

An Exploration of Consumer Expectations  
in Video-Based Online Reviews

by

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## **Abstract**

Online consumer reviews (OCR) influence the consumer purchase decision-making process. Video-based OCR presents potential capabilities over traditional text- or image-based OCR; however, the video presentation format has not been extensively studied. We aim to address this research gap by asking: how do we leverage the capabilities of video-based OCR and make these videos more useful to consumers in making their purchase decisions? When compared to text- or image-based OCR, the video presentation format can provide improved: 1) peripheral cues, 2) cognitive fit, 3) media richness, and 4) reviewer realism. We present the findings of a user study exploring consumer expectations of video-based OCR. We find that consumers expect high quality video that leverages all four of these capabilities, else there may be no perceived advantage to watching a video-based OCR over viewing text- or image-based OCR.

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## **List of Acronyms & Initialisms**

CFT - cognitive fit theory

DPT - dual process theory

ELM - elaboration likelihood model

eWOM - electronic word-of-mouth

HSM - heuristic-systematic model

IS - information systems

MRT - media richness theory

OCR - online consumer reviews

SRM - survey research methodology



## 1 Chapter: **Introduction**

Online retailers face constant challenges and opportunities in the digital marketplace as they attempt to keep pace with rapidly evolving technologies and the numerous ways that consumers use these technologies to interact with their environment. To stay ahead, businesses need to understand how, why, and when consumers spread the word about their products and services; knowing this could help them improve their reputation, reach, and profits. Consumers use electronic word-of-mouth (eWOM), often in the form of online consumer reviews (OCR), to communicate their experiences with products and services within their social networks and to the internet at large. Electronic word-of-mouth is “undoubtedly a powerful marketing force” (C. M. K. Cheung, Lee, & Rabjohn, 2008) that can accelerate sales dramatically or destroy a product or company’s reputation irrevocably. Consumer reviews may be more influential than company information about a product or service; studies suggest they are generally more credible, relevant, and evoke more empathy in other consumers (C. M. K. Cheung & Thadani, 2012).

Prior studies have examined the content (Casaló, Flavián, Guinalú, & Ekinici, 2015; Hong & Park, 2012; Pan & Zhang, 2011; Sparks, Perkins, & Buckley, 2013) placement (Chang & Chen, 2008; Kim, Brubaker, & Seo, 2015; M. Lee & Youn, 2009; Stewart, 2012), and presentation format (Xu, Chen, & Santhanam, 2015) of OCR to discover what factors motivate potential consumers to read and then reject or adopt the information in an OCR for use in their purchase decision-making process. Studies have examined what aspects of the reviewers (Kim et al., 2015; M. Lee, Kim, & Peng, 2013; Pan & Zhang,

2011; Sparks et al., 2013) and consumers themselves (M. Y. Cheung, Luo, Sia, & Chen, 2009; K.-T. Lee & Koo, 2012) influence the outcomes of their purchase-decision process.

With video becoming an increasingly accessible, compelling, and prevalent presentation format on mobile devices, businesses are using video to sell products (e.g. advertisements, viral videos, product walkthroughs) and even encouraging customers to create online video reviews (Xu et al., 2015). Consumers can easily create and post videos using their mobile devices and make the video accessible through their social channels, review sites, forums, and online retailers. Video-based OCR already exist on websites such as Amazon, Best Buy, and CNET although they are not nearly as ubiquitous as text, image, or text-and-image (mixed) OCR. Consumers post videos about their product experiences on websites such as YouTube, Vimeo, Instagram, Twitter, and Facebook which are easily sharable with other consumers.

## **1.1 Research Question**

While prior research has examined the effect of presentation format on vendor product information (Xu et al., 2015), the interest on these issues was minimal. Xu et al. (2015) found that video-based OCR, when compared to text- and image-based OCR, has a “substantive and nuanced impact on consumer perceptions” that was moderated by product type. We see this as an opportunity; this initial study of video-based OCR opens the field

for an exploratory investigation into this particular presentation format to determine the direction of future research, as opposed to a controlled study.

Accordingly, this thesis aims to address this research gap by asking the question: how do we 1) how do we leverage the capabilities of video-based OCR and 2) make these videos more useful to consumers in making their purchase decisions?

The question of interest looks at several aspects of the same phenomenon. To elaborate, this thesis will explore consumer expectations of video-based OCR. We hope to address such issues as: 1) What does video-based OCR need to contain to make it worthwhile for consumers to watch? 2) What will make consumers stop watching a video review? 3) How does product type moderate consumer expectations of video-based OCR?

Our results will contribute to the eWOM literature, which largely focuses on the analysis of text- and image-based OCR. While text and image are important presentation formats, as stated, video is becoming a more popular method to consume information online. Thus, addressing this question will bring the current research in line with technological trends.

## **1.2 Factors that Motivate Adoption of Information by Consumers in Video-based OCR**

By understanding consumer expectations of video-based OCR, we can design better systems, guidelines, and tools to facilitate adoption of the information in an OCR during the consumer's purchase decision-making process. This could help increase decision-making efficiency and reduce the cognitive load of consumers during the process by decreasing the low quality or irrelevant content they view during their search. For example,

if we know that consumers are more likely to trust other consumers “similar” to themselves, we can design a system that prioritizes video-based OCR containing “relatable” reviewers for them. With further understanding of expectations, we can provide better guidelines for new consumer reviewers in creating their first video-based OCR; these guidelines will help them create a better script and meet production quality expectations of the viewing consumers. Companies can provide incentives for consumers who achieve these review guidelines to increase the quality of the reviews of their products. Additionally, we can build better tools to aid in the creation of these video-based OCR. A tool specifically for video-based OCR creation may increase user motivation to create video reviews in the future. Such a tool can facilitate video production and make it accessible to a wider audience. Subsequently, this can increase shares and views of the better-quality videos (individual-level effects), increasing a company’s reputation, reach, and profit (market-level effects).

Numerous studies have explored factors affecting adoption of information and purchase intent in text- and image-based OCR; however, the presence of a visible, moving, and talking human being adds a new dimension. This addition can potentially moderate the consumer’s adoption of information during their purchase decision-making process by introducing new variables to consider. These new variables include sounds (music, sound effects, etc.), visuals (animations, bylines, product information, backgrounds, etc.) and reviewer appearance (voice, accent, mannerisms, professionalism, eye contact, etc.). Our

exploratory study examines the consumer response to the *human aspect* of video-based OCR to help businesses achieve consumer expectations specific to this presentation format.

### **1.3 Research Contributions**

The results of this study will help gauge the need for more in-depth research on these issues; that alone would be important to businesses and consumers. As discussed above, businesses can use this information to 1) build systems that facilitate the purchase decision-making process for consumers and 2) create better tools and incentives for consumers to produce and share better quality and relevant video-based OCR. Furthermore, the results of this study inform the design principles of human-computer interaction artifacts in the fields of 1) consumer reviews and 2) interactive media. This thesis surveys the literature to identify a useful research model that we can use to answer the research question.

### **1.4 Thesis Organization**

The rest of this thesis is organized into four additional chapters. Chapter 2 presents an in-depth analysis of the existing literature as it is related to the research question. Chapter 3 explains our survey instrument design as it relates to the theories and frameworks in our literature review. Then, Chapter 4 presents the data collected during our study. Finally, Chapter 5 provides a discussion of the results, recommendations, and conclusions.

## 2 Chapter: **Literature Review**

Previously, we introduced the concept of electronic word-of-mouth (eWOM), identified the gap in the current literature, and presented our research question that aims to address it. Now, we discuss the current state of research in eWOM and the importance of our research to this field. This chapter contains a brief overview of eWOM and online consumer reviews (OCR). We discuss factors influencing eWOM adoption and purchase intent while focusing on the potential capabilities of the video presentation format.

### **2.1 Word-of-Mouth**

Before the internet, there was word-of-mouth (WOM). Word-of-mouth is the act of people sharing information about products and services; traditionally, it is a direct, synchronous, two-way communication between acquaintances via letter, telephone, or in-person communication (C. M. K. Cheung & Thadani, 2012). Neighbours, co-workers, family members, and friends use WOM to recommend or advise against products or services. Predictably, many people are more likely to trust the opinions of their acquaintances over a business with a vested interest in profits (C. M. K. Cheung & Thadani, 2012; M. Lee & Youn, 2009; Oechslein & Hess, 2014).

### **2.2 Electronic Word-of-Mouth**

Electronic word-of-mouth has evolved with the rise of the internet. While similar to WOM, eWOM can be an indirect or direct, synchronous or asynchronous, and a one- or multi-way form of communication via emails, forums, blogs, and shopping websites; eWOM possesses unprecedented scalability and speed of diffusion in comparison to traditional WOM (C. M. K. Cheung & Thadani, 2012). The internet acts as both a repository and mode

of information transfer; it allows strangers to communicate globally. The effects of eWOM are widespread and complex and yet, where WOM can be difficult to study due to its ephemeral nature, eWOM's persistence and accessibility has created a wealth of observable and collectable data for use in studies (C. M. K. Cheung & Thadani, 2012). Electronic word-of-mouth plays a key role in today's consumer purchase decisions (Chan & Ngai, 2011) while continuously evolving and presenting unique challenges for researchers, consumers, and businesses alike.

### **2.3 Online Consumer Reviews**

Online consumer reviews are a particular type of eWOM. They are created by consumers with the intent of providing a description of their *personal* experience and opinions on a product, which may include pros and cons, ease of use, availability, and comparisons with other products. Some may contain detailed technical information, walkthroughs, or personal anecdotes. A key difference between a consumer review and other product information is the assumption that the sender is an individual, non-commercial entity who purchased the product. They used the product for a sufficient period of time to feel comfortable providing their experience and opinions on said products. These reviews can be presented to the consumer in a variety of ways: text, image, video, audio, or a combination of these formats.

### **2.4 Presentation Formats of Online Consumer Reviews**

Text-based OCR has been extensively researched, especially their message characteristics (ex. argument quality, sidedness, valence, and volume) (Xu et al., 2015). Studies of OCR have been mostly individual-level examinations of the factors influencing consumer

adoption of eWOM and their subsequent purchase intent (C. M. K. Cheung & Thadani, 2012; K. Z. K. Zhang, Zhao, Cheung, & Lee, 2014). Generally, individual-level studies focus on two eWOM contexts: OCR websites such as CNET and ePinions and online shopping sites such as Amazon, Ebay, and Best Buy (Xu et al., 2015; K. Z. K. Zhang et al., 2014). Over time, content creators have added richer media and interactivity to OCR as internet speeds increased and technologies evolved; it is now common for reviews to contain images of products, reviewers, and ratings. Presently, we are seeing an increase in video content online, including video-based OCR on Facebook, Amazon, CNET, YouTube, etc. With the growing prevalence of the video presentation format, knowing how to leverage the capabilities of that medium becomes paramount to businesses and consumers.

## **2.5 Previous Research in Video Presentation Format**

One recent study has explored the influence of different presentation formats of OCR on consumer perceptions and the purchase decision-making process (Xu et al., 2015). It suggested that video-based OCR are likely to have effects beyond those of text, image, or text-and-image (mixed) reviews. The researchers compared presentation formats: video-, text-, and image-based OCR in terms of viewer perception of four variables: credibility, helpfulness, persuasiveness, and purchase intent. They found that the presentation format of OCR has a “substantive and nuanced impact on consumer perceptions” and product type moderates the effect of the presentation format. When compared to text or image OCR, video improves perceptions for all products with the ratio of improvement being 15% in perceptions of credibility and helpfulness of the search product (camera) up to 50% in the perception of persuasiveness of the search-experience product (backpack) (Xu et al., 2015).



They found that depending upon the type of product, consumers found the video format a more persuasive format than the others. Xu et al. (2015) drew on the elaboration likelihood model (ELM), cognitive fit model (CFM), and media richness theory (MRT) to inform their research.

## **2.6 Elaboration Likelihood Model**

Many theories attempt to explain how humans process information. Cheung and Thadani (2008) identified 25 eWOM papers which use a dual-process theory (DPT) of human-information processing such as elaboration likelihood model (ELM) or heuristic-systematic model (HSM); DPT was the most commonly used theoretical foundation in their study of papers regarding eWOM's impact. Xu et al. (2015) employ ELM in their study stating it has a "cumulative tradition in the study of information systems (IS) in understanding e-commerce related phenomenon". It has also received relatively more empirical support than HSM (K. Z. K. Zhang et al., 2014). The elaboration likelihood model suggests that a message can influence human attitudes and behaviours in two modes 1) centrally and 2) peripherally (C. M. K. Cheung et al., 2008). These two modes are inversely related: as one increases, the other decreases; this is different from HSM where both modes occur simultaneously (Chan & Ngai, 2011).

### **2.6.1 Central Processing**

In central processing, persuasion occurs through message elaboration (Xu et al., 2015) or refers to the nature of the arguments in the message (C. M. K. Cheung et al., 2008; Jalilvand, Esfahani, & Samiei, 2011). Individuals with high levels of motivation and

capability use central routes to process information (K.-T. Lee & Koo, 2012). In a video, the spoken message of the reviewer or the text on screen would be centrally processed.

### **2.6.2 Peripheral Processing**

In peripheral processing, persuasion occurs via environmental characteristics such as the sender's perceived credibility or message presentation formats (Xu et al., 2015). It can also refer to the issues or themes that are not directly related to the subject matter (C. M. K. Cheung et al., 2008; Jalilvand et al., 2011). For example, there is partial support for the presence of a web assurance seal positively influencing the purchase intention of the consumer (Stewart, 2012). Studying the impact of the visual presence of social plug-ins yielded results supporting more favourable attitudes toward the product when the social plug-in was visible, perhaps perceived as a seal of credibility to consumers (Kim et al., 2015). The same study also examined the effect of a star rating attached to reviews and found that a star rating acted as a cue that positively impacts consumer's attitudes towards the product, website, and their purchase intent (Kim et al., 2015). Quickly-processed visual cues, such as star rating, may reduce the cognitive load in the decision-making process, as consumers are bombarded with large amounts of information during their product search (Hu, Koh, & Reddy, 2014). The video presentation format allows the addition of many peripheral details which may influence individuals with lower levels of motivation and capability.

## **2.7 Credibility**

Credibility is a major determinant of consumer adoption of eWOM and purchase intent (C. M. K. Cheung et al., 2008; Fang, 2014; K.-T. Lee & Koo, 2012). The three-component

model of Ohanian (Lis, 2013) states that credibility is based on the trustworthiness, expertise, and social homophily of the source. As previously stated, eWOM has enabled strangers to transfer information on products and services. When information is exchanged amongst acquaintances, the usefulness of the source can be determined based on prior social knowledge of the person (Pan & Zhang, 2011). For information exchanged amongst strangers, the consumer needs to assess the credibility of the source and message characteristics with whatever information is available (M. Lee & Youn, 2009; Mauri & Minazzi, 2013). For OCR, the information needed for a consumer to assess credibility can be scarce or non-existent, depending upon the context and the medium. Consumers may use a variety of cues to decide on eWOM credibility.

The video presentation format can potentially maximize the consumer's ability to make a judgement of credibility by providing richer, dynamic peripheral cues, particularly for assessing trustworthiness and social homophily. Trustworthiness is the perception that the sender possesses motivation to make valid assertions about a product without bias (You, Vadakkepatt, & Joshi, 2015) and social homophily is the perception that the sender of a message is similar to the receiver (Chan & Ngai, 2011; Lis, 2013). These are discussed in further detail below.

### **2.7.1 Trustworthiness**

Consumers have more difficulty judging the trustworthiness of a company online than in the conventional business context (Z. Zhang & Gu, 2015). Past research suggests that users need to see a human face to make judgements on trustworthiness. Riedl et al. (2014) compared participants' ability to judge trustworthiness between actual humans and avatars in text-based OCR and found that participants were less able to judge avatar trustworthiness

accurately. The process of judging avatar trustworthiness failed to activate a region of the brain which is important to judging human thoughts and intentions. Additionally, Lee & Shin (2014) found that in certain cases, an employee photo accompanying a review by low-reputation vendors increased perceived trustworthiness. Thus, since consumers may trust reviews more when accompanied by the image of a real person, it may follow that a video might enhance this effect. The video presentation format goes beyond a simple image and allows a consumer to see people with dynamic facial expressions and hand gestures and hear voices with accent and intonation.

### **2.7.2 Social Homophily**

Social homophily is based on the receiver's predisposition to interact with individuals they perceive as similar to themselves stemming from the desire to connect and feel confident in one's opinions (Gu, Konana, Raghunathan, & Chen, 2014). Information from senders with a high degree of perceived social homophily may be considered more valuable to the receiver, facilitating increased transmission of information between users (Lis, 2013; Pan & Zhang, 2011) and the information may be more likely to be used (Chan & Ngai, 2011).

Measures of similarity include demographics (age, gender, education, occupation) and/or perceived attributes (values and preferences) (Gu et al., 2014; Lis, 2013). Evidence suggests that demographic factors play a lesser role in social homophily than perceived attributes (Lis, 2013). Gu et al. (2014) found that investors in online communities who are "objectively better off with exposure to a diverse set of opinions [, have a] greater inclination to exhibit homophily". Thus, consumers may be more likely to uptake information when the reviewer is perceived as similar to them. One study suggests that social homophily is less important online than offline (Lis, 2013), but their research was

limited to text-based OCR. The video presentation format can provide richer criteria for assessment of the reviewer allowing the consumer to make a better judgement of social homophily. An increased sense of social homophily amongst strangers may influence credibility, eWOM adoption, and purchase intent.

## **2.8 Media Richness Theory**

Media richness theory (MRT) suggests that the quality, accuracy, and reliability of the message are important across presentation formats; more message accuracy leads to higher perceived information usefulness (C. M. K. Cheung et al., 2008). Xu et al. (2015) similarly state that MRT demonstrates that multiple cues improve the clarity, salience, and attention-grabbing aspects of a message. Messages in multiple presentation formats generate more attention and understanding and subsequently receivers may perceive these messages as more credible and persuasive. Xu et al. (2015) support MRT by demonstrating that the presentation format, particularly video, may be more persuasive to receivers in comparison to other formats, dependent upon the product type. The video presentation format can contain multiple presentation formats (text, image, video, audio) and dynamic attention grabbing elements such as animations, colours, and sound effects.

## **2.9 Cognitive Fit Theory**

Cognitive fit theory (CFT) “suggests that video presentation formats are a greater cognitive fit for acquiring information about experience goods by better representing spatial relationships and movements integral to the product” (Xu et al., 2015), allowing consumers to better visualize product features. Bae & Lee (2011) state that OCR (text-based) may remove consumer hesitation to buy experience products by offering indirect experiences

of the products and transforming them into search products. This effect may be more pronounced with the video presentation format as it is more visual and immersive than text-based OCR.

## **2.10 Product Type**

Product type refers to the categorisation of products such as experience versus search, hit versus niche, and high versus low involvement. When studying eWOM, the categorisation of products is important as research suggests that the type of product moderates consumer perceptions of the sender (Bae & Lee, 2011; Pan & Zhang, 2011; Xu et al., 2015). According to Xu et al. (2015), this product-type categorisation is useful to understanding the impact of presentation format and is often used in eWOM research; they claim that any study of online reviews must account for differences in product type. The product classification of experience versus search is still relevant and widely used (E.-J. Lee & Shin, 2014; Xu et al., 2015). Xu et al. (2015) used experience (social game), search (digital camera), and search-experience (backpack) products for their research on video-based OCR.

### **2.10.1 Search Products**

Search products have many searchable attributes such as size and weight (Xu et al., 2015) and their quality can easily be estimated before purchase (E.-J. Lee & Shin, 2014).

### **2.10.2 Experience Products**

Experience product features are best directly felt with the human senses (Xu et al., 2015) and their qualities are difficult to assess before trying them (E.-J. Lee & Shin, 2014). Xu et al. (2015) state that video-based OCR may reduce uncertainty associated with experience

attributes and improve the logic and persuasiveness. Source credibility is more relevant for evaluating experience attributes than for search attributes (Xu et al., 2015). Bae & Lee (2011) found that consumer reviews for experience products were more influential than those for search products and that a review from an online community is more credible for experience products. As stated above, Xu et al. (2015) found that depending upon the type of product, consumers found the video format a more persuasive format than the others. There was an increase of 50% in the perception of persuasiveness of the mixed search-experience product (backpack) from text-based to video-based OCR; they did not find such a dramatic increase in the purely experience product (video game) (Xu et al., 2015). Thus, video presentation format might have the most pronounced influence on experience or mixed product types.

### 3 Chapter: **Research Design**

In this section we will use the survey research method (SRM) of Rea & Parker (2014), with each stage adapted to suit our online research, as follows:

Stage 1: Identifying the focus of the study and method of research

Stage 2: Determining the research schedule and budget

Stage 3: Establishing an information base

Stage 4: Determining the sampling frame

Stage 5: Determining the sample size and sample selection procedures

Stage 6: Designing the online survey instrument

Stage 7: Piloting the online survey instrument

Stage 8: Implementing the final online survey

Stage 9: Coding the completed questionnaires

Stage 10: Analyzing the data and preparing the final report

In Chapter 1, we identified the focus of the study and method of research (Stage 1). In Chapter 2, we established our information base (Stage 3). These chapters introduced recent work on the presentation formats of OCR by Xu et al. (2015). Their work inspired our research question which asks “how do we 1) how do we leverage the capabilities of



video-based OCR and 2) make these videos more useful to consumers in making their purchase decisions?”

Here, we discuss the determination of our research schedule and budget (Stage 2), sampling frame, sample size, sample selection procedures, online survey instrument design, and implementation of the pilot and final online survey instruments (Stages 4 to 8).

### **3.1 Research Schedule and Budget**

The design of the survey instrument and collection of data happened between April and September 2016. This included obtaining ethics approval and completion of minor revisions after we conducted the pilot study. We overcame some constraints regarding the survey instrument design which included the recruitment of actors, script creation, and video production. Any change in the videos would set back our schedule greatly. Due to a limited budget, we used amateur volunteer actors to create our videos.

Participation in the questionnaire was voluntary but we offered, as incentive, a one-in-ten chance of winning a 50-dollar gift card with total combined distribution of 200 dollars to the pilot and final study participants.

### **3.2 Sampling Frame, Sample Size, and Selection Procedures**

We used the SRM to source online consumers’ expectations after they watched video-based OCR. As such, the general population was very broad, being anyone who is at least 18 years old, speaks English, and uses the internet. The working population was students,

faculty, visitors, and employees at Carleton University and anyone within reach of the principal researcher's social network online.

We administered the survey instrument to the working population through the internet. Target sample size was small, at 30 participants; this was partially due to budget and timeline. The qualitative and exploratory nature of our research also meant that we could reach saturation with a smaller sample size. As per the guidelines of Mason (2010), a baseline sample size for studies using grounded theory is 30 to 50. Although Mason is referring to studies using interview techniques, the open-endedness of our questionnaire requires that we analyze and code the responses in a manner similar to those used for grounded theory.

### **3.3 Online Survey Instrument Design**

The survey instrument design required the creation of six short videos and a questionnaire. The participants watched the videos over the course of completing the online questionnaire.

