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社會認知：於獨裁者賽局中視為訊息或報酬

Social recognition: Signal or reward in dictator games

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Acknowledgement

Being one of the very, very few non native full time students studying in National Taiwan University's information management department can be a real struggle at times. I am just not the type to be a guinea pig and it has taken me too long to ask for help.

Eventually, I have been helped by so many that it would double the number of pages if I had to thank everyone individually. In the spirit of my research, it is not more than fair that I express my gratitude to:

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Oscar Graveland, June 2009

中文摘要

論文題目：社會認知：於獨裁者賽局中視為訊息或報酬

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公平理論已足以與典型的經濟理論形成互補關係。學者在進行如獨裁者賽局、最後通牒賽局等選擇類型實驗時所發現的異常結果，常可藉由公平理論來獲得解釋。公平理論的成功之處在於揭露了一般人對平均主義有所偏好，然而，公平理論卻未能解釋這種偏好的理由。另外，學者們進行相關實驗時，常為了避免偏誤而將實驗設計得非常精密，但這些精密設計反而造成實驗與現實世界脫節：在現實生活中，金錢必須靠工作賺得，但在許多選擇實驗裡，受試者於初始階段即憑空得到了一筆金錢。這使得受試者在被要求分配手中金錢時，可能僅憑喜好，或僅憑與他人的親疏程度就決定了分配比例。

有鑑於此，我們提出對獨裁者賽局的修改版本：兩名受試者在雙方不直接互動下合作完成一項工作，並共同分享完成任務後所得到的報酬。我們將受試者伙伴如何履行工作的資訊提供給受試者，並讓受試者決定自己應得之報酬比例。我們希望觀察受試者在接收到不同伙伴工作資訊以及不同程度的社會認知時，對其決定報酬的行為有何影響。

Thesis abstract

Social recognition: signal or reward in dictator games


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GRADUATE INSTITUTE OF INFORMATION MANAGEMENT

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Standard economics theory has been complemented with fairness theories in an attempt to explain the anomalies found in choice type experiments, most of which are done as either dictator games, ultimatum games or tournaments of such games. The distinct success of fairness theories exposed a basic preference for a level of equalitarianism, but it has not revealed the motivation for the preference for fair outcomes. The experiments were carefully designed to avoid framing, but as a result lost some connection to real life situations, in which monetary compensation is only exchanged for the delivery of goods or services. In that case it is possible that the outcome strongly reflects the perceived or assumed kinship of the agents.

We present a modified version of a dictator game where two agents get rewarded for performing a collaborative task in and where the “dictator” is responsible for sharing the reward with the other agent. We are interested in how information about the other agents’ performance and social recognition of the dictator interact with the choice behavior of the dictator.

Key words: fairness, dictator game, transaction.

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1 Introduction

Economics experiments dealing with choice decisions have indicated that the “homo-economicus” model of pure self-interested agents, is not sufficient to describe the outcome of such experiments (Camerer & Thaler, 1995). Different fairness models, introducing inequality aversion, Maximin preferences and efficiency concerns of the agents have to a reasonable extend been able to capture an altruistic component (Bolton & Ockenfels, 1998; Fehr & Schmidt, 1999).

The majority of this fairness research has been done by means of dictator- or ultimatum games, where an agent must decide how much, if any of the money given to him gets shared with another (anonymous) agent (Engelmann & Strobel, 2004). Although these experiments successfully capture a basic level of fairness preference in the agents, in real life we seldom meet philanthropists handing out “free” money, and we seldom encounter in economics transactions with anonymous partners.

In supply chains, economic value gets added in every activity of the chain. For the success of the chain to sustain, each member must cooperate and thereto each member must be rewarded for his value contribution. A fair level of reward for each activity in the chain would represent the value added by that activity.

To bring dictator game experiments one step closer to the domain of everyday transactions we propose to let two agents perform a task in collaboration for which the second agent will be rewarded. He then decides how much of that reward is given to the other agent. We are interested if information about the performance of the other agent, a proxy for the value added by his activity, will affect the amount paid to that agent.

Humans are social beings and we reciprocate social behavior.(Albert, Güth, Kirchler, & Maciejovsky, 2007) We are interested how social interaction with the second agent will affect the amount paid to the first agent.

1.1 Research Motivation

To economists the world seems like a hard place. Homo-economicus is survival of the fittest. But the old marketing catchphrase “Customer is King” suggests, as does resource based theory of competitive advantage, that companies only stay in business in the long term when they deliver all that the customer asks for at the lowest cost (Grant, 1991). In everyday life everything comes at a price. How the price for a good is determined depends on the type of market. In monopolistic markets, price is determined by cost of goods sold plus a predetermined profit margin (Varian, 2005).

In sufficiently competitive markets, the price is the result of supply and demand economics. If at the current market price, a majority of people prefer alternative goods or services, the price of the good or service will be driven downward until buyers can buy at a price below their private value and sellers can sell at a level above their marginal cost. (Vernon, 1962)

Even if the market for a consumer good is sufficiently competitive, this may not be the case for the market of half finished goods.

For those who pay attention to such news, the media frequently report about wrongful situations in the value chains of consumer goods. From sweat-shops in China, where low cost workers produce the expensive clothes for international brands, to child labor in India. From the price we pay for our vegetables, our milk and our coffee in the supermarket to the price farmers get for their crops. More recent in the news are reports of exaggerated executive salaries.

Such reports give consumers information about unfair sharing of profits, but seldom can we see consumers refuse such products. Individual consumers are powerless to change a market situation. But what would we do if we could dictate the relative share of the total surplus created by the value chain, of each member of the value chain?

1.2 Fairness

Transactions by definition must have at least two parties. In order to judge the fairness of a transaction, we must consider the needs of both parties in that transaction. This requires empathy, the ability to identify feelings, thoughts and attitudes of others.

For fairness here, we want to observe the total equation of the transaction, that is the ratio of efforts put forward in the transaction and the ratio of rewards paid to both parties.

If we are stakeholder of such transaction, we are by definition biased. We have a far superior ability to identify our own needs, thoughts and feelings than we can do for others. We judge fairness from our own perspective. This causes fairness to be self-centered.

1.3 Research Question

Simple dictator games, as we will later describe, only deal with the distribution of allocations for which no measurable effort was put forward. We are interested if adding a task for both agents and adding information about the amount of work done by each agent, (a performance indicator) will affect the amount the second agent in the chain, the dictator, will share with his partner.

- Does the introduction of a task with performance indicators shift the distribution ratio in a direction to represent the performance level?

Knowing that humans reciprocate social behavior(Albert, Güth, Kirchler, & Maciejovsky, 2007), we further want to find out if the agents are sensitive for the way researchers approach them.

- In case of known relative performance, does social recognition of the dictator affect the amount he is willing to share with his partner.

2 Literature Review

This chapter will introduce two popular models for fairness that are different in the way empathy is modeled into their respective motivation curves. Though both have seemingly succeeded in exposing a basic preference for fair outcomes, the results were always very dependant on the exact setting of the experiment(Camerer & Thaler, 1995) .

We introduce concepts from Maslow's hierarchy of needs theory, to argue that agents may abstain from maximizing monetary reward, because social recognition is a psychological need.

2.1 Observed choice behavior in games

Game theory, formally introduced in the beginning of the 20th century by von Neumann (1928) claims to predict how rational, self-interested agents solve decision problems. Two agents make independent choices about some interaction, whereby the outcome for each of the agents depends on their own decision and the decision of the other. Under the assumption that both agents act rationally and self-interested (the traditional economics assumption of homo-economicus), some games predict equilibrium outcomes(J. von Neumann, Morgenstern, O., 1944). In order to account for the fact that these equilibrium outcomes are not always observed in experiments, we need to modify the assumption of rationality and self-interestedness.

2.2 Dictator Games and Ultimatum Games

The two most frequently used games to study fairness perception are the dictator game and the ultimatum game. Each has its own link to agents' fairness perception.

In a dictator game the first agent, the proposer, determines the ratio of an endowment (usually money) that he keeps, over what he shares with a second agent, the responder. The responder has only to accept the choice made by the proposer.

Dictator games are not considered games in game theory, as the responder has no influence on the outcome. Dictator games link to the fairness perception of just the proposer, without concerning the responder.

