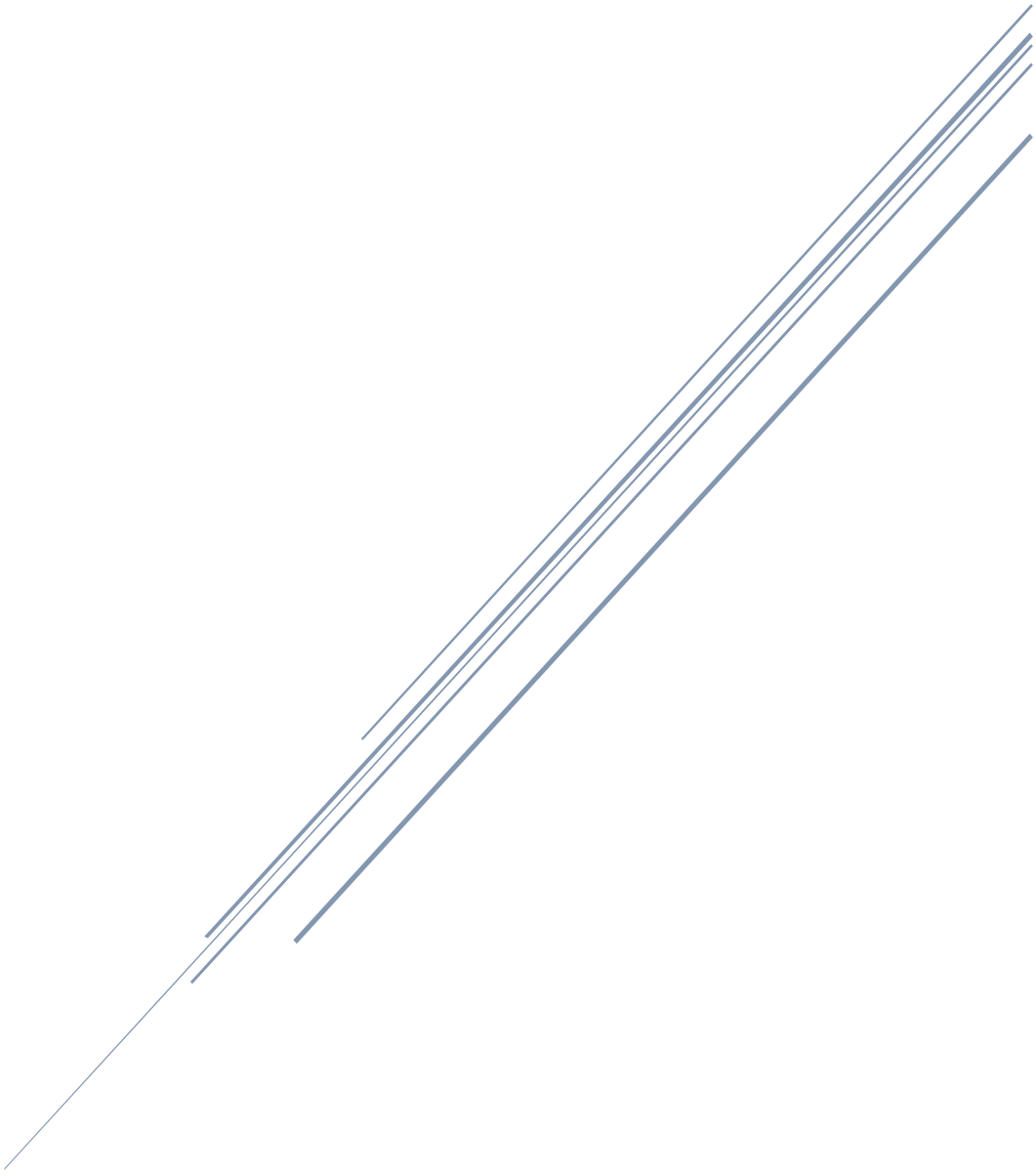
Bachelor Thesis

Language error in online dating profiles: turn-off or no problem?



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Abstract

With the rise of online dating, it is of increasing relevance to study behaviour in the romantic online environment. This study set out to measure the effect of language error on perceived author intelligence and attractiveness. The focus of this perception is based on the effect of language error in a dating profile and the educational background of the reviewer. The findings were compared between participants with a relatively higher or lower education. The participants completed a questionnaire, evaluating multiple dating profiles. For part of the participants, the profiles contained language errors, the other participants saw profiles without language errors. The results show no effect for perceived attractiveness based on language errors. However, the results do indicate that language errors negatively affect the perceived intelligence of the writer. In conclusion, readers tend to perceive the writer of an online dating profile to be more intelligent when the profile has no errors in comparison to the writer of a profile with language errors. However, this might not be linked to the perceived attractiveness of the writer. The implications of these findings are considered in the discussion.

Keywords: Online Dating, Language Errors, Level of Education, Perceived Attractiveness, Perceived Intelligence

Introduction

Research by Rosenfeld et. al. (2019) found that 39% of relationships in the United States in 2019 started online. This is a substantial increase from 2009, when this was only 22%. This finding demonstrates the increase of the use of online dating platforms. And with the rise in popularity, it is of growing interest to study the underlying factors for dating profile evaluation.

Among the assets of a dating profile that factor into the evaluation of a dating profile, language has caused a significant effect on the perceived social attractiveness of the writer (van der Zanden et. al, 2020). This demonstrates the strong effect that language use can have on dating profile evaluation.

Research by Planken et. al. (2019) illustrates how correct language use can influence the perceived characteristic of the author of a text. This study found that an author is evaluated lower on trustworthiness, friendliness and competence when a reader perceives that the author's text contains language errors. This finding emphasises the importance of correct language use in written texts. The effect is especially important in the context of dating profiles, as all of these attributes are desirable for a potential romantic partner. The findings by Planken et. al. (2019) were replicated for an online dating setting by another study that found that language errors in a dating profile have a negative effect on the perceived author's social and romantic attractiveness (van der Zanden et. al., 2020).

In the field that studies behaviour in dating, it has already been established that similarity attracts people to each other (Byrne, 1971). This applies to people's attributes and behaviour, including language use and intelligence. It would be in line with Byrne's similarity attraction theory if individuals that people with similar levels of intelligent would mutually be more attracted to each other than to people with a different level of intelligence.

Intelligence is not a trait that is always apparent, especially via the medium of online dating. However, intelligence has a strong correlation with level of education (Johnson, Deary & Iacono, 2009). This is illustrated in previous research by the finding that a higher intelligence leads to a higher expected education (Bahr & Leigh, 1978). As previous research has shown, individuals with a higher education have been found to make fewer language errors in online writing than individuals with a lower level of education (van der Zanden et. al., 2018; Hargittai, 2006). Therefore, correct language use could be an indicator for the intelligence of the author.

Following Byrne's similarity theory (1971), individuals that make fewer language errors themselves would be attracted to dating profiles that mimic this behaviour. Ultimately, correct language use could contribute to the attractiveness of a writer because correct language positively affects perceived intelligence (Scott et. al., 2014). Thus, the intelligence

and level of education of a person might have an indirect effect on the attractiveness of a profile via correct language use.

Perceived author attractiveness and intelligence might be affected by language errors in an online dating profile (van der Zanden et. al., 2020; van der Zanden et. al., 2018). Nevertheless, no research has been done on the application of Byrne's attraction theory (1971) with respect to language error in dating profiles. This study sets out to build on previous findings and research whether the level of education of the profile evaluators affects the effect that language error has on the perceived author attractiveness and intelligence. With the findings this yields, it can be determined if the readers' perception of the author has been altered by the occurrence of language errors. Additionally, it will be ascertained whether the educational background of participants affects how the writer of a profile is perceived.