#### **3.3.1 Videos**

For the videos, we first examined the work of Xu et al. (2015) who used already existing video reviews to gather their data. As discussed further in section 3.3.1.4, we decided to create our own videos to minimize peripheral cues and isolate the person in the video. We created six videos based on real reviews gathered online for existing products. We produced two videos for each of the three product types of 1) search, 2) experience, and 3) mixed search-experience. To illustrate, we produced both a camera video containing a female reviewer and a camera video containing a male reviewer who used the same script; this was repeated for all three products. In the end, we used the following reviewers and

products: Laura (camera), John (camera), Lesley (mobile game), Mark (mobile game), Suzan (backpack), Matt (backpack).

### **3.3.1.1 Product Selection**

We selected the following products: the Canon Rebel T5, a popular, entry-level DSLR camera (search); Neko Atsume, an easy-to-play mobile game about collecting cats (experience); the Osprey Wayfarer, a versatile travel backpack (mixed search-experience). We used the same product types and similar products to those used by Xu et al. (2015). We selected these products because they were entry-level and they had easily accessible online reviews. We lacked the time and resources to select participants for their level of involvement or motivation, so entry-level products would be more suitable to our potentially inexperienced or unmotivated audience.

### **3.3.1.2 Scripts**

We used information from already existing reviews in our video scripts for more authenticity. We combined and modified these existing product reviews into one cohesive review to better suit the video presentation format. We ensured that the three reviews contained positive and gender-neutral language. Positive reviews are commonly used in OCR studies, such as that of Xu et al. (2015). The video scripts were trimmed to be under 2.5 minutes long, while read at a conversational pace, to maintain participant attention and avoid survey fatigue. The scripts and links to the videos are presented in Appendix B.

### **3.3.1.3 Filming and Production Quality**

The neutrally-dressed, amateur actors were filmed with a GoPro in front of a green screen with no props or products visible. The overall quality of the videos was amateur to represent

actual consumer video reviews one might see online. Two of the actors had previous experience with the selected products and this may be reflected in their performance and perception by participants, Lesley (mobile game) and John (camera). John also had experience with creation of YouTube video content which may be reflected in his performance and perception by participants.

During production, the actors read from an off-screen prompter. Some minor parts were adlibbed by the actors but the scripts were generally consistent between the male and female actors. The final videos were edited to shorten pauses between paragraphs and tie together the best takes. The low-resolution videos were uploaded to YouTube as unlisted. The videos were embedded in the questionnaire at the appropriate locations.

#### **3.3.1.4 Peripheral Cues**

We created our own videos so we could control the peripheral cues (being sound and visual effects not related to the reviewer) which Xu et al. (2015) did not attempt - they selected already existing video reviews from the internet. We wanted to encourage the participants to focus on making judgements on the credibility of the reviewer and message without distraction. This could allow us to better isolate and examine the participants' perception of the reviewer's peripheral cues and the message's central cues and how they affect participant purchase intent.

We acknowledged that in controlling peripheral cues we suppressed the advantages presented by media richness theory (MRT) and cognitive fit theory (CFT). Our videos were basic, with no attention-grabbing effects. We did not show product images and the reviewer did not interact with the actual product in the video. The questionnaire contained open-

ended questions and comment sections to gather participant expectations in this area. Adding special effects and product visuals could potentially sidetrack or lead participant responses, allowing them to focus on disliking or liking a particular special effect. Instead, we asked them how they would improve our minimalistic videos to make them more useful in their purchase decision-making process. Open-ended responses and comment sections encouraged creativity and provided opportunity to discuss what the participants thought was “missing” from the videos. Additionally, if we added more peripheral cues, it would be difficult to isolate the individual effects of these cues.

**Figure 1 - Research Design based on that of Xu et al. (2015)**

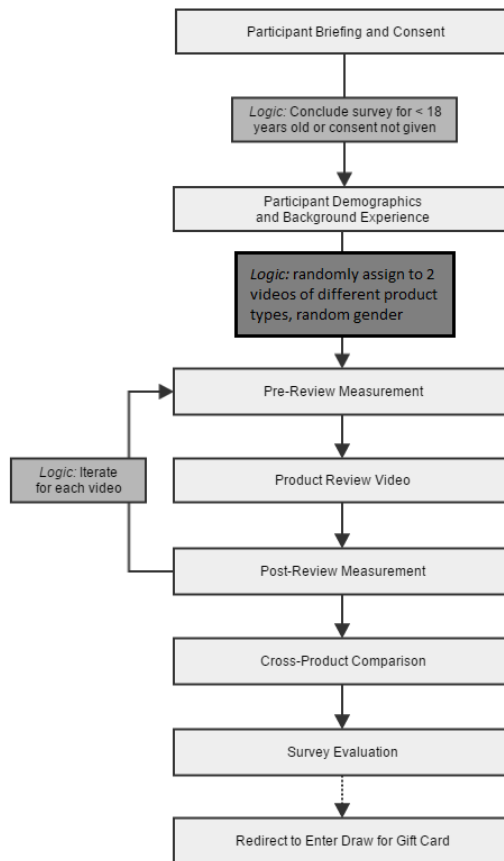
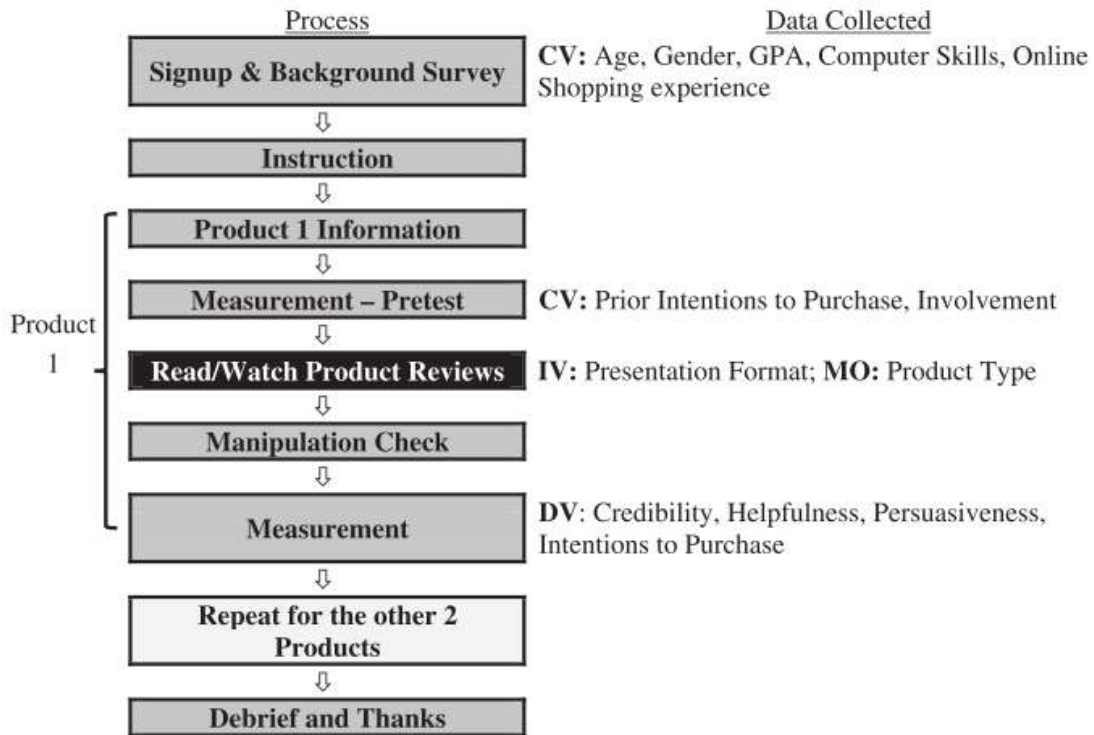


Figure 2 - Research Design of Xu et al. (2015)



DV: Dependent Variables, IV: Independent Variables, CV: Control Variables, MO: Moderator

### 3.3.2 Questionnaire

In our questionnaire, we aimed to “devise a series of unbiased, well-structured questions that [would] systematically obtain the information identified” (Rea & Parker, 2014). There were three critical factors we considered: clarity, comprehensiveness, and acceptability (Rea & Parker 2014). We collected data to evaluate the quality of the survey instrument, explore the constructs, and assess the variables’ measurement suitability for data analysis. The questionnaire process is illustrated in Figure 1 and inspired by the process of Xu et al. (2015), as shown in Figure 2. The following text describes the process in detail.

### **3.3.2.1 Participant Briefing and Consent**

The questionnaire started with the participant briefing and consent form which provided an overview of the objectives of the study, participant qualifications, security and handling of the collected data, and estimated time for survey completion. We conveyed the importance of the study and attempted to alleviate the concerns of participants (Rea & Parker, 2014). We concluded the survey immediately for any participant who-reported an age of less than 18 years old or for those who did not consent (responded “no” to the first question).

### **3.3.2.2 Participant Demographics and Background Experience**

These questions gathered demographic information (age, gender, education, occupation), computing experience (devices, frequency of use), and shopping experience. We asked participants to rate how confident they felt in making purchases online, to rate the factors motivating their purchase decisions, and to briefly describe their typical product research methods.

### **3.3.2.3 Video Assignment**

After the introductory section, we randomly assigned participants to two products (backpack, camera, video game) and for each product they were randomly assigned one reviewer (male, female). Random assignment was based on the limitations of the survey software and the lack of need for control groups based on our method of qualitative analysis. We are looking for trends in the data to uncover future research directions, not to achieve statistical significance. The gender field was open text for inclusivity purposes, and thus during the process of programmatic video assignment it was not possible to assign

participants of certain gender identification to specific gender videos without knowing all the possible responses. The participants only watched two videos to avoid survey fatigue. To illustrate, a participant might be assigned to watch Lesley (mobile game) and John (camera) *or* Suzan (backpack) and Laura (camera) but they would *never* be assigned both Lesley (mobile game) and Mark (mobile game).

#### **3.3.2.4 Product Section**

The following contains in-depth explanation of each product-specific section of the survey. We drew on the process of Xu et al. (2015), our 1) pre-review measurement corresponds to their measurement pretest, 2) product review video corresponds to their product review, and 3) post-review measurement corresponds to their measurement section. These sections translated to the following actions in the questionnaire: the participants { 1) answered questions about their experience with the product, 2) watched the product review video, and 3) answered questions about the video content }, iterated over the portion in curly brackets for the second product, and then completed the rest of the survey.

##### **3.3.2.4.1 Pre-Review Measurement**

The participants provided the number of the general product<sup>1</sup> (i.e. cameras, backpacks, or mobile games) they had purchased or acquired in the last 12 months and how many hours they spent researching that general product within the last 12 months. They rated their level of expertise in the activity of using the product on a sliding scale from *no experience* to

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<sup>1</sup> Not to be confused with product type (search, experience, or search-experience). We refer to a camera as being a general product. For example, how many cameras have you purchased in the past 12 months?



*very experienced*. These questions gauged prior purchase intent, experience, and potential interest. We did not control for involvement as Xu et al. (2015) did in their study.

#### **3.3.2.4.2 Product Review Video**

We asked the participants to watch the entire product review video (this could not be accurately verified for individual participants). YouTube gathered anonymous statistics on video views and duration of views, shown in Appendix D.

#### **3.3.2.4.3 Post-Review Measurement**

The participants rated the components of the review – spoken, visual, reviewer, and brand - for credibility (trustworthiness, expertise), persuasiveness, and attractiveness on a scale of 0 to 5 stars. They answered a series of questions to rate their purchase intent in various scenarios on a sliding scale from *strongly disagree* to *strongly agree*. They answered open-ended questions about what they liked or disliked about each of the video components. They provided feedback on how to improve the video to make it more helpful in making their purchase decision. Finally, they answered a series of questions asking them to rate their degree of similarity or social homophily to the reviewer on a sliding scale from *strongly disagree* to *strongly agree*.

#### **3.3.2.4.4 Participant Attention and Bias Checks**

Immediately after watching the product review, the participant selected the product discussed in the video from a pre-populated list to verify they were paying attention; the list included products that were not in the study. Although the product was mentioned in the first moments of the video, this allowed us to verify that an attempt had been made. YouTube statistics were gathered to make sure participants were watching the video. The

participants confirmed if they owned a product by the same brand as the product in the video and confirmed if they had purchased that exact product for themselves or someone else. If they had purchased that exact product, they rated their agreement with the review on a sliding scale from *strongly disagree* to *strongly agree*. At the end of each product section, the participants confirmed if they knew the actor personally.

#### **3.3.2.5 Cross-Product Comparison**

After completing both product sections, the participant ranked the two product review videos based on which they preferred under the various criteria presented within each product section (credibility, persuasiveness, quality of video components). They compared the spoken and reviewer components, as those changed between videos. The visual components were consistent and a comparison was omitted for survey length considerations.

#### **3.3.2.6 Survey Evaluation**

At the end of the questionnaire, we welcomed participants to explain any difficulties they had while completing the survey. This facilitated an assessment of the quality of the survey instrument.

#### **3.3.2.7 Sensitivity, Inclusivity, and Accessibility**

The questionnaire contained no “sensitive” questions (ex. religion, ethnicity, sexual practices, income). The survey instrument was a combination of ranking, sliding scale ratings, text, and essay fields. All questions were optional except consent and participant age. Participant gender was a text field. Where necessary, responses such as “prefer not to answer” or “unsure” were provided. The end of each section and some questions provided

essay fields for comments or venting. We chose the questionnaire tool, Survey Gizmo, partly for its ability to create surveys which can be completed via mobile, tablet, and desktop. The tool also provided an accessibility assessment of the survey, allowing us to maximize accessibility to participants with disabilities.

### **3.4 Online Survey Instrument Pilot and Final Implementation**

We required approval to collect data for the study and so we applied to Carleton University Ethics Board. The Ethics Board approved this application as shown in Appendix C. We present the approved survey questionnaire and participant consent letter sent to the working population in Appendix B.

We used an online questionnaire, hosted by Survey Gizmo, for low-cost, speedy distribution and data collection. Survey Gizmo offered many tools for administration of online surveys. This distribution method removed the need for transcription of responses, relocation of data, and facilitated analysis and reporting. It was also an ideal method due to the nature of our working population of internet users.

We personally invited 15 participants known to the principal researcher to participate in a pilot of the online survey instrument to assess its quality. We collected 11 questionnaires. The participants provided feedback on any problems they had with the questionnaire and any changes they would make. The principal researcher interacted with participants and asked for clarification on participants' feedback where needed. Modifications to the videos and the questionnaire resulted from this phase and we required further ethics approval due to the extent of the modifications.

During the pilot, some participants found the green screen distracting. For the final survey instrument, we used video editing software to change the green screen to white and to add simple text to the video which said “consumer product review” and the product name. This change did not compromise the integrity or direction of the thesis as we were most interested in participant perceptions of credibility based on the reviewer and message in the video and not specifically their perceptions of visual effects.

The pilot participants found some of the wording on the questionnaire difficult to interpret or too technical, so the questions were simplified and changed to an open-ended format. For example, we initially asked the participant to rate “how trustworthy is the reviewer?” on a sliding scale and we changed this to a simple 0 to 5 star rating for trustworthiness of each video component and then asked the participant to answer “what do you like about the reviewer?” and “what do you dislike about the reviewer?” in essay fields.

The final study sample was recruited via social media, CHORUS email group, and posting ads on campus bulletin boards, shown in Appendix A. In total, 39 participants attempted to take the final survey. Of those, 31 responses were completed and 30 of those were used in our analysis and discussion. The other eight questionnaire participants exited the survey before completion and one completed questionnaire was of low quality and removed. The 30 completed responses represented the study sample. Chapter 4 presents the data collected by the survey instrument.

## 4 Chapter: **Data Presentation**

We present the data collected using the final survey instrument in this chapter. The survey was open to participants on September 22, 2016. For the duration of 14 days we sent invitations to potential participants via CHORUS and Facebook. We also posted on the bulletin boards around Carleton University on September 22, 2016. We do not know how many people received the CHORUS email nor do we know how many people were exposed to the Facebook or bulletin board posts. Thirty-nine (39) responses were gathered [an unknown response rate] but only 30 responses were complete and of adequate quality to be used in the study [a 77% success rate]. All materials regarding participation, consent, and ethical consideration are included in Appendix A, Appendix B, and Appendix C.

Most questions contained Likert scale input and open-ended responses. We hand-coded the open-ended data using a spreadsheet and repetitive measures. Data was first read thoroughly several times to get a feel for the overall responses. We then identified common themes throughout the data on another readthrough. We then assigned participant responses to the common themes to group similar or synonymous answers to make them more consistent and presentable on another readthrough. For example, if many reviewers stated that they thought the reviewer was “unenthusiastic” and one participant stated that they found the reviewer to be “not very into it” this second statement might be added into the “unenthusiastic” theme as they have similar meanings. Finally, we reviewed the coding for possible inconsistencies within each question and then between questions and between products.

## 4.1 Questionnaire Response Data

### 4.1.1 Demographics

The average age of participants was 34 years of age with a standard deviation of 12.7 years, as shown in Figure 3. The youngest participant being 18 and the oldest being 64 years of age. Of these participants, 37% identified as male and 63% as female.

**Figure 3 - Total (%) of Participants by Age in Years.**

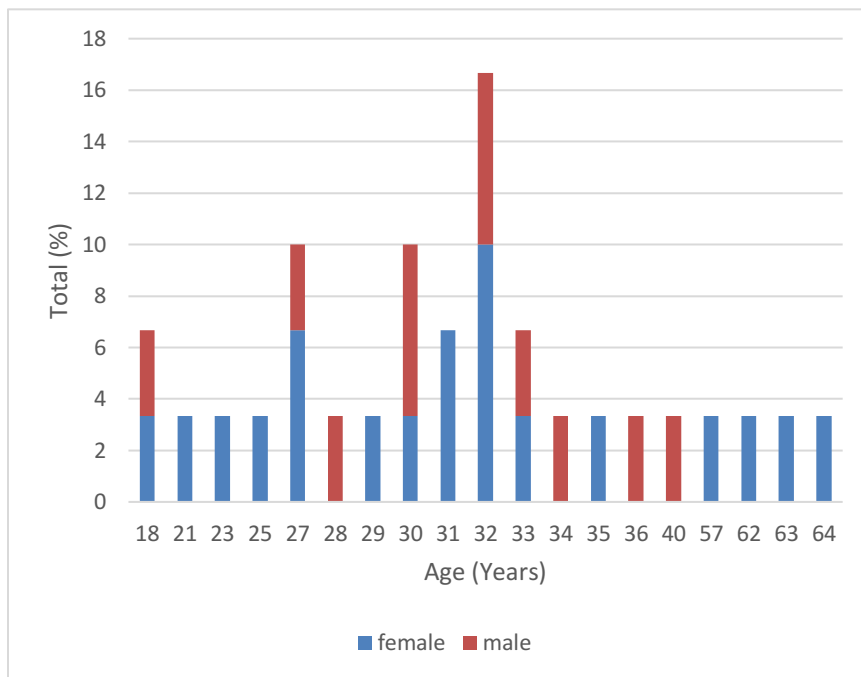
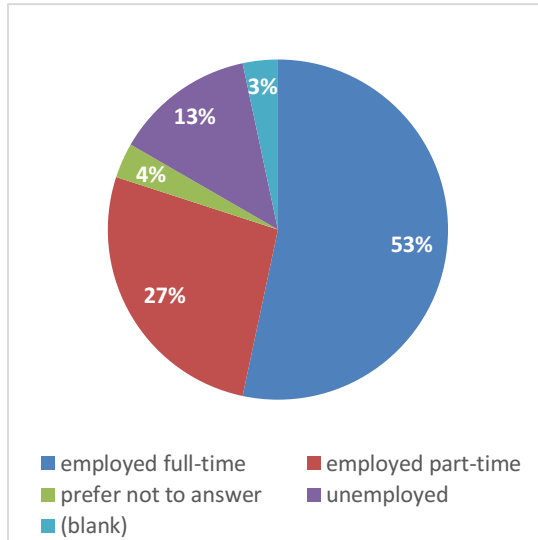


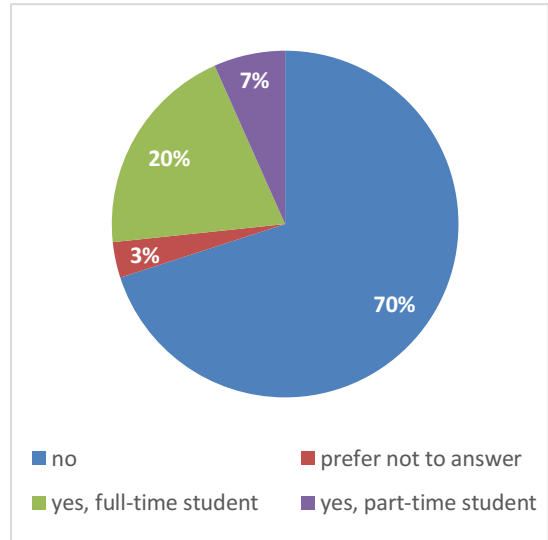
Figure 5 depicts the participants' working status. Eighty percent (80%) of participants had full- or part-time employment with only 13% being unemployed. Figure 4 shows that 70% of participants were not currently attending school and 27% were full- or part-time students. Figure 6 describes participants' level of education; 70% of participants achieved some form of post-secondary education. Of those who were unemployed, 75%

were full- or part-time students. Based on the data collected, the average participant is a female in their mid-thirties, college or university educated, and employed.