In an ultimatum game a proposer and a responder bargain about the distribution of an endowment of fixed size. The bargaining rules are that the proposer offers a share of the endowment to the responder. The responder can either accept or reject the offer. In case the offer is accepted, both get paid as was offered by the proposer. In case of rejection, both responder and proposer get nothing. Ultimatum games are not considered games in the strict sense of game theory as the action of both parties do not take place simultaneously.

Where it would be possible for the proposer to offer nothing in the dictator game, it is very unlikely that the responder will accept such offer in the ultimatum game. The ultimatum game links to the proposers' expectation of the fairness perception of the responder.



2.3 Fairness Models

Fairness models can be seen as a refinement of dictator games.

2.3.1 Equity, Reciprocity and Competition

Bolton and Ockenfels (2000) introduce a model where agents act to maximize a motivation function with two independent variables, agents (absolute) monetary payoff (γ_i) and agents relative share of the payoff (σ_i).

$$(1) \quad v_i = v_i(\gamma_i, \sigma_i)$$

The actual motivation function may look like this:

$$(2) \quad v_i(c\sigma_i, \sigma_i) = a_i c \sigma_i - \frac{b_i}{2} \left(\sigma_i - \frac{1}{2} \right)^2$$

- $v_i(\gamma_i, 0)$ is a (less than) proportionally rising function.
- $v_i(0, \sigma_i)$ has a maximum where σ_i is equalitarian.

The objectives (γ_i and σ_i) are weighted in specific choice type tasks, and the (ratio of) weighing factors are said to define a person's type.

The weighing is linked with two thresholds: "r" links with the ratio offered in dictator games (maximizes the motivation function) and "s" links with the ratio that splits rejection or acceptance in ultimatum games. (makes the motivation function negative)

All subjects in the population will have $r \in [1/n, 1]$ and $s \in (0, 1/n]$. That is, they offer average or below ratios in dictator games and reject offers in ultimatum games that are larger than zero but by implication less than $1/n$.

Subjects like their own payoff to be close to the average.

2.3.2 Efficiency, Inequality aversion

In a study about the impact of the competitive environment on fairness and cooperation (Fehr & Schmidt, 1999) a model of self-centered inequality aversion is proposed. Agents dislike inequitable outcomes that favor them as well as inequitable outcomes that favor others.

In case of two agents:

$$(3) \quad U_i(x_i, x_j) = \underbrace{x_i}_{\text{self - interested}} - \underbrace{\alpha_i (x_j - x_i)}_{\text{Envy}} - \underbrace{\beta_i (x_i - x_j)}_{\text{Guilt}}$$

In general, subjects minimize the difference between their own payoff and that of any other subject. In comparing two player transactions both models do not predict different outcomes.

2.4 Paying for fairness

Ochs and Roth (1989) find that subjects are willing to sacrifice for fairness in bargaining situations. In comparing the fairness models of paragraph 2.3.1 and 2.3.2 and testing their relative importance to efficiency concerns, Engelmann and Stobel (2004) find that subjects are willing to sacrifice pecuniary reward to gain efficiency (a higher sum of payoffs, but a lower outcome for dictator) and equity (a more equal payoff for proposer and responder, at a cost for the proposer) in single shot distribution experiments.

2.5 Three types of fairness

Most experiments are driven by role ambiguity and strategy in a sense that people are not offered a perspective of future games, but are predisposition to the existence of future events.

We distinguish three complementary dimensions of fairness in a transaction. Firstly, as discussed, distributive fairness refers to the evaluation of the outcome of a transaction. Secondly, procedural fairness refers to the processes used to reach an outcome of a transaction (Greenberg, 1987). Finally, people perceive interactional fairness when they believe they have been treated with respect and they have been given reasonable explanation about procedures and actions (Bies, 1986).

A lack of distributive fairness can be mitigated by additional procedural- or interactional fairness (Brockner et al., 1994).



2.6 Maslow's hierarchy of needs

Maslow (1943) ranks human needs in five separate levels. The original model stated that higher order needs only become discernible after lower order needs have been sufficiently satisfied. Later versions release some of this restriction.

Figure 1 Maslow's Hierarchy of Needs



We only introduce the model here to show that social needs are complimentary to physiological needs. We regroup the five levels into two levels, where the difference is the requirement of conscience and empathy. In order to appreciate the social recognition from others, we must value it and in order to value it, we need to incorporate empathy.

. For our purpose we propose that the lower two of Maslow's needs link to monetary reward in dictator games, and social and esteem needs link to social recognition. We then propose agents may regard social recognition as an additional reward for their performance.

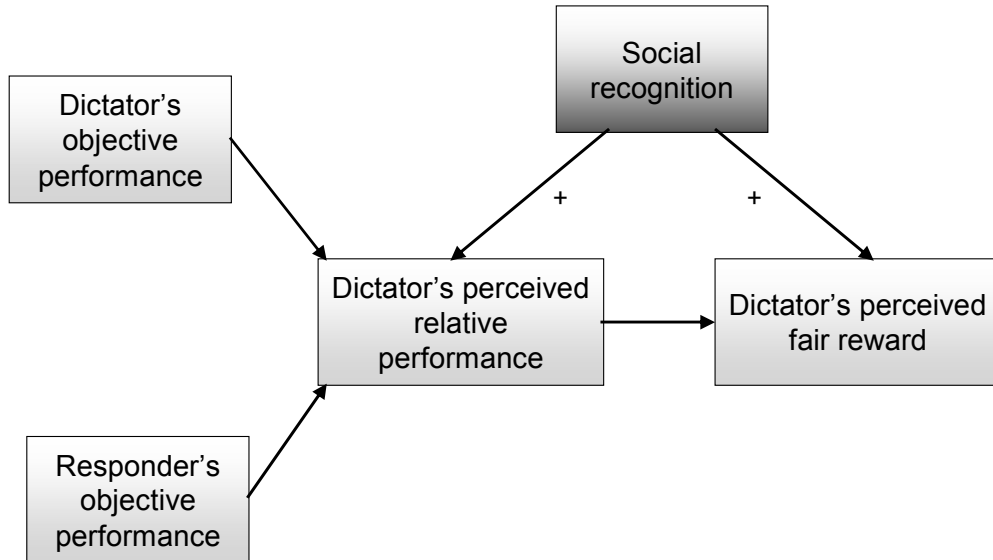
3 Methodology

3.1 Research model

Imagine two agents, a “proposer” and a “responder”, performing specific tasks for a principle (the experimenter). The principle rewards the dictator for both his contribution and that of the responder. The dictator then decides the fraction of his reward that he passes to the responder.

In first approach, we expect the fraction to represent the ratio of perceived performance of both agents. The degree to which it does not is an indicator for absence of distributive fairness.

Figure 2 Research Model



H1: *Introduction of a task with a performance indicator drives the outcome of dictator games in the direction of the relative perceived performance.*

We will refer to outcomes that are equal to the relative level of performance as equalitarian outcomes.

Besides handing out the monetary reward, the experimenter also provides social recognition to the dictator, in the form of offering assistance through an MSN account that is installed on his terminal. This social recognition could affect the outcome of the dictator's decision in either one of two ways (or both).

Following Maslow's hierarchy of needs, the social recognition is seen as an additional reward :

$$(4) \quad \text{Reward}_{\text{Responder}} = \text{Reward}_{\text{Dictator}} + \text{Social Recognition}$$

Or it is seen as an additional signal to the dictator that his performance is a more than average contribution to the task, justifying an increased share of the total reward.

$$(5) \quad \frac{\text{Reward}_{\text{Responder}}}{\text{Performance}_{\text{ResponderR}}} = \frac{\text{Reward}_{\text{Dictator}}}{\text{Performance}_{\text{Dictator}} + \text{Social Recognition}}$$

H2: *Social recognition of the dictator will lower the monetary reward chosen by dictators.*

4 Experimental Setup

To test our hypothesis **H1** and **H2**, we carry out a modified version of a dictator game. We use a manipulation experiment in which the dictator game comes under the disguise of an online survey. We invited over a 150 students from within Taiwan National University to join one of the 8 survey sessions available. Sessions are held in a computer room of the Department of Information management of the National Taiwan University. Students are not limited from within the department. Students from a wide range of departments signed up for their preferred session. Funding for the survey has been generously provided by the National Science Council under budget number 79-2752-H-002-008-PAE.

