



Video Interviewing at the University of Michigan

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Background

- Video communication is increasingly common
 - Live two-way video (e.g. Zoom, FaceTime, etc.)
 - Live one-way streaming (e.g Ring doorbells, baby monitors, etc.)
 - Playing recorded video (e.g., TikTok, YouTube, etc.)
- Pandemic prompted survey researchers to turn to video as an alternative to in-person data collection
 - Increase in familiarity with video technology
 - Unanswered questions for video as a survey mode
- Three video related projects conducted at the Survey Research Center at the University of Michigan
 - Video Communication Technologies
 - Standard Achievement Assessments
 - Child Development Supplement



Video Communication Technologies (VCT)

- Mode experiment (Conrad et al., 2023) with three modes
 - Live video
 - Prerecorded video
 - Web survey
- Conducted pre-pandemic
- Multiple sample sources
 - Address-based sample
 - Two online non-probability panels
- Blaise 5.6.5 instrument with mode specific displays
- Question batteries presented as individual questions in all modes



VCT - Live Video (1)

- Which platform to use?
 - Zoom (New School) and BlueJeans (Michigan)
 - Moved forward with BlueJeans
 - Easy, no need to download and set-up
 - Additional paradata available (Ong et al., 2019)
 - Simplified (limited) support interviewers provided to the respondent
- How should respondents be recruited?
 - Unsolicited calls (e.g., FaceTime)
 - Respondents likely wouldn't answer
 - Trouble assembling a sampling frame
 - Invitation in another mode (e.g., mail, email, SMS, in-person, telephone)
 - On-demand (see Guggenheim et al., 2021)
 - Scheduling in advance



VCT - Live Video (2)

- Interviewer set-up
 - 9 experienced call center interviewers
 - (live) Call center as background
 - Single monitor
 - Split screen (upper window: BlueJeans, lower window: Blaise instrument)
 - BlueJeans launched from inside Blaise instrument
 - https://www.mivideo.it.umich.edu/media/t/1_1zoid4cu
- Classroom training
 - Project background, providing limited technical support to the respondent (e.g., turning the camera/microphone on/off, rejoining a meeting, etc.), remaining neutral (e.g., facial expressions), and professional behavior (e.g., what to wear, drinking and eating, etc.).
- Practice sessions
 - Display set-up, administering the interview, sending late message to the respondent



VCT - Prerecorded Video

- Same nine interviewers were recorded asking each question
- Each question recording was a separate file
- Display initially contained just the video
 - Video auto-played on a desktop
 - Video did not auto-play on a smartphone
 - Question text was never shown on the screen
- Response options appeared after the video played
 - Video controls in Blaise did not allow us to do this
 - Created a look-up table with interviewer reading speed for each question
- https://www.mivideo.it.umich.edu/media/t/1_vjhtigaf



Standard Achievement Assessments (1)

- Small pilot (n=32) of conducting standard achievement assessments of math, reading, and vocabulary, administered to children 5-17
- Two experienced interviewers were provided a laptop with camera, Blaise and Zoom, an additional monitor, and a headset
 - Interviewers received 22 hours of training
- Respondents were sent (shipped) a Samsung Galaxy 10 tablet
 - Allowed the standardization of device used by the respondent
 - Provided internet (cellular) connectivity to those who may not have it.
 - Set-up in kiosk mode with two apps
 - Zoom
 - Pushover (app for notifications)



Standard Achievement Assessments (2)

- Interviewers recruited families via a Qualtrics screener
 - Reviewed study information with the parent
 - Set an appointment for the interview
 - Reviewed the tablet shipping logistics
- Appointment information (including Zoom link) entered in central calendar
- Appointment notifications were pushed to the tablet
- Interviewer contacted parent via telephone to walk them through setting up the Zoom session for the child
 - Once session was started, the telephone call with the parent ended and the interview started the interview with the child on Zoom



Standard Achievement Assessments (3)

- Three subtests were adapted for administration via video
 - Pages from those tests were digitized and loaded in Blaise
- Blaise launched a window with the digitized image to the second monitor display
- Interviewer shared that display of the second monitor to the tablet the respondent was using
- Interviewer could see the respondent to observe the test-taker and the testing environment
- Annotation was enabled which allowed the interviewer to observe when the child pointed to a word or image
 - Annotations could be cleared by the interviewer before moving on to the next assessment



Standard Achievement Assessments (4)

- When the interview was complete, the interviewer set-up the UPS return, and reviewed the packing instructions with the parent
 - Prior to the date of pick-up the interviewer contacted the parent to remind them
- Respondent sent \$50 once the tablet was returned
- Tablet was prepared for the next family (interview)
 - Sanitized
 - Had the Zoom link removed
 - Checked to see if Zoom had been accidentally logged out of
 - Checked to see if any tablet settings had inadvertently been updated
 - Charged



Child Development Supplement (1)

- Augmented in-person interviews with live video interviews for children ages 8-11
- Zoom installed on interviewer's organization issued smartphone
- Smartphone positioned to “peak” over the laptop screen
- Interviewer contacted parent via phone to schedule the interview
 - Scheduled meeting via Google calendar with the Zoom for Google Workspace add-on
 - Interviewer added the email address of the parent and the study account
 - Parent was contacted 24 hours prior reminding them of the appointment



Child Development Supplement (2)

- Parent helped child set-up family owned device with Zoom
 - Parent allowed to stay in the room and could help with any technical issues
- Interviewer shared show cards by holding the card up to the camera for the respondent to see
- Interviews were recorded for quality control purposes
 - Smartphone was connected to the laptop
 - Audio stream from Zoom and data entry of responses into Blaise were recorded
 - Video stream was NOT recorded



Ongoing and Future Work

- Currently piloting a design where respondents are interviewed at two different time points
 - First interview is in-person
 - Second interview is one month later, 50% in-person / 50% live video
- Payment options
 - 50% of cases are prepaid for the live video interview at the conclusion of the in-person interview
 - 50% of cases are postpaid via check or Tango (electronic)
- Addressing any issues a respondent might have about the video interview
 - Including conducting a “test” call on the spot
- Scheduling and reminding
 - Scheduling second interview at the conclusion of the first
 - Reminder strategy for appointments scheduled that far in advance
 - Email/text 24 hours prior, 2 hours prior, 5 minutes late



References

- Conrad F.G., Schober M.F., Hupp A.L., West B.T., Larsen K.M., Ong A.R., & Wang T. (2023). Video in Survey Interviews: Effects on data quality and respondent experience. *methods, data, analyses*, 17(2) 135-170. <https://doi.org/10.12758/mda.2022.13>
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- Ong, A.R., Conrad F.G., Larsen K.M., Schober M.F., Hupp A.L., & West B.T. (2019). What Can We Learn About Data Quality from Video Communication Paradata? Presented at the Midwest Association for Public Opinion Research, Chicago, IL.