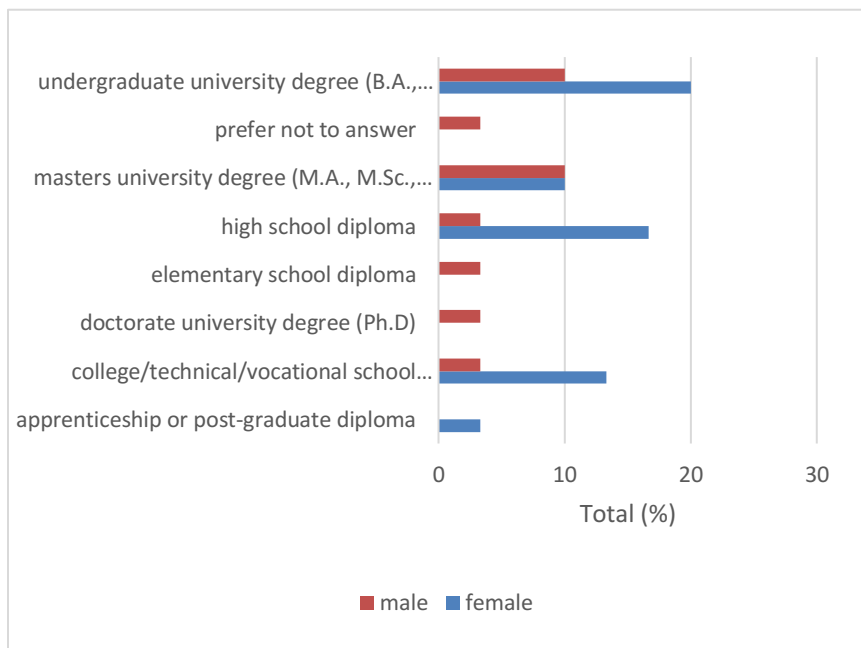
**Figure 5 - Total (%) of Participants by Employment Status.**



**Figure 4 - Total (%) of Participants by Student Status.**



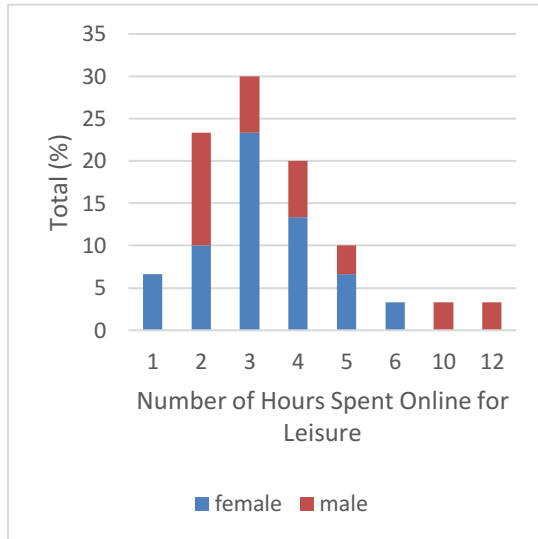
**Figure 6 - Total (%) of Participants by Highest Level of Education Achieved.**



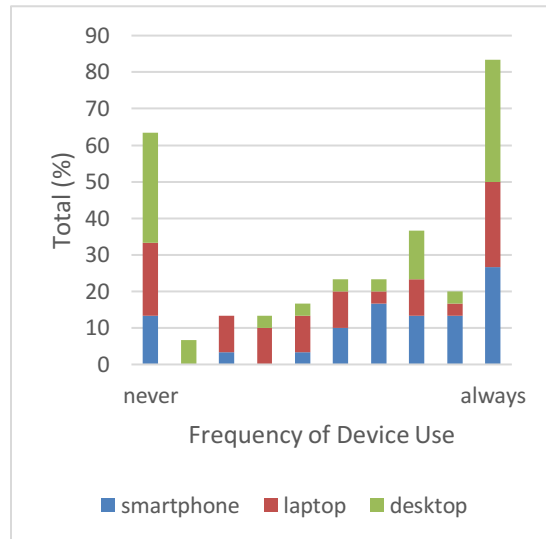
### 4.1.2 Background Experience

Seventy-five (75) percent of participants spent between two to four hours per day online for leisure, the responses ranged from one to 12 hours per day, as shown in Figure 8.

**Figure 8 - Total (%) of Participants by Leisure Time Spent Online (Hours).**



**Figure 7 - Total (%) of Participants by Frequency of Device Usage.**



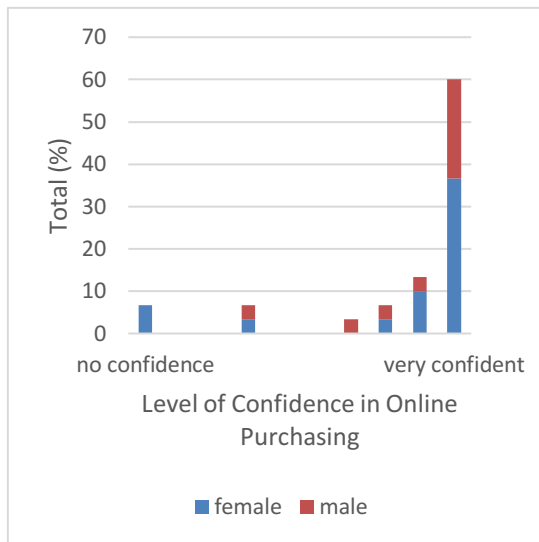
Desktops, smartphones, and laptops were the most frequently used devices for accessing the internet, as shown in Figure 7. Gaming consoles, media centres, and other devices were rarely used.

The majority of participants answered that they were *very confident* in making purchases online by themselves with only 10% of participants falling into *low* or *no confidence*, as shown in Figure 9. All participants had purchased at least one product online previously.

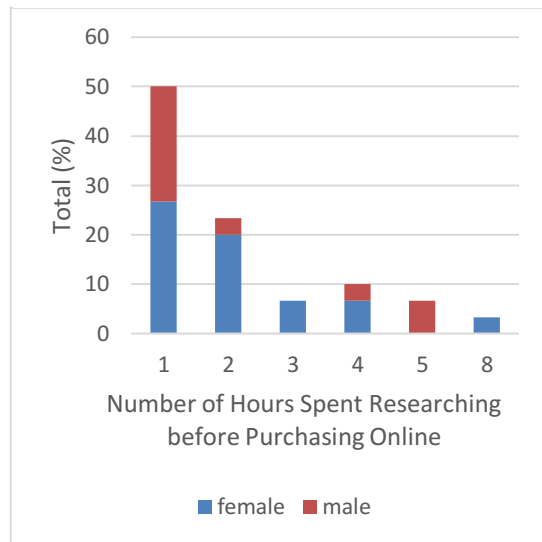


As shown in Figure 10, at least 50% of participants spent one hour researching a product before purchase, with 23% spending at least two hours on research and the remainder spending at least three or more hours on research.

**Figure 9 - Total (%) of Participants by Confidence Level in Online Purchasing.**



**Figure 10 - Total (%) of Participants by Research Time (Hours) Spent Before Making Online Purchase.**

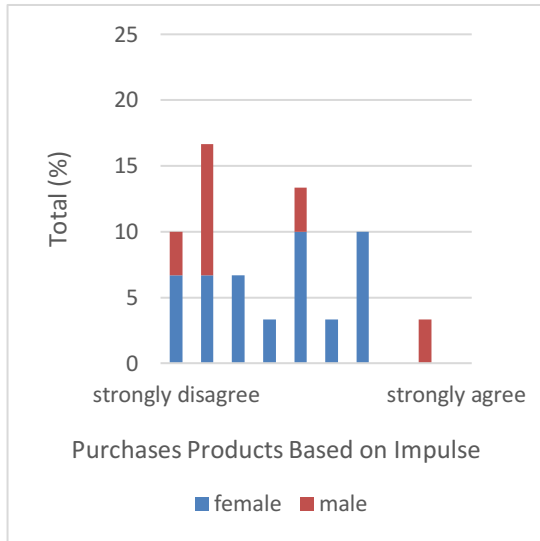


When asked to briefly describe their typical online research methods, the participant responses varied in detail and organization. Participants generally employed a “find, scan, and compare” search method. Some participants mentioned that they changed their search method based on the type of product. Cost was the most frequently mentioned factor in making their decisions. Some participants implied or directly stated that they read product detail, reviews and/or view images, others said they watch videos, and some said that they both read and watch reviews. Many participants mentioned Google as their basis for searching. Several participants mentioned YouTube specifically for watching videos. Amazon and eBay were mentioned, but less frequently. Most participants decided which product to purchase first and then searched for the best prices or deals after making that decision. The majority of participants implied or directly stated that they relied on multiple

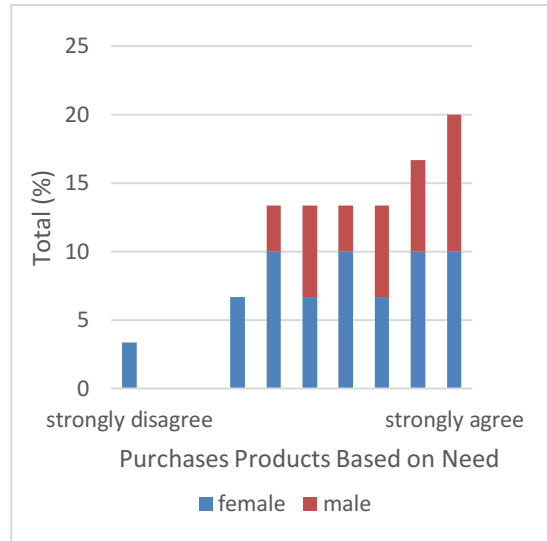


When asked to rate their main motivation for making purchases, Figure 12, Figure 15, Figure 13, and Figure 14 show that the majority rated themselves *infrequently* or *never* making purchases based on impulse or brand loyalty. The majority of participants rated themselves as *often* or *frequently* purchasing based on need, discounts, and/or research.

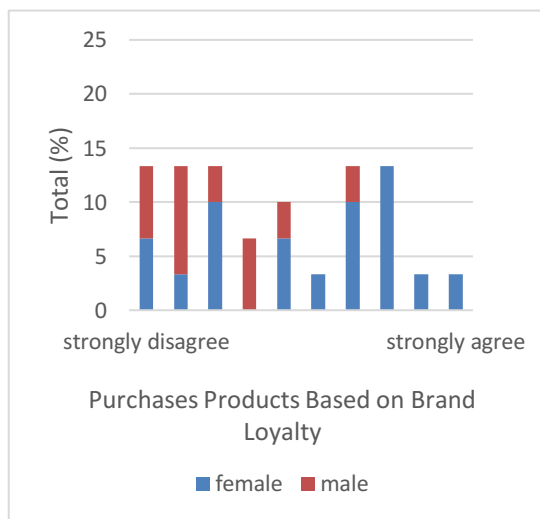
**Figure 12 - Total (%) of Participants by Agreement with the Statement "I purchase products based on impulse".**



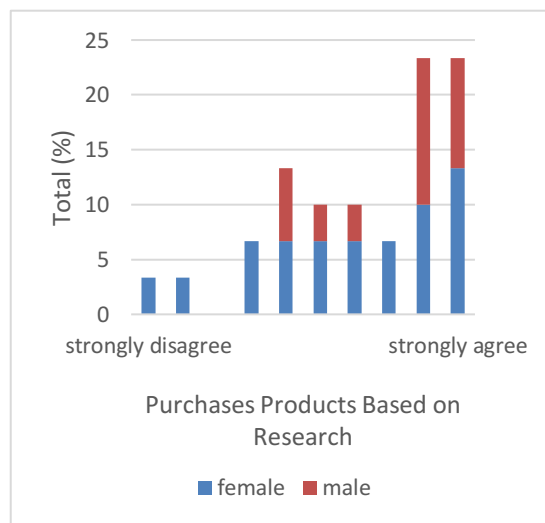
**Figure 15 - Total (%) of Participants by Agreement with the Statement "I purchase products based on need".**



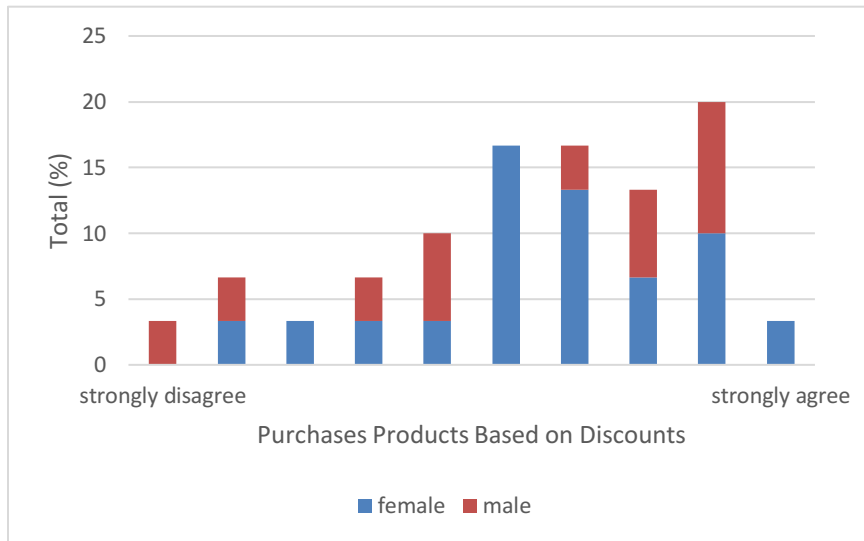
**Figure 13 - Total (%) of Participants by Agreement with the Statement "I purchase products based on brand loyalty".**



**Figure 14 - Total (%) of Participants by Agreement with the Statement "I purchase products based on research".**



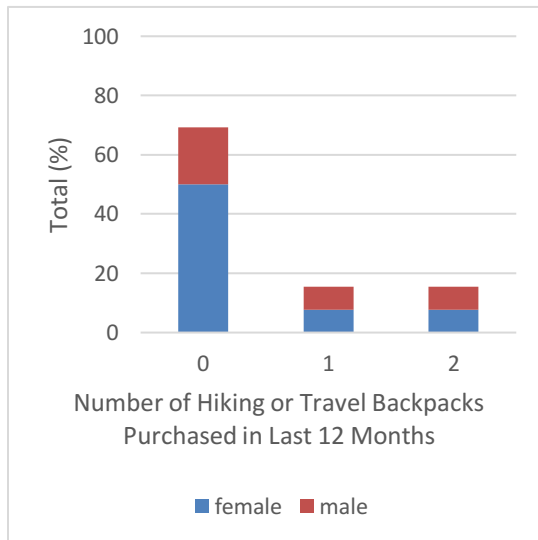
**Figure 16 - Total (%) of Participants by Agreement with the Statement "I purchase products based on availability of discounts".**



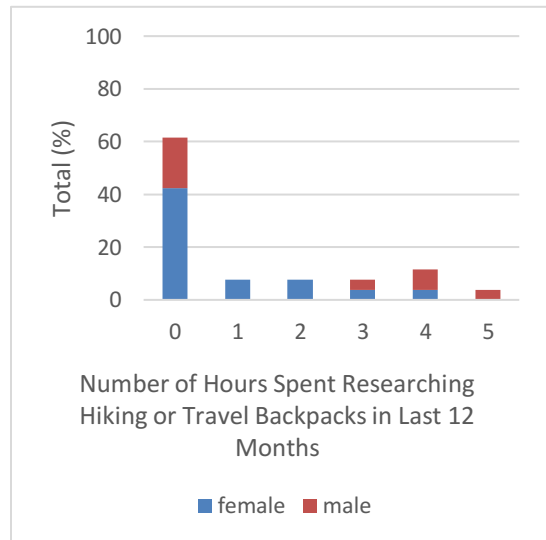
### 4.1.3 Backpack

We randomly assigned 87% of the participants to view the backpack video. Of these participants, 43% viewed the mobile game and 43% viewed the camera product videos. When asked about their hiking and travel backpacking experience, 70% of participants had not purchased a backpack in the last 12 months, 30% had purchased one or two, and 33% had spent one to four hours researching backpacks in the past 12 months. Only 30% considered themselves *moderately* to *very experienced* in hiking or travel backpacking. The details are shown in Figure 18, Figure 17, and Figure 19. When asked for further detail relevant to their backpacking experience, the answers varied dramatically from no experience to backpacking across continents, to planting trees during the summer, to 13 years of scouting.

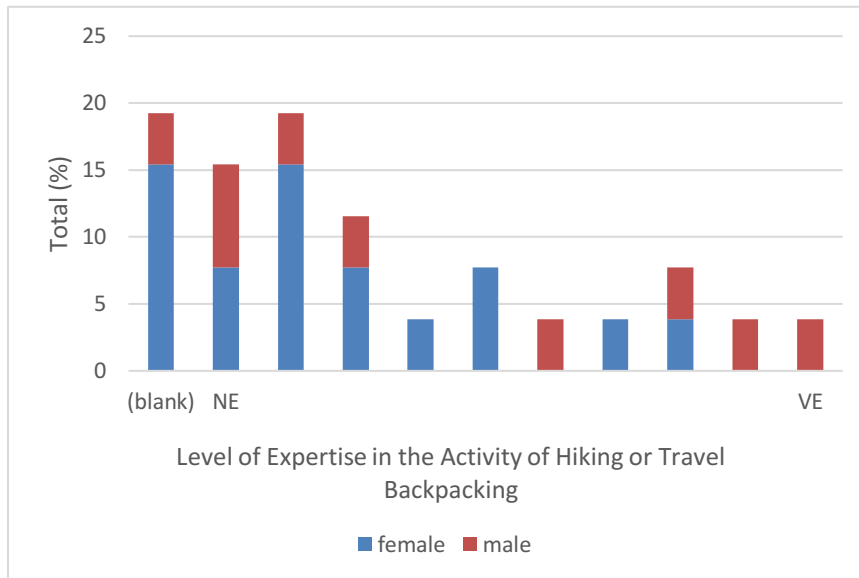
**Figure 18 - Total (%) of Participants by Number of Hiking or Travel Backpacks Purchased in the Last 12 Months.**



**Figure 17 - Total (%) of Participants by Number of Hours Spent Researching Hiking or Travel Backpacks in the Last 12 Months.**



**Figure 19 - Total (%) of Participants by Level of Expertise in the Activity of Hiking or Travel Backpacking. VE = very experienced, NE = no experience.**



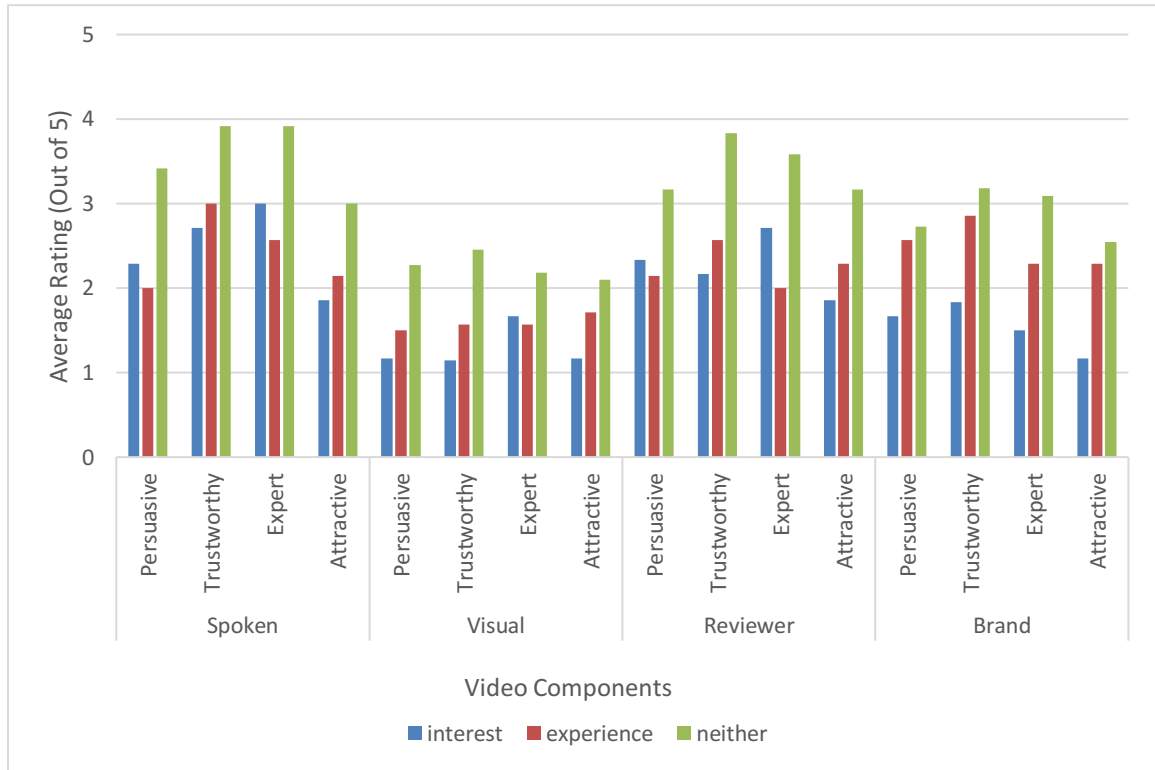
In the data, we categorized 27% of the participants as *interested* and 27% as *experienced* in hiking or travel backpacking. The criteria for *experienced* was answering that they were *moderately* to *very experienced* in the activity of hiking or travel backpacking and the criteria for *interested* was having purchased a hiking or traveling backpack or mentioning interest but answering that they had *low* to *no experience* in the activity of hiking or travel backpacking. This left 46% of participants who had were *neither* experienced nor interested in the activity of hiking or travelling backpacking.

After viewing the video, the participants gave a star rating (out of 5) for the different video components (spoken content, visual content, reviewer, and brand) based on credibility (trustworthiness and expertise), persuasiveness, and attractiveness. In exploring

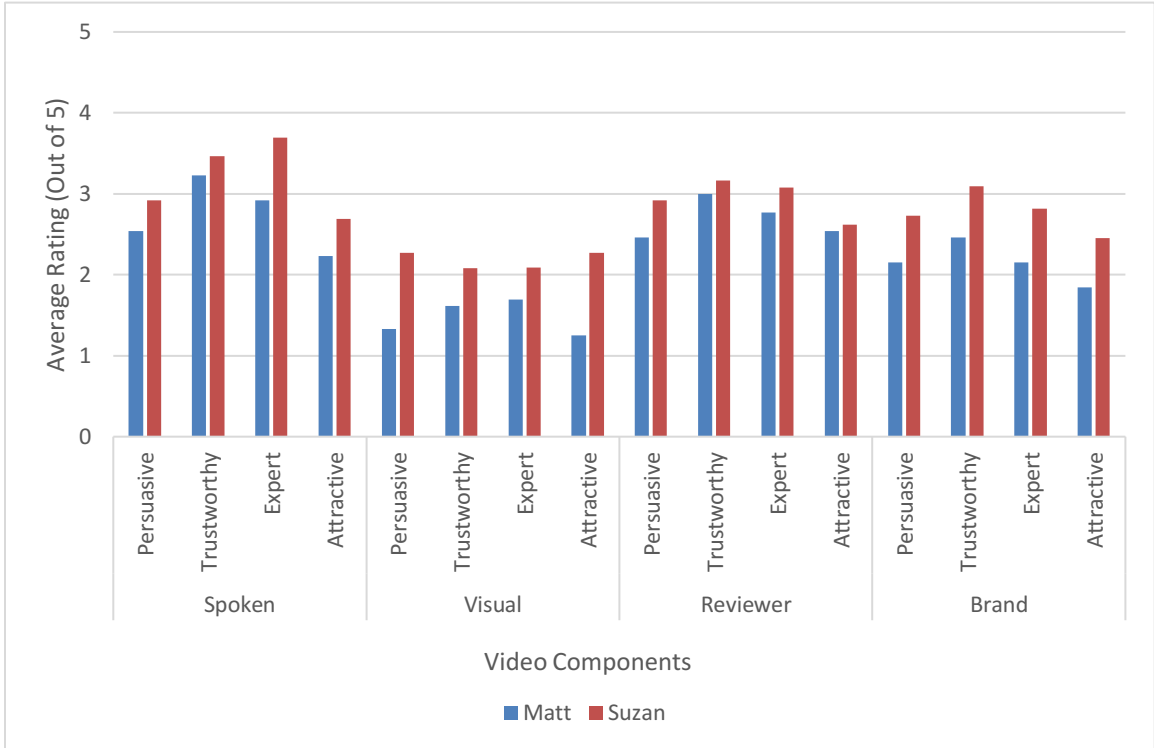
the data, we experimented with three different types of segmentation 1) interest, experience, or neither 2) reviewer, and 3) participant gender and reviewer.

As shown in Figure 20, average ratings by the participants who were *neither* experienced nor interested were higher. As shown in Figure 22, average ratings for Suzan as a reviewer were higher. As shown in Figure 21, average ratings were highest for Suzan by females. Female participants tended to rate both reviewers higher than the male participants.

