FSU’s Gender-Based Divide

The Divide

Team 4

Florida State University

LIS3201 – Fall 2021

Research Instrument

**Research Questions**

RQ1: What effect(s) does the gendered digital divide have on the educational experience of FSU undergraduates?

Maps to survey or interview questions:

* Gender **(Q1)**
* Classification **(Q2)**
* Major **(Q3)**
* Is the student in STEM? **(Q4)**
* Is the student NON-STEM? **(Q5)**
* Observations from a classroom perspective about the demographic of the STEM programs at FSU **(Q11, Q12, Q14)**
  + Impact of these observations on learning experience **(Q9, Q10, Q15)**
* Observations from an outside perspective about the demographic of the STEM programs at FSU **(Q7, Q11, Q14)**
  + Impact of these observations on getting involved **(Q8, Q10)**

RQ2: Is the gender digital divide recognizable by FSU undergraduates?

Maps to survey or interview questions:

* Participant’s definition of the digital divide **(Q6, Q13)**
* Observations about FSU and their STEM outreach **(Q10)**
* Observations about the demographics of the STEM programs at FSU **(Q14, Q15)**
  + Expected divide versus actual **(Q7)**
  + FSU’s effort to increase diversity **(Q11)**
* Observations about individual comfort-level within STEM **(Q12)**

**Instrument**

Survey Questionnaire

Introduction: The purpose of this survey is to collect information about individual experiences with FSU’s STEM programs, regardless of a student’s major/classification. We aim to document incidents where students felt comfortable/uncomfortable in their environment.

Questions:

*1. What is your gender?*

*a. Male*

*b. Female*

*c. Non-Binary*

*d. Other*

*2. What is your classification in school?*

*a. Freshman*

*b. Sophomore*

*c. Junior*

*d. Senior*

*3. What is your major and minor (if applicable) ? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

***Part II: Topic-specific Questions***

*4. Have you taken a STEM course?*

1. *Yes*
2. *No*

*5. If not, would you be interested in taking one in the future? (skip if you have) (see number 8)*

1. *Yes*
2. *No*
3. *Not Applicable*

*6. Have you heard of the term “Digital Divide”?*

1. *Yes*
2. *No*

*7. In your experience, what percentage of STEM majors do you believe are women? (Slider between 0% and 100%)*

*0 25 50 75 100*

*8.) What reason(s) did you have for not taking a STEM course?*

1. *Not Interested*
2. *Did not apply to my major/minor*
3. *Did not know what courses were available*
4. *Too Difficult*
5. *Other\_\_\_\_.*
6. *Not Applicable*

*9.) If you are taking a STEM course, what motivated you to take that course?*

1. *Needed for major/minor*
2. *Personal interest*
3. *Good job opportunities*
4. *Other \_\_\_\_\_.*
5. *Not applicable*

*10.) In your experience, do you feel as if FSU has provided assistance/guidance to promote STEM courses?*

1. *Yes*
2. *No*

*11.) On a scale from 1 (Strongly Disagree) to 5 (Strongly Agree), do you believe FSU’s STEM programs value diversity?*

*1 2 3 4 5*

*12.) Do you believe that STEM programs are at a disadvantage because of the limited number of women enrolled in their programs?*

*13.) On a scale from 1 (Not Very) to 5 (Very), how strongly do you feel about actively increasing women's participation and involvement in STEM programs at FSU?*

*1 2 3 4 5*

***Part III: Short Responses***

*14.) If you have taken a STEM course, did you feel represented by the demographic of your classmates? (Why/Why not)*

*15.) How would you define the digital divide? (Provide definition of digital divide used in survey after)*

*16.) Why students selected their answer for “What do students think the population of the genders are in the STEM field”*

*17.) Do you ever feel at a disadvantage or not given equal access within STEM (Why/Why not)?*

*18.) Why do you believe that STEM programs are either at a disadvantage or not? (Response to Question 12)*

Qualtrics Link: <https://fsu.qualtrics.com/jfe/form/SV_cGeTfqxq2kEEjTU>

**Consent Form**

Note: Use the table below to document each team member’s contribution to this assignment.

| Name | Contribution |
| --- | --- |
| Daniel Jaramillo | Adding of questions to Qualtrics, setting up logic for certain questions, organization of question, survey testing |
| Vanessa Sanabria | Added questions of Qualtrics, participated in discussion, proofread research instrument and the qualtrics form |
| Jamel Douglas | Main setup of Qualtrics survey. Added questions to the Qualtrics survey, set up logic for some questions. General survey proofreading and testing. |
| Brennan O’Hara | Adding questions to Qualtrics. Participated in group discussions. Set up a consent form for Qualtrics. Survey testing. |
| Deven Ugalde | Helped come up with questions, participated in group discussions |
| Oliver Veras | Added Questions to Qualtrics, set up logic to display questions based on responses, included definition of Digital Divide. |

| Criteria | Rating |
| --- | --- |
| Appropriateness of the reworded research questions (3 pts); correct mapping to survey/interview questions (3 pts); appropriate and well-organized mapping (2 pts). |  |
| The questions/Items in the research instrument are appropriate for the research problem and RQs (i.e., your instruments must obtain the data you need in order to answer your RQs) (15 pts) |  |
| Format: file name (1 pt); research instrument is neat and well organized (logical order, layout, design, etc) (5 pts), consent form (1 pt) |  |