The research question for this experiment is: **Do language errors in online dating profiles affect the authors' perceived attractiveness and intelligence differently between readers with different levels of educational attainment?**

A number of hypotheses have been established to partly answer the research question. The first hypothesis is H1: A dating profile with language errors will be perceived to be written by an author with intelligence than a dating profile without language errors. Proving this hypothesis would replicate the findings in previous research that language errors lower the perceived intelligence of the author of an erroneous text (Planken et. al., 2019)

The second hypothesis is H2: A dating profile with language errors will be perceived to be written by an author with lower attractiveness than a dating profile without language errors. This finding would replicate the findings by van der Zanden et. al. (2020) in showing readers evaluate the author of a text with errors to be less attractive than the author of a text without language errors.

In the case that the previous two hypotheses are confirmed, they could be linked to Byrne's theory of similarity attraction (1971) in H3: Readers with a higher level of education will perceive the author of a text without errors to be more attractive than the author of the profile with errors. Because correct language use might indicate a higher intelligence and level of education, correct language use would be attractive for a reader that is intelligent and highly educated themselves (Johnson, Deary & Iacono, 2009; Hargittai, 2006). This finding would demonstrate that readers with higher educational attainment perceive correct language use by others as attractive, because that is likely how they use language themselves too (van der Zanden et. al., 2018).

Also following Byrne's theory of similarity attraction (1971) is H4: Readers with a lower level of education will not perceive the author of the text without errors to be more

attractive than the author of the text with errors. This finding could be the result of the similarity attraction theory, because these readers do not value correct language use as much as readers with higher educational attainment do because they likely do not use correct language themselves (van der Zanden et. al., 2018). Additionally, the inclusion of language error might not have a significant effect on author evaluations, because people who are likely to make language errors themselves might not recognise language errors to be wrong.

Methodology

Materials

There are two independent variables that this experiment revolves around. The first one is the level of education of the readers. This will be measured in two levels (higher/lower). The division of the levels is the method used by van der Zanden et. al., who categorized scientific education and higher vocational education as higher education and primary, secondary and secondary vocational education as lower education (2018).

The second independent variable that this experiment addresses is the occurrence of language error in an online dating profile. This variable has two levels, profiles with or without language error. This variable will be operationalised by having participants reviewing dating profiles that either contain language error in it or not. What the participants in both categories will be presented with is a profile page with a name, age, picture and written description of the fictional profile's owner. Other than the implementation of language errors, the stimulus material will be completely equal. The language errors in the manipulated material are based on those that occur in the corpus by Kim and Escobedo-Land (2015). As a result, the language errors are actual errors that real people made in writing an online dating profile, increasing the ecological validity of the experiment. Profiles in the corpus were sourced from OkCupid in the region of San Francisco in California in the United States of America. The profiles were coded by the researchers in order to find suitable profiles for the experiment, namely profiles that contained sufficient language errors. Types of errors include grammatical errors (), spelling errors ('hellooo' instead of 'hello'), homophones ('I'm board' instead of 'I'm bored'), vocabulary errors (incorrect word choice) and code-switching (word from a other language).

Figure 1 and 2 illustrate what the profiles look like. All the profiles that were used can be found in appendix 2.

Figure 1: Online dating profile with language errors

Figure 2: Dating profile with corrected language errors

Several Chi-square tests were used to check the effectiveness of the manipulation of the stimulus material. There was no significant difference between the perceived occurrence of language error in the profile written by woman one between readers that saw the version with and without errors ($\chi 2$ (1 = 1.95, p = .162) However, there was a difference between the perception of the occurrence of language errors by readers between the versions of profiles with and without language errors written by women two ($\chi 2$ (1) = 4.13, p = .042) and three ($\chi 2$ (1) = 4.86, p = .027).

Another Chi-square test found no significant difference between the perceived occurrence of language errors between readers that saw the versions with and without errors in the profile written by man one ($\chi 2$ (1) = 3.64, p = .057). Other Chi-square test did

find a difference between the perceived occurrence of language errors between readers that saw the versions with and without errors in the profiles written by man two ($\chi 2$ (1) = 28.51, p = < .001) and three ($\chi 2$ (1) = 28.25, p = < .001).

Participants

The focus of this study was to include people with different levels of education. With most of the N = 131 participants being contacts of the researchers, the mean age was not high at M = 24 years old (SD = 9.28, range = 46, min = 18, max = 64).

It is likely that for the same reason, the largest group in participant's level of education where those following a Bachelor's course (58%). This contributed to the finding that the biggest part of participants followed higher education (71%) as opposed by participants with lower education (29%). The lowest level of education in participants were those that only finished their primary education. The highest level of education was a doctoral degree. This resulted in a large difference between the group sizes of participant with different levels of education. Consequentially, no entirely valid claims can be made with the number of participants that have been determined to have a lower level of education (N = 38).

The division of gender between participants was 61.8% female and 38.2% male. The participants that identified as non-binary or preferred not the share their gender were not included in the final data.

Most of participants were either Dutch (59.5%), Bulgarian (16%) or German (11.5%) in their nationality.

A slight majority of participants indicated to have used an online dating platform in the past (53.4%). A Chi-square test showed no significant difference in the divide of participants that had or had not used an online dating platform before between the groups of higher or lower education ($\chi 2$ (1) = 2.76, p = .097).

The researchers sought for prospective participants themselves. This was mostly done by sharing the study online via WhatsApp or LinkedIn. Additionally, participants were encouraged to share the study with their contacts to increase the number of participants. With this snowball effect, a larger number of participants with different characteristics could be found. With participants stemming from the contacts of the researchers, the average level of education was higher than the average level of education in the broader population of the Netherlands. Nevertheless, there was a representative number of participants from both the higher and lower category of level of education.

A t-test test showed no difference in the distribution of age between the participants that saw the stimulus material with and without language errors (t (104.36) = .65, p = .519).

Another t-test indicated no significant difference in the distribution of age between participants with higher or lower levels of education (t (41.50) = 1.88, p = .067).

A Chi-square test no difference between the division of gender between the groups that were subjected to stimulus material with and without language errors ($\chi 2$ (1) = .60, p = .439). A Chi-square test showed an equal spread of different levels of education between the groups that saw stimulus material with and without language errors ($\chi 2$ (6) = 6.37, p = .383).

An additional Chi-square test showed no difference between the division of gender between the participants grouped based on higher or lower level of education ($\chi 2$ (6) = 4.50, p = .609).

Another Chi-square test found no significant difference between the division of participants that had or had not used an online dating platform before between the groups of participants that were subjected to the stimulus material with or without language errors ($\chi 2$ (1) = .13, p = .722).

A Chi-square test showed an equal spread of nationalities between the stimulus material with or without language errors ($\chi 2$ (1) = 2.62, p = .106). Similarly, another Chi-square test found no significant difference in the division of nationalities between participants with higher or lower levels of education.

The English proficiency of participants was self-assessed to be a M = 5.95 (SD = 1.20) out of 7. This mean consists of the self-assessed proficiency in English writing, speaking, reading and listening. these for scales were combined with a very high inter-item reliability of α = .93. A t-test comparing the mean self-assessed English proficiency of participants between groups that were subjected to the stimulus material with or without language errors was not significant (t (121.04) = .79, p = .434). Similarly, another t-test comparing the mean self-assessed English proficiency between the groups of higher and lower educated participants was also not significant (t (53.16) = 1.93, p = .058).