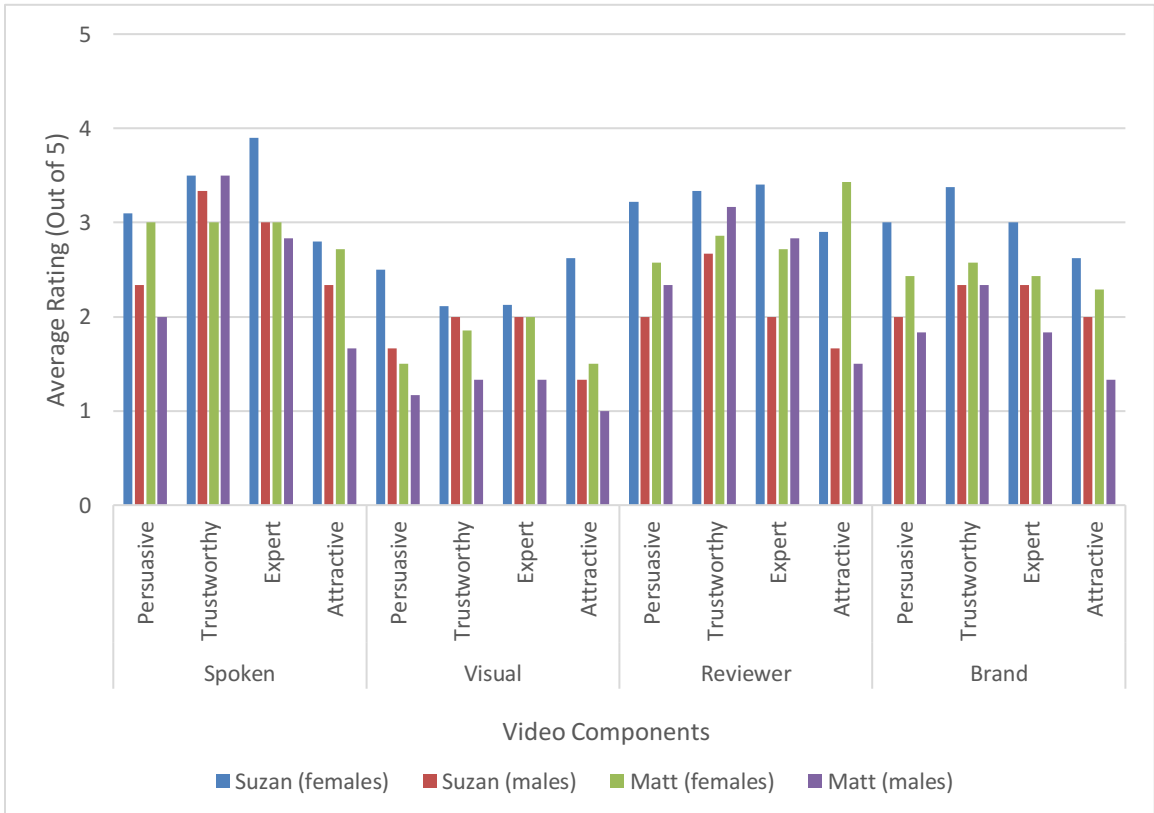
**Figure 20 - Average Star Rating (Out of 5) by Video Components. Data Segmented by Interested, Experienced, and Neither.**



**Figure 22 - Average Star Rating (Out of 5) by Video Component. Data Segmented by Reviewer.**



**Figure 21 - Average Star Rating (Out of 5) by Video Component. Data Segmented by Participant Gender and Reviewer.**

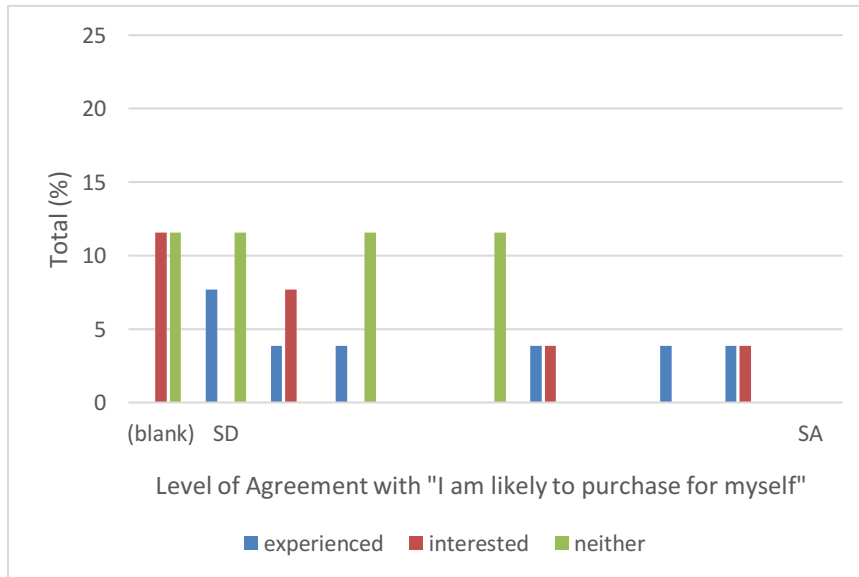




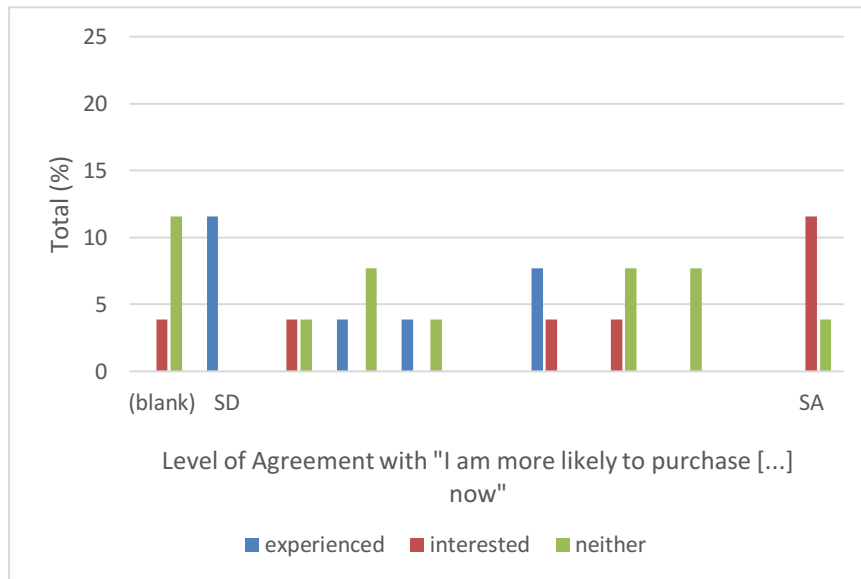
We asked participants if they had owned a product of this brand name and purchased this specific product and only one participant had done so. That participant rated that they *agreed* with the review.

We assessed participants on their purchase intent after watching the video. As shown in Figure 23, only 20% of participants *agreed* to *strongly agreed* they were likely to purchase the product for themselves. As shown in Figure 24, 42% of participants *agreed* to *strongly agreed* that they would do further research on the product. Figure 25 shows that 46% of participants *agreed* to *strongly agreed* that they were more likely to buy the product now than prior to watching the video. The participants who were *neither* experienced nor interested left the questions blank often, which may have indicated a 0 response (strongly disagree) or survey fatigue.

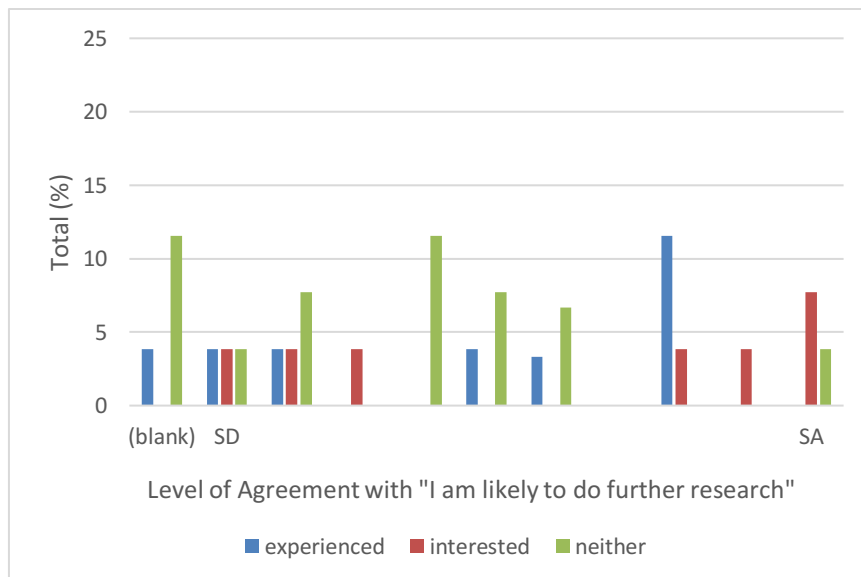
**Figure 23 - Total (%) of Participants by Agreement with Statement "I am likely to purchase this product for myself". Data Segmented by Interested, Experienced, and Neither. SA = strongly agree, SD = strongly disagree.**



**Figure 25 - Total (%) of Participants by Agreement with Statement "I am more likely to purchase this product now than I was prior to watching the video". Data Segmented by Interested, Experienced, and Neither. SA = strongly agree, SD = strongly disagree.**



**Figure 24 - Total (%) of Participants by Agreement with Statement "I am likely to do further research on this product". Data Segmented by Interested, Experienced, and Neither. SA = strongly agree, SD = strongly disagree.**



We performed coding and word count analysis on the open-ended questions, as shown in Figure 26. For the question, “what did you like about the spoken content?”, the words knowledgeable, detailed, and descriptive were stated most often. For the question, “what did you dislike about the spoken content?”, scripted, boring, and monotone were mentioned more than once each. The question “what did you like about the visual content?”, yielded the terms clean, not distracting, and simple. When asked “what did you dislike about the visual content?”, the participants mentioned the lack of product in the video, lack of enthusiasm, lack of product interaction, and boring visuals. Participants responded to the question “what did you like about the reviewer?” with knowledgeable, clear or nice voice, professional, and normal. The question “what did you dislike about the reviewer?” produced responses such as scripted, boring, robotic, unenthusiastic, and bored.

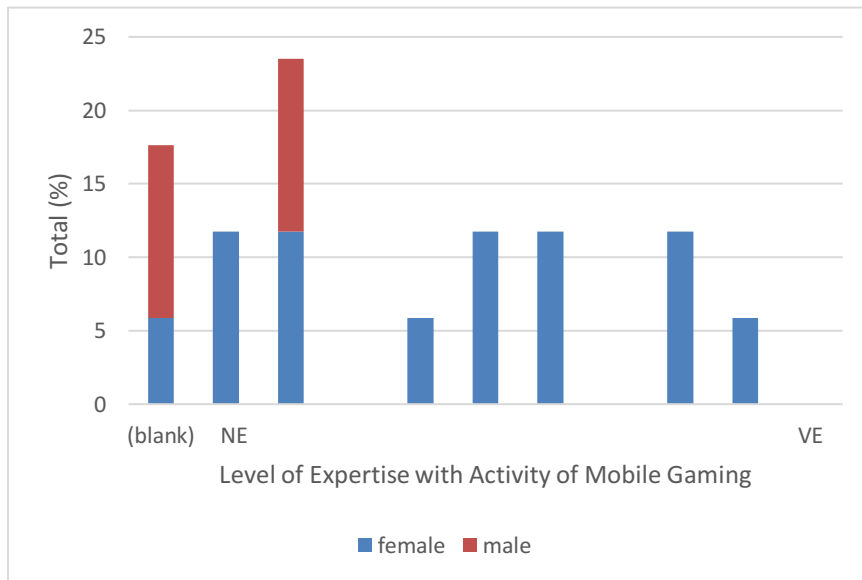
We asked participants “how would you change the video to make it more useful in making your purchase decision?”. Participant responses focused on the visual aspects of the review with answers such as showing the backpack, interacting with the backpack while describing features, and creating attention-grabbing visuals. Some participants requested that more anecdotes be used.



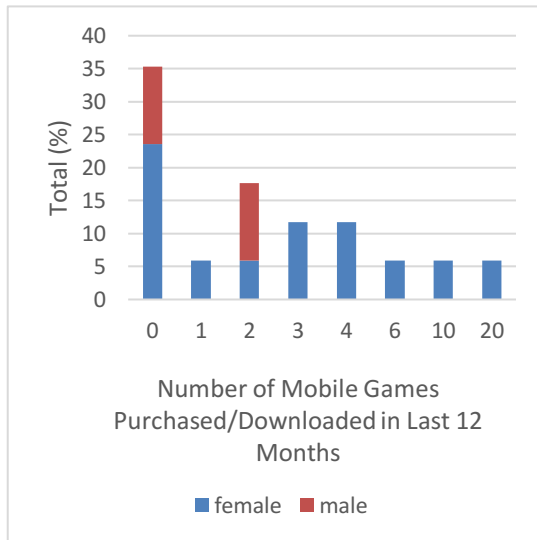
#### 4.1.4 Mobile Game

We randomly assigned 56% of participants to the mobile game. When asked about their mobile gaming experience, 65% of participants had purchased or downloaded at least one game in the last 12 months and 58% had spent at least one hour researching mobile games in the past 12 months. Only 28% considered themselves *moderately* to *very experienced* in mobile gaming. The details are shown in Figure 27, Figure 29, and Figure 28. When asked for further detail relevant to their mobile gaming experience there were few responses, some played free games or focused on non-mobile games.

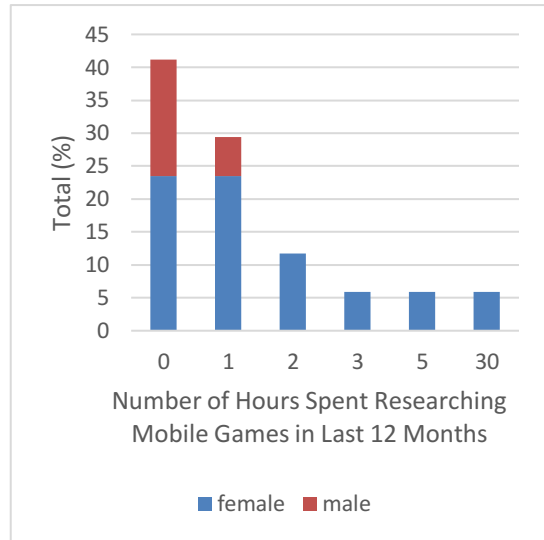
**Figure 27 - Total (%) of Participants by Level of Expertise in the Activity of Mobile Gaming. VE = very experienced, NE = no experience.**



**Figure 29 - Total (%) of Participants in Mobile Game Group by Number of Mobile Games Purchased or Downloaded in the Last 12 Months**



**Figure 28 - Total (%) of Participants in Mobile Game Group by Number of Hours Spent Researching Mobile Games in the Last 12 Months.**



We extended the categories of *experienced* and *interested* from mobile games to all video games because it is broadly applicable, mobile games are a subset of video games. In the data, we categorized 35% of the participants as *interested* and 35% as *experienced* in video games. The criteria for *experienced* was answering that they were *somewhat* to *very experienced* in the activity of video games and the criteria for *interested* was having purchased or downloaded a video game or mentioning interest but having *low* to *no experience* in the activity of playing video games. This left 30% of participants who were *neither* experienced nor interested in video games.

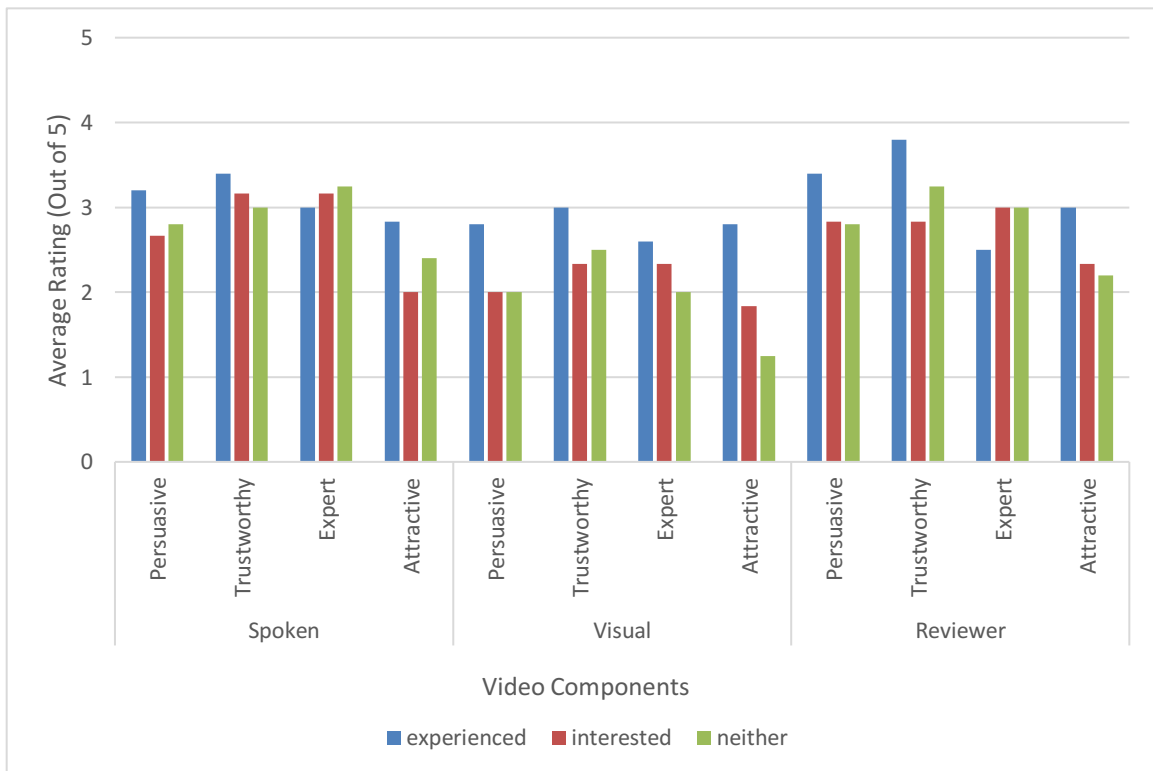
After viewing the video, the participants gave a star rating (out of 5) for the different video components (spoken content, visual content, and reviewer) based on credibility (trustworthiness and expertise), persuasiveness, and attractiveness. Brand was omitted here because the mobile game did not have an obvious brand or label. In exploring the data, we

experimented with three different types of segmentation 1) interested, experienced, or neither 2) reviewer, and 3) participant gender and reviewer.

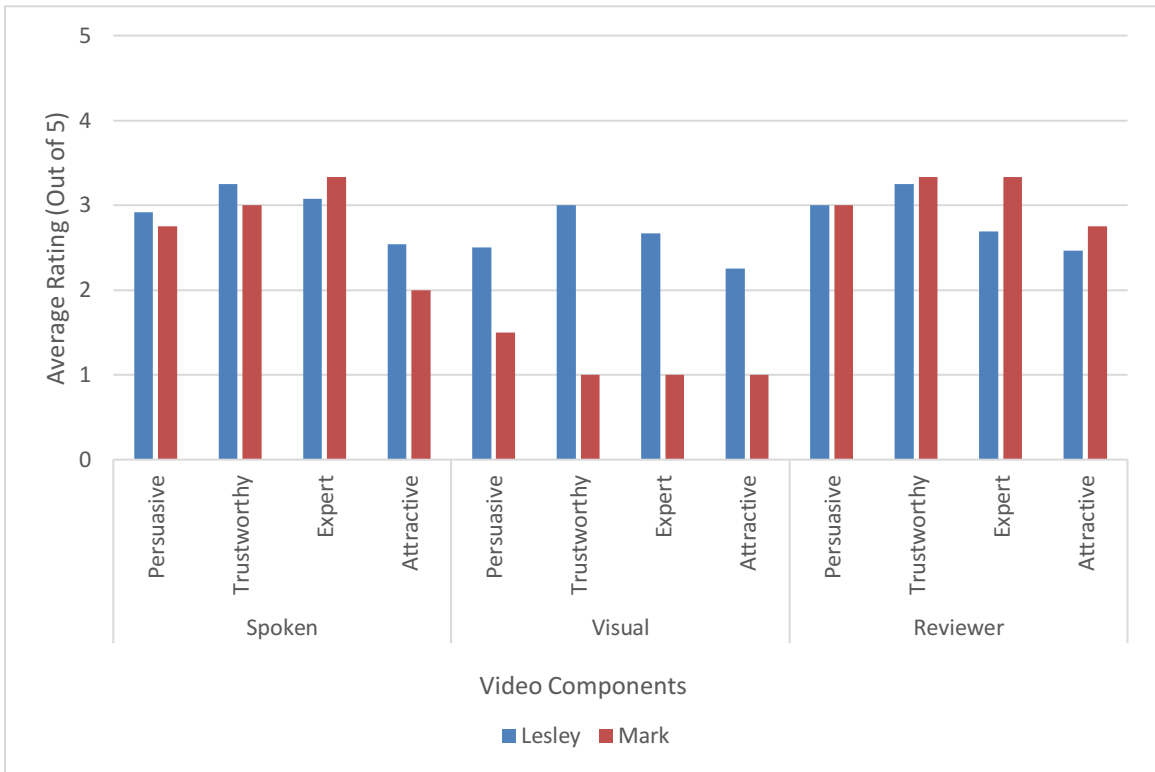
As shown in Figure 30, average ratings by the participants who were *experienced* were generally higher. As shown in Figure 32, average ratings for Lesley were higher for slightly more than half of the components. As shown in Figure 31, average ratings were highest for Lesley with females. We did not randomly assign any males to Lesley so we cannot make a comparison with Mark for that segment.

We asked participants if they had owned a product of this brand name and purchased or downloaded this specific product and two participants had done so. One participant rated that they *agreed* and the other *strongly agreed* with the review.

