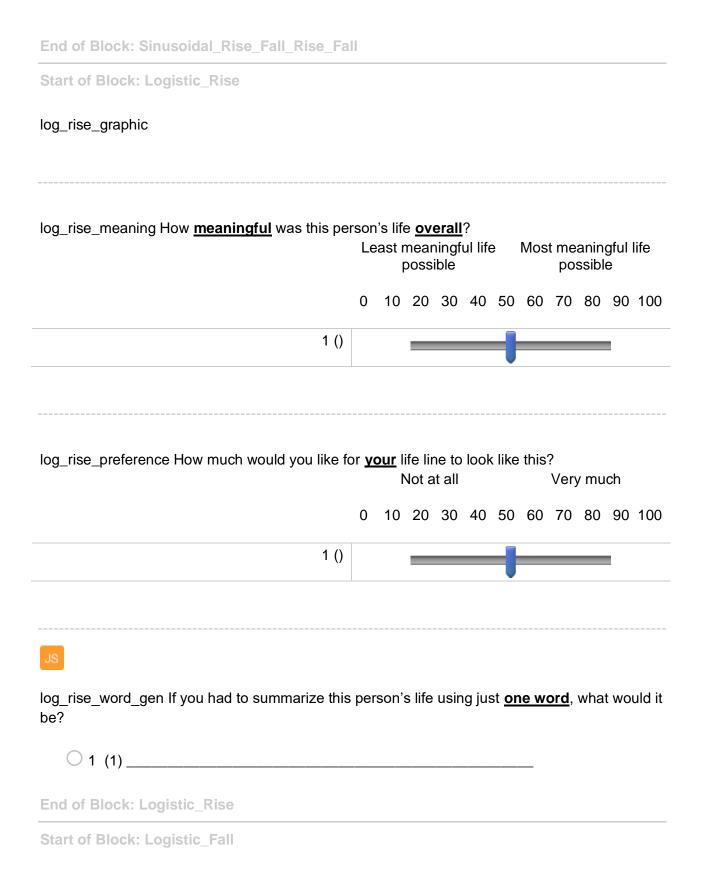


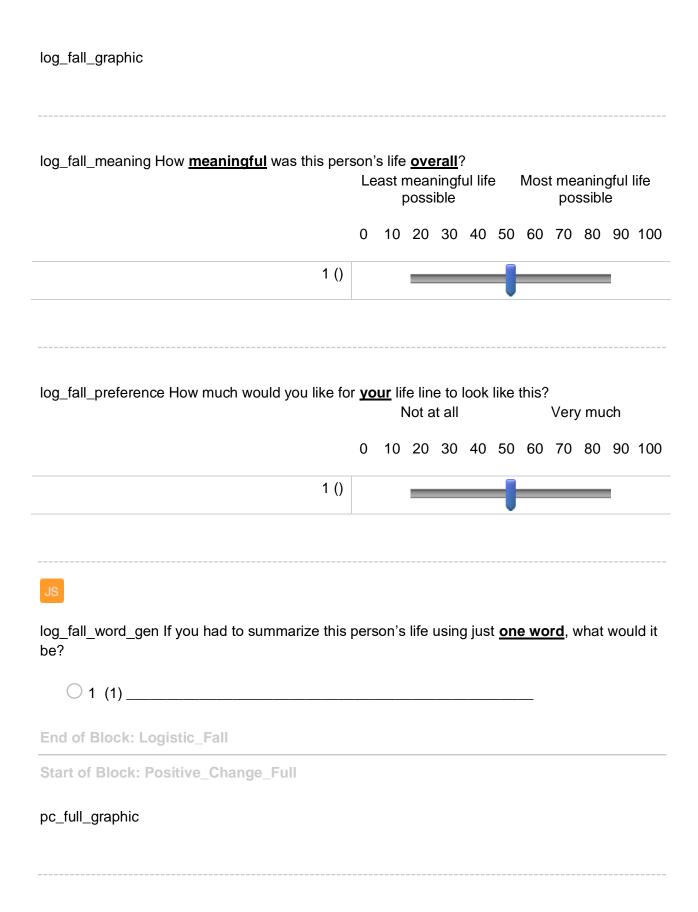
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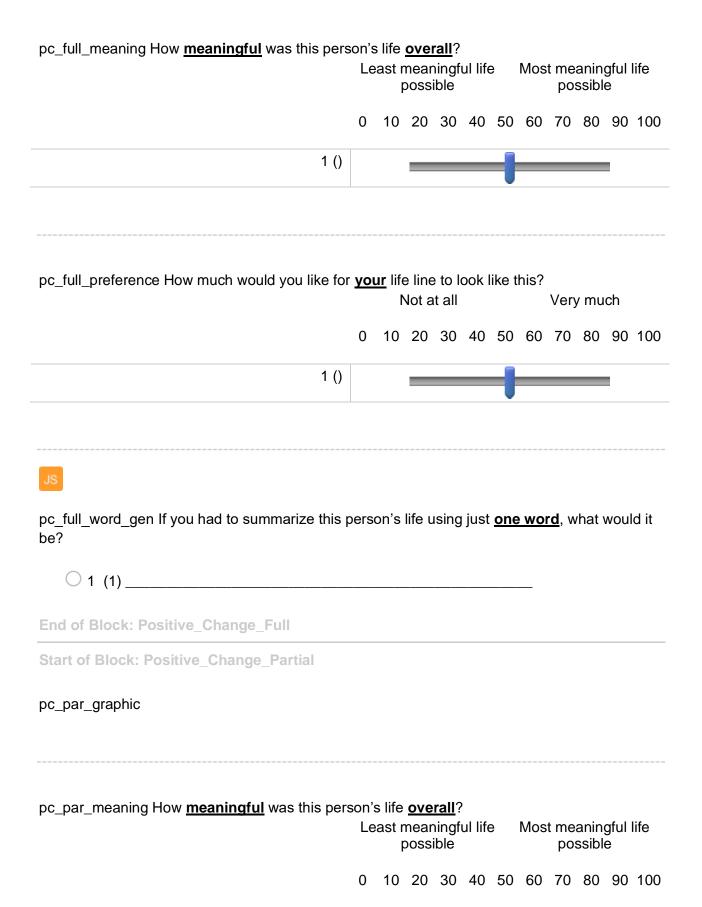