Design

The experiment had a 2 (language error: language errors/no language errors) x 2 (educational level: low/high) between-subject design. The participants were exposed to only one version of the stimulus material, either containing language errors or not. The results of writer evaluations were then compared between participants with a higher or lower level of education.

Instruments

After every profile the readers saw was followed by a segment with questions where the perceived characteristics of the writer could be evaluated. The first two questions were: “I think this person is pleasant to spend time with” and “I think that I could be friends with this person”. These scales were adapted from those used by McCroskey and McCain to measure perceived social attraction (1974). Additionally, the participants were asked to rate two other prompts: “I do not feel attracted to this person” and “I would not want to go out with this person”. These scales measured the perceived romantic attraction of the profiles. These scales were adapted from those used by Campbell (1999). All of the scales had the anchors “not at all (1)” and “very” (7). Because of the phrasing of the questions, the latter two scales were recoded to fit the former. The scales for perceived attractiveness had a good reliability $\alpha = .80$.

Additionally, participants were asked to review the perceived intelligence of the author of the online dating profile. These scales were adapted from Leach, Ellemers, and Barreto (2007). The scales are “I think this person is intelligent”, “I think this person is competent” and “I think this person is skilled”. The anchors for these scales were “not at all (1)” and “very”. The reliability of the scales measuring perceived intelligence of the author was good $\alpha = .77$.

Participants were asked for every profile if they had found language errors in the text of the profile. The inter-item reliability for these scales was unsatisfactory $\alpha = .64$. Therefore, the profiles have been analysed separately.

In the final segment of the questionnaire, participants answered questions relating to the background variables. After completing the experimental part of the questionnaire, participants were asked for their age, gender and highest achieved or current level of education. Additionally, they were asked for their nationality, previous experience with online dating. Finally, participants were asked to self-assess their fluency in English in the categories writing, speaking, reading and listening on a 7-point Likert scale. Participants were given an extra option that excludes both conventional categorisations of gender (male/female), in order to have the questionnaire be as inclusive as possible. Similarly, participants were asked if they would like to see dating profiles written by men, woman or they had no preference. This second measure contributed to the ecological validity of the experiment, as users of actual online dating platforms have the option to choose too. The entire questionnaire can be found in appendix 1.

Procedure

Before the actual study was organized, the research proposal was approved by the ethics committee of the Radboud University Nijmegen. The dossier number of the reserach request to the ethics committee is ETC-GW; 2022 2166. The request itself can be found in appendix 3.

Before accessing the actual experiment, the participants were welcomed and briefed about the study on the first page of the questionnaire. The participants had to give informed consent in order to be able to take part in the experiment. Therefore, the first question of the questionnaire was whether the participants had read the instructions, understood them and they give permission to use their answers for the study. Additionally, the participants were guaranteed anonymity in their answers.

In order to reach participants from different levels of education, the researchers did not restrict themselves to recruiting their own contacts but also actively encouraged them to recruit their own contacts. With this snowball effect, it would be easier to find enough participants to meet the requirement for the experiment's validity.

In order to make participation to the experiment as accessible as possible, the experiment was conducted in the form of an online questionnaire via Qualtrics. As a result of this, all prospective participants that spoke English could take part in the experiment, not being limited by what country they were from. This should have increased the number of the researchers' contacts that could be approached for participation.

To recruit participants, links to the experiment were sent via WhatsApp and posted on LinkedIn. These links were be accompanied by an encouraging message that briefly explained the topic of the research. In the promotion for the experiment, it was not disclosed what the precise research goal is. This approach was to avoid the effect of the researchers' bias, where participants are behaving like they expect the researchers want them to. There was no incentive in place to motivate participants.

After finishing the questionnaire, there was no debriefing for the participants. However, they were thanked for their time and effort after finishing the experiment.

The participants on average took around M = 12.11 minutes to finish the questionnaire (SD = 6.99, range = 41.7). Some outliers were found where participants needed more than two hours, up to 25 hours to complete the survey. These scores were omitted from the mean time of completion.

Statistical Treatment

The data gathered in Qualtrics were exported to SPSS, version 27. Chi-square tests and t-tests were used in order to measure possible differences between groups based on the background characteristics. Chi-square tests are also used to compare the assessment of language error in dating profiles between readers with different levels of education. Two-way ANOVA's were used to measure the effect of the independent variables on the dependent variables.

Results

A two-way univariate ANOVA was used to compare the means of perceived intelligence between groups. The test used level of education and language error as factors and showed no significant interaction on perceived intelligence of the author (F (1, 127) = < 1). The effect of level of education for participants was not significant on the perceived intelligence of the author (F (1, 127) = 1.25, p = .266). Language error however, did yield a significant effect on the perceived intelligence of the author (F (1, 127) = 9.87, p = .002). A higher perceived intelligence was found when the profile contained no language errors did (M = 4.59, SD = 0.60), than when it did (M = 4.06, SD = 0.86). All means and standard deviations for perceived intelligence can be found in Table 1.

Table 1: The mean intelligence of dating profiles with or without language error as perceived by participants with lower or higher educational attainment (1 = low attractiveness, 7 = high attractiveness).

Level of Education	With language error	Without language error
Lower	4.24 (1.04)	4.66 (0.85)
Higher	4.01 (0.80)	4.55 (0.60)
Mean	4.06 (0.86)	4.59 (0.70)

A two-way univariate ANOVA was used to compare the means of perceived attractiveness of the author between groups. The test used level of education and language error as factors and showed no significant Interaction of language error on perceived attractiveness of the author (F (1, 127) = < 1). Neither the main effect of level of education (F (1, 127) = < 1) nor the main effect of language error (F (1, 127) = 2.56, p = .112) was significant for the perceived attractiveness of the author. The means for the tests can be found in Table 2.

Table 2: The mean attractiveness of dating profiles with or without language error as perceived by participants with lower or higher educational attainment (1 = low attractiveness, 7 = high attractiveness).

Level of Education	With language error	Without language error
Lower	3.81 (0.79)	4.15 (1.01)
Higher	3.73 (0.85)	3.92 (0.85)
Mean	3.75 (0.83)	4.00 (0.89)

Several Chi-square tests were used to compare if participants with higher or lower levels of education correctly assessed profiles to contain language errors. These tests have examined profiles written by women and men separately, because the participants have seen different profiles based on their personal preference towards gender. A Chi-square test for female profiles found no significant difference between the number of participants that correctly answered to recognize language error in the first profile written by a woman between participants with a higher or lower level of education ($\chi 2$ (1) = 1.52, p = .217). The same test was done for female profiles two ($\chi 2$ (1) =.416, p = .519) and three ($\chi 2$ (1) = 2.84, p = .092), both found no significant difference. Similarly, Chi-square tests found no difference significant difference between the number of participants that correctly answered to recognize the absence of language error in dating profiles between participants with a higher or lower level of education for the female writers of profile one ($\chi 2$ (1) = .24, p = .627), two ($\chi 2$ (1) = .30, p = .585) and three ($\chi 2$ (1) < .01, p = .949).

A Chi-square test found a significant difference in the number of participants that correctly recognised language errors in male profile one between participants with a higher or lower level of education ($\chi 2$ (1) = 11.20, p = .001). In this case, 55.6% of participants with a lower and 96.9% of participants with a higher level of education assessed the profile correctly. The Chi-square tests for profiles two ($\chi 2$ (1) = .29, p = .591) and three ($\chi 2$ (1) = .50, p = .479) found no significant difference between the recognition of language errors in the dating profiles between participants with different levels of education.