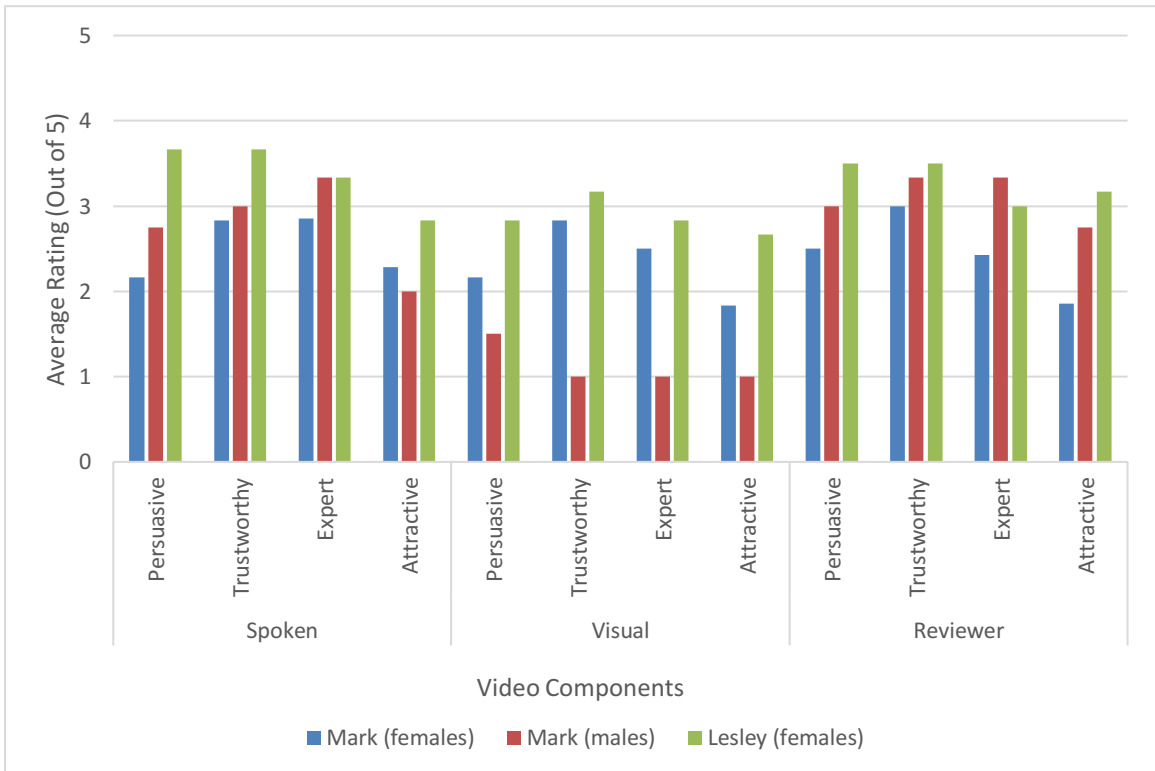
**Figure 30 - Average Star Rating (Out of 5) by Video Components. Data Segmented by Interested, Experienced, and Neither.**



**Figure 32 - Average Star Rating (Out of 5) by Video Components. Data Segmented by Reviewer.**



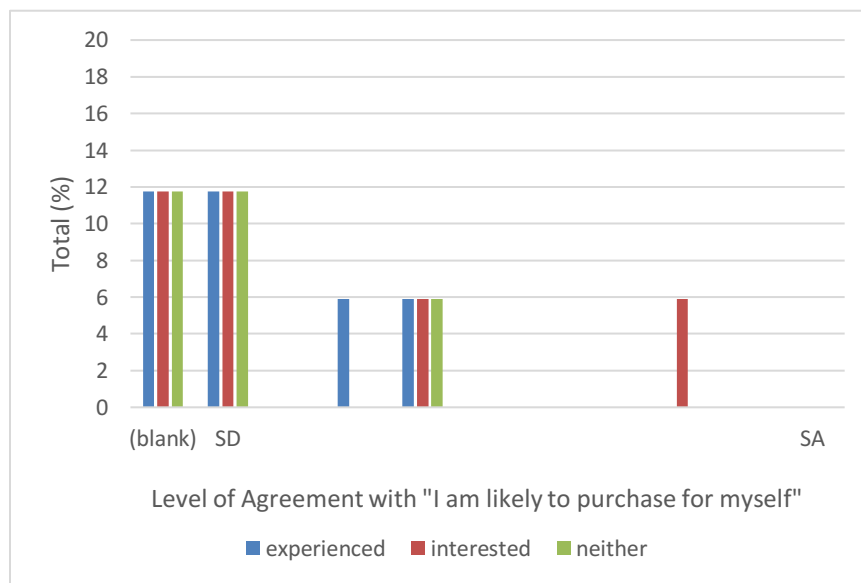
**Figure 31 - Average Star Rating (Out of 5) by Video Components. Data Segmented by Reviewer and Participant Gender.**



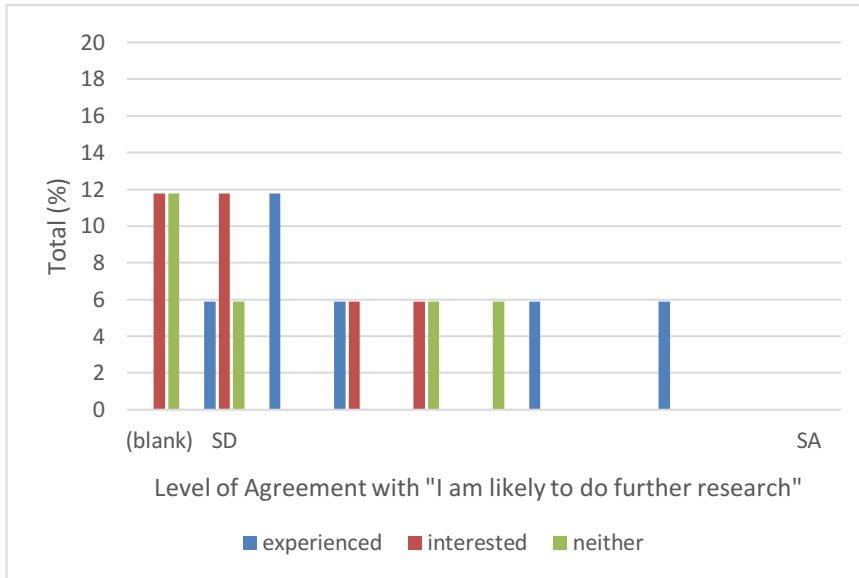


We assessed the participants on their purchase intent after watching the video. As shown in Figure 33, only one participant rated they *agreed* they were likely to purchase/acquire the product for themselves. As shown in Figure 35, two participants rated that they *agreed* that they would do further research on the product. Figure 34 shows that 47% *agreed* to *strongly agreed* that they were more likely to buy the product now than prior to watching the video. The participants left the questions blank often, which may have indicated a 0 response (strongly disagree) or survey fatigue.

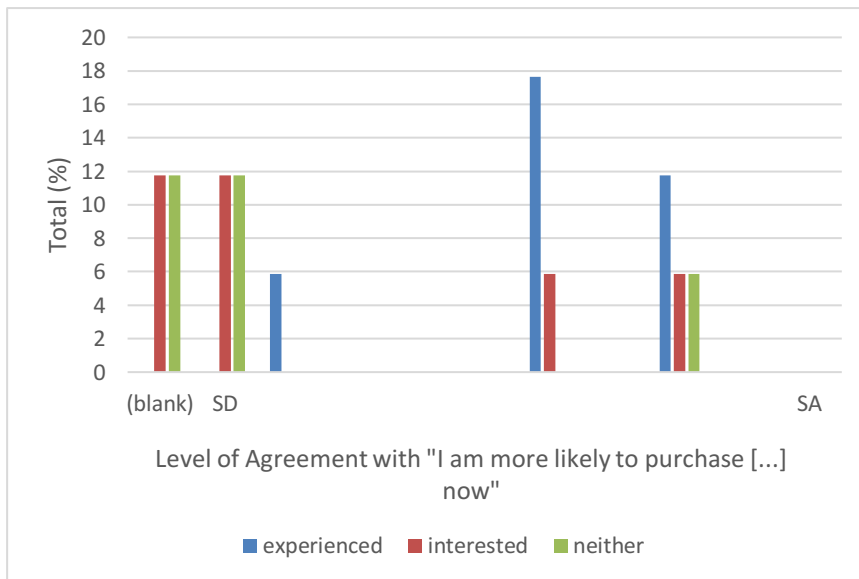
**Figure 33 - Total (%) of Participants by Agreement with Statement "I am likely to purchase this product for myself". Data Segmented by Interested, Experienced, and Neither. SA = strongly agree, SD = strongly disagree.**



**Figure 35 - Total (%) of Participants by Agreement with Statement "I am likely to do further research on this product". Data Segmented by Interested, Experienced, and Neither. SA = strongly agree, SD = strongly disagree.**



**Figure 34 - Total (%) of Participants by Agreement with Statement "I am more likely to purchase this product now than I was prior to watching the video". Data Segmented by Interested, Experienced, and Neither. SA = strongly agree, SD = strongly disagree.**



We performed a coding and word count analysis on the open-ended questions, as shown in Figure 36. For the question, “what did you like about the spoken content?”, the terms more personality and believable were stated most often. For the question, “what did you dislike about the spoken content?”, the words pause and monotone were mentioned. The question “what did you like about the visual content?”, yielded the terms clean and clear. When asked “what did you dislike about the visual content?”, the participants mentioned the lack of gameplay, not leveraging video, and boring. As for the reviewer, participants responded to the question “what did you like about the reviewer?” with genuine, enthusiastic, and relatable. One female mentioned she trusts women more and another participant mentioned the reviewer was relatable because they were similar in age. Another interesting response was about Mark’s body language while saying “two paws up”, one reviewer seemed to enjoy that aspect claiming it to be “hilarious and refreshing”. The question “what did you dislike about the reviewer?” produced responses such as pauses and issues with hygiene.

We asked participants “how would you change the video to make it more useful in making your purchase decision?”. Participant responses focused on the visual aspects of the review with answers such as showing gameplay, interacting with the game, showing people enjoying the game, and some production value improvements.

Figure 36 - Word Clouds for Open-Ended Questions Top: Like/Spoken, Dislike/Spoken, Like/Visual; Middle: Dislike/Visual, Like/Reviewer, Dislike/Reviewer; Bottom: How to make it useful to purchase decision. Word sizes are based on relative frequency of use in participant responses, red words are to highlight negative or neutral responses when asking for positive feedback.

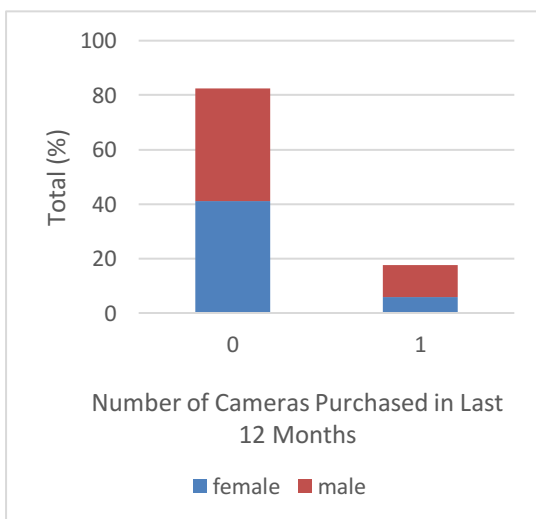


### 4.1.5 Camera

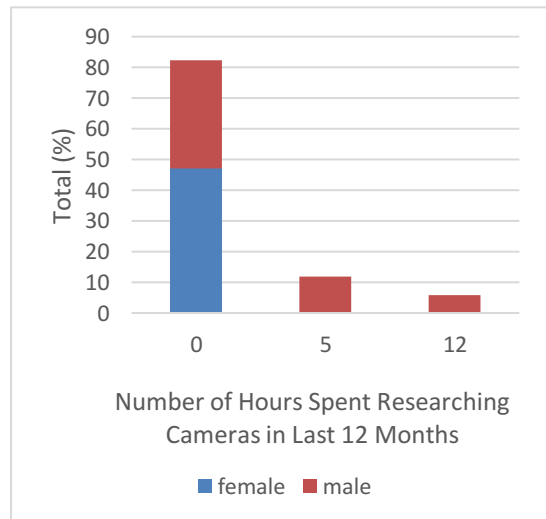
We randomly assigned 56% of participants to the camera. When asked about their photography experience, only 18% had purchased at least one camera in the last 12 months, as shown in Figure 37. Eighteen (18) percent had spent at least five hours researching cameras in the past 12 months, as shown in Figure 38. Only 24% considered themselves *moderately* to *very experienced* with photography. The details are shown in Figure 39. When asked for further detail relevant to their photography experience they were mostly casual or hobbyist photographers with a few more serious about the activity.

In the data, we categorized 24% of the participants as *interested* and 24% as *experienced* in the activity of photography. The criteria for *experienced* was being *moderately* to *very experienced* in the activity of photography and the criteria for *interested* was having purchased a camera or mentioning interest but having *low* to *no experience* in the activity of photography. This left 50% of participants who had *neither* experience nor expressed interest in photography.

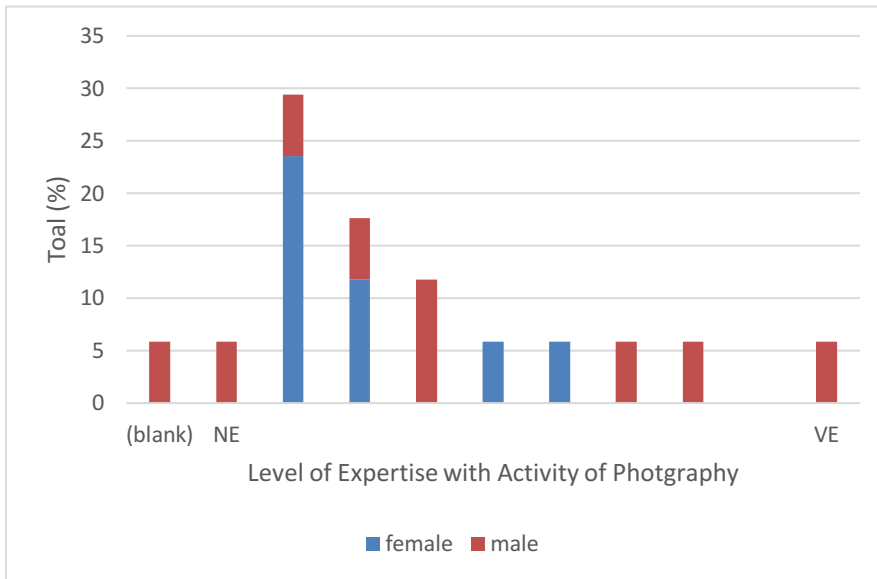
**Figure 37 - Total (%) of Participants by Number of Cameras Purchased in the Last 12 Months.**



**Figure 38 - Total (%) of Participants by Number of Hours Spent Researching Cameras in the Last 12 Months.**



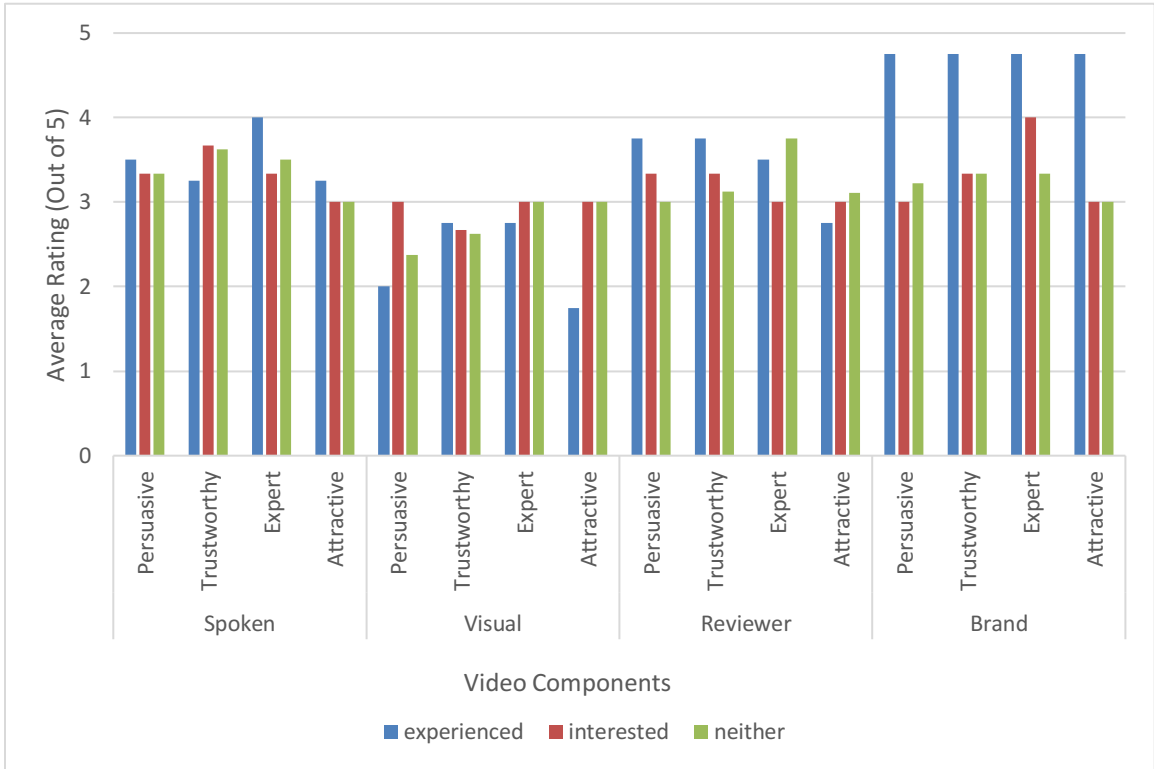
**Figure 39 - Total (%) of Participants by Level of Expertise in the Activity of Photography.**



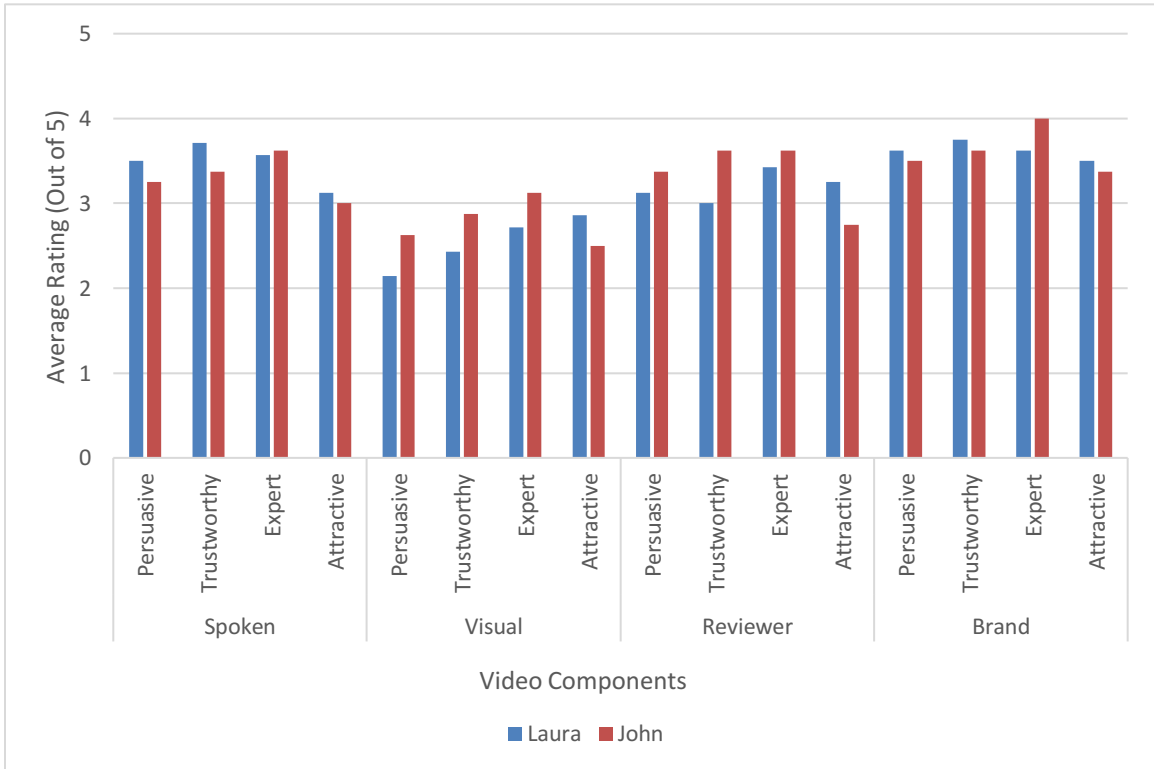
After viewing the video, the participants gave a star rating (out of 5) for the different video components (spoken content, visual content, reviewer, and brand) based on credibility (trustworthiness and expertise), persuasiveness, and attractiveness. In exploring the data, we experimented with three different types of segmentation 1) interest, experience, or neither, 2) reviewer, and 3) participant gender and reviewer.

As shown in Figure 41, average ratings for spoken and reviewer were similar and brand was more highly rated than the other components; brand was especially highly rated by those who were *experienced*. As shown in Figure 40, average ratings for John and Laura were also very similar. As shown in Figure 42, average ratings were mixed for both participant genders, ratings were slightly higher for females with Laura and John with exception of males rating the brand higher for both reviewers.

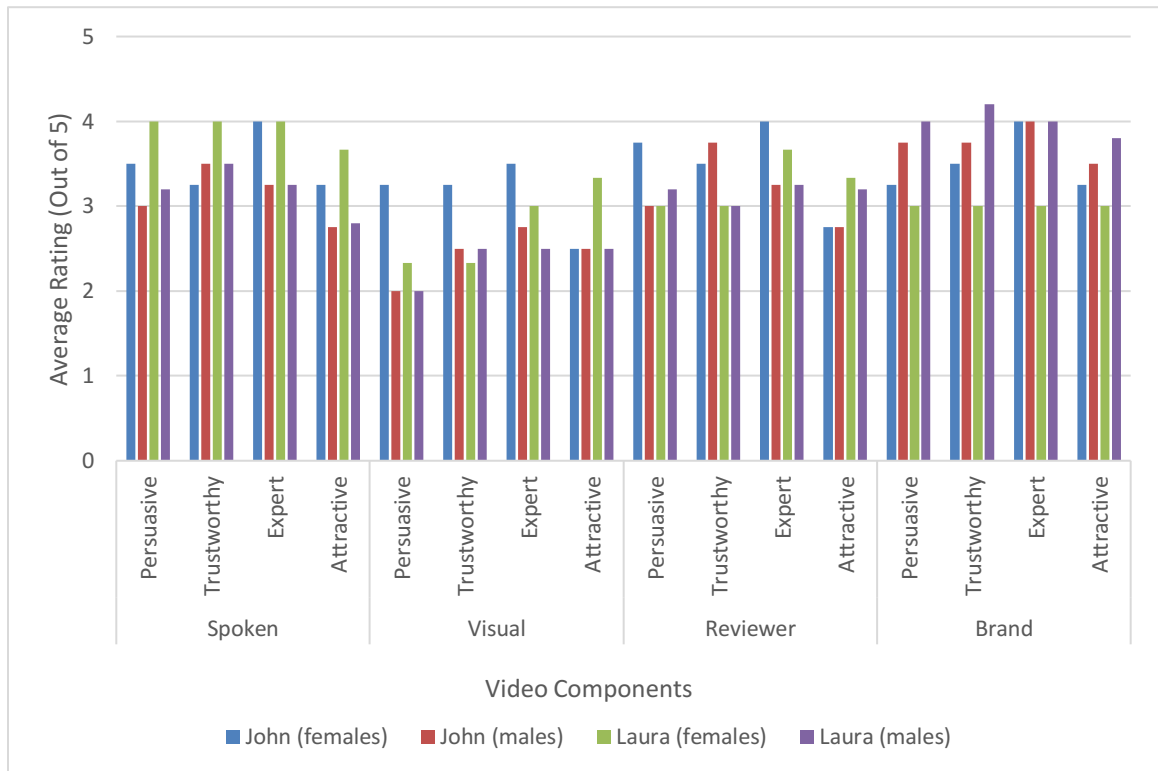
**Figure 41 - Average Star Rating (Out of 5) by Video Component. Data Segmented by Interest, Experience, and Neither.**



**Figure 40 - Average Star Rating (Out of 5) by Video Component. Data Segmented by Reviewer.**



**Figure 42 - Average Star Rating (Out of 5) by Video Component. Data Segmented by Reviewer and Participant Gender.**

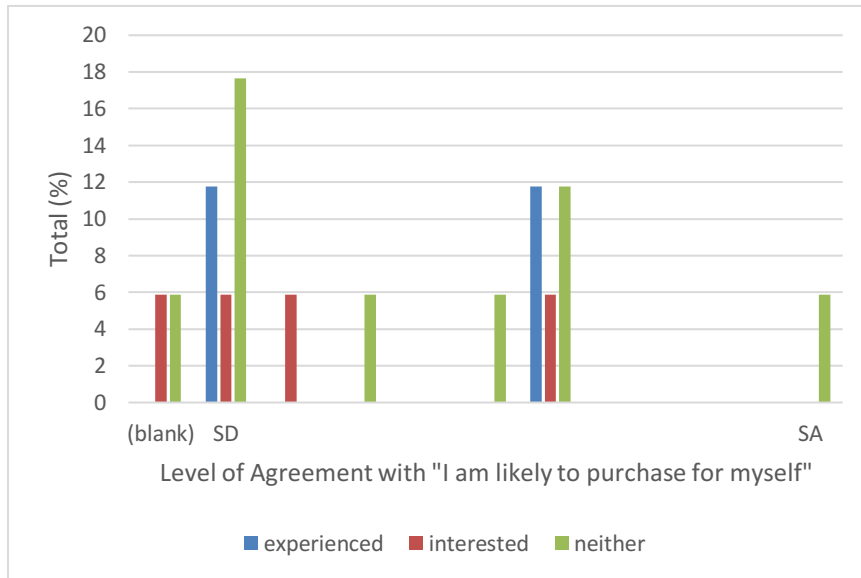


We asked participants if they had purchased a product of this brand name and this specific product and two participants had done so. One participant rated that they *agreed* and the other *strongly agreed* with the review.