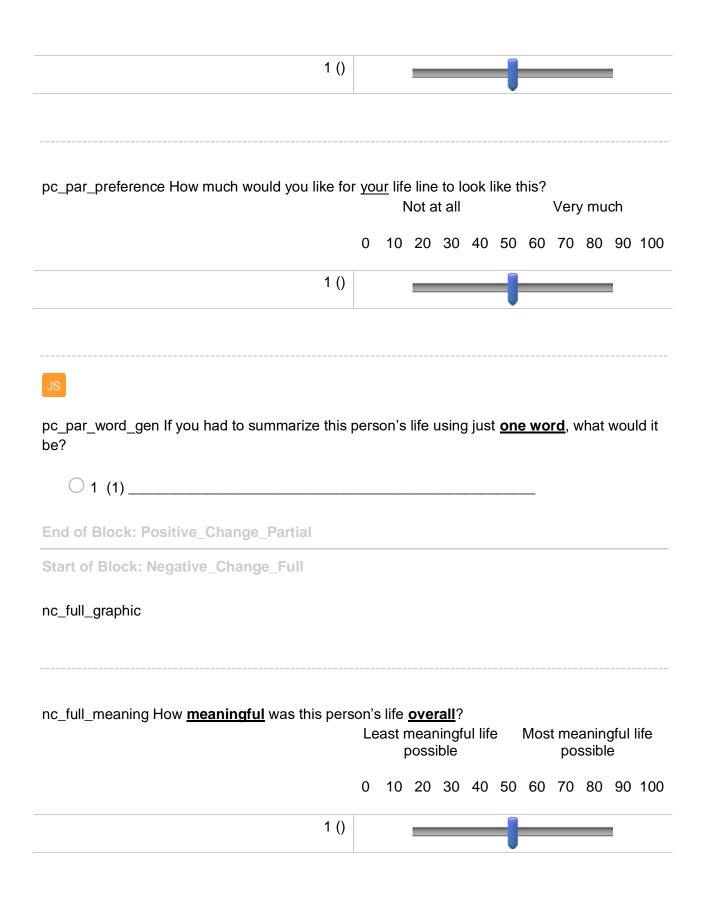
JS											
sfrf_par_word_gen If you had to summarize this be?	per	son's	ilfe	usin	g jus	t <u>on</u>	e wo	ord, v	what	wou	ıld it
O 1 (1)							_				
End of Block: Sinusoidal_Fall_Rise_Fall_Par	tial										
Start of Block: Sinusoidal_Fall_Rise_Fall_Rise	se										
sfrfr_graphic											
sfrfr_meaning How meaningful was this person		ast n		ningfu	ul life)	Mos		aninç ssible		ife
	0	10	20	30	40	50	60	70	80	90	100
1 ()			_	_	_	1	_	_	_		
sfrfr_preference How much would you like for you	<u>our</u>		ne to Not a		k like	this		Very	/ mu	ch	
	0	10	20	30	40	50	60	70	80	90	100
1 ()				_	_	1	_	_	_		
JS											