In the survey each participant is matched with a virtual other participant to form a team. To augment the manipulation, we have printed the instructions for participants on one side in Dutch, and on the other side in Chinese. On the Dutch side of the instruction page, we have put a little sticker with a login ID and password, supposedly put there by the other participant. Hence, the participant is made to believe he is the second and final participant of his/her group. At the end of the survey, each team gets rewarded a fixed amount for the team and the ratio for each team member has to be decided by the participant, who by deciding, becomes and instant dictator. The dictator and the responder are both guaranteed anonymity with respect to each other and to the experimenter. This is important because we want participants to feel free to choose any amount they see as appropriate and not merely show socially acceptable behavior. Although the other agent's identity is usually hidden in dictator games, factors like location may provide some basic clues about the other person (e.g. that he is a student too), or at least that he is a person.

There are 9 possible routes, scenarios, through the survey which are carefully controlled. The difference between scenarios can be found in Table 1, and are discussed in chapter 4.1. Because in dictator games the responder has no decision power, we have made his role is a virtual one. (The dictator, of course, is not aware of that)

4.1 The survey

The topic of the survey, “information search, a cultural component” is in itself not important. It only serves the purpose of being a task for which the team gets rewarded. For the manipulation to be successful, we have tried to design a survey that makes the fact that participants are teamed up, seem logical to them. The only question important for the experiment is the final one, in which the dictator is asked to decide a ratio for the reward.

Table 1 Scenarios

	Scenario								
	1	2	3	4	5	6	7	8	9
Virtual team member's performance	N.A.	No info.		38 %		50 %		62 %	
Social recognition (MSN help account)	No	No	Yes	No	Yes	No	Yes	No	Yes
Online search questions	None	All	All	All	All	All	All	All	All
Distribution Question	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Equalitarian outcome (NT\$)	125	125	125	155	155	125	125	95	95

4.1.1 Scenario 1, The control group

Participants that are selected for scenario one, are not required to fill out the survey. Their ID number brings them directly to the ratio question at the end of the survey. In effect, scenario 1 is a simple dictator game.

This is the only scenario that does not have its own session. We felt it would be more natural if each of the other sessions had two or three participants with this very short and specific task. A message inside the survey, but after the decision question, asks these participants to stay at least until 20 minutes into the session, in order not to raise questions from the other participants.

4.1.2 Scenario 2, Shared task, no information

The ID number of a participant in scenario 2 brings him virtually to somewhere halfway the survey. The participant has no information about the absolute position or progress throughout the survey, but is manipulated to believe that his partner has completed part of a collective question list. Participants can not go back to check the questions or answers that their team member has completed.

4.1.3 Scenario 3, Social interaction

The ID number of a participant in group 3 brings them to the same position in the survey as the participant in scenario 2. He also does not know how much his (again, virtual) partner has done. The difference with scenario 2 is that participants get the opportunity to ask questions or communicate on MSN with a research assistant. During the session for scenario 3 (and 5, 7 and 9), Each PC has a preconfigured MSN account. Sometime at the beginning of the session an assistant sends a scripted MSN message. In the message the assistant thanks the participant for helping the experiment by doing this survey, and offers help in return in case it is needed. The MSN accounts deliver social recognition outside the context of the survey, which makes it more likely to the dictator that he is socially recognized and leaves ambiguity about social recognition of his teammate. A negative effect may be that having an MSN account open during the survey raises the suspicion that the dictator is observed and no longer anonymous. We need to test for this effect.



4.1.4 Scenario 4 to 9, different levels of relative performance

To test if participants use information about the performance of team members, starting from scenario 4, we offer a progress indicator on top of the survey page that indicates the percentage of questions that the virtual partner has completed (38 – 50 – 62 percent respectively, as in Table 1). Progress indicators are common in online surveys. The participant is not specifically told to use this information in rewarding his/her team member.

From a pilot survey we know we need to be specific about the different colors in the progress bar.

Figure 3 Previous version of progress bar, participants failed to notice.

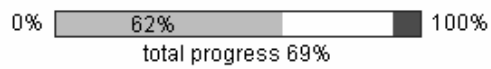
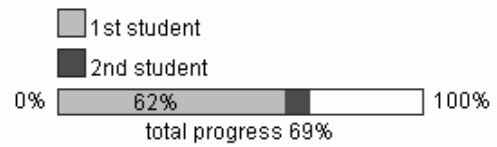


Figure 4 Final version of progress bar.



4.2 The decision question.

The final page of the survey tells participants in all scenarios that their team has earned 250 NT\$. We tell them they have to decide how much of that amount they will take for themselves and how much they leave to the teammate.

Figure 5 Slider before making a choice



Bardsley (2008) indicates that the range of the choice set that is available to subjects in a game carries some clues toward acceptable test-behavior.

By starting the slider at nothing for participants and 250NT\$ for the team member, rather than at 125 NTD for each, we achieve two things.

- We make sure participants do make a conscious choice.
- We avoid providing a reasonable choice set.

Figure 6 Slider after making a choice



5 Results and Qualitative analysis

5.1 Precondition checks

Before discussing whether or not dictators modify their preference for a distribution outcome based on the information they have about the other agents' activity level, we must make sure some preconditions are met. These preconditions are:

- Participants must accept the manipulation, (they believe the survey)
- Participants must feel free to make their decision based on internal motivation and if possible not worry about showing socially acceptable behavior. They must believe their privacy is guaranteed.
- Participants must have observed the information we expect them to act on.

To help us test for those preconditions, one page of questions was added after the distribution level question, at the end of each survey session. (Except scenario 1) In this page, we ask them to help us make the survey better. Participants answer questions about how easy they think the survey was, how fair they think the reward is for the amount of work they and their partner did, whether they believe the internet is easier to use for native speakers of English and how much they concern for their privacy.

5.1.1 Acceptance of manipulation

We gauge participant' suspicion about being manipulated from comments, both inside and outside the survey. Within the survey, nobody commented about the distribution question, while five people spontaneously left their opinion about the survey subject. One such comment was from a participant to whom it became clear that he or she exhibits a Pavlov reaction when it comes to looking for information.

One participant came forward after his session with the question if the amount chosen was important for the research. He himself had studied fairness relatively recently and recognized the theme. His awareness of the manipulation is not typical for all the participants.

5.1.2 Privacy guaranteed

On the question “I worried about my privacy while doing this survey”, only 13 out of 102 participants scored on the top half of the 10 point scale. Interestingly these 13 chose an average of 161 NT\$ for themselves. Obviously their concern for (lack of) privacy did not stop them from choosing higher amounts than the average population.

5.1.3 Observing the progress bar.

Out of the 70 participants whom we provided with a progress bar, 38 gave a correct answer to the question if they knew how much work was done by their team member. This means they observed, remembered and understood the meaning of the progress bar. In the comments we found one person spontaneously remarking he/she saw the percentage but did not link it to the performance of his/her virtual partner. He/She correctly remembered the percentage, 38%, but offered 125 NT\$ for the virtual team member.



5.2 Distribution of chosen amounts

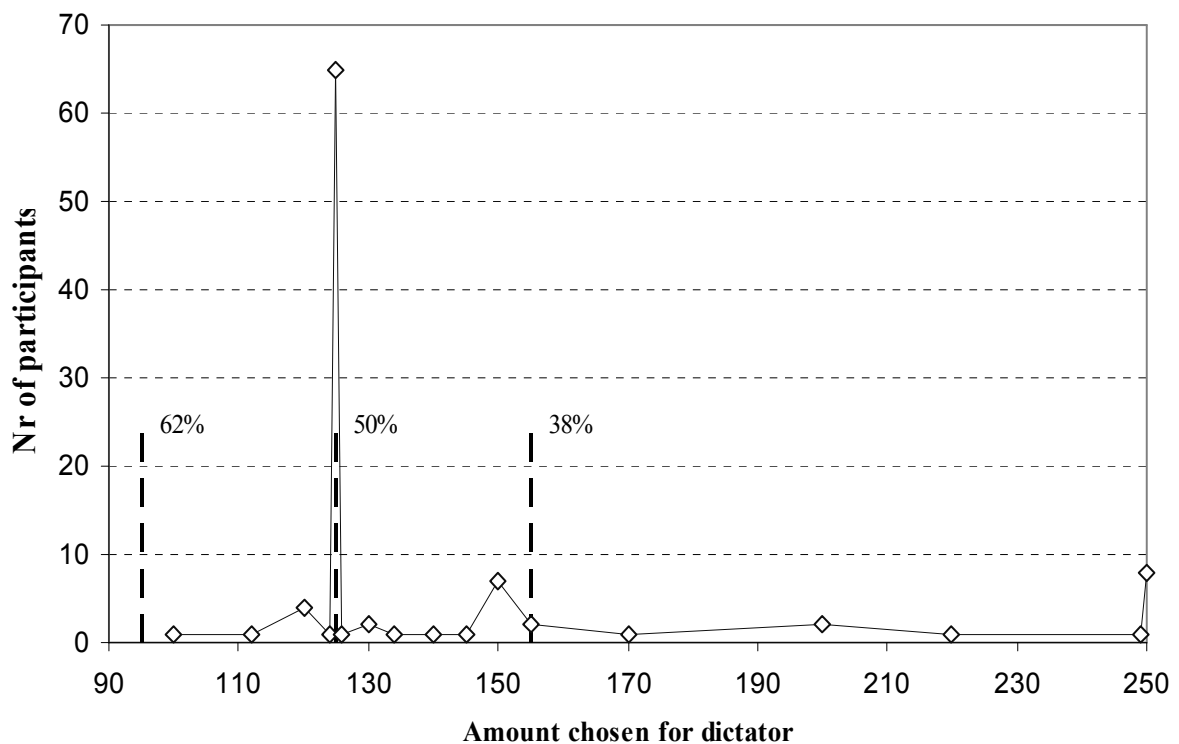
Figure 7 represents the amount chosen and the number of times that amount was chosen. If participants have used the information we would expect peaks around 95NT\$ (from those who observed 62 %) around 125NT\$ (The from the groups observing 50% and the groups without information) and around 155NT\$ (from those who observed 38%)