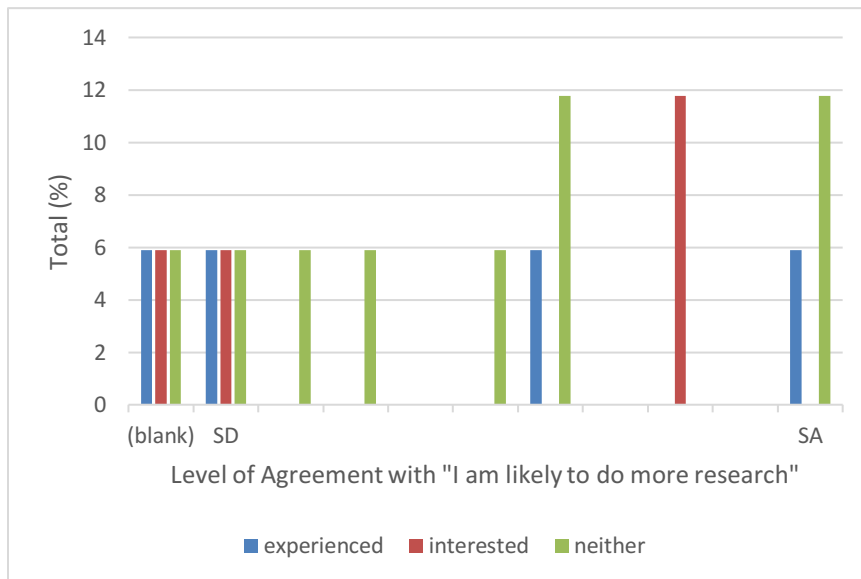
We assessed the participants on their purchase intent after watching the video. As shown in Figure 44, 34% of participants rated that they *agreed* they were likely to purchase the product for themselves; one participant rated that they *strongly agreed*. As shown in Figure 43, 22% participants rated that they *agreed* to *strongly agreed* they would do further research on the product and as shown in Figure 45, 45% agreed to *strongly agreed* to *strongly agree* that they were more likely to buy the product now than prior to watching the video. The participants left the questions blank often, which may have indicated a 0 response (strongly disagree) or survey fatigue.



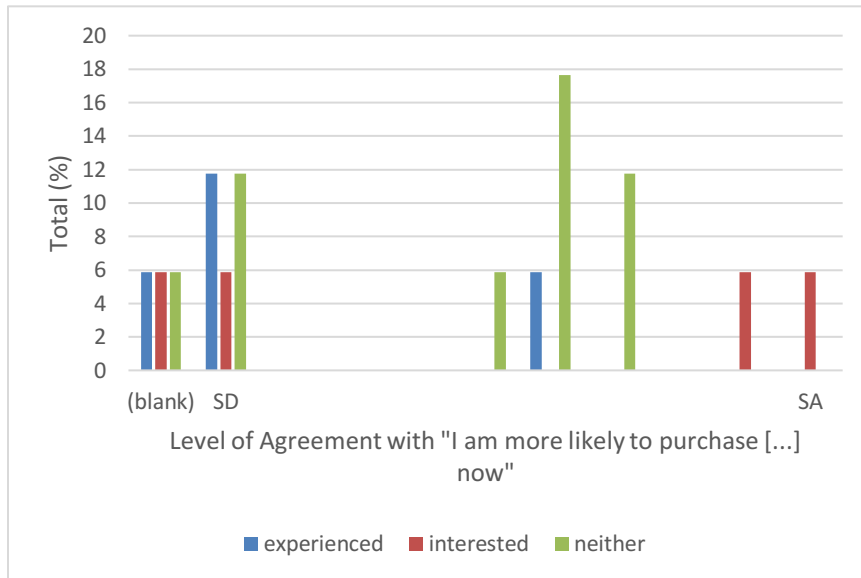
**Figure 44 - Total (%) of Participants by Agreement with Statement "I am likely to purchase this product for myself". Data Segmented by Interested, Experienced, and Neither. SA = strongly agree, SD = strongly disagree.**



**Figure 43 - Total (%) of Participants by Agreement with Statement "I am likely to do further research on this product". Data Segmented by Interested, Experienced, and Neither. SA = strongly agree, SD = strongly disagree.**



**Figure 45 - Total (%) of Participants by Agreement with Statement "I am more likely to purchase this product now than I was prior to watching the video". Data Segmented by Interest, Experience, and Neither. SA = strongly agree, SD = strongly disagree.**



We performed a coding and word count analysis on the open-ended questions, as shown in Figure 46. For the question, “what did you like about the spoken content?”, the terms concise, well paced, descriptive, and informative were stated most often. For the question, “what did you dislike about the spoken content?”, participants mentioned the terms scripted, difficult to absorb, and too fast paced. The question “what did you like about the visual content?”, yielded the terms colour, clean, and simple. When asked “what did you dislike about the visual content?”, the participants responded with complaints about no product, too white, boring, no visuals. As for the reviewer, participants responded to the question “what did you like about the reviewer?” with enthusiastic, knowledgeable, engaging. The question “what did you dislike about the reviewer?” produced responses such as scripted, too fast paced, monotone, and no eye contact.

We asked participants “how would you change the video to make it more useful in making your purchase decision?”. Participant responses focused on the visual aspects of

the review for the most part with answers such as showing camera, showing photos produced by camera, and showing technical details on screen.

**Figure 46 - Word Clouds for Open-Ended Questions Top: Like/Spoken, Dislike/Spoken, Like/Visual; Middle: Dislike/Visual, Like/Reviewer, Dislike/Reviewer; Bottom: How to make it useful to purchase decision. Word sizes are based on relative frequency of use in participant responses, red words are to highlight negative or neutral responses when asking for positive feedback.**



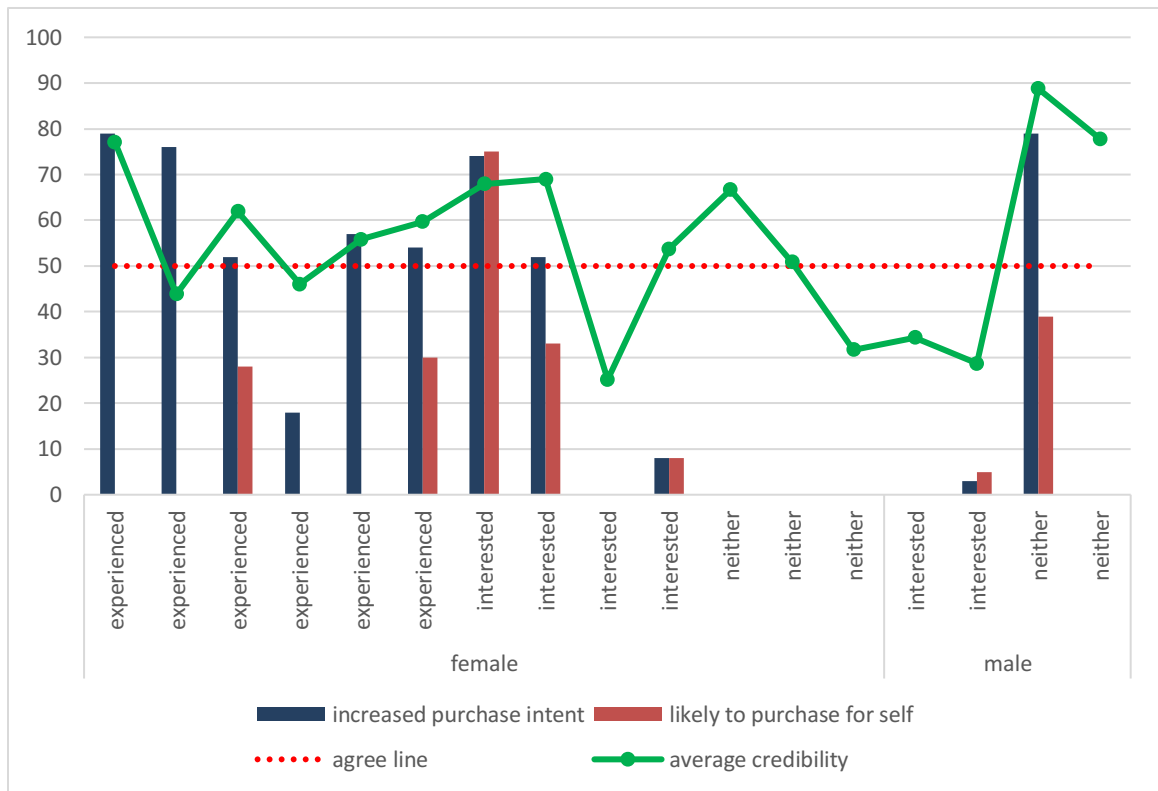
#### 4.1.6 Purchase Intent, Credibility, and Social Homophily

We compiled the data into three summary charts for each individual response for each product type. We averaged the responses of credibility (trustworthiness, social homophily, and expertise) and displayed them alongside the participants' agreement to the statements "I am likely to purchase this product for myself" and "I am more likely to purchase this product now than I was prior to watching the video". We averaged the participants' agreement to the statements regarding social homophily and added those values as well. The data is segmented by a) gender and b) interest, experience, or neither. This allows the reader to get a general picture of the relations between the participants' background experience and credibility for each individual. The area above the agree line represents a view of *agree* to *strongly agree*. We changed the credibility rating scales for trustworthiness and expertise from five to 100 to better fit the chart.

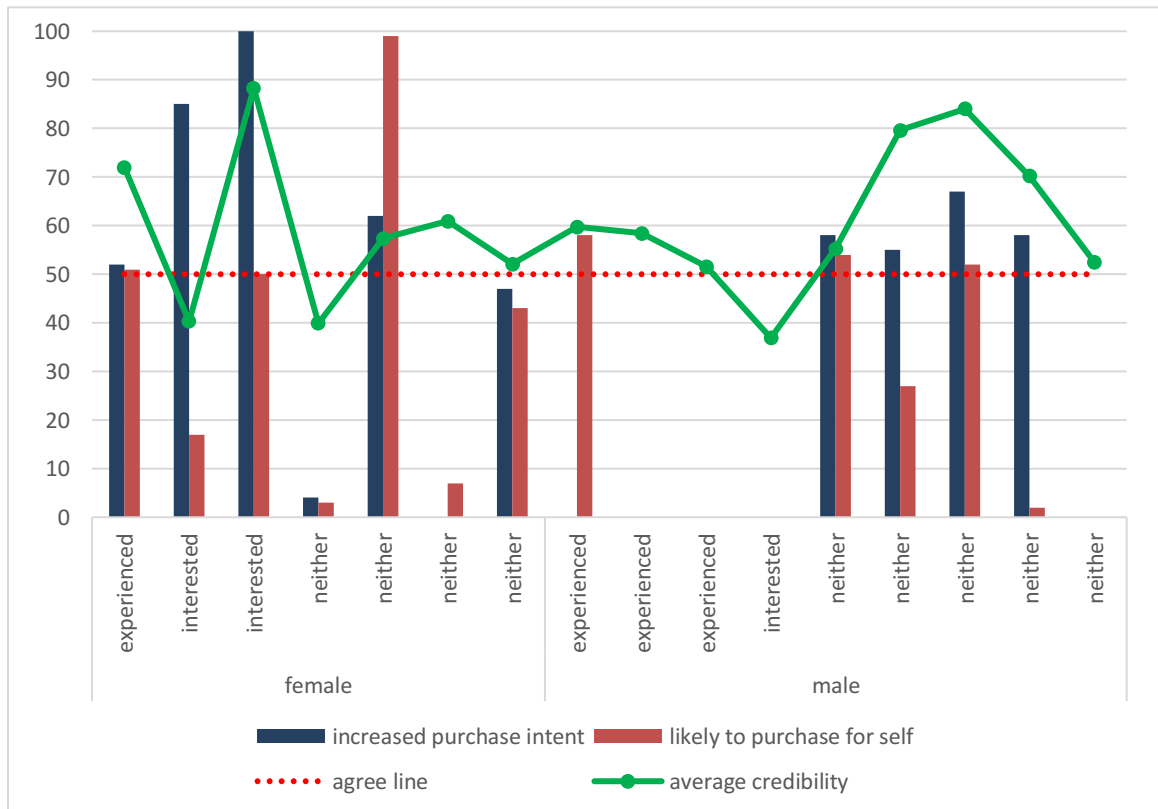
**Figure 47 - Summary of Participant Responses for Backpack Group.**



**Figure 49 - Summary of Participant Responses for Mobile Game Group.**



**Figure 48 - Summary of Participant Responses for Camera Group.**



## **4.2 Survey Evaluation Data**

We asked one open-ended follow-up question at the end of the survey to establish the quality of the survey questionnaire and provided venting questions throughout the survey. The evaluation question prompted respondents to explain any difficulties they had in filling the questionnaire. Seventy (70) percent of participants responded to this question, of these participants 30% explicitly stated they had no difficulties. The responses with descriptive feedback contained comments about conceptual (4 – [20%]), design (7 – [35%]), or technical issues (1 – [5%]). Fifteen (15) percent of responses contained positive feedback. The remaining comments were not comprehensible given their context.

### **4.2.1 Conceptual Issues**

Participants had difficulty with separating spoken content from reviewer, defining attractiveness, deciding if they were similar to the reviewer, and separating leisure versus work computing time.

### **4.2.2 Design Issues**

Participants did not like too many and redundant comment sections. In the cross-product comparison section, there was no “none” option and product videos were too similar to rank easily. For the questionnaire overall, rating sliders were too fine-grained, the questionnaire was long, and the videos were too long. Two participants mentioned motivating factors: one hoped we were taking participant interest in the product into consideration and one stated that they only buy based on need and so felt compelled to choose accordingly.

### **4.2.3 Technical Issues**

There was one technical issue with a video being marked as private but that was immediately fixed (1 participant affected).

### **4.2.4 Positive Feedback**

Three participants [15%] responded positively saying “good questions”, “it was a good survey”, and “I like the second video and person...”.

In this chapter, we presented the data collected from the survey instrument. We provided an overview of the average participants’ demographics and background experience. We then summarized the findings for each product and the end-of-survey evaluation data. The data presentation involved both quantitative and qualitative representations of the data. The next chapter provides a discussion of our findings and conclusions.

## 5 Chapter: **Discussion and Conclusion**

Our research question asked *how do we 1) how do we leverage the capabilities of video-based OCR and 2) make these videos more useful to consumers in making their purchase decisions?* Here, we will address our findings as they pertain to our research question and the associated questions we aimed to answer, as discussed in Chapter 1.

To explore ways in which we can leverage the capabilities of the video-based OCR format, we examined participant perceptions of amateur product video reviews. We identified the potential capabilities of video-based OCR in the literature review; when compared to text or image OCR, video-based OCR can potentially provide improved: 1) peripheral cues, 2) cognitive fit, 3) media richness, and 4) reviewer realism. Based on the literature these four capabilities could positively affect the overall credibility and rate of adoption of information and subsequent purchase intent of participants.

Through coding and analysis of the open-ended questions, participants gave the overall impression that they are very critical of video quality, especially males, and their attention is easily lost. They stated that the videos were too long, boring, they would rather read the review, etc. They frequently identified the low quality peripheral cues in their dislikes, being easily able to spot that the reviewer was reading from a prompter, their level of enthusiasm, and if they were comfortable in front of the camera. They noted lighting, sound, and reviewer positioning issues. They wanted to see the actual product being displayed as it is described. Based on their responses, we determined that participants expected reviews and reviewers to be believable, natural, normal, and unscripted. Participants expected simple and clean visual elements that enhance without distracting. Most importantly, they indicated that if we are not leveraging the capabilities of the video



presentation format, there is no point to watching the video.

Here, our data and previous research hints that participants who were more critical of the peripheral cues may have simply lacked interest in that particular product (low motivation or low involvement). Under the elaboration likelihood model (ELM), as central processing decreases peripheral processing increases; those users who are motivated are more likely to process centrally. Thus, low motivation users would be likely to focus on peripheral cues such as video quality. Conversely, high motivation users would make attempts to process the message and possibly become distracted by the low quality peripheral cues. This could lead to a lack of information adoption and purchase intent in both groups. We conclude here that increasing the peripheral cues by introducing video-based OCR could possibly be both a capability and drawback. If done well, we can potentially enhance adoption and purchase intent by the peripheral processing of unmotivated consumers. If done poorly, we can easily lose all consumers. A review in text or image presentation format might be able to retain more consumers through its simplicity and scannability where a video with low quality peripheral cues can lose all consumers by distracting motivated consumers from the message and driving away unmotivated users from boredom or distaste.

Participant feedback and prior research also hint that they want video-based OCR to provide a better cognitive fit and richer media experience. Cognitive fit theory (CFT) “suggests that video presentation formats are a greater cognitive fit for acquiring information about experience goods by better representing spatial relationships and movements integral to the product” (Xu et al., 2015), allowing consumers to better visualize product features. Media richness theory demonstrates that multiple cues improve

the clarity, salience, and attention-grabbing aspects of a message (Xu et al., 2015). For all products, participants stated they wanted the reviewer to interact with the actual product while talking about the features, this would allow them to visualize the spatial information. Some indicated the visuals would help as a memory aid. For the camera, participants stated that they wanted to see the pictures it produces and the technical specifications overlaid because they were difficult to process. For the mobile game, participants wanted to see people enjoying the game. These desires for a better cognitive fit and richer media experience were consistent across product types and could indicate a desire for increased message quality. Our data hints that consumers may see little usefulness in video-based OCR in the absence of supporting visuals to increase cognitive fit and media richness; the potential value of seeing and hearing the reviewer to make credibility judgements does not seem to be advantage enough to outweigh the lack of these visuals. Overall, participants wanted the videos to provide further visual proof of the features of the product that one is not able to get from a text-based OCR but that they could possibly could get from image-based OCR, further comparative analysis is needed in this area.

Participants were very good at identifying problems they had with the amateur actors in the videos. The biggest issues were lack of eye contact, lack of enthusiasm, speaking monotonously, and being scripted. They considered some reviewers boring, uncomfortable, awkward, or robotic. They immediately knew that these actors had little to no experience or actual enthusiasm for the products although some did find the content detailed and the reviewers or spoken content to be knowledgeable. Some found the content disorganized and some would have preferred it to be more anecdotal. For each product, the average rating for spoken content (message) was slightly higher than the average ratings

for the reviewer themselves. In the case of the camera, participants rated the brand name higher on average than the spoken content or the reviewer. In the case of the backpack, participants rated the brand name lower on average than the spoken content or the reviewer. This was noticeable for males and those who were *experienced*. Canon is a very well-known brand name and Osprey not nearly as well known and so this can explain the differences between the products. This comparison was not done for the mobile game. We see that increasing the realism of the reviewer from the avatar or image provided in text- or image-based OCR does allow participants to make credibility judgements and can also possibly distract from the message. Our data hints that if the reviewer is not comfortable in front of a camera, enthusiastic, and believable one might do more harm than good with video-based OCR. The participants judge the reviewer's credibility via peripheral processing and thus we have a possible two-fold effect: 1) a low-quality reviewer is not credible 2) a low-quality reviewer distracts from the message. We conclude that having a real person as reviewer can be both an advantage and a drawback depending upon the quality of the execution.

Finally, in discussing the capabilities of video-based OCR above we can provide some preliminary answers to our research question *How do we make videos more useful to consumers in making a purchase decision?* Based on participant responses to the question asking how they would make the video more useful, we present the answer that we can potentially achieve this by creating videos that leverage the capabilities of the presentation format, especially improved cognitive fit and media richness. *What does video-based OCR contain to make it worthwhile for consumers to watch?* Based on participant responses to the open-ended questions on their likes and dislikes of the video components and how they

would make the review more useful, we present the answer that we can make videos more worthwhile to watch by providing good quality, concise spoken content and an enthusiastic, believable reviewer. Also, by providing a walkthrough of the product itself as it is being displayed to increase cognitive fit and media richness. The participants indicated that the video review needs to offer something beyond what text-based OCR offer to the consumers. *What will make consumers stop watching a video review and/or reject the information?* Our data and prior research hints that consumers lacking motivation and/or involvement might be less likely to finish the video and/or reject the information. Further research is needed with motivated and involved consumers to gather more evidence required to better answer this question. *How does product type moderate consumer expectations of video-based OCR?* Our study yielded no obvious differences in product-type moderation of consumer expectations.

### **5.1 Involvement, Motivation, and Purchase Intent**

Based on the data presented, we found that controlling for product-level involvement or motivation is important in gathering reliable research data on purchase intent. We did not control for this in our study. We gathered responses from participants of varying levels of product-level involvement, motivation, and pre-review purchase intent and had varying results in response rates and post-review purchase intent. Those who were experienced with cameras were less likely to answer or agree that they were likely to purchase the camera than those who were neither experienced or interested. Those who had no experience or interest in video games were less likely to answer or agree that they were likely to purchase/acquire the mobile game than those who were experienced or interested.

Perhaps, this has something to do with the product type as it is less likely that one would want or can afford to purchase multiple cameras versus purchasing multiple video games.

We gathered more evidence that screening participants for motivation may be important. One survey result was thrown out for lack of quality; the participant stated only that they were not interested in either of the products and thus the implication was that they did not want to complete the survey as a result. Additionally, one participant responded to the final question of “overall, please explain any difficulties you had in completing this survey” by saying “I hope you account for the fact that a person wanting to buy the product or not may depend on their interests more than the review, but a good review would help yes, if we were ALREADY interested especially”.

The majority of participants expressed confidence in shopping online, spent at least one hour researching before buying a product, and searched and consumed product information before purchasing; however, this involvement in the activity of online shopping did not lead to consistently answered questions throughout the rest of the survey. The sliding scale rating questions were often “blank”. Since the majority of participants indicated they are not likely to buy when motivated by impulse but likely to buy when motivated by need and/or research, the likelihood of their intent to purchase a product without prior involvement or motivation after watching one amateur video review seems low in hindsight. Thus, confirmation of product-specific involvement, motivation, and pre-review purchase intent in the participants seems to be important in gathering quality responses, and so future work should consider this during research design.