Additionally, Chi-square tests found no difference significant difference between the number of participants that correctly answered to recognize the absence of language error in dating profiles between participants with a higher or lower level of education for the profiles one ($\chi 2$ (1) = 1.90, p = .168), two ($\chi 2$ (1) = .1.51, p = .219) and three ($\chi 2$ (1) = .12, p = .733) written by men. All of the percentages of participants that correctly answered can be found in Table 3.

Table 3: Percentages for correct recognition f language errors in dating profile one between readers with lower or higher levels of education.

Profile number	*Gender of writer*	*Level of education*	*Profile with language errors*	*Profile without language errors*
1	*Female*	*Lower*	*37.5%*	*71.4%*
		Higher	*62.5%*	*60.0%*

	Male	*Lower*	*55.6%*	*42.9%*
		Higher	*96.9%*	*22.2%*
2	*Female*	*Lower*	*75.0%*	*57.1%*
		Higher	*62.5%*	*70.0%*
	Male	*Lower*	*100%*	*42.9%*
		Higher	*96.9%*	*63.0%*
3	*Female*	*Lower*	*37.5%*	*71.4%*
		Higher	*70.8%*	*70.0%*
	Male	*Lower*	*66.7%*	*85.7%*
		Higher	*78.1%*	*81.5%*

Conclusion

This study set out to answer the question: Do language errors in online dating profiles affect the authors' perceived attractiveness and intelligence differently for participants with different levels of education? In order to reach an answer to this question, multiple hypotheses were established that could partially answer the research question.

The results provide evidence that the participants did perceive profiles without language errors to be written by a writer with higher intelligence compared to the writer of a dating profile with language errors. This finding therefore proves H1.

The results do not give evidence that participants perceived the writer of a dating profile with language errors as less attractive compared to the writer of a profile without language errors. Consequentially, H2 can be rejected on the basis of these findings.

No significant difference was found between the perceived attractiveness of a writer of a text with language errors and without language errors when evaluated by readers with a higher level of education. Therefore, H3 is not proven by the findings.

Similarly, no significant difference was found between the perceived attractiveness of a writer of a text with language errors and without language errors when evaluated by readers with a lower level of education. Therefore, H4 is not proven by the findings of this study.

The research question can be answered based on the findings of this study and the hypotheses. A difference was found between the perceived intelligence of a writer of a text with language errors and without. It was found that the author of a text without language errors was perceived to have a higher level of intelligence than the author of a profile with language errors. No difference was measured in the perceived attractiveness of authors of texts with and without language errors. No difference was found between the perceived attractiveness or intelligence of a writer of a text with or without language errors between readers with higher or lower levels of education.

Discussion

It was expected that readers perceive the writer of a text with language errors to be less intelligent than the writer of a text without language errors. This expectation was based on the suggestion by Flowerdew that writers of “non-standard” English might be perceived as having a low intelligence, among other negative characteristics (2008). The effect has been proven in a study by Planken et. al. in a setting of persuasive writing (2019). This experiment has replicated those findings in the setting of online dating profiles. The cause for this effect might be that a lower level of intelligence could affect a writer’s knowledge of the language and its rules or the ability to apply this knowledge.

The finding that readers did not perceive the attractiveness of a writer of a text with language errors differently than a writer of a text without language errors contrast the findings by van der Zanden et. al. (2020). In that study, it was found that readers perceived the writer of a dating profile without language errors to be more socially attractive than the writer of a profile with language errors. A possible explanation for the difference is that a distinction was made between social- and romantic attraction in the study by van der Zanden, whearas the two were combined in this study.

The results indicate that readers with higher levels of education did not perceive the attractiveness of the author of a text without language errors differently than that of an author of a text with language errors. Although a difference was observed in perceived intelligence between writers of texts with or without language errors, no difference was found between this evaluation between readers with higher or lower levels of education. These findings fail to prove a possible application of Byrne’s theory of attraction (1971) on the correctness of language use between the attractiveness of a dating profile as perceived by readers with different levels of education. For this theory to be applied a difference should have been found between the perceived attractiveness of an author of a text with or without language errors between readers with a higher or lower level of education. Based on previous findings that found a link between a higher level of education and correct language use, it could have been expected that the readers with a higher level of education might perceive correct language use to be more attractive than readers with a lower level of education do *(van der Zanden et. al., 2018; Johnson, Deary & Iacono, 2009; Hargittai, 2006).* It could be possible that no significant difference was found between the perceived attractiveness of profiles with or without language errors between readers with higher or lower education because little difference was found between the recognition of language errors in profiles between the different groups of readers. A difference between recognition of language errors between readers with a higher or lower levels was found for only one of six different profiles.

No significant difference was found between the perceived attractiveness of the writer of a text with and without language errors for readers with a lower level of education. This finding is in line with the expectation that no difference would be measured. As research by van der Zanden et. al. has shown, individuals with a lower level of education are less likely to display correct English use in online dating profiles (2018). The absence of difference in perceived attractiveness between authors of texts with or without language errors by participants with a lower level of education could be attributed to the lower level of English for this group. However, no difference between self-assessed fluency in English was measured between participants with different levels of education.

One limitation to this experiment revolves around the division of the participants in groups based on their level of education. According to the results, a large segment of the total participants' highest attained or current level of education was high school 23.7%. However, based on the mean age for this group (M = 27.87, SD = 14.52) it is highly unlikely that this group of participants correctly answered the question. It could be the case that these participants, as a result of misunderstanding the question, have a higher level of education than their answer indicates. This limitation is amplified by the fact that there were significantly fewer participants with a relatively lower level of educational attainment (N = 38) than participants with higher education (N = 93). Furthermore, the group size for the participants with a lower level of education is not large enough to be entirely ecologically valid because the total of the group was split over two conditions of language error.

Another limitation to the process of this experiment is that the level of fluency in English for participants was measured by method of self-assessment. In this study, a more extensive test was not used in consideration for the length of the questionnaire. The drawback of a lengthy article was that participants might be reluctant to complete the questionnaire when it takes a long time to do so. This would occur most likely for participants with a lower level of education, which was the hardest group to gather results from. The methodology of this experiment could be improved upon by including a more accurate approach to measuring English skills. A suggestion to this approach is the addition of a LexTALE Test (Lemhöfer, & Broersma, 2012). This test could prove very insightful for this study because to most important English skill for this experiment is the ability to recognise error in English writing, which is measured very efficiently by the LexTALE test.

In future research, the foremost point of improvement is a larger number of participants, specifically those with a lower education. Additionally, a pre-test could be implemented to ensure that the stimulus material has been manipulated sufficiently. The pre-test will also help determine if the questionnaire is accessible to participants with different levels of educational attainment. This could be helpful as some participants reached out to the researchers and indicated that they struggled with the academic language style.

This study found that when highly educated participants review dating profiles, the authors are perceived as less intelligent when the profile contains language errors. Furthermore, this does not appear to affect attractiveness. Moreover, neither attractiveness nor perceived intelligence would be affected when evaluated by a lower educated individual.

These findings give a further insight into the effect that the of level of education of readers can have on their perception of online dating profiles. Besides broadening academic knowledge about the perception of dating profiles, the findings of this study can be used by individuals to optimize their online dating profiles.