In fact, we can see there are 4 distinct peaks.

In Taiwan, where the smallest bill is 100NT\$, you might expect the first peak to have moved from 95NT\$ to 100NT\$ based on peoples preference for easy payouts and or round numbers. Participants seem to have discounted the observed information with their level of self interestedness.

By far the largest peak is at exactly 125NT\$. This is to be expected since for people without specific information (scenario 1, 2 and 3) as well as for people who observed the 50% work done by their team member (scenario 6 and 7), 125 NT\$ is the equalitarian outcome. There are 18 participants from scenario 8 and 9 who choose to take 125NT\$.

Figure 7 Distribution of Amounts Chosen



The third peak, which if people had fully used the information would appear at 155 NT\$, is found at 150 NT\$. This could again be due to the preference for round numbers.

It is interesting to see that nobody chose 160NT\$ (the first round number higher than 155NT\$) and that two participants (from scenario 2 and 6) took 200NT\$ (the preferred amount for bills only)

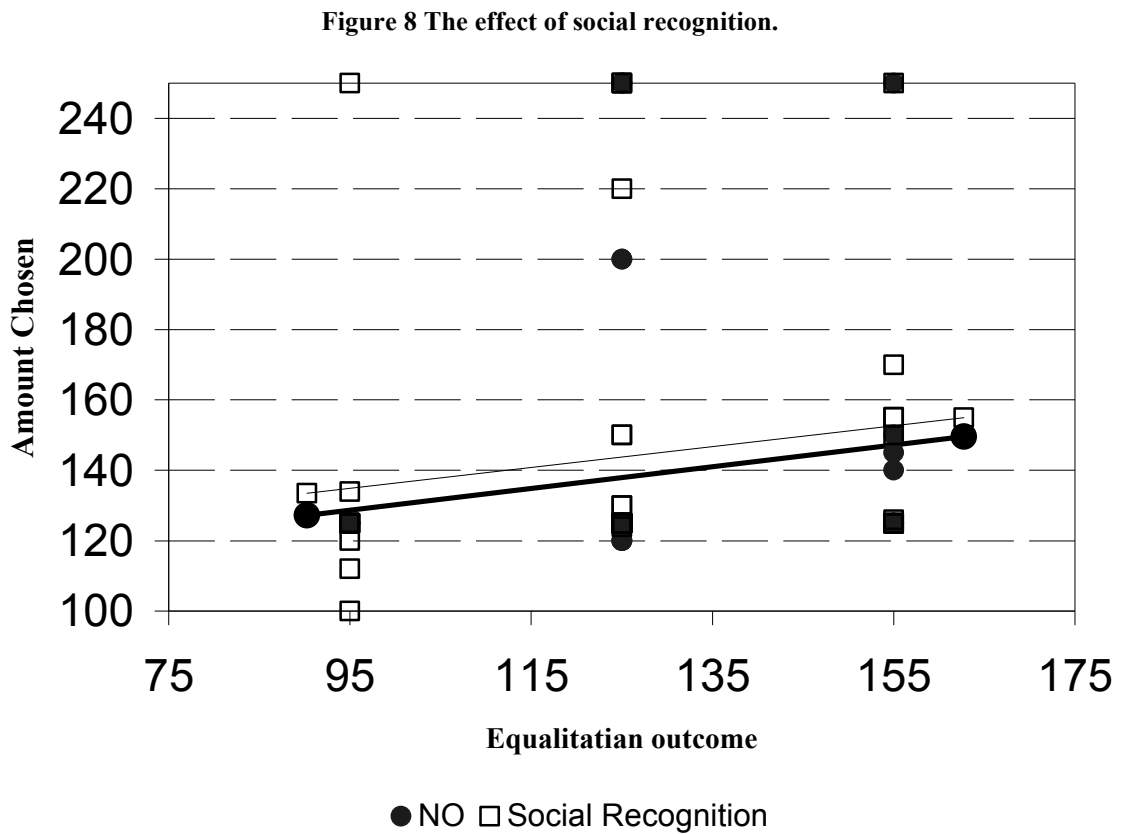
Another observation is that the peaks on either side of the 125NT\$ mark has moved closer to the middle than could be expected from the information alone. If this were significant, it would increase the strength of the predictions by the fairness models from paragraphs 2.3.1 and 2.3.2. Even in the presence of information about relative performance, participants do not like their payment to differentiate from the payment of the partner too much.

The tables for payouts per scenario, can be found in Appendix C



5.3 Effect of Social recognition.

Figure 8 shows the effect of social recognition on the amount chosen by dictators. We plot the chosen amount as a function of the equalitarian outcome. The lines in the plot are the best fit through the data. Although the fit is visibly poor, it appears that participants with social recognition have chosen more for themselves, rather than less. This is against hypothesis 2. Rejecting all those participants who chose 250NT\$ does not change this observation.



5.4 Discussion

Even if we can see a trend that seems to confirm hypothesis 1 and negate hypothesis 2, we did not get near statistical proof for either hypothesis.

The first reason for this is the very low number of people who actually observed and or understood the progress bar. There are two paths for correcting this:

- 1) Further improve the layout and wording of the progress-bar.
- 2) Increase the number of people in those scenarios that use progress bars.

We may chose to remove scenario 6 and 7 and increase the number of people in scenario's 4, 5, 8 and 9 since we may find support for hypothesis 1 even if there are only two levels of the progress bar available. As long as they are significantly different from the "no information" scenario's

	Scenario							
	1	2	3	4	5	8	9	
Virtual team member's performance	N.A.	No info.		38 %		62 %		
Social recognition (MSN help account)	No	No	Yes	No	Yes	No	Yes	
Online search questions	None	All	All	All	All	All	All	
Distribution Question	Yes	Yes	Yes	Yes	Yes	Yes	Yes	
Equalitarian outcome (NT\$)	125	125	125	155	155	95	95	

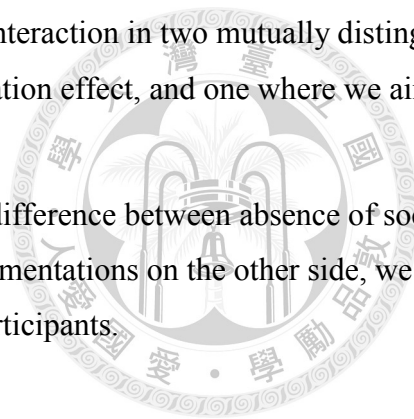
Perhaps not finding significant support for hypothesis 2 can be explained from the implementation of social interaction. In our current experiment we have tried to avoid an implementation that links too much to either the information role or the reward role of social interaction. We must find ways to increase the influence of the interaction on the participants. Two suggestions for this are:

- 1) Increase the effect of the implementation of the MSN account, by removing the option to ask questions to research staff in the room during the survey. The MSN account will then be the default way to ask questions or report problems for those scenario's.