For each of the products, about 45% of the product review views yielded responses that *agreed* or *strongly agreed* that they were more likely to purchase the product now than

they were prior to watching the video, 28% and 16.9% respectively. Contrarily, very few *agreed* or *strongly agreed* that they were likely to purchase the product for themselves, 6.8% and 8.5% respectively. This may mean that although the participants were not likely to purchase the product at that moment, they were now aware of the product and had a positive view of it. This may indicate that, while they do not have an immediate intent to purchase the item, they had adopted the information presented in the review and may act upon it in future purchase decisions.

As stated above, if we had narrowed our audience by screening the participants for high involvement, motivation, and pre-review purchase intent in the product might have resulted in increased post-review purchase intent. Our audience was broad, being open to any English speaker, at least 18 years old, who uses the internet. There are other notable factors that may have contributed to the lack of increased intent to purchase the specific product for themselves. First, upon reading the open-ended responses we became increasingly aware that participants seemed distracted by the production quality of the peripheral cues in the video and seemed less focused on the actual message. Second, our method of collecting pre- and post-review purchase intent data was not adequate.

The use of sliding scale responses was not well received in the survey; they were often left “blank”. There were no numbers on the sliding scale questions but for the purchase intent scenario questions the values were *strongly disagreed* to *strongly agreed* (values of 0 to 100). We recommend that these types of questions be used minimally because when left untouched we could not determine if the question was unanswered or the participant *strongly disagreed* (value of 0). This made it difficult to analyze our results and present them for discussion. Additionally, one participant stated they had a difficult

time because they were not familiar with the fine-grained control of the sliding scale, being used to the discrete five-point Likert scale commonly used in surveys instead.

We included one open-ended question which asked participants how they would change the video review to make it more useful in making their purchase decision and this provided richer responses for analysis and the discussion above.

## **5.2 Video Components**

Dividing the video components up into visual, spoken, reviewer, and brand was an initial attempt to isolate different parts of the video for participant analysis, and may need reworking in future research. The reviewer has both spoken and visual aspects that may be difficult to isolate from the reviewer themselves, as directly stated by at least one participant and evidenced by participants commenting on the reviewer in both the spoken and visual sections. This makes some of the open-ended questions redundant, if the participant spoke about the reviewer in the spoken component section or vice versa. The spoken component could be interpreted as asking the participants about the tone or the pacing of the message and not just the message itself. Suggested breakdown for future work would be brand, message, reviewer appearance, reviewer delivery, video production quality, and product visuals as these may be easier for the participant to analyze as separate entities. It is not possible to completely isolate these entities from the message as they will all affect the viewer's perception of the message.

### **5.3 Limitations**

There were several limitations to our research that we have identified:

- Small sample size, not allowing for statistical analysis.
- Lack of statistical analysis for providing stronger evidence.
- Using videos that we created decreased the realism of the reviews.
- Random assignment of participants left holes in the data we gathered.
- Incomplete data was gathered for certain questions involving sliding scales.
- No guarantees that participants watched the videos due to lack of observation.
- Lack of screening for involvement or motivation of participants decreasing realism.
- Potential bias of having one researcher perform all the coding and analysis.

### **5.4 Future Research**

In future work, we recommend recruiting actors or actual products users who can naturally speak to their experiences on the product when creating the videos. Additionally, employ someone with good knowledge of video production to create a polished video-based OCR by writing a good quality, concise script and designing attractive visual effects.

Participants should be carefully screened for similar experience level who are already involved in the process of looking for a product. Then, one would offer video reviews of a product appropriate for the chosen experience level. For example, at the beginning of the survey ask participants if they were currently shopping for any of the three products, how long they have been shopping, and their skill level with that product. Allow them to watch the video reviews for the product if it meets their skill level and they have displayed sufficient involvement in the process. This manner of participant screening



would likely yield the best results, most similar to a real-world situation. This would potentially maximize central processing in the participant, as individuals with high levels of motivation and capability use central routes to process information (K.-T. Lee & Koo, 2012). This may lead to increased insight into leveraging the spoken aspects of the video review to increase purchase intent.

Alternatively, depending on the goals and interests of an online retailer, future research endeavours could also screen participants for impulsive shopping behaviours and witness the effects that video reviews have on those who have low involvement, motivation, or purchase intent with a product. Based on the results of our research, these videos would likely need to maximize the appeal of peripheral cues to keep the attention of low involvement or motivation viewers.

Finally, the way the survey is presented to the participants could be designed to happen more “organically” to screen for those of high involvement, motivation, and pre-review purchase intent by working in co-operation with online retailers. By programmatically detecting shoppers who are presently shopping for a certain product and inviting them to participate in the survey, one is more likely to have greater return on the desired participants. For example, someone shopping on the Best Buy website for cameras would see an ad or pop-up inviting them to participate in the survey with an offer for a small discount or some compensation. If not carefully implemented, this might also attract low quality responses from those who are seeking a discount.

## Appendices

### Appendix A - Recruitment Materials

#### A.1 CHORUS Email (sent by Audrey Girouard)

Subject: Invitation to participate in a research project on online video product reviews

Dear Sir or Madam,

My name is Emily Walpole and I am a Master's student in Human-Computer Interaction at Carleton University. I am working on a research project under the supervision of Prof. Alex Ramirez.

I am writing to you today to invite you to participate in a study entitled "An Exploration of the Factors Affecting Purchase Intent in Online Video Product Reviews". This study aims to explore consumer perceptions of the content in online video product reviews and how that affects consumer intent to purchase a product.

This study involves one 45-minute online survey where you will be asked to watch 2 or 3 videos of product reviews and answer demographic, product background, and opinion questions. This project includes little to no risk to participants. To be eligible, you must be English-speaking, comfortable using computers to access the internet, and at least 18 years of age.

You will have the right to end your participation in the study at any time before pressing submit and are able to skip any questions that you do not wish to answer.

As a token of appreciation, upon submitting the survey you will be provided the option to enter into a draw for one of three \$50 Amazon Gift Cards.

All research data will be 256-bit encrypted, password protected, and anonymized. The data is subject to the US Patriot Act as it resides on servers located in the United States of America. Research data will only be accessible by the researcher, research supervisor, and survey company.

This study has received clearance by the Carleton University Research Ethics Board-B (Clearance #104942). Should you have questions or concerns related to your involvement in this research, please contact: Carleton University Research Compliance Office at [ethics@carleton.ca](mailto:ethics@carleton.ca).

If you would like more information, please contact me at [emily.walpole@carleton.ca](mailto:emily.walpole@carleton.ca) for more details.

You can directly participate in the study here: <http://bit.ly/2bSUH2r>.

Sincerely,

Emily Walpole



### A.3 Social Network Post

We are looking for volunteers for our video product review study. Participants will be entered into a draw for 1 of 3 \$50 Amazon gift cards. The study takes place online only and should take approximately 45 minutes to complete.

This project is titled “An Exploration of the Factors Affecting Purchase Intent in Online Video Product Reviews”. The study aims to explore consumer perceptions of the content in online video product reviews and how that affects consumer intent to purchase a product. You will be asked to watch 2 or 3 short videos and answer survey questions.

To be eligible, you must be English-speaking, comfortable using computers to access the internet, and at least 18 years of age.

This study has received clearance by the Carleton University Research Ethics Board-B (Clearance #104942). Should you have questions or concerns related to your involvement in this research, please contact:

Carleton University Research Compliance Office at [ethics@carleton.ca](mailto:ethics@carleton.ca)

If you would like more information, please email Emily Walpole at [emily.walpole@carleton.ca](mailto:emily.walpole@carleton.ca) for more details.

You can participate directly at the following link: <http://bit.ly/2bSUH2r>.

## Appendix B - Survey Instrument

### B.1 Scripts & Videos

All reviews are under 3 minutes long.

<http://www.edgestudio.com/production/words-to-time-calculator>

All videos evaluated weak female/weak male in gender guesser.

<http://www.hackerfactor.com/GenderGuesser.php#Analyze>

#### **Neko Atsume – Mobile Game – Experience Product**

**Female** <https://www.youtube.com/watch?v=x18PIHLiTrs>

**Male** <https://www.youtube.com/watch?v=Q9P4SWCqF34>

[First Name] here with a quick review of one of the most adorable apps around, Neko Atsume. It's a mobile game, available for iPhone and Android, that has been recently ported over from Japanese to English. I absolutely love this game and play it almost daily. It's cute, easy to learn, and doesn't require constant interaction, so it hasn't taken over my life yet. This game is about cats; Neko Atsume literally translates to "kitty collector".

The basic game play involves a backyard, toys, food, and cats. You try to lure neighbourhood cats into your yard with toys and food so you can add them to your cat collection. The cats leave rewards, not just dead birds, with which you can buy new food and toys in order to lure new cats.

The game is incredibly easy to learn; I figured it out pretty quickly with no direction at all. You put out toys and food and just watch the adorable kitties stroll in and play. Really, there's not much to it.

One of Neko Atsume's major selling points is that you don't need to login routinely to manage things. Unlike real kitties, the cats won't suffer if you leave them alone and you can just pick up where you left off, even a month later. This is a huge plus for me as it is zero obligation and low stress. I am more likely to return to the game routinely just to get

my kitty fix for the day. There are in-app purchases available, but they aren't mandatory for having a good time with this game.

More dedicated players will find that their playing area expands from the back yard to the indoors and the developers regularly add new and seasonal items for play.

I highly recommend this app for anyone who doesn't want to make a major time commitment to their phone but would like a cute, low stress game about adorable cats.

It's two paws up here.

### **Canon EOS Rebel T5 – Camera – Search Product**

**Female** <https://www.youtube.com/watch?v=nbsugO4Gyo8>

**Male** <https://www.youtube.com/watch?v=MLZS98nmoqI>

I am bringing you a review of the Canon EOS Rebel T5, an entry-level DSLR camera. After a few years of casual photography with smartphones and point-and-shoot cameras, I decided to get a little more serious and invest in an entry-level DSLR camera. I shopped around and finally decided on the Rebel T5, I have not been disappointed with my purchase.

This camera is well-made, user-friendly, highly adaptable, and great value for a beginner who doesn't want to invest a large amount of money right away. I hope this review will make your purchasing decision a little bit easier.

In terms of quality, Canon is a well-known, respectable brand for cameras. The T5 has a compact and lightweight body that is beautifully balanced in your hands but has sufficient heft to feel like a real camera.

It has nicely rounded contours and an ergonomic handgrip providing both comfort and security from costly drops. It has the familiar, clearly labelled button layout of most digital cameras with a standard viewfinder and 460k-dot LCD.

Like most point-and-shoot cameras, the T5 includes a number of scene modes for photos, there are shooting mode guides to explain certain features and camera settings as you go.

The T5 offers some special effects like grainy black and white, soft focus, fisheye, toy camera, and miniature that can be applied to previously captured images stored on the camera. With these features available, the T5 helps novice photographers with quick, easy shooting but also teaches how to more precisely manage the camera's settings as they learn.

The T5 has very good image quality and great colour accuracy. It has 18MP resolution and a sensor that performs well in low-light situations. Additionally, features include start up and lag times of 0.1 and 0.12 seconds respectively, continuous shooting at up to three frames per second, and a 9-point autofocus system. The T5 is able to take full HD 1080P video at a variety of frame rates - 30, 24, and 25P. It also has 720P video at 60

or 50P frame rates for your fast action videos. You can manually control aperture, shutter speed, and ISO for video recording.

Finally, a major selling point for me was the ability to purchase accessories and upgrades for the camera. You can easily go online and buy many different Canon and third-party accessories at a reasonable price.

The Canon EOS Rebel T5 is a great value, entry-level compact DSLR camera.

If you are a novice photographer on a budget, this could be the camera for you and I highly recommend it.

### **Osprey Waypoint 80/Wayfarer 70 - Backpack – Mixed Search-Experience**

**Female** <https://www.youtube.com/watch?v=Eobz9IJfR98>

**Male** <https://www.youtube.com/watch?v=1zNOvdp6tnk>

I am here with a review of the Osprey [Wayfarer 70/Waypoint 80]. After spending a few years travelling around Europe and Asia, using several different packs, I have found the Osprey [Wayfarer/Waypoint] to be the most durable, organized, and adjustable traveller's backpack yet. I have been through a lot with this backpack so I thought I would share some of the reasons why I highly recommend it.

This backpack is intended for travel, not hiking. There is one main, large pack that works as carry on for most major airlines and one smaller convenient detachable pack. So you can leave the main pack at your hotel and take the smaller pack with you on short trips.

This backpack is very durable. It has a high-quality aluminum suspension and is made from thick 420D nylon that won't rip easily or wear out quickly. It has tough zippers and pull tabs as well.

In order to prevent ripping/tearing during flights, there is a full length U-shaped panel that zips over the straps in order to prevent them getting caught on anything. When shut, this panel will make the pack look a bit more professional, as it can be carried like a suitcase with this extra padded handle on the side.

The [Wayfarer/Waypoint] has tons of storage space and convenient pockets. The main pack has zippered pockets accessible only when the smaller pack is detached, for added security. There is an easy-access pocket along the top for frequent use items and a hidden pocket in the main pack for items you want to keep secure. Both bags open with large U-shaped zippers, making the contents easily accessible.

There are also 2 side water bottle pockets and added spots for attaching carabiners. The smaller detachable pack has a compartment for your laptop and other gadgets.

Finally, this backpack is fully adjustable. It has outer straps for compressing the bag to fit into tighter spaces and straps inside to keep everything in place.

The main selling point for me was the suspension system. You can see that the main bag has a ventilated suspension system, fully adjustable to your body, it provides comfort and stability. I was able to wear this backpack for hours with no pain. This ability to adjust makes it a great online purchase, along with Osprey's guarantee to fix the bag if you have any problems.

From my experience, the [Wayfarer/Waypoint] will not let you down when you're travelling abroad and I recommend that you check it out.



## B.2 Questionnaire (with Participant Consent)

### Online Video Product Review Study

#### Participant Consent

Page exit logic: Skip / Disqualify LogicIF: Question "Do you consent to participate in this study?" #1 is one of the following answers ("no") THEN: Disqualify and display: "Thank you for your interest in this survey. Have a nice day :)."

**Title:** An Exploration of the Factors Affecting Purchase Intent in Online Video Product Reviews

**Date of ethics clearance:** September 22, 2016

**Ethics Clearance for the Collection of Data Expires:** August 31, 2017

This is a study on online video product reviews. This study aims to explore consumer perceptions of the content in online video product reviews and how that affects consumer intent to purchase a product. **The researcher for this study is Emily Walpole in Human-Computer Interaction at Carleton University.** They are working under the supervision of Alex Ramirez in the Sprott School of Business at Carleton University.

This study involves one online survey of approximately 30 minutes where you will be asked to watch 2 videos of product reviews and answer demographic, product background, and opinion questions. The content of the videos is suitable for all audiences. To be eligible, you must be English-speaking, comfortable using computers to access the internet, and at least 18 years of age.

You have the right to end your participation in the survey at any time, for any reason, up until you hit the "submit" button. You can withdraw by exiting the survey at any time before completing it. If you withdraw from the study, all information you provided will be immediately destroyed (as the survey responses are anonymous, it is not possible to withdraw after the survey is submitted).

All research data will be 256-bit encrypted, password protected, and anonymized. The company running the online survey is Survey Gizmo based in United States of America. The survey company will keep a copy of the survey responses on its servers in the United States of America. All data is subject to the USA Patriot Act. Online survey data will be accessible by the researcher, the research supervisor, and the survey company. No names, email addresses, or IP addresses will be linked to any of the data provided.

We intend to recruit 30 participants, all of whom have a chance to win 1 of 3 \$50 Amazon gift cards. Upon submitting the survey you can choose to enter into the draw for a gift card by entering your email address. Email addresses will not be associated with participant survey data and the email addresses will be used only for the purposes of the draw. Once the draw and awarding of prizes is complete all email addresses will be destroyed.

The anonymized survey data collected from participants will be used in research projects, publications, and presentations. If you would like a copy of the finished research project, you are invited to contact the researcher to request an electronic copy which will be provided to you.

Once the project is completed, all survey data will be kept for five years and potentially used for other research projects, publications, and presentations on this same topic. At the end of five years, all research data will be securely destroyed (electronic data will be erased and hard copies will be shredded).

The ethics protocol for this project was reviewed by the Carleton University Research Ethics Board, which provided clearance to carry out the research (Clearance #104942). If you have any ethical concerns with the study, please contact Dr. Andy Adler, Chair, Carleton University Research Ethics Board-B and the Carleton University Research Compliance Office (by phone at 613-520-2600 ext. 4085 or via email at [ethics@carleton.ca](mailto:ethics@carleton.ca))

**Researcher contact information:**

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**Supervisor contact information:**

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Carleton University  
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1) Do you consent to participate in this study?\* (required)

yes

no

## Demographics

Page exit logic: Skip / Disqualify LogicIF: Question "Age" #2 is less than "18" THEN:  
Disqualify and display: "Sorry, you do not qualify to take this survey."

Validation: Min = 0 Max = 120 Must be numeric Whole numbers only Positive numbers only

2) Age\* (required)

---

3) Gender

---

4) What is your current employment status?

- prefer not to answer
- employed full-time
- employed part-time
- unemployed

5) Are you currently a student?

- prefer not to answer
- no
- yes, full-time student
- yes, part-time student

6) What is the highest level of education you have completed fully (graduated)?

- prefer not to answer
- elementary school diploma
- high school diploma
- college/technical/vocational school diploma
- apprenticeship or post-graduate diploma
- undergraduate university degree (B.A., B.Sc., B.Eng., etc.)
- masters university degree (M.A., M.Sc., M.Eng. etc)
- doctorate university degree (Ph.D)

( ) professional designation/accreditation (M.D., DMD/DDS, etc.)

## Logic

### **Hidden Value: Male or Female Mobile Game**

**Value:** populates with a randomly generated number between 1 and 100

### **Hidden Value: Male or Female Backpack**

**Value:** populates with a randomly generated number between 1 and 100

### **Hidden Value: Male or Female Camera**

**Value:** populates with a randomly generated number between 1 and 100

### **Hidden Value: Video Selection**

**Between 0 and 32 (1 and 3)**

**Between 33 and 65 (1 and 2)**

**Between 66 and 100 (2 and 3)**

**Value:** populates with a randomly generated number between 0 and 100

### **Hidden Value: camera\_shown**

**Value:** populates with a randomly generated number between 0 and 100

### **Hidden Value: backpack\_shown**

**Value:** populates with a randomly generated number between 0 and 100

### **Hidden Value: mobile\_game\_shown**

**Value:** populates with a randomly generated number between 0 and 100

### **Hidden Value: backpack\_person**

**Value:** populates with a randomly generated number between 0 and 100

### **Hidden Value: mobile\_game\_person**

**Value:** populates with a randomly generated number between 0 and 100

### **Hidden Value: camera\_person**

**Value:** populates with a randomly generated number between 0 and 100

### **Background - Purchasing Online and Offline**

Validation: Min = 0 Max = 24 Must be numeric Whole numbers only Positive numbers only

7) On average, how many hours do you spend online **daily** for **leisure**?

---

8) Have you ever purchased a product **online**?

prefer not to answer

yes

no

unsure

Validation: Min = 0 Max = 100

9) Rank the following **devices** based on how often you use them to **access the internet**:

smartphone

0 \_\_\_\_\_ [ ] \_\_\_\_\_ 100

laptop

0 \_\_\_\_\_ [ ] \_\_\_\_\_ 100

desktop

0 \_\_\_\_\_ [ ] \_\_\_\_\_ 100

gaming console

0 \_\_\_\_\_ [ ] \_\_\_\_\_ 100

media centre

0 \_\_\_\_\_ [ ] \_\_\_\_\_ 100

other

0 \_\_\_\_\_ [ ] \_\_\_\_\_ 100

Validation: Min = 0 Max = 100

10) Rate your level of confidence in making **online purchases by yourself**:

0 \_\_\_\_\_ [ ] \_\_\_\_\_ 100

Validation: Min = 0 Must be numeric Whole numbers only Positive numbers only

**Logic: Show/hide trigger exists.**

11) Approximately how many **hours** total do you spend **online** researching a product before you purchase it?

\_\_\_\_\_

**Logic: Hidden unless: Question "Approximately how many hours total do you spend online researching a product before you purchase it?" #11 is greater than "0"**

12) Briefly describe your typical **online research methods** before purchasing a product:

\_\_\_\_\_

Validation: Min = 0 Max = 100

13) Rate how much you agree with the following statements **based on your purchase history (online or offline)**:

I purchase products based on impulse

0 \_\_\_\_\_ [ ] \_\_\_\_\_ 100

I purchase products based on need

0 \_\_\_\_\_ [ ] \_\_\_\_\_ 100

I purchase products based on availability of discounts

0 \_\_\_\_\_ [ ] \_\_\_\_\_ 100

I purchase products based on brand loyalty

0 \_\_\_\_\_ [ ] \_\_\_\_\_ 100

I purchase products based on research

0 \_\_\_\_\_ [ ] \_\_\_\_\_ 100

14) Provide any further detail relevant to your **online & offline purchasing** experience:

\_\_\_\_\_

Page entry logic: This page will show when: Video Selection

Between 0 and 32 (1 and 3)

Between 33 and 65 (1 and 2)

Between 66 and 100 (2 and 3) is less than or equal to "65"

### Background - Backpack

Validation: Min = 0 Must be numeric Whole numbers only Positive numbers only

15) How many travelling or hiking **backpacks** have you purchased in the last 12 months?

---

Validation: Min = 0 Must be numeric Whole numbers only Positive numbers only

**Logic: Show/hidden trigger exists.**

16) Approximately how many **hours** total have you spent researching travel or hiking backpacks in the last 12 months?

---

Validation: Min = 0 Must be numeric Whole numbers only Positive numbers only

**Logic: Hidden unless: Question "Approximately how many hours total have you spent researching travel or hiking backpacks in the last 12 months?" #16 is greater than "0"**

17) Approximately how many of those **hours** were spent doing **online** research?

---

Validation: Min = 0 Max = 100

18) What is your level of expertise in the activity of hiking or travel backpacking?

0 \_\_\_\_\_ [ ] \_\_\_\_\_ 100

19) Provide any further detail relevant to your **backpacking** experience:

---

Page entry logic: This page will show when: Video Selection

Between 0 and 32 (1 and 3)

Between 33 and 65 (1 and 2)

Between 66 and 100 (2 and 3) is less than or equal to "65"

### **Product Review Video**

On this page you will be watching a video containing a product review and answering questions based on the content of the video.

**Action: Custom Script: Set the reviewer**

BACKPACK

FEMALE

**Logic: Hidden unless: Male or Female Backpack is greater than or equal to "50"**

MALE

**Logic: Hidden unless: Male or Female Backpack is less than "50"**

[VIDEO PLAYER HERE]

Please **watch the video** above from start to finish **before** proceeding with the rest of the survey questions.

