

## pre-survey

Thank you so much for participating in this study. We have a few questions for you to answer before you get started. Please answer the questions honestly. You can skip any questions you do not feel comfortable answering.

Please enter the participant ID number that you received from the pre-screening results. We asked you to email it to yourself, so you may find it in your email.

**ANSWER** The answer is 1000.

Please rate the degree to which you agree or disagree with each statement

Please answer the following question

Please explain your answer to the previous question

[View Details](#) | [Edit](#) | [Delete](#)

Please rate the degree to which you agree or disagree with the following statements

	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree
I would like to learn more about computers	<input type="radio"/>					
I like the idea of taking computer courses	<input type="radio"/>					
I think computer programming is interesting	<input type="radio"/>					
I look forward to learning about computer programming	<input type="radio"/>					
I am sure that I could learn computer programming	<input type="radio"/>					
I think I could handle the more difficult programming problems	<input type="radio"/>					

Thank you so much for completing the pre-survey! Click **Next** to continue the study

## instructions

### Instructions

Coders (also called computer programmers) do all kinds of tasks, from running simulations to creating websites. Coders work in lots of different jobs and fields. In the field of data science, for example, coders organize, visualize, and analyze data.

Just like human languages, there are many computer programming languages, and each one is used by different groups of people. Unlike human languages, however, programming languages are usually built to accomplish specific purposes. For example, JavaScript is often used for writing computer games, and Swift is used to make apps.

Today we will introduce you to a programming language built for analyzing data, called R. Data analysis involves organizing lots of information, or data, to reveal patterns. We can use these patterns as clues to help us understand how the world works.

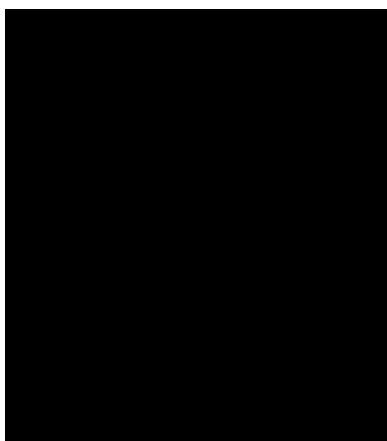
On the next few pages, you'll complete some tasks designed to help you be a coder who uses the R programming language.

Please try your best on each task.

## **intro-1**

### **Introduction**

Hi, it's great to meet you! My name is Dr. Gregory Harris. When I was an undergraduate, I struggled with learning data analysis. I had never had any experience in computer science before college, so it sometimes seemed like I was far behind everyone else. However, I was lucky to have a professor who supported me and convinced me that computer science would be useful in my future—not only in research, but also if I chose to become a psychology professional.

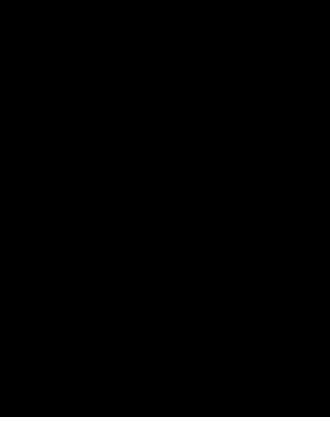


Now, as the principal investigator of my lab, I use R to analyze my data almost every day. Over the past two years, I have also developed the following learning module. With this module, I hope to provide a less intimidating learning environment for students who, like me, entered college with no prior experience in computer science. I hope you enjoy the lesson.

## **intro-2**

### **Introduction**

Hi, it's great to meet you! My name is Dr. Deborah Harris. When I was an undergraduate, I struggled with learning data analysis. I had never had any experience in computer science before college, so it sometimes seemed like I was far behind everyone else. However, I was lucky to have a professor who supported me and convinced me that computer science would be useful in my future—not only in research, but also if I chose to become a psychology professional.