We must in this case put even more effort on general instructions, to avoid rising frustration levels in the scenarios without interaction.

- 2) Implement social interaction in two mutually distinguishable ways. One where we aim for the information effect, and one where we aim for the reward effect.

If we can observe significant difference between absence of social interaction on one side and either one or both of the implementations on the other side, we may learn something about what provides what clue to participants.



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Appendix A: Survey Website (Screen shots)



This screenshot shows the initial survey page. It features the logos of National Sun Yat-sen University (left) and the University of Amsterdam (right). The title is "不同文化下網路行為之差異" (Differences in Online Behavior Across Cultures). A language dropdown menu is set to "Chinese (Traditional - Taiwan)". A central grey box contains a privacy statement in Chinese. At the bottom, there are three buttons: "清除問卷內容後離開" (Leave after clearing survey content), "載入未完成的問卷" (Load incomplete survey), and "Next >>" (Next >>).

歡迎光臨本次問卷調查
請先閱讀您手上的問卷說明後，
再以您的 ID number 登入本問卷

不同文化下網路行為之差異

Chinese (Traditional - Taiwan)

私隱聲明
這是一份不記名的問卷。
問卷內容並不包含任何可辨認您身份的資料，除非問卷內有針對身份資料特別設計的題目。如果您使用您的身份資料登入問卷，您的身份資料並不會與您的填答資料一起保存。身份資料與填答資料是由不同的兩個資料庫控管，且只會在您更改或完成此問卷時才會使用到您的身份資料以更新填答狀況。我們無法將身份資料與問卷內容互相比對。

清除問卷內容後離開 載入未完成的問卷 Next >>



This screenshot shows the survey page after a user has logged in. It features the same logos as the first screenshot. The title is "不同文化下網路行為之差異". A progress bar shows "total progress 62%". Below the progress bar, there is a message in English and Chinese. A language dropdown menu is set to "請選擇..". At the bottom, there are three buttons: "清除問卷內容後離開" (Leave after clearing survey content), "Resume Later", and "Next >>" (Next >>).

不同文化下網路行為之差異

1st student
2nd student
0% 62% 100%
total progress 62%

Welcome back to this saved session.
You may now change language to your local language if so required
and continue with the survey.

歡迎回到本問券。請選擇您的母語，並繼續完成此份問券。

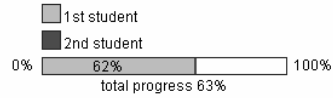
請切換為您的母語，並繼續完成此份問券。

請選擇..

清除問卷內容後離開 Resume Later Next >>



不同文化下網路行為之差異



在開始回答第二部份-搜尋資訊的相關問題前，
我們想先知道您的個性，因為這關係著個人處理訊息的方式。

在約略了解您的個性後，針對本問卷第二部份的問題，您的回答才會對我們更有意義。

接下來3頁是關於您個人個性的問題，請務必回答。

請按照您對自己的真實評論來作答，並避免受到社會價值期望的影響。

在此提醒您，您的隱私權並不會被侵犯

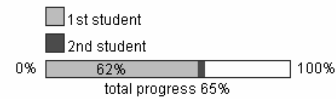
[清除問卷內容後離開]

Resume Later

Next >>



不同文化下網路行為之差異



請閱讀下列項目，並標出符合的選項

* 一般資訊搜尋

如果有困難或是問題.....

	從不	很少	偶爾	時常	總是
... 我從書中或雜誌中獲得資訊	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... 我從網路中尋找答案	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... 我會請教我的朋友或家人	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... 我會查詢電子佈告欄系統(BBS)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... 先擱在一旁，問題會自己解決	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

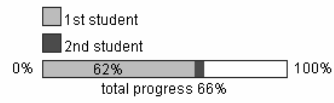
[清除問卷內容後離開]

Resume Later

Next >>



不同文化下網路行為之差異



請閱讀下列項目，並標出符合的選項

開放性

	非常不同意	不同意	有點不同意	沒意見	有點同意	同意	非常同意
我有豐富的詞彙	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我有豐富的想像力	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我很快就認識並接受新事物	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我花很多時間去思考建立我的想法	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

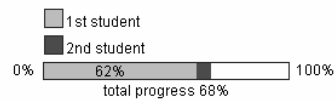
[清除問卷內容後離開]

Resume Later

Next >>



不同文化下網路行為之差異



請閱讀下列項目，並標出符合的選項

認真負責

	非常不同意	不同意	有點不同意	沒意見	有點同意	同意	非常同意
我嚴格遵守訂下的時程表	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我注重細節	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我在開始工作前，會先把書桌整理乾淨	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我是個因循苟且，能拖就拖的人	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

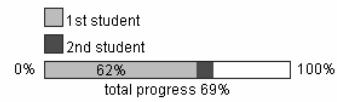
[清除問卷內容後離開]

Resume Later

Next >>



不同文化下網路行為之差異



Web Browsers

請將您使用過的 **網頁瀏覽器** 依使用程度排序。

請從左邊的清單中，依照使用程度，由高到低依序選取。

您的選擇:

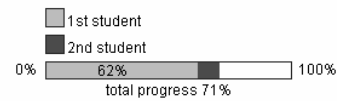
您的排序:
 1:
 2:
 3:
 4:
 5:

點取剪刀圖示以移除選取之項目

? 請不要選擇您未曾使用過的



不同文化下網路行為之差異



線上資訊的搜索

請將您使用過的 **搜尋引擎** 依使用程度排序。

請從左邊的清單中，依照使用程度，由高到低依序選取。

您的選擇:

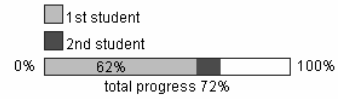
您的排序:
 1:
 2:
 3:
 4:
 5:
 6:

點取剪刀圖示以移除選取之項目

? 請不要選擇您未曾使用過的



不同文化下網路行為之差異



Online information sources

請將您使用過的入口網站 依使用程度排序。

請從左邊的清單中，依照使用程度，由高到低依序選取。

您的選擇:

- Startpagina.nl
- Excite.com
- Mail.com
- Apple startpage
- MSN
- Yahoo

您的排序:

- 1:
- 2:
- 3:
- 4:
- 5:
- 6:

點取剪刀圖示以移除選取之項目

請不要選擇您未曾使用過的

我的入口網站

	是	無意見	否	未有回答
我使用個人化的入口網站	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

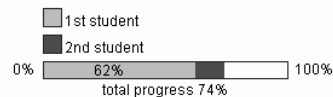
清除問卷內容後離開

Resume Later

Next >>



不同文化下網路行為之差異



我們現在開始資訊搜尋的問題。

在接下來的幾頁，我們會問您幾個瑣碎的小問題。我們不是在測試您的聰明才智，您反而有可能無法馬上知道這些題目的答案。

然後我們會請您利用以下資源找出問題的答案。
您可以使用下列任何可使用的資源：書籍，口袋詞典，及整個網際網路。
但是請注意在答題過程中不要跟任何人談話。

在您找到答案後，我們想知道您如何找到答案，是否容易尋找，以及您對於答案的正確度是否有信心。

祝您好運！

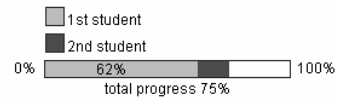
清除問卷內容後離開

Resume Later

Next >>



不同文化下網路行為之差異



外語詞彙的解釋

這個字 "Xenophobia" 代表什麼意思？

如果您不知道，請直接切換到下一頁

? 請描述您的答案，並不要超過100個字

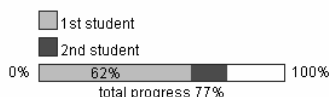
[清除問卷內容後離開]

Resume Later

Next >>



不同文化下網路行為之差異



Xenophobia

請使用您目前在手邊任何可行的方法來找到答案

您的答案

請選擇您找到答案的方法

可選多個答案

我利用離線的資源

我使用 **搜尋引擎**

我使用 **入口網站**

請輸入您找到答案的網址:

? 您可以複製貼上網址

在我使用 **搜尋引擎** 尋找答案時(非單選)

我只使用到了搜尋結果排序的第一個連結

我可以在點入搜尋結果的連結後，輕易的找到答案

這是我一次進到這個找到答案的網站

在我使用 **入口網站** 尋找答案時(非單選)