20) What type of product was reviewed in the above video?

backpack

game

camera

watch

tv

21) Rate the video you just watched based on the following criteria:



	<b>Persuasiveness</b>	<b>Trustworthiness</b>	<b>Expertise</b>	<b>Attractiveness</b>
Spoken Content (what you heard)	Out of 5 stars	Out of 5 stars	Out of 5 stars	Out of 5 stars
Visual Content (what you saw)	Out of 5 stars	Out of 5 stars	Out of 5 stars	Out of 5 stars
Reviewer (the person)	Out of 5 stars	Out of 5 stars	Out of 5 stars	Out of 5 stars
Label name (brand)	Out of 5 stars	Out of 5 stars	Out of 5 stars	Out of 5 stars

22) Have you owned a product with this label/brand name?

- yes  
 no  
 unsure

**Logic: Show/hide trigger exists.**

23) Have you purchased the exact product in this review for yourself or someone else?

- yes  
 no  
 unsure

Validation: Min = 0 Max = 100

**Logic: Hidden unless: Question "Have you purchased the exact product in this review for yourself or someone else?" #23 is one of the following answers ("yes")**

24) Rate how much you agree with the reviewer's analysis of the product:

0 \_\_\_\_\_ [ ] \_\_\_\_\_ 100

Validation: Min = 0 Max = 100

25) Rate how much you agree with the following statements **based on the content of the video**:

Optionally, provide further detail in the comments section.

I am likely to purchase this product for myself

0 \_\_\_\_\_ [ ] \_\_\_\_\_ 100

I am likely to purchase this product for someone else

0 \_\_\_\_\_ [ ] \_\_\_\_\_ 100

I am likely to do further research on this product

0 \_\_\_\_\_ [ ] \_\_\_\_\_ 100

I am likely to purchase this product online

0 \_\_\_\_\_ [ ] \_\_\_\_\_ 100

I am likely to purchase this product in a store

0 \_\_\_\_\_ [ ] \_\_\_\_\_ 100

I am likely to purchase this product brand new

0 \_\_\_\_\_ [ ] \_\_\_\_\_ 100

I am likely to purchase this product second hand

0 \_\_\_\_\_ [ ] \_\_\_\_\_ 100

I am likely to recommend this product to someone else

0 \_\_\_\_\_ [ ] \_\_\_\_\_ 100

I am more likely to purchase this product now than I was prior to watching the video

0 \_\_\_\_\_ [ ] \_\_\_\_\_ 100

**Comments:**

\_\_\_\_\_

26) What did you **like** about the **spoken content** (what you heard) of this video?

\_\_\_\_\_

27) What did you **dislike** about the **spoken content** (what you heard) of this video?

\_\_\_\_\_

28) What did you **like** about the **visual content** (what you saw) of this video?

\_\_\_\_\_

29) What did you **dislike** about the **visual content** (what you saw) of this video?

\_\_\_\_\_

30) What did you **like** about the **reviewer** (the person) in this video?

\_\_\_\_\_

31) What did you **dislike** about the **reviewer** (the person) in this video?

\_\_\_\_\_

32) How would you change the video to make it more **useful** in making **your purchase decision**?

\_\_\_\_\_

Validation: Min = 0 Max = 100

33) Based on your **first impressions**, rate how much you agree with the following statements:

I look like the person doing the product review

0 \_\_\_\_\_ [ ] \_\_\_\_\_ 100

I use the same words as the person doing the product review

0 \_\_\_\_\_ [ ] \_\_\_\_\_ 100

I sound the same as the person doing the product review

0 \_\_\_\_\_ [ ] \_\_\_\_\_ 100

I have the same hobbies as the person doing the product review  
0 \_\_\_\_\_ [ ] \_\_\_\_\_ 100

I have the same values as the person doing the product review  
0 \_\_\_\_\_ [ ] \_\_\_\_\_ 100

I want to become acquainted with the person doing the product review  
0 \_\_\_\_\_ [ ] \_\_\_\_\_ 100

**Comments:**

\_\_\_\_\_

- 34) Do you know the person doing the product review in this video personally?  
 yes  
 no  
 unsure

Page entry logic: This page will show when: Video Selection

Between 0 and 32 (1 and 3)

Between 33 and 65 (1 and 2)

Between 66 and 100 (2 and 3) is greater than or equal to "33"

### **Background - Mobile Games**

Validation: Min = 0 Must be numeric Whole numbers only Positive numbers only

35) How many **mobile games** have you purchased or downloaded within the past 12 months?

\_\_\_\_\_

Validation: Min = 0 Must be numeric Whole numbers only Positive numbers only

**Logic: Show/hide trigger exists.**

36) Approximately how many **hours** have you spent researching **mobile games** in the last 12 months?

\_\_\_\_\_

Validation: Min = 0 Must be numeric Whole numbers only Positive numbers only

**Logic: Hidden unless: Question "Approximately how many hours have you spent researching mobile games in the last 12 months?" #36 is greater than "0"**

37) Approximately how many of those **hours** were spent doing **online** research?

\_\_\_\_\_

Validation: Min = 0 Max = 100

38) What is your level of expertise in the activity of playing mobile games?

0 \_\_\_\_\_ [ ] \_\_\_\_\_ 100

39) Provide any further detail relevant to your **mobile** gaming experience:

\_\_\_\_\_

Page entry logic: This page will show when: Video Selection

Between 0 and 32 (1 and 3)

Between 33 and 65 (1 and 2)

Between 66 and 100 (2 and 3) is greater than or equal to "33"

### **Product Review Video**

On this page you will be watching a video containing a product review and answering questions based on the content of the video.

**Action: Custom Script: Set reviewer name**

MOBILE GAME

FEMALE

**Logic: Hidden unless: Male or Female Mobile Game is greater than or equal to "50"**

MALE

**Logic: Hidden unless: Male or Female Mobile Game is less than "50"**

[VIDEO PLAYER HERE]

Please **watch the video** above from start to finish **before** proceeding with the rest of the survey questions.

40) What type of product was reviewed in the above video?

( ) backpack

- game
- camera
- watch
- tv

41) Rate the video you just watched based on the following criteria:

	<b>Persuasiveness</b>	<b>Trustworthiness</b>	<b>Expertise</b>	<b>Attractiveness</b>
Spoken Content (what you heard)	Out of 5 stars	Out of 5 stars	Out of 5 stars	Out of 5 stars
Visual Content (what you saw)	Out of 5 stars	Out of 5 stars	Out of 5 stars	Out of 5 stars
Reviewer (the person)	Out of 5 stars	Out of 5 stars	Out of 5 stars	Out of 5 stars

**Logic: Show/hide trigger exists.**

42) Have you acquired the product in this review for yourself or someone else?

- yes
- no
- unsure

Validation: Min = 0 Max = 100

**Logic: Hidden unless: Question "Have you acquired the product in this review for yourself or someone else?" #42 is one of the following answers ("yes")**

43) Rate how much you agree with the reviewer's analysis of the product:

0 \_\_\_\_\_ [ ] \_\_\_\_\_ 100

Validation: Min = 0 Max = 100

44) Rate how much you agree with the following statements:  
Optionally, provide further detail in the comments section.

I am likely to purchase/acquire this product for myself

0 \_\_\_\_\_ [ ] \_\_\_\_\_ 100

I am likely to purchase/acquire this product for someone else

0 \_\_\_\_\_ [ ] \_\_\_\_\_ 100

I am likely to do further research on this product

0 \_\_\_\_\_ [ ] \_\_\_\_\_ 100

I am likely to recommend this product to someone else

0 \_\_\_\_\_ [ ] \_\_\_\_\_ 100

I am more likely to purchase/acquire this product now than I was prior to watching the video

0 \_\_\_\_\_ [ ] \_\_\_\_\_ 100

**Comments:**

\_\_\_\_\_

45) What did you **like** about the **spoken content** (what you heard) of this video?

\_\_\_\_\_

46) What did you **dislike** about the **spoken content** (what you heard) of this video?

\_\_\_\_\_

47) What did you **like** about the **visual content** (what you saw) of this video?

\_\_\_\_\_

48) What did you **dislike** about the **visual content** (what you saw) of this video?

\_\_\_\_\_

49) What did you **like** about the **reviewer** (the person) of this video?

\_\_\_\_\_

50) What did you **dislike** about the **reviewer** (the person) of this video?

\_\_\_\_\_

51) How would you change the video to make it more **useful** in making **your purchase decision**?

\_\_\_\_\_

Validation: Min = 0 Max = 100

52) Based on your **first impressions**, rate how much you agree with the following statements:

Optionally, describe your first impressions in comments section.

I look like the person doing the product review

0 \_\_\_\_\_ [ ] \_\_\_\_\_ 100

I use the same words as the person doing the product review

0 \_\_\_\_\_ [ ] \_\_\_\_\_ 100

I sound the same as the person doing the product review

0 \_\_\_\_\_ [ ] \_\_\_\_\_ 100

I have the same hobbies as the person doing the product review

0 \_\_\_\_\_ [ ] \_\_\_\_\_ 100

I have the same values as the person doing the product review

0 \_\_\_\_\_ [ ] \_\_\_\_\_ 100

I want to become acquainted with the person doing the product review

0 \_\_\_\_\_ [ ] \_\_\_\_\_ 100



**Comments:**

---

53) Do you know the person doing the product review in this video personally?

yes

no

unsure

Page entry logic: This page will show when: (Video Selection

Between 0 and 32 (1 and 3)

Between 33 and 65 (1 and 2)

Between 66 and 100 (2 and 3) is less than or equal to "32" OR Video Selection

Between 0 and 32 (1 and 3)

Between 33 and 65 (1 and 2)

Between 66 and 100 (2 and 3) is greater than or equal to "66")

**Background - Camera**

Validation: Min = 0 Must be numeric Whole numbers only Positive numbers only

54) How many point-and-shoot or DSLR cameras have you purchased in the last 12 months?

---

Validation: Min = 0 Must be numeric Whole numbers only Positive numbers only

**Logic: Show/hidden trigger exists.**

55) Approximately how many **hours** total have you spent researching point-and-shoot or DSLR cameras in the last 12 months?

---

Validation: Min = 0 Must be numeric Whole numbers only Positive numbers only

**Logic: Hidden unless: Question "Approximately how many hours total have you spent researching point-and-shoot or DSLR cameras in the last 12 months?" #55 is greater than "0"**

56) Approximately how many of those **hours** were spent doing **online** research?

---

Validation: Min = 0 Max = 100

57) What is your level of expertise in the activity of photography?

0 \_\_\_\_\_ [ ] \_\_\_\_\_ 100

58) Provide any further detail relevant to your photography experience:

\_\_\_\_\_

Page entry logic: This page will show when: (Video Selection

Between 0 and 32 (1 and 3)

Between 33 and 65 (1 and 2)

Between 66 and 100 (2 and 3) is less than or equal to "32" OR Video Selection

Between 0 and 32 (1 and 3)

Between 33 and 65 (1 and 2)

Between 66 and 100 (2 and 3) is greater than or equal to "66")

### **Product Review Video**

On this page you will be watching a video containing a product review and answering questions based on the content of the video.

**Action: Custom Script: Set reviewer name**

CAMERA

FEMALE

**Logic: Hidden unless: Male or Female Camera is greater than or equal to "50"**

MALE

**Logic: Hidden unless: Male or Female Camera is less than "50"**

[VIDEO PLAYER HERE]

Please **watch the video** above from start to finish **before** proceeding with the rest of the survey questions.

59) What type of product was reviewed in the above video?

backpack

game

camera

watch

tv

60) Rate the video you just watched based on the following criteria:

	<b>Persuasiveness</b>	<b>Trustworthiness</b>	<b>Expertise</b>	<b>Attractiveness</b>
Spoken Content (what you heard)	Out of 5 stars	Out of 5 stars	Out of 5 stars	Out of 5 stars
Visual Content (what you saw)	Out of 5 stars	Out of 5 stars	Out of 5 stars	Out of 5 stars
Reviewer (the person)	Out of 5 stars	Out of 5 stars	Out of 5 stars	Out of 5 stars
Label (brand name)	Out of 5 stars	Out of 5 stars	Out of 5 stars	Out of 5 stars

61) Have you owned a product with this label/brand name?

yes

no

unsure

**Logic: Show/hide trigger exists.**

62) Have you purchased the exact product in this review for yourself or someone else?

yes

no

unsure

Validation: Min = 0 Max = 100

**Logic: Hidden unless: Question "Have you purchased the exact product in this review for yourself or someone else?" #62 is one of the following answers ("yes")**

63) Rate how much you agree with the reviewer's analysis of the product:

0 \_\_\_\_\_ [ ] \_\_\_\_\_ 100

Validation: Min = 0 Max = 100

64) Rate how much you agree with the following statements:

I am likely to purchase this product for myself

0 \_\_\_\_\_ [ ] \_\_\_\_\_ 100

I am likely to purchase this product for someone else

0 \_\_\_\_\_ [ ] \_\_\_\_\_ 100

I am likely to do further research on this product

0 \_\_\_\_\_ [ ] \_\_\_\_\_ 100

I am likely to purchase this product online

0 \_\_\_\_\_ [ ] \_\_\_\_\_ 100

I am likely to purchase this product in a store

0 \_\_\_\_\_ [ ] \_\_\_\_\_ 100

I am likely to purchase this product brand new

0 \_\_\_\_\_ [ ] \_\_\_\_\_ 100

I am likely to purchase this product second hand

0 \_\_\_\_\_ [ ] \_\_\_\_\_ 100

I am likely to recommend this product to someone else

0 \_\_\_\_\_ [ ] \_\_\_\_\_ 100

I am more likely to purchase this product now than I was prior to watching the video  
0 \_\_\_\_\_ [ ] \_\_\_\_\_ 100

**Comments:**

\_\_\_\_\_

65) What did you **like** about the **spoken content** (what you heard) of this video?

\_\_\_\_\_

66) What did you **dislike** about the **spoken content** (what you heard) of this video?

\_\_\_\_\_

67) What did you **like** about the **visual content** (what you saw) of this video?

\_\_\_\_\_

68) What did you **dislike** about the **visual content** (what you saw) of this video?

\_\_\_\_\_

69) What did you **like** about the reviewer (the person) of this video?

\_\_\_\_\_

70) What did you **dislike** about the reviewer (the person) of this video?

\_\_\_\_\_

71) How would you change the video to make it more **useful** in making **your purchase decision**?

\_\_\_\_\_

Validation: Min = 0 Max = 100

72) Based on your **first impressions**, rate how much you agree with the following statements:

Optionally, describe your first impressions in the comments section.

I look like the person doing the product review

0 \_\_\_\_\_ [ ] \_\_\_\_\_ 100

I use the same words as the person doing the product review  
0 \_\_\_\_\_ [ ] \_\_\_\_\_ 100

I sound the same as the person doing the product review  
0 \_\_\_\_\_ [ ] \_\_\_\_\_ 100

I have the same hobbies as the person doing the product review  
0 \_\_\_\_\_ [ ] \_\_\_\_\_ 100

I have the same values as the person doing the product review  
0 \_\_\_\_\_ [ ] \_\_\_\_\_ 100

I want to become acquainted with the person doing the product review  
0 \_\_\_\_\_ [ ] \_\_\_\_\_ 100

**Comments:**

---

- 73) Do you know the person doing the product review in this video personally?
- yes
  - no
  - unsure

### **Ranking All of the Videos**

Recall both of the product review videos you have watched during this survey and complete the following tasks:

**Action: Custom Script: Hide 3rd Product**

[SHOWS ONLY 2 PRODUCTS AS OPTIONS]

- 74) Which product review was most **persuasive** in terms of the **spoken content (what you heard)**?
- backpack
  - mobile game
  - camera

75) Which product review was most **trustworthy** in terms of the **spoken content (what you heard)**?

backpack

mobile game

camera

76) Which product review was most **expert** in terms of the **spoken content (what you heard)**?

backpack

mobile game

camera

77) Which product review had the best **quality of spoken content overall**?

backpack

mobile game

camera

78) Which product review had the most **persuasive reviewer (the person)**?

backpack

mobile game

camera

79) Which product review had the most **trustworthy reviewer (the person)**?

backpack

mobile game

camera

80) Which product review had the **reviewer (the person)** with the most **expertise**?

backpack

mobile game

camera

81) Which product review had the best **quality of reviewer overall**?

backpack

mobile game

camera

82) Which product are you **more likely to purchase**?

backpack

mobile game

camera

83) Overall, please explain any difficulties you had in completing this survey:

---

Thank You!

Thank you for taking our survey. Your response is very important to us. In 5 seconds, you will be redirected to enter your email address (optional) for your chance to win a \$50 gift card.

**Email action: Confirmation Email**

**To:** emwalpole (emwalpole@gmail.com)

**From:** Survey Gizmo (notifications@surveygizmo.com)

**Subject:** New Response Notification

**Action: URL Redirect: \$50 Amazon Gift Card Draw**



# Appendix C - Ethics Protocol Clearance

## C.1 Initial Protocol Clearance

Ethics Protocol Clearance (Project # 104942)

Alisha Seguin to Emily, Alejandro, Ethics, BrownShelley, AlishaSeguin

02/08/2016



Research Compliance Office  
511 Tory | 1125 Colonel By Drive  
| Ottawa, Ontario K1S 5B6  
[613-520-2800 Ext: 4086](tel:613-520-2800)  
[ethics@carleton.ca](mailto:ethics@carleton.ca)

### CERTIFICATION OF INSTITUTIONAL ETHICS CLEARANCE

Ethics clearance for the following research has been cleared by the Carleton University Research Ethics Board-B (CUREB-B) at Carleton University. CUREB-B is constituted and operates in compliance with the *Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans* (TCPS2).

Ethics Protocol Clearance ID: Project # 104942

Faculty Supervisor: Dr. Alejandro (Alex) Ramirez

Co-Investigator(s) (if applicable): Emily Walpole (Student Research: Master's Student)

Study Title: "An Exploration of the Factors Affecting Purchase Intent In Online Video Reviews."

Funding Source (if applicable):

Effective: August 02, 2016

Expires: August 31, 2017.

#### Restrictions:

This certification is subject to the following conditions:

1. Clearance is granted only for the research and purposes described in the application.
2. Any modification to the approved research must be submitted to CUREB-B. All changes must be approved prior to the continuance of the research.
3. An Annual Application for the renewal of ethics clearance must be submitted and cleared by the above date. Failure to submit the Annual Status Report will result in the closure of the file. If funding is associated, funds will be frozen.
4. A closure request must be sent to CUREB-B when the research is complete or terminated.
5. Should any participant suffer adversely from their participation in the project you are required to report the matter to CUREB-B.
6. It is the responsibility of the student to notify their supervisor of any adverse events, changes to their application, or requests to renew/close the protocol.
7. Failure to conduct the research in accordance with the principles of the *Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans 2nd edition* and the *Carleton University Policies and Procedures for the Ethical Conduct of Research* may result in the suspension or termination of the research project.

Please email the Ethics Coordinators at [ethics@carleton.ca](mailto:ethics@carleton.ca) if you have any questions. If a researcher requires a certificate with a signature, they may contact [ethics@carleton.ca](mailto:ethics@carleton.ca) to have one generated.

CLEARED BY:

Date:

Shelley Brown, PhD, Chair, CUREB-B

August 02, 2016

## C.2 Change to Protocol Clearance

Change to Protocol Request Cleared (Project # 104942)

Aiisha Seguin to Alejandro, Emily, Ethics, Aiisha Seguin

22/09/2016



Research Compliance Office  
511 Tory | 1125 Colonel By Drive  
| Ottawa, Ontario K1S 5B6  
[613-520-2600 Ext: 4085](tel:613-520-2600)  
[ethics@carleton.ca](mailto:ethics@carleton.ca)

### CERTIFICATION OF INSTITUTIONAL ETHICS CLEARANCE

A Change to Protocol for the following research has been cleared by the Carleton University Research Ethics Board-B (CUREB-B) at Carleton University. The researcher may proceed with their research. CUREB-B is constituted and operates in compliance with the *Tif-Council Policy Statement: Ethical Conduct for Research Involving Humans (TCPS2)*.

Ethics Protocol Clearance ID: Project # 104942  
Principal Investigator: Dr. Alejandro (Alex) Ramirez, Carleton University  
Research Team (and roles) (if applicable): Emily Walpole (Student Research: Master's Student)  
Study Title: An Exploration of the Factors Affecting Purchase Intent in Online Video Reviews [Emily Walpole]  
Funding Source (if applicable):

Effective: September 22, 2016

Expires: August 31, 2017.

Please email the Ethics Coordinators at [ethics@carleton.ca](mailto:ethics@carleton.ca) if you have any questions or if you require a copy with a signature.

**CLEARED BY:**

**Date:**

Andy Adler, PhD, Chair, CUREB-B

September 22, 2016

Shelley Brown, PhD, Vice-Chair, CUREB-B

## Appendix D - YouTube Video Statistics

**Table 1 - YouTube view statistics for the video featuring Suzan and backpack.**

Date	Watch time (minutes)	Views	Average view duration (minutes)	Average percentage viewed
2016-09-23	4	3	1.4	58.19
2016-09-24	5	3	1.6	67.32
2016-09-26	6	2	2.8	116.72
2016-09-27	2	1	2.4	99.55
2016-09-28	3	1	2.5	105.49
2016-09-29	10	3	3.2	133.69
2016-10-01	5	2	2.4	99.55

**Table 2 - YouTube view statistics for the video featuring Matt and backpack.**

Date	Watch time (minutes)	Views	Average view duration (minutes)	Average percentage viewed
2016-09-23	9	5	1.9	79.73
2016-09-25	3	1	2.5	106.91
2016-09-26	5	5	1.1	44.5
2016-09-29	7	3	2.4	99.41
2016-09-30	2	1	2.4	99.4
2016-10-02	5	2	2.4	99.41
2016-10-05	2	1	2.4	99.44

**Table 3 - YouTube view statistics for the video featuring Lesley and mobile game.**

Date	Watch time (minutes)	Views	Average view duration (minutes)	Average percentage viewed
2016-09-23	4	3	1.3	78.74
2016-09-24	2	1	1.7	99.8
2016-09-26	2	1	1.7	99.75
2016-09-29	3	2	1.4	85.24
2016-10-01	2	1	1.7	99.76

**Table 4 - YouTube view statistics for the video featuring Mark and mobile game.**

Date	Watch time (minutes)	Views	Average view duration (minutes)	Average percentage viewed
2016-09-22	2	1	1.6	91.31
2016-09-23	1	2	0.6	35.41

2016-09-24	5	3	1.7	99.83
2016-09-26	5	3	1.8	102.43
2016-09-28	2	1	1.7	99.83
2016-09-29	7	3	2.3	133.1
2016-09-30	2	1	1.7	99.83

**Table 5 - YouTube view statistics for the video featuring Laura and camera.**

Date	Watch time (minutes)	Views	Average view duration (minutes)	Average percentage viewed
2016-09-23	0	1	0	0.65
2016-09-24	6	3	2	67.28
2016-09-26	4	2	2	69.06
2016-09-27	2	1	2.4	79.7
2016-10-01	3	1	3	99.8
2016-10-02	3	1	3	99.8
2016-10-05	3	1	3	99.82

**Table 6 - YouTube view statistics for the video featuring John and camera.**

Date	Watch time (minutes)	Views	Average view duration (minutes)	Average percentage viewed
2016-09-23	3	2	1.5	72.82
2016-09-25	2	1	2.1	100.02
2016-09-26	2	1	2.1	100.02
2016-09-29	6	3	2.1	100.02
2016-10-02	2	1	2.1	100.02

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