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Appendices

Appendix 1, Questionnaire

INFORMATION ABOUT THE RESEARCH STUDY

Evaluation of dating profiles

Introduction
We would like to invite you to participate in an online research study. Participation is voluntary. If you want to participate, we will ask you to sign a consent form. Before you decide whether or not to take part, we will give you information about the study. Please take time to read the following information carefully. If something is not clear, or you would like more information, please ask the researcher.

Outline and aim of the research study
In this research study we want to investigate reactions to and evaluations of dating profile descriptions. We want to know what you think about what people have written about themselves in the profile they have posted on a dating website. We for instance want to know if, based on the profile, you find the person attractive and if you would be interested in dating them.

What is going to happen to you?
In this research study you will read a short dating profile and evaluate it using a questionnaire with open questions and rating scales. We expect this to take at most 15 minutes. We ask you for the following personal information: gender, age, country of residence, nationality, native language, language proficiency.

Risks and discomfort
This research study carries certain risks/discomforts. We ask you to indicate your sexual orientation in order to match you with appropriate dating profiles. If you prefer not to disclose your personal information, please do not take part in this study.

Voluntary participation
Your participation in this research is voluntary. This means that you can withdraw your participation and consent at any time during the research, without giving a reason. Even up to two weeks after participating you can have your research data and personal data removed, by sending a request to iris.hendrickx@ru.nl.

What will happen to my data?
The research data we collect during this study will be used by scientists as part of data sets, articles and presentations. The anonymized research data is accessible to other scientists for a period of at least 10 years. Personal data collected remain confidential. When we share data with other researchers, these data cannot be traced back to you. All research and personal data are safely stored following the Radboud University guidelines.

More information?
If you have any questions or would like more information about the research study, please contact us using the contact information at the bottom of this letter.

Ethical assessment and complaints
This research study has been approved by the Ethics Assessment Committee Humanities of Radboud University (ETC-GW dossier 2022-2166).

Should you have any complaints regarding this research, please contact the researcher. You can also file a complaint with the secretary of the Ethics Assessment Committee Humanities of Radboud University (etc-gw@ru.nl)

For questions on data processing in this research, please contact: dataofficer@let.ru.nl

Consent form
If you want to participate in this research study, we ask you to agree to the information on the consent form that you can access by clicking on the following link:

https://radboudletteren.eu.qualtrics.com/jfe/form/SV_1XQWPa4eJDVVRFY

With this consent, you declare that you have understood the information we have provided and consent to participate in this research study.

Kind regards,

Victoria Gillrath (victoria.gillrath@student.ru.nl)
Marek Grandia (marek.grandia@ru.nl)
Mihaela Popova
Hilda Ouraaha

Iulia Visan
Julia Heijckers
Klaas Kant
Lisa Janssen
Nina Florijn

- ○ I consent to participate
- ○ I do not consent to participate

How old are you?

What is your gender?

- ○ Female
- ○ Male
- ○ Non-binary
- ○ Prefer not to share

In real life, would you prefer to see a dating profile of:

- ○ A woman
- ○ A man
- ○ I don't mind

First profile

Please indicate to what extent you agree or disagree with the following statements

	Strongly disagree	Disagree	Partially disagree	Neutral	Partially agree	Agree	Strongly agree
I think the writer is intelligent	○	○	○	○	○	○	○
I think the writer is competent	○	○	○	○	○	○	○
I think the writer is skilled	○	○	○	○	○	○	○

Please indicate to what extent you agree or disagree with the following statements

	Strongly disagree	Disagree	Partially disagree	Neutral	Partially agree	Agree	Strongly agree
I think this person is pleasant to spend time with	○	○	○	○	○	○	○
I think that I could be friends with this person	○	○	○	○	○	○	○
I do not feel attracted to this person	○	○	○	○	○	○	○
I would not want to go out with this person	○	○	○	○	○	○	○

Second profile

Please indicate to what extent you agree or disagree with the following statements

	Strongly disagree	Disagree	Partially disagree	Neutral	Partially agree	Agree	Strongly agree
I think the writer is intelligent	○	○	○	○	○	○	○
I think the writer is competent	○	○	○	○	○	○	○
I think the writer is skilled	○	○	○	○	○	○	○

Please indicate to what extent you agree or disagree with the following statements

	Strongly disagree	Disagree	Partially disagree	Neutral	Partially agree	Agree	Strongly agree
I think this person is pleasant to spend time with	○	○	○	○	○	○	○
I think that I could be friends with this person	○	○	○	○	○	○	○
I do not feel attracted to this person	○	○	○	○	○	○	○
I would not want to go out with this person	○	○	○	○	○	○	○

Third profile

Please indicate to what extent you agree or disagree with the following statements

	Strongly disagree	Disagree	Partially disagree	Neutral	Partially agree	Agree	Strongly agree
I think the writer is intelligent	○	○	○	○	○	○	○
I think the writer is competent	○	○	○	○	○	○	○
I think the writer is skilled	○	○	○	○	○	○	○

Please indicate to what extent you agree or disagree with the following statements

	Strongly disagree	Disagree	Partially disagree	Neutral	Partially agree	Agree	Strongly agree
I think this person is pleasant to spend time with	○	○	○	○	○	○	○
I think that I could be friends with this person	○	○	○	○	○	○	○
I do not feel attracted to this person	○	○	○	○	○	○	○
I would not want to go out with this person	○	○	○	○	○	○	○

What is your highest current or completed level of education?

- ○ primary school
- ○ high school
- ○ bachelor´s degree
- ○ master´s degree
- ○ professional degree/ apprenticeship
- ○ doctoral degree
- ○ other: namely

Appendix 2, Stimulus Materials

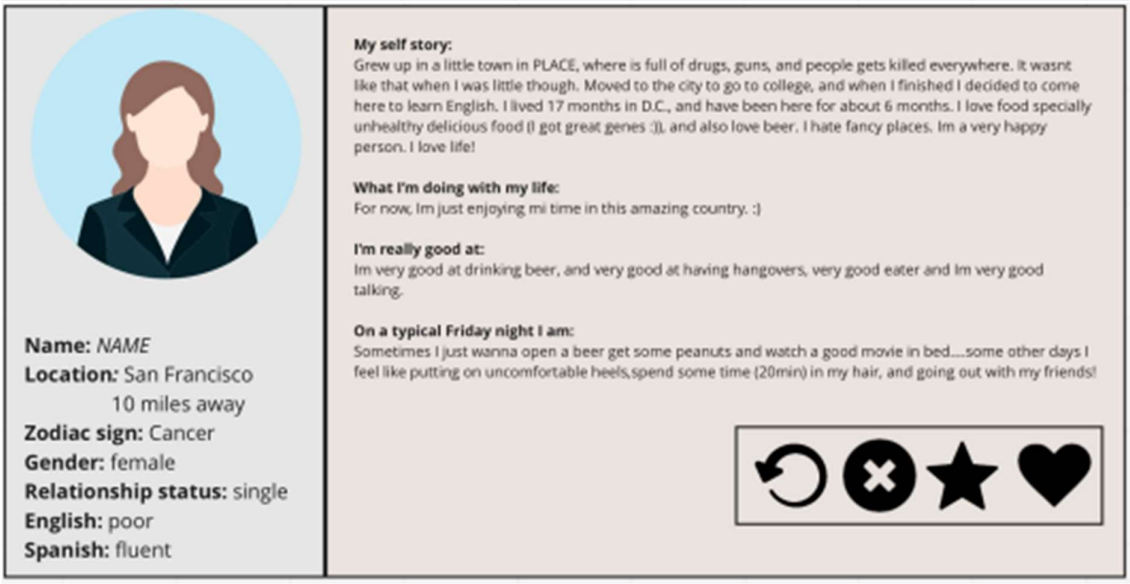
Name: *name*
Location: San Francisco
6 miles away
Zodiac sign: Libra
Gender: female
Relationship status: single
English: poor
Spanish: fluent