我可以輕易地在入口網站提供的服務中找到我要點選的頁面。

我可以點選不超過三次就找到答案

這是我第一次使用入口網站的此項功能

請閱讀以下關於您在線上搜尋資訊的描述
然後指出您同意的程度

	不同意	有點 不同意	沒意見	有點 同意	同意	未有回答
本答案很容易尋找	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
我相信答案是正確的	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
即使不透過網路，我也能很輕易的使用離線方式來找到答案	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
我時常搜尋關於此類的資訊	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

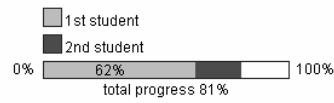
清除問卷內容後離開

Resume Later

Next >>



不同文化下網路行為之差異



披薩大餐

我住在台北車站附近，中餐想吃披薩，請幫我查出最近的披薩店地址及電話。

餐廳的地址 電話號碼

我可以在右列地點找到披薩：

請選擇您找到答案的方法

可選多個答案

- 我利用離線的資源
- 我使用 搜尋引擎
- 我使用 入口網站
- 請輸入您找到答案的網址:

? 您可以複製貼上網址

請閱讀以下關於您在線上找到答案的描述
然後指出您同意的程度

	不同意	有點不同意	沒意見	有點同意	同意	未有回答
本答案很容易尋找	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
我相信答案是正確的	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
即使不透過網路，我也能很輕易的使用離線方式來找到答案	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
我時常搜尋關於此類型的資訊	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

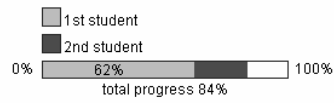
[清除問卷內容後離開]

Resume Later

Next >>



不同文化下網路行為之差異



台幣與美金間的兌換匯率為何

每一元美金大約可買多少新台幣

NT\$

本欄位限輸入數值

請選擇您找到答案的方法

可選多個答案

我利用離線的資源

我使用 **搜尋引擎**

我使用 **入口網站**

請輸入您找到答案的網址:

? 您可以複製貼上網址

請閱讀以下關於您在線上找到答案的描述
然後指出您同意的程度

	不同意	有點 不同意	沒意見	有點 同意	同意	未有回答
本答案很容易尋找	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我相信答案是正確的	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
即使不透過網路，我也能很輕易的使用離線方式來找到答案	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我時常搜尋關於此類型的資訊	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

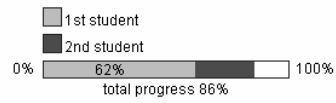
[清除問卷內容後離開]

Resume Later

Next >>



不同文化下網路行為之差異



線上購書

我在尋找一本舊書, Eric Berne M.D. 寫的 "games people play"
 請問我能在哪裡找到這本書(線上購書或實體書店)? 多少錢?

請提供購書資訊的網址

價錢

? 您可以複製貼上網址 ; 請注明何國幣值

請選擇您找到答案的方法

可選多個答案

- 我利用離線的資源
- 我使用 搜尋引擎
- 我使用 入口網站

請閱讀以下關於您在線上找到答案的描述
 然後指出您同意的程度

	不同意	有點 不同意	沒意見	有點 同意	同意	未有回答
我經常在線上購書	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我相信答案是正確的	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
即使不透過網路, 我也能很輕易的使用離線方式來找到答案	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
本答案很容易尋找	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

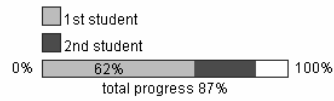
[清除問卷內容後離開](#)

[Resume Later](#)

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不同文化下網路行為之差異



問路

連接荷蘭 Amsterdam (阿姆斯特丹) 與 Maastricht (馬斯特里赫特) 的主要道路為何

? 在歐洲道路系統中，路名為一個英文字母再加上一個數字，例如：N1

請選擇您找到答案的方法

可選多個答案

我利用離線的資源

我使用 搜尋引擎

我使用 入口網站

請輸入您找到答案的網址:

? 您可以複製貼上網址

請閱讀以下關於您在線上找到答案的描述
然後指出您同意的程度

	不同意	有點不同意	沒意見	有點同意	同意	未有回答
本答案很容易尋找	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我相信答案是正確的	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
即使不透過網路，我也能很輕易的使用離線方式來找到答案	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我時常搜尋關於此類型的資訊	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

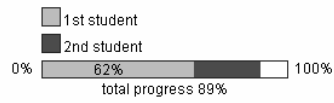
[清除問卷內容後離開]

Resume Later

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不同文化下網路行為之差異



學校作業

我正在寫一份關於生物學的報告
請問書徵素的發現者生日為何

日期格式 YYYY-MM-DD
(例 2003-12-25 是聖誕節)

六月, 2009						
今日						
週	日	一	二	三	四	五
22		1	2	3	4	5
23	7	8	9	10	11	12
24	14	15	16	17	18	19
25	21	22	23	24	25	26
26	28	29	30			

選擇日期

請選擇您找到答案的方法

可選多個答案

- 我利用離線的資源
- 我使用 **搜尋引擎**
- 我使用 **入口網站**
- 請輸入您找到答案的網址:

? 您可以複製貼上網址

請閱讀以下關於您在線上找到答案的描述
然後指出您同意的程度

	不同意	有點 不同意	沒意見	有點 同意	同意	未有回答
我做功課時會經常使用網路	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
本答案很容易尋找	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
我相信答案是正確的	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
即使不透過網路, 我也能很輕易的使用離線方式來找到答案	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

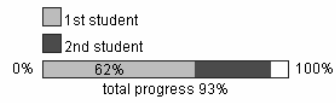
[清除問卷內容後離開](#)

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不同文化下網路行為之差異



去看電影

請提供我今天晚上電影'天使與魔鬼'的上映時間, 地點, 以及票價

您的答案

可選多個答案

- 地點
- 時間
- 票價

請選擇您找到答案的方法

可選多個答案

- 我利用離線的資源
- 我使用
- 我使用
- 請輸入您找到答案的網址:

? 您可以複製貼上網址

請閱讀以下關於您在線上搜尋資訊的描述
然後指出您同意的程度

	不同意	有點不同意	沒意見	有點同意	同意	未有回答
本答案很容易尋找	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
我常常去這間電影院看電影	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
我通常都在線上購買電影票	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
我比較喜歡本土電影	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

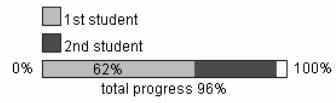
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不同文化下網路行為之差異



謝謝您。您的團隊已經成功地完成這次調查。如同在指示裡提到，我們將提供獎勵給您團隊裡的每個成員。

由於您是第二位，也是最後一位的團隊成員，
所以由您來決定如何分配獎金給您和您另一位團隊成員。

您個人的獎項已放在信封並密封住了，信封上僅註明 ID number，
請持ID卡片來領取獎項。

您的團隊獎金為250元的新台幣(或等值的歐元)

請選擇我們該給您及您的隊員各多少錢。



? 移動下方的調整桿 (他 « » 我)

[清除問卷內容後離開](#)

[Resume Later](#)

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不同文化下網路行為之差異

您已經完成本份問卷，
最後，請您再協助回答一些問題，讓本問卷更為完整。

[清除問卷內容後離開](#)

[Resume Later](#)

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不同文化下網路行為之差異

如果您知道，請告訴我們您的隊員在您之前所完成的問卷比率。

 %

本欄位限輸入數值

*Please read the following statements about the survey you just finished

	非常 不 同意	2	3	4	5	6	7	8	9	非常同 意
填答本問卷的程序是簡單易懂的。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
關於您本人個性部份的問題是簡單易懂的。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
在個別工作約半小時後，我的團隊所拿到的總獎金是合理的。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
關於資訊搜尋部份的問題是簡單易懂的。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我認為網際網路在使用上對說英文的人比較簡單的。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
當填答本份問卷時，我會擔心隱私問題。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
在填答本問卷時，我從未如此的快樂過。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

這裡有些關於本問卷的敘述

[清除問卷內容後離開](#)

[Resume Later](#)

[Submit](#)

Appendix A (continued) Survey Website (Questions, English)

Welcome

Welcome back to this saved session.

You may now change language to your local language if so required
and continue with the survey.

歡迎回到本問券。請選擇您的母語，
並繼續完成此份問券。



Explanation

The answers you are about to give in this survey will make more sense to us after
we link them to your personality traits.

Before we start the information search questions, we would like to know a little bit
about your personality where it concerns the way you handle information.

These questions, on the next 3 pages, are personal and mandatory.