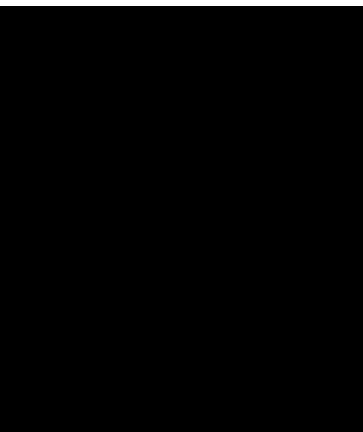


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### **intro-3**

## **Introduction**

Hi, it's great to meet you! My name is Dr. Prince Allen. When I was an undergraduate, I struggled with learning data analysis. I had never had any experience in computer science before college, so it sometimes seemed like I was far behind everyone else. However, I was lucky to have a professor who supported me and convinced me that computer science would be useful in my future—not only in research, but also if I chose to become a psychology professional.

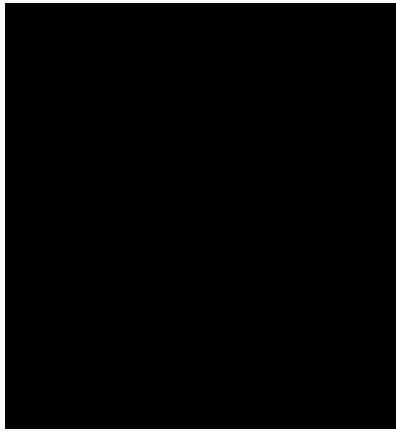


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## **intro-4**

### **Introduction**

Hi, it's great to meet you! My name is Dr. Ivory Allen. When I was an undergraduate, I struggled with learning data analysis. I had never had any experience in computer science before college, so it sometimes seemed like I was far behind everyone else. However, I was lucky to have a professor who supported me and convinced me that computer science would be useful in my future—not only in research, but also if I chose to become a psychology professional.



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## **intro-5**

### **Introduction**

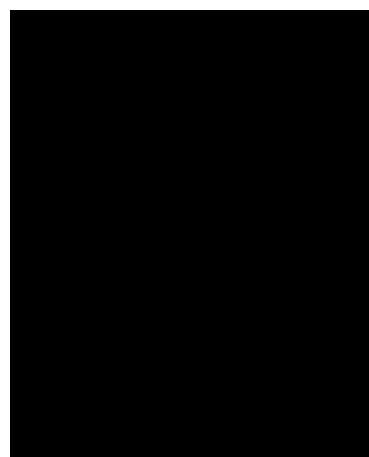
Hi, it's great to meet you! My name is Dr. Dong Gao. When I was an undergraduate, I struggled with learning data analysis. I had never had any experience in computer science before college, so it sometimes seemed like I was far behind everyone else. However, I was lucky to have a professor who supported me and convinced me that computer science would be useful in my future—not only in research, but also if I chose to become a psychology professional.



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## **intro-6**

### **Introduction**



Hi, it's great to meet you! My name is Dr. Mei Gao. When I was an undergraduate, I struggled with learning data analysis. I had never had any experience in computer science before college, so it sometimes seemed like I was far behind everyone else. However, I was lucky to have a professor who supported me and convinced me that computer science would be useful in my future—not only in research, but also if I chose to become a psychology professional.

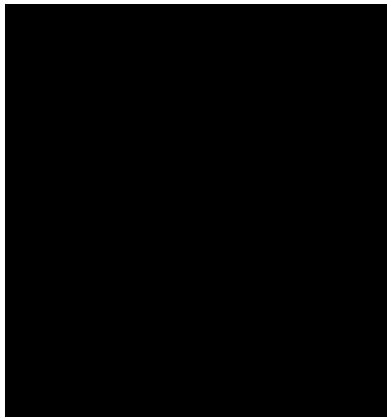


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## **intro-7**

## Introduction

Hi, it's great to meet you! My name is Dr. Enrique Carrillo. When I was an undergraduate, I struggled with learning data analysis. I had never had any experience in computer science before college, so it sometimes seemed like I was far behind everyone else. However, I was lucky to have a professor who supported me and convinced me that computer science