My self story:
I'm from PLACE. Now I'm in a cultural interchange here. I like to meet new people, different cultures and I'm really open mind for new experiences. I'm a sincerely, spontaneous and passionate person. I was studying philosophy and I love it, but I needed to breath and broke my routine and I change my life completely for a little bit. I hate routines!!! Home+sofa+cuddling watching movies when is raining, it will be great. I think is very cute take a walk under the rain too. The communication with other person about your feelings and be honest is the best way for a good relationship. I always give the 100% and I expect the same. I'm very laid-back. I'm looking for someone who knows to enjoy the life with music, dance, art, good conversations pleaseeeee and who can feel passion (of course, good sex is important too). I always ready to learn new things, for that I love when a person can teach me something new. I spend my free time be volunteer in an animal rescue shelter. I totally enjoy the outdoors!!! Hiking, camping, going to the gym, doing yoga, swimming, rollerblading, reading, listening music, exploring new places, travelling, looking for live music, doing collages, sleeping and looking for new people here.

What I'm doing with my life:
Now I'm living in San Francisco with my new family. I came here to live new experiences and meet people. Walking at the beach. I really love it. I never can't live in a place far to the beach!!! Specially now I trying to live the moment!!! ;) I trying to finish this profile, but I'm always put something new!!!

The first thing people notice about me:
My beautiful smile, my accent and that I'm a very friendly and sociable person.

On a typical Friday night I am:
Sometimes I like going out and getting something to eat or have some drinks in a cool bar or trying something new. I also like to stay at home and just relax in the bathtub or watch movies. But if you propose something different and fun to me, I'm open!!!



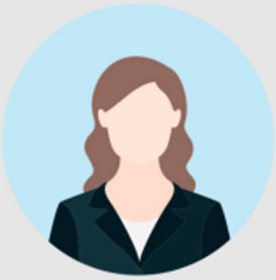
Name: *NAME*
Location: San Francisco
10 miles away
Zodiac sign: Cancer
Gender: female
Relationship status: single
English: poor
Spanish: fluent

My self story:
Grew up in a little town in PLACE, where is full of drugs, guns, and people gets killed everywhere. It wasnt like that when I was little though. Moved to the city to go to college, and when I finished I decided to come here to learn English. I lived 17 months in D.C., and have been here for about 6 months. I love food specially unhealthy delicious food (I got great genes :)), and also love beer. I hate fancy places. Im a very happy person. I love life!

What I'm doing with my life:
For now, Im just enjoying mi time in this amazing country. :)

I'm really good at:
Im very good at drinking beer, and very good at having hangovers, very good eater and Im very good talking.

On a typical Friday night I am:
Sometimes I just wanna open a beer get some peanuts and watch a good movie in bed....some other days I feel like putting on uncomfortable heels,spend some time (20min) in my hair, and going out with my friends!



Name: *NAME*
Location: San Francisco
9 miles away
Zodiac sign: Leo
Gender: female
Relationship status: single
English: poor
Spanish: fluent

My self story:
Hi!!! My name is NAME and I'm from PLACE ;). I came to San Francisco a few months ago to try to get some studies here (business). Is my first time here and I love this city and all that I've visited in this country. I love to meet people, is the reason why I'm here. I'm a bit shy on the begging until I know you more. I'm a happy person and very smiling. I love sense of humor. I'm honest (always). I love sports, my best one is swimming (hope to try in the ocean to Alcatraz some day). I like help people (if you have the opportunity to help someone and you do not then you're wasting your life). I'm curious without badness, sometimes a little naive (but learning). I love to cook, Spanish food is my best. I like to learn new things. I like to read. I like to watch films. I love to travel and see new places, that ever I saw before.

What I'm doing with my life:
Is writing a book (the most important thing to me in this moment), traveling all I can, learning languages and getting lot of experiences!

The first thing people notice about me:
Is my smile. I'm a really happy person and I'm all the time smiling "A smile means a lot. It enriches those who receive, without impoverishing those who offer it. Lasts a second but the memory sometimes is never deleted" and my eyes I guess.

The 6 things I could never do without:
Friends, family, love, patience, happiness, humor, water, air, sun... 6 is not enough...

On a typical Friday night I am:
With my friends drinking something, maybe at a party (not very often), at the cinema, at home lying (watching tv/film and relax), travelling or writing.

Name: *NAME*
Location: San Francisco
6 miles away
Zodiac sign: Libra
Gender: female
Relationship status: single

My self story:
I'm from PLACE. Now I'm in a cultural interchange here. I like to meet new people, different cultures and I'm really open mind for new experiences. I'm a sincerely, spontaneous and passionate person. I was studying philosophy and I love it, but I needed to breath and broke my routine and I change my life completely for a little bit. I hate routines!!! Home+sofa+cuddling watching movies when is raining, it will be great. I think is very cute take a walk under the rain too. The communication with other person about your feelings and be honest is the best way for a good relationship. I always give the 100% and I expect the same. I'm very laid-back. I'm looking for someone who knows to enjoy the life with music, dance, art, good conversations pleaseeeee and who can feel passion (of course, good sex is important too). I always ready to learn new things, for that I love when a person can teach me something new. I spend my free time be volunteer in an animal rescue shelter. I totally enjoy the outdoors!!! Hiking, camping, going to the gym, doing yoga, swimming, rollerblading, reading, listening music, exploring new places, travelling, looking for live music, doing collages, sleeping and looking for new people here.

What I'm doing with my life:
Now I'm living in San Francisco with my new family. I came here to live new experiences and meet people. Walking at the beach. I really love it. I never can't live in a place far to the beach!!! Specially now I trying to live the moment!!! ;) I trying to finish this profile, but I'm always put something new!!!

The first thing people notice about me:
My beautiful smile, my accent and that I'm a very friendly and sociable person.

On a typical Friday night I am:
Sometimes I like going out and getting something to eat or have some drinks in a cool bar or trying something new. I also like to stay at home and just relax in the bathtub or watch movies. But if you propose something different and fun to me, I'm open!!!

Name: *NAME*
Location: San Francisco
10 miles away
Zodiac sign: Cancer
Gender: female
Relationship status: single

My self story:
Grew up in a little town in PLACE, where is full of drugs, guns, and people gets killed everywhere. It wasnt like that when I was little though. Moved to the city to go to college, and when I finished I decided to come here to learn English. I lived 17 months in D.C., and have been here for about 6 months. I love food specially unhealthy delicious food (I got great genes :)), and also love beer. I hate fancy places. Im a very happy person. I love life!

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Im very good at drinking beer, and very good at having hangovers, very good eater and Im very good talking.

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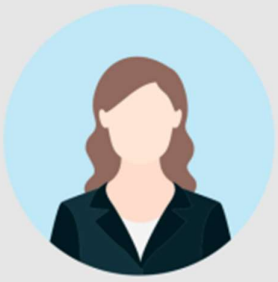

Name: *NAME*
Location: San Francisco
9 miles away
Zodiac sign: Leo
Gender: female
Relationship status: single

My self story:
Hi!!! My name is NAME and I'm from PLACE ;). I came to San Francisco a few months ago to try to get some studies here (business). Is my first time here and I love this city and all that I've visited in this country. I love to meet people, is the reason why I'm here. I'm a bit shy on the begging until I know you more. I'm a happy person and very smiling. I love sense of humor. I'm honest (always). I love sports, my best one is swimming (hope to try in the ocean to Alcatraz some day). I like help people (if you have the opportunity to help someone and you do not then you're wasting your life). I'm curious without badness, sometimes a little naive (but learning). I love to cook, Spanish food is my best. I like to learn new things. I like to read. I like to watch films. I love to travel and see new places, that ever I saw before.