~
**Please fill them out to your best judgement,
avoid giving socially desirable answers.**

Please be reminded that this survey is done anonymous, your name is not recorded
anywhere.

Offline information behavior

If I have a problem / Question

Please choose the appropriate response for each item:

	Never	Sometimes	Usually	Frequently	Always
... I ask my friends / family	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... I read a book / magazine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... I find an answer on-line	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... I wait, problems solve themselves	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... I check the bulletin board (BBS)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Personality traits

Please read the following statements, then indicate how much they match your personality

Openness

	Strongly Disagree	Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Agree	Strongly Agree
I have a rich vocabulary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have a vivid imagination	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am quick to understand new things	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I spend much time thinking about my ideas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Conscientiousness

	Strongly Disagree	Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Agree	Strongly Agree
I follow a strict schedule	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I pay attention to details	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I clear my desk before I start on something	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am a procrastinator	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

On-line information behavior

Ranking Browsers

Please rank your favorite **web browsers** .
Don't choose those you never use

Please number each box in order of preference from 1 to 5

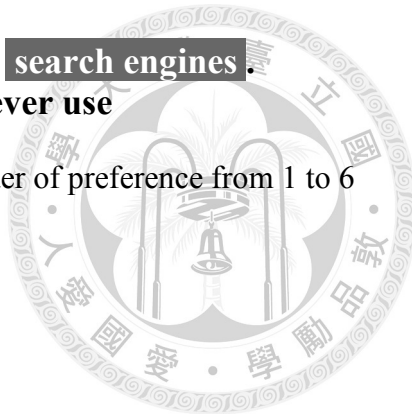
- Internet Explorer
- Firefox
- Opera
- Chrome
- Safari

Rank Search engines

Please rank your favorite **search engines** .
Don't choose those you never use

Please number each box in order of preference from 1 to 6

- Yahoo
- Google
- Answers.com
- AOL search
- Ask.com
- Baidu



Rank Portals

Please rank your favorite **web-portals**
Don't click those you never use.

Please number each box in order of preference from 1 to 6

Please number each box in order of preference from 1 to 6

- Startpagina.nlYahoo
- Yahoo
- MSN
- Apple startpage
- Excite.com
- Mail.com

Start information search

We will now start with the information search questions.

In the following pages we will ask you a number of trivia questions. We are not testing your knowledge and it is more than likely that you do not know the answer right away.

We will then ask you to find an answer to that question. You may use any written source available. Books, pocket dictionary, or in fact the whole internet. But please do not talk to others.

After you found an answer we would like to know how you came to your answer, how easy it was and how confident you are that the answer is correct.

Good Luck!

01 foreign language

What does the word *Xenophobia* mean ?

Please use any written source available to you at this moment to confirm the answer.

Then fill out the questions below

Please write your answer here:

Please indicate how you found the answer.

Please choose **all** that apply:

- I used an offline source
- I used a search engine
- I used a web portal

- You may copy paste the URL

In my search engine

Please choose **all** that apply:

- I only used the top ranked link
- I could easily find the answer in that page.
- This was the first time i visited this webpage.

In my web-portal

Please choose **all** that apply:

- I could easily find the "clicks" I needed.
- I needed 3 or less clicks to find the answer.
- This was the first time I visited this webpage.

Please read the following statements about the answer you found on-line

Please choose the appropriate response for each item:

	Disagree	Somewhat disagree	Neutral	Somewhat Agree	Agree
The answer was easy to find	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am confident the answer is correct	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I could also easily find the answer off-line	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I look for this type of information frequently	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

02 Order Pizza

I Live near Taipei Main station and I am hungry for Pizza. What is the address and phone number of the nearest Pizza-hut.?

Address

Phone number

I can get my pizza at :

Please indicate how you found the answer.

Please choose **all** that apply:

- I used an offline source
- I used a search engine
- I used a web portal
- You may copy paste the URL

In my search engine

Please choose **all** that apply:

- I only used the top ranked link
- I could easily find the answer in that page.
- This was the first time i visited this webpage.

In my web-portal

Please choose **all** that apply:

- I could easily find the "clicks" i needed.
- I needed 3 or less clicks to find the answer.
- This was the first time i visited this webpage.

Please read the following statements about the answer you found on-line

Please choose the appropriate response for each item:

	Disagree	Somewhat disagree	Neutral	Somewhat Agree	Agree
The answers were easy to find	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am confident the answer is correct	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I could also easily find the answers off-line	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I look for this type of information frequently	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

03 Exchange rate

For every 1 US\$ I can buy (exactly) NT\$

please use any written source available to you at this moment to find the answer.

Then fill out the questions below

Please indicate how you found the answer.

Please choose **all** that apply:

- I used an offline source
- I used a search engine
- I used a web portal
- You may copy paste the URL

In my search engine

Please choose **all** that apply:

- I only used the top ranked link
- I could easily find the answer in that page.
- This was the first time I visited this webpage.

In my web-portal

Please choose **all** that apply:

- I could easily find the "clicks" I needed.
- I needed 3 or less clicks to find the answer.
- This was the first time I visited this webpage.

Please read the following statements about the answer you found on-line

Please choose the appropriate response for each item:

	Disagree	Somewhat disagree	Neutral	Somewhat Agree	Agree
The answer was easy to find	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am confident the answer is correct	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I could also easily find the answer off-line	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I look for this type of information frequently	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

04 Buying Books

I am looking for an older book: "Games People Play", by Eric Berne M.D.
Where can I get it, and how much does it cost?

The book can be bought at for (dollars)

Please indicate how you found the answer.

Please choose **all** that apply:

- I used an offline source
- I used a search engine
- I used a web portal
- You may copy paste the URL

In my search engine

Please choose **all** that apply:

- I only used the top ranked link
- I could easily find the answer in that page.
- This was the first time i visited this webpage.

In my web-portal

Please choose **all** that apply:

- I could easily find the "clicks" i needed.
- I needed 3 or less clicks to find the answer.
- This was the first time i visited this webpage.

Please read the following statements about the answer you found on-line

Please choose the appropriate response for each item:

	Disagree	Somewhat disagree	Neutral	Somewhat Agree	Agree
I buy books on line frequently	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think this is a good deal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I could also find this book off-line	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The information was easy to find	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

05 Directions

Which main highway connects Amsterdam and Maastricht (in the Netherlands)?

Please write your answer here:

Please indicate how you found the answer.

Please choose **all** that apply:

- I used an offline source
- I used a search engine
- I used a web portal
- You may copy paste the URL

In my search engine

Please choose **all** that apply:

- I only used the top ranked link
- I could easily find the answer in that page.
- This was the first time i visited this webpage.

In my web-portal

Please choose **all** that apply:

- I could easily find the "clicks" i needed.
- I needed 3 or less clicks to find the answer.
- This was the first time i visited this webpage.

Please read the following statements about the answer you found on-line

Please choose the appropriate response for each item:

	Disagree	Somewhat disagree	Neutral	Somewhat Agree	Agree
The answer was easy to find	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am confident the answer is correct	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I could also easily find the answers off-line	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I look for this type of information frequently	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

06 Schoolwork

I am writing a report for my biology class. What is the birth date of the inventor of penicillin?

Please enter a date: (YY / MM / DD)

Please indicate how you found the answer.

Please choose **all** that apply:

- I used an offline source
- I used a search engine
- I used a web portal
- You may copy paste the URL

In my search engine

Please choose **all** that apply:

- I only used the top ranked link
- I could easily find the answer in that page.
- This was the first time i visited this webpage.

In my web-portal

Please choose **all** that apply:

- I could easily find the "clicks" i needed.
- I needed 3 or less clicks to find the answer.
- This was the first time i visited this webpage.

Please read the following statements about the answer you found on-line

Please choose the appropriate response for each item:

	Disagree	Somewhat disagree	Neutral	Somewhat Agree	Agree
I use internet a lot to do my homework.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The answer was easy to find	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am confident the answer is correct	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I could also easily find the answers off-line	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

07 The movies

There is this movie I really want see recently:

Please go find a location, a time and a price for a ticket

this evening around 20:00.

Location Time Ticket price

Please indicate how you found the answer.

Please choose **all** that apply:

- I used an offline source
- I used a search engine
- I used a web portal
- You may copy paste the URL

In my search engine

Please choose **all** that apply:

- I only used the top ranked link
- I could easily find the answer in that page.
- This was the first time i visited this webpage.

