

## Understanding the Impact of an Interactive Video on Knowledge and Attitudes About People Who Are Blind or Have Low Vision

### What Were We Trying to Learn?

This study aimed to determine if an interactive video (IV) could assist current and future hiring managers in gaining a better understanding of individuals who are blind or have low vision (B/LV) and enhancing their attitudes toward employing them. Researchers investigated whether viewers retained the information over time and whether having the opportunity to view answers to curiosity questions would impact outcomes.

### How Was This Project Carried Out?

The project consisted of two experimental studies. The first involved college students in human resource management classes (future hiring managers), while the second study involved adults who currently or previously made hiring decisions. Participants in Study 1 were randomly assigned to either the Full IV (with all content), a Limited IV (missing the curiosity questions), or an interactive control video. Participants viewed the IV or control video for 30 to 40 minutes. In both studies, participants took a pretest consisting of six outcome measures and completed an immediate posttest. Study 1 participants also completed a 3-month follow-up. Researchers measured participants' knowledge, attitudes (explicit and implicit), discomfort levels, and intent to hire.

### Research Takeaway

Watching an interactive video featuring B/LV individuals for 30 to 40 minutes led to significant improvements in participants' knowledge, attitudes, and intent to hire people who are B/LV. These effects were retained three months later.

### What Are the Most Important Things We Learned?

- Watching the interactive video led to significant improvements in knowledge about B/LV, explicit attitudes, and intent to hire people who are B/LV, even among individuals who already held relatively positive views, in both studies.
- In Study 1, the gains observed immediately after viewing the IV were sustained three months later.
- Implicit attitudes decreased slightly (improved) for the IV groups in both studies, but the overall tests for an interaction effect were not statistically significant.
- Having the opportunity to view the more personal curiosity question videos didn't lead to better outcomes, suggesting that watching multiple B/LV individuals respond to questions was beneficial regardless of content type.

## How Do These Findings Relate to Me?

The interactive video was developed as an educational tool for employers, and these findings indicate its value for this purpose. The results suggest that implementing the IV as an organization-wide training could decrease bias against B/LV candidates and allow the organization to hire more people who are B/LV. Rehabilitation professionals, especially those with limited experience in B/LV, may find the IV valuable for educating employers and facilitating job placements. In addition, the IV could be used to educate professionals in other fields who may encounter people who are B/LV, such as social workers, counselors, doctors, psychologists, and healthcare providers. It may also be helpful for family members of individuals with B/LV, as well as for adults who are beginning to lose their vision, offering both hope and practical support during their adjustment.

## Learn More

Findings were taken from the following article:

McDonnall, M. C., Antonelli, K., & Marett, E. G. (2025). [Improving knowledge and attitudes via an interactive video: A randomized controlled trial](#). *Rehabilitation Psychology*. Advance online publication.

The IV is now available as a training resource for employers and human resources managers. Interacting with the IV, named *Questions About Vision Loss*, can provide up to 1.5 hours of SHRM continuing education credit. See the NRTC website for more information:

<https://www.ntac.blind.msstate.edu/businesses/shrm>

For more information about this research project, visit the [project overview page](#).

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