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On a typical Friday night I am:
With my friends drinking something, maybe at a party (not very often), at the cinema, at home lying (watching tv/film and relax), travelling or writing.

Name: *name*
Location: San Francisco
6 miles away
Zodiac sign: Libra
Gender: female
Relationship status: single
English: poor
Spanish: fluent

My self story:
I'm from PLACE. Now I'm on a cultural interchange here. I like to meet new people, learn about different cultures and I'm really open minded for new experiences. I'm a sincere, spontaneous and passionate person. I was studying philosophy and I loved it, but I needed to breathe, so I broke my routine and I changed my life completely for a little bit. I hate routines!!! Home + sofa + cuddling + watching movies when it is raining = it will be great. I think it is very cute to take a walk in the rain too. Communicating with other people about your feelings and being honest is the best way to have a good relationship. I always give my 100% and I expect the same. I'm very laid-back. I'm looking for someone who knows how to enjoy life with music, dance, art, good conversations pleaseeeee, and who can feel passion (of course good sex is important too). I am always ready to learn new things, as I love it when a person can teach me something new. I spend my free time volunteering in an animal rescue shelter. I totally enjoy the outdoors!!! Hiking, camping, going to the gym, doing yoga, swimming, rollerblading, reading, listening to music, exploring new places, traveling, looking for live music, doing collages, sleeping and looking for new people here.

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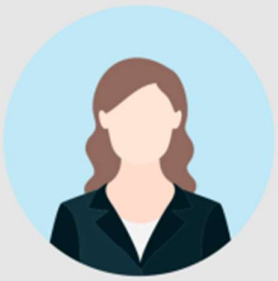

Name: *NAME*
Location: San Francisco
10 miles away
Zodiac sign: Cancer
Gender: female
Relationship status: single
English: poor
Spanish: fluent

My self story:
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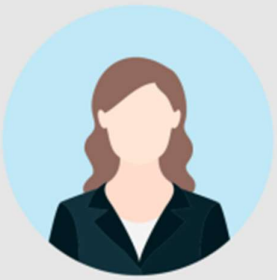

Name: *NAME*
Location: San Francisco
9 miles away
Zodiac sign: Leo
Gender: female
Relationship status: single
English: poor
Spanish: fluent

My self story:
Hi!!! My name is NAME and I'm from PLACE ;). I came to San Francisco a few months ago to try to study here a bit (business). This is my first time here and I love this city and all that I've visited in this country. I love to meet people - that's the reason I'm here. I'm a bit shy in the beginning until I know you better. I'm a happy person and smile very often. I love a sense of humor, I'm honest (always), I love sports, I'm best at swimming (I hope to swim in the ocean to Alcatraz some day), I like to help people (if you have the opportunity to help someone and you do not, then you're wasting your life), I'm curious without badness, sometimes a little naive (but I'm learning). I love to cook. I'm the best at cooking Spanish food. I like to learn new things. I like to read. I like to watch films. I love to travel and see new places that I have never seen before.

What I'm doing with my life:
Is writing a book (the most important thing to me at the moment), traveling as much as I can, learning languages and getting a lot of experiences!

The first thing people notice about me:
Is my smile, I'm a really happy person and I'm smiling all the time. "A smile means a lot. It enriches those who receive, without impoverishing those who offer it. A smile lasts a second but sometimes the memory of it is never deleted". And my eyes I guess.

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Name: *NAME*
Location: San Francisco
6 miles away
Zodiac sign: Libra
Gender: female
Relationship status: single

My self story:
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Name: *NAME*
Location*:* San Francisco
10 miles away
Zodiac sign: Cancer
Gender: female
Relationship status: single

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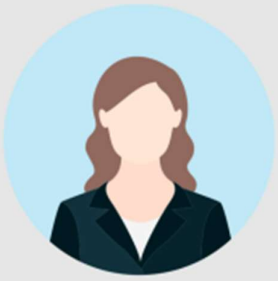

Name: *NAME*
Location*:* San Francisco
9 miles away
Zodiac sign: Leo
Gender: female
Relationship status: single

My self story:
Hi!!! My name is NAME and I'm from PLACE ;). I came to San Francisco a few months ago to try to study here a bit (business). This is my first time here and I love this city and all that I've visited in this country. I love to meet people - that's the reason I'm here. I'm a bit shy in the beginning until I know you better. I'm a happy person and smile very often. I love a sense of humor, I'm honest (always), I love sports, I'm best at swimming (I hope to swim in the ocean to Alcatraz some day), I like to help people (if you have the opportunity to help someone and you do not, then you're wasting your life), I'm curious without badness, sometimes a little naive (but I'm learning). I love to cook. I'm the best at cooking Spanish food. I like to learn new things. I like to read. I like to watch films. I love to travel and see new places that I have never seen before.

What I'm doing with my life:
Is writing a book (the most important thing to me at the moment), traveling as much as I can, learning languages and getting a lot of experiences!

The first thing people notice about me:
Is my smile, I'm a really happy person and I'm smiling all the time. "A smile means a lot. It enriches those who receive, without impoverishing those who offer it. A smile lasts a second but sometimes the memory of it is never deleted". And my eyes I guess.

The 6 things I could never do without:
Friends, family, love, patience, happiness, humor, water, air, sun... 6 is not enough...

On a typical Friday night I am:
With my friends drinking something, maybe at a party (not very often), at the cinema, at home lying down (watching TV/film and relaxing), traveling or writing.

Name: *NAME*
Location: San Francisco
10 miles away
Zodiac sign: Cancer
Gender: male
Relationship status: single
English: poor
Spanish: fluent

My self story:
I describe my self in two word funny n crazy... Im always happy. I like to enjoy life. I love extreme sports n dance, even tho i dont have to much time between my work n school, but i trying to make the best of me. I love to play soccer n dance. Thats what i do on my free time. I like to clubbing every saturday with my friends n have fun. Life is too short to think about what to do. Im spontaneous and passionate. I always fight for what or.who i want. I dont dream, but I dont have limits. I know that I can do anythin if I want to, so now Im trying to become a criminology. I like to take the risk to live a great life.

What i'm doing with my life:
Rite now Im in collegue trying to make my future, but Im working as well n between that Im enjoying life.

Favourite books, movie, TV, food:
Im not a good reader, but my favorite movie is Harry Potter and my kind of music is hip hop n rite now my favorite song is Headlights from Drake n Lil Wayne.

On a typical friday night I am:
I spend my Fridays night at home.with my friends watching a movie n drinking hot coffe and sometimes i go to the club and dance my ass off.

Name: *NAME*
Location: San Francisco
8 miles away
Zodiac sign: Scorpio
Gender: male
Relationship status: single
English: poor
Spanish: fluent

My self story:
Well my name is NAME. I berly turn 21 this past November. I dont drink or smoke. I like to go out and have fun without getting into trouble. I love meeting new people, especially from diferent ethnicity. I wan to learn how to speak french. I like going to the movies, the lake swinming, and my fun favorite think to do is going on the rides like the roller coaster and stuft like that, and like to laugh and be in love to someone.