In my web-portal

Please choose **all** that apply:

- I could easily find the "clicks" i needed.
- I needed 3 or less clicks to find the answer.
- This was the first time i visited this webpage.

Please read the following statements about the answer you found on-line

Please choose the appropriate response for each item:

	Disagree	Somewhat disagree	Neutral	Somewhat Agree	Agree
The answer was easy to find	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I often go to this theater	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I usually buy movie tickets on-line	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I prefer movies in my own language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Administrative Message Control group

In the previous round of the survey we did not have enough capacity. Your group drew the lucky number and is exempt from filling out the questions.

, but you can still collect your reward.

The next page will be a final question for administrative purpose



Ratio Question

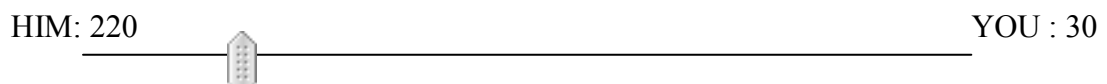
Thank you. Your team has successfully completed this survey. We will deliver the reward to each team member as indicated on your instruction sheet.

Since you are the final person in your team to answer the questions, we leave it up to you to share the reward with your team member.

Your personal reward will be put in a closed envelope and the envelope will be given to you in exchange for the ID card. Please bring the ID card we have given you, as it is the only way we can identify you.

Your team has earned 250NT\$

Please choose how much we should give you and your team member.



- (Drag the slider: HIM <--- to the left to the right ---> YOU)

Don't forget to have your ID-paper chopped by the survey assistant.

Help us get better

You have finished the survey

Finally, please help us make this survey better.

If you know it, please tell us how much of the survey was completed by your team member before you.

Please write your answer here: %

Please read the following statements about the survey you just finished *

Please choose the appropriate response for each item:

	Totally disagree	2	3	4	5	6	7	8	9	Totally Agree
The procedure for filing out this survey were clear and easy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The questions about my personality were clear and easy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The reward my team got is fair for about half an hours work each.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The questions about information search were clear and easy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think the internet is easier to use for people who speak English.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I worry about my privacy when filling out this survey.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have never had more fun filling out a survey.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I have some comments about this survey:

Appendix B: Participant Instructions

(Dutch)

Welkom bij de tweede ronde van dit onderzoek.

We proberen te begrijpen hoe taal en cultuur de manier waarop we informatie zoeken en vinden op internet beïnvloeden.

Dit onderzoek:

We voeren een enquête met willekeurige, virtuele teams. In de eerste ronde, (21 en 22 April), heeft een groep Taiwanese studenten hun deel van de enquête met goed gevolg afgerond. Die antwoorden zijn opgeslagen onder een willekeurig toegewezen ID-nummer en paswoord.

Vandaag is de tweede ronde. Jij zal willekeurig worden gekoppeld aan een van de opgeslagen sessies. Jullie beiden, hoewel je elkaar nooit zult ontmoeten, vormen nu een virtueel team met verschillende culturele achtergrond en met een verschillende moerstaal. Sommige vragen zijn voor jullie beiden gelijk, andere zijn dat niet. Bovendien krijgt niet elk team dezelfde vragen.

De vragen zullen worden gesteld in je eigen taal, en dienen indien mogelijk ook in je eigen taal te worden beantwoord.

Procedure:

Je "team maatje" heeft zijn ID-nummer aan de onderkant van dit formulier geplakt, en heeft kopie ervan met zich meegenomen. Zijn antwoorden zijn reeds door ons geverifieerd.

Zoek alstjeblieft een computer in de zaal, open je favoriete browser en surf naar <http://ntu.c-hosting.nl/> Vervolgens selecteer je de "information search" survey.

Onderaan de pagina vindt je de <onafgemaakte enquête laden> knop. Op de pagina die volgt vul je het nummer dat je onderaan dit formulier vindt in. Paswoord is gelijk aan ID-nummer. Zorg er voor dat de taal ingesteld is op je eigen taal indien dat niet reeds is gedaan.

Wanneer er in de enquête wordt gevraagd een antwoord online te vinden, open dan een nieuw browser window. Je mag hiervoor je favoriete browser gebruiken (IE, Firefox...) LET OP. Sluit niet het window waarin de enquête draait.

Beloning:

Nadat je de laatste vraag hebt ingevuld, wordt je verzocht dit formulier door de assistent te laten afstempelen. Je weet dan ook gelijk hoeveel je precies krijgt. De beloning krijg je echter pas nadat iedereen klaar is met de enquête. Een medewerker zal het bedrag in een envelop stoppen waarop ook je ID-nummer is gedrukt.

In de week van 6/25 ~ 7/2 kun je die enveloppe ophalen op vertoon van dit formulier.

Wij bieden een anonieme enquête en we vragen in ruil daarvoor dat je niets uit deze enquête verteld aan anderen tot ten minste 6/25.

YOUR ID NUMBER AND PASSWORD 您的帳號及密碼

(Chinese)

歡迎來到本問卷第二輪的研究

目前，我們正在試圖了解語言和文化在一般情形下如何具體影響人們在線上搜尋資訊的方法。

關於本問卷

本問卷是以隨機配對的團隊來進行。在第一輪的部份中，約 200 名的荷蘭學生於 4 月 20 日及 21 日成功地完成了各自所屬部分的問卷。

我們使用隨機指定的問卷 ID 號碼及密碼儲存他們的問卷答案。

今天要進行的是本問卷第二輪的部份。您會被隨機指定到接續其中一份在第一輪中儲存的問卷。您們兩位將會組成一隊，同組的兩位隊員彼此間未曾見過面，也各自擁有不同的文化背景及各自的母語。

您被要求回答的問題有些跟您的隊員一樣，有些則否。而且每個小組的問卷問題並不是都一樣的。

問卷中的問題會以母語的方式呈現，也請您盡可能以您的母語來回答。

問卷步驟

您的隊員已經將他的研究 ID 號碼黏在本頁最下方，同時自己也保留了一份一樣的 ID 號碼。他的答案也已經通過一致性的測試了。

請在本電腦教室中找個位置，打開瀏覽器，連到 <http://ntu.c-hosting.nl/>，然後選擇 "information search" 問卷。

在首頁的最下方您會發現 <load unfinished survey> 按鈕。

在下一頁中，請使用本頁下方的研究 ID 號碼登入到您團隊的未完成問卷中。並請記得選擇使用您的母語。

當問卷裡請您在線上搜尋答案時，請開啓新的瀏覽器視窗。您可以使用您偏好的瀏覽器。請不要關閉或從問卷視窗中離開以瀏覽其他網頁。

報酬

在您完成本問卷後，請帶著本問卷簡介說明到講台前方讓研究助理在您的簡介上蓋章。您可以在問卷結束後馬上知道您的報酬，但我們會在所有的問卷實驗都結束後才發放。助理會將您的報酬放入信封，信封上只會註明您的 ID 號碼。

在 6/25-7/2 的那周，請持 ID 卡片來領取您的信封。

本問卷是匿名問卷，您的個人資料我們會妥善保密，同時也請您在 6/25 前不要對任何人揭露問卷及研究的內容。

YOUR ID NUMBER AND PASSWORD
您的帳號及密碼

Appendix C: Tables

Table 2 Distrubution of chosen amounts
(Figure 7)

Amount	Nr of times
100	1
112	1
120	4
124	1
125	65
126	1
130	2
134	1
140	1
145	1
150	7
155	2
170	1
200	2
220	1
249	1
250	8

Table 3 Participants behavior in numbers

	Population		Scenario							
	1	2	3	4	5	6	7	8	9	
	Control	NO INFO			38 %		50 %		62 %	
Average amount chosen	139.9	145.0	141.2	127.4	143.5	148.3	130.4	163.8	125.0	132.0
STDEV	40.2	38.7	66.8	7.9	38.7	37.6	22.0	55.5	0.0	36.4
Nr of participants indicate having observed information				8	7	5	6	4	8	
of whom used the information (chose more or less than 125 NT\$)				4	4			0	3	
Number of participants took more than population average	24	4	3	1	4	5	1	5	0	1
Number of participants took less than population average	78	6	9	9	6	6	11	8	10	13
Number of participants that took more than the expected amount		4	3	1	1	2	1	7	10	12
Took how much more than expected amount (average over participants this scenario) [NT\$]		20	27	3	10	10	6	39	30	30
Nr of participants that took 100% of team award [250 NT\$]	8	1	1	0	1	1	0	3	0	1