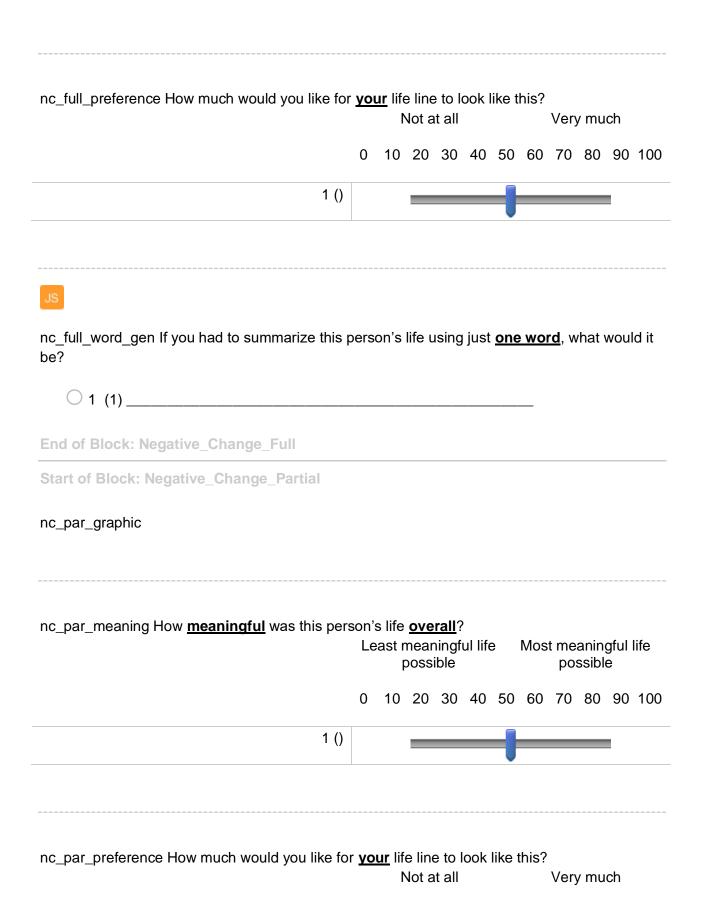
sfrfr_word_gen If you had to summarize this perbe?	son'	s life	usir	ng ju	st <u>or</u>	ne w	<u>ord</u> ,	wha	t wo	uld i	t
O 1 (1)											
End of Block: Sinusoidal_Fall_Rise_Fall_Rise	Э										
Start of Block: Sinusoidal_Rise_Fall_Rise_Fa	ıll										
srfrf_graphic											
	, ,,										
srfrf_meaning How meaningful was this person		ast r		- ningf	ul life	9	Mos		anin ssibl		life
	0	10	20	30	40	50	60	70	80	90	100
1 ()			_	_	_	-	_	_	_		
						Ť					
srfrf_preference How much would you like for you	our		ne to Not a		k like	this	?	Very	/ mu	ch	
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1 ()						-					
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JS											
srfrf_word_gen If you had to summarize this perbe?	son'	s life	usir	ng ju	st <u>or</u>	<u>1e w</u>	<u>ord</u> ,	wha	t wo	uld i	t
O 1 (1)											