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Well I dont read books but my favorite movies are What happens in Vegas, The time travelrs wife, The hungover, Big daddy, Mean girls and Definitely maybe, and music the I like is hio hop, rap, pop, r&b, disco, and oldies, and my favorite food is quesadillas and cocktail shrimp.

The 6 things I could never do without:
Family, friends, love, music, car and workout expet during winter cas is really cold I just wanna be under my blankie lol.

I spend a lot of time thinking about:
My future and the people who surround me.

On a typical Friday night I am:
Working or hunging with my friends.

Name: *NAME*
Location: San Francisco
4 miles away
Zodiac sign: Cancer
Gender: male
Relationship status: single
English: poor
Spanish: fluent

My self story:
What can I say? Well, I've been in SF for quite awhile. Since I've been living in this small city, I've been too busy working and going from place to place socializing with anyone, who want to share a real relationship with me. In other words, I am a person, who likes to meet people from everywhere and respect them to the fullest. I am very understandable person, who forgive people right away because we deserve a second chance. I believe that we all commit errors of any kind, as the days go by, so why shouldn't I forgive?

What I'm doing with my life:
I have an ordinary life. Working in a catering company and going to city college because I want to learn what I didn't do in my sweet years. I don't regret it dough! Back on track Mario :)

I'm really good at:
Jogging, riding bike, making friends, and sleeping. I am scare to swim in the ocean though, and deep swimming pools.

The things I could never do without:
Mom, because she has given me unconditional love. Friends, because they remind me that I am still alive. School, because there always is something to learn about. TV, because it keeps me away of my loneliness. Books, because I like to know the wisdom of others.

On a typical Friday night I am:
Go to the bar with friends or watch TV if I don't want to drink. Like today:)

Name: *NAME*
Location: San Francisco
10 miles away
Zodiac sign: Cancer
Gender: male
Relationship status: single

My self story:
I describe my self in two word funny n crazy... Im always happy. I like to enjoy life. I love extreme sports n dance, even tho i dont have to much time between my work n school, but i trying to make the best of me. I love to play soccer n dance. Thats what i do on my free time. I like to clubbing every saturday with my friends n have fun. Life is too short to think about what to do. Im spontaneous and passionate. I always fight for what or.who i want. I dont dream, but I dont have limits. I know that I can do anythin if I want to, so now Im trying to become a criminology. I like to take the risk to live a great life.

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Gender: male
Relationship status: single
English: poor
Spanish: fluent

My self story:
Well, my name is NAME. I barely turned 21 this past November. I don´t drink or smoke. I like to go out and have fun, without getting into trouble. I love meeting new people, especially from different ethnicities. I want to learn how to speak French. I like going to the movies, to the lake swimming and my favorite fun thing to do is going on rides, like the roller coaster and stuff like that, and I like to laugh and be in love with someone.

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On a typical Friday night I am:
Going to the bar with friends or watching TV if I don't want to drink, like today :)

Appendix 3, request to EACH

Checklist EACH (version 1.6, november 2020)

You fill in the questions by clicking on the square next to the chosen answer ☐

After clicking, a cross will appear in this square ☒

1. Is a health care institution involved in the research?

Explanation: A health care institution is involved if one of the following (A/B/C) is the case:

A. One or more employees of a health care institution is/are involved in the research as principle or in the carrying out or execution of the research.
B. The research takes place within the walls of the health care institution and should, following the nature of the research, generally not be carried out outside the institution.
C. Patients / clients of the health care institution participate in the research (in the form of treatment).

☒ No → continue with questionnaire

☐ Yes → Did a Dutch Medical Institutional Review Board (MIRB) decide that the Wet Medisch Onderzoek (Medical Research Involving Human Subjects Act) is not applicable?

☐ Yes → continue with questionnaire

☐ No → This application should be reviewed by a Medical Institutional Review Board, for example, the Dutch CMO Regio Arnhem Nijmegen → end of checklist

2. Do grant providers wish the protocol to be assessed by a recognised MIRB?

☒ No → continue with questionnaire

☐ Yes → This application should be reviewed by a Medical Institutional Review Board, for example, the Dutch CMO Regio Arnhem Nijmegen → end of checklist

3. Does the research include medical-scientific research that might carry risks for the participant? ☒ No → continue with questionnaire

☐ Yes → This application should be reviewed by a Medical Institutional Review Board, for example, the Dutch CMO Regio Arnhem Nijmegen → end of checklist

Standard research method

4. Does this research fall under one of the stated standard research methods of the Faculty of Arts or the Faculty of Philosophy, Theology and Religious Studies?

☒ Yes → 12 **(fill in name and number of standard research method)** → continue with questionnaire

☐ No → assessment necessary, end of checklist

Participants

5. Is the participant population a healthy one?

☒ Yes → continue with questionnaire

☐ No → assessment necessary, end of checklist → go to assessment procedure

6. Will the research be conducted amongst minors (<16 years of age) or amongst (legally) incapable persons?

☐ Yes → assessment necessary, end of checklist → go to assessment procedure

☒ No → continue with questionnaire

Method

7. Is a method used that makes it possible to produce a coincidental finding that the participant should be informed of?

☐ Yes → assessment necessary, end of checklist → go to assessment procedure

☒ No → continue with questionnaire

8. Will participants undergo treatment or are they asked to perform certain behaviours that can lead to discomfort?

☐ Yes → assessment necessary, end of checklist → go to assessment procedure

☒ No → continue with questionnaire

9. Are the estimated risks connected to the research minimal?

☐ No → assessment necessary, end of checklist → go to assessment procedure

☒ Yes → continue with questionnaire

10. Are the participants offered a different compensation than the usual one?

☐ Yes → assessment necessary, end of checklist → go to assessment procedure

☒ No → continue with questionnaire

11. Should deception take place, does the procedure meet the standard requirements?

☐ No → assessment necessary, end of checklist → go to assessment procedure

☒ Yes → continue with questionnaire

12. Are the standard regulations regarding anonymity and privacy met?

☐ No → assessment necessary, end of checklist → go to assessment procedure

☒ Yes → continue with questionnaire

Conducting the research

13. Will the research be carried out at an external location (such as a school, hospital)?

☒ No → continue with questionnaire

☐ Yes→ Do you have/will you receive written permission from this institution?

☐ No → assessment necessary, end of checklist → go to assessment procedure

☐ Yes → continue with questionnaire

14. Is there a contact person to whom participants can turn to with questions regarding the research and are they informed of this?

☐ No → assessment necessary, end of checklist → go to assessment procedure

☒ Yes → continue with questionnaire

15. Is it clear for participants where they can file complaints with regard to participating in the research and how these complaints will be dealt with?

☐ No→ assessment necessary, end of checklist → go to assessment procedure

☒ Yes → continue with questionnaire

16. Are the participants free to participate in the research, and to stop at any given point, whenever and for whatever reason they should wish to do so?

☐ No→ assessment necessary, end of checklist → go to assessment procedure

☒ Yes → continue with questionnaire

17. Before participating, are participants informed by means of an information document about the aim, nature and risks and objections of the study? (zie explanation on informed consent and sample documents).

☐ No→ assessment necessary, end of checklist → go to assessment procedure

☒ Yes → continue with questionnaire

18. Do participants and/or their representatives sign a consent form? (zie explanation on informed consent and sample documents.

☐ No→ assessment necessary, end of checklist → go to assessment procedure

☒ Yes → checklist finished

If you want to record the results of this checklist, please save the completed file.

If you need approval from the EACH due to the requirement of a publisher or research grant provider, you will have to follow the formal assessment procedure of the EACH.