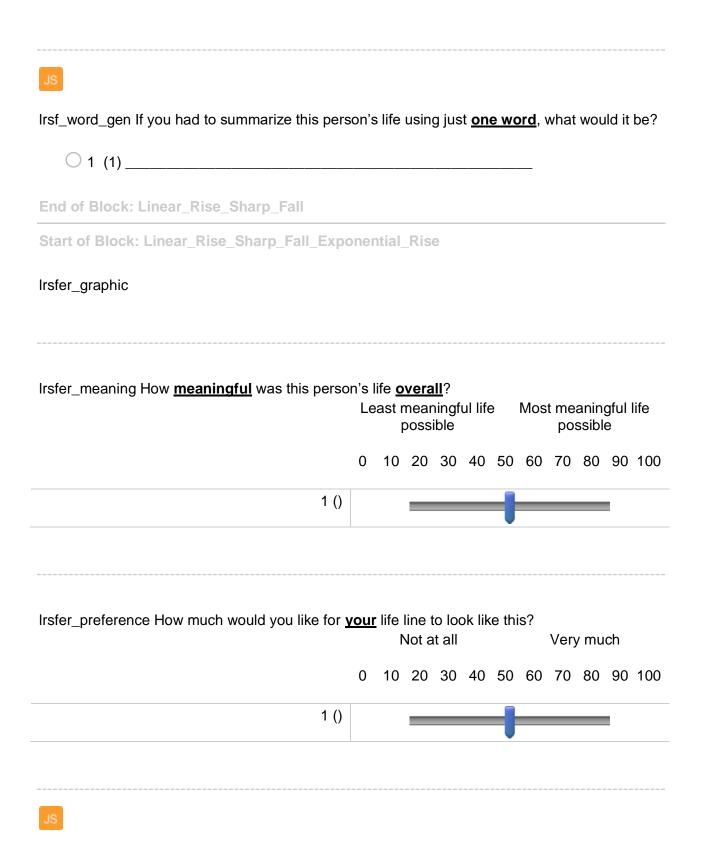






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rsfer_word_gen If you had to summarize this person's life using just <u>one word</u> , what would it be?
O 1 (1)
End of Block: Linear_Rise_Sharp_Fall_Exponential_Rise
Start of Block: Comp_Check_II
comp_check_7 You just saw many plots. What was labeled on the y-axis?
O Disappointment (1)
O Happiness (2)
O Meaningfulness (3)
O Age (4)
comp_check_8 What was labeled on the x-axis?
O Disappointment (1)
O Happiness (2)
O Meaningfulness (3)
O Age (4)

comp_check_9 The first question after each plot asked you to assess the following about t	he
person's life line:	

Disapp	ointment	(1)
--------------------------	----------	-----

O Happiness (2)

Meaningfulness (3)

O Age (4)

End of Block: Comp_Check_II

Start of Block: Debrief



debrief

Debriefing: Judgments and Visual Processing

1. What was this study about?

The aim of the current study is to explore how what we see influences the commonsense judgments we make. We are interested in how your brain gets from pixels impinging on your retina to something as complex as a moral judgment.

2. How was the study conducted?

In today's study you were asked to view some videos or images and then answer some questionnaires that contained questions about thoughts, feelings, and personality attributes. Your physiological responses may have also been recorded while you viewed stimuli.

3. What was the hypothesis?

We expect to find that specific features that we manipulate in our displays, e.g., the amount of contact between two objects, or the delay between when one object touches another and when the second moves, will systematically influence people's judgments.

4. Did we tell you everything?

Yes. There was no deception involved in this study.

5. Why is this study important?

What is the relationship between the things we see and the judgments we make? People who study vision tend to think of it as determining why we see what we do, but they don't often think of it as influencing the kinds of everyday judgments we make. Yet some more recent work (for a review, see Scholl & Tremoulet, 2000; Gao, McCarthy, & Scholl, 2010) has begun to suggest that even simple dynamic displays consisting only of simple shapes can automatically give rise to much richer notions, such as whether something is alive, responsible, or has a particular goal

in mind. Thus, it may be that even simple visual information is intimately involved in our everyday intuitions about things and the eventual judgments we make. For example, it may be that even simple shapes moving around can even give rise to the sense of something being right or wrong, which then determines the kinds of moral judgments we make.

The purpose of this study is to investigate the relationship between visual processing and everyday intuitions and judgments, e.g., between vision and morality, or between vision and the self.

6. References:

Gao, T., McCarthy, G., & Scholl, B. J. (2010). The wolfpack effect: Perception of animacy irresistibly influences interactive behavior. Psychological Science, 21(12), 1845-1853.

Scholl, B. J., & Tremoulet, P. (2000). Perceptual causality and animacy. Trends in Cognitive Sciences, 4(8), 299-309.

7. How to contact the researcher: If you have questions or concerns about your participation or payment, or want to request a summary of research findings, please contact the researcher: Julian De Freitas, PhD candidate, 700 William James Hall, 33 Kirkland St, Cambridge, MA 02138; defreitas@g.harvard.edu. For any problems related to this study, you may also contact the faculty member who is supervising it: George A. Alvarez, alvarez@wjh.harvard.edu.

8. Whom to contact about your right as a participant in this research.

For questions, concerns, suggestions, or complaints that have not been or cannot be addressed by the researcher, or to report research-related harm, please contact the Committee on the Use of Human Subjects in Research at Harvard University, 44-R Brattle Street, Suite 200, Cambridge, MA 02138. Email: cuhs@harvard.edu

End of Block: Debrief	
Start of Block: Demographics	
JS	
gender What is your g ender?	
○ Male (1)	
○ Female (2)	
O Prefer not to disclose (3)	
Other (4)	

ethnicity What is your ethnicity?	
○ White (1)	
O Black (2)	
O Asian (3)	
○ Mixed (4)	
Other (5)	
age What is your a ge (in years)?	
education Please indicate the highest level of education completed.	
○ Grammar School (1)	
O High School or Equivalent (2)	
O Vocational/Technical School (2 year) (3)	
○ Some College (4)	
College Graduate (4 year) (5)	
○ Masters Degree (MS) (6)	
O Doctoral Degree (PhD) (7)	
O Professional Degree (MD, JD, etc.) (8)	
Other (9)	

comments Any comments on the surv	rey?	
End of Block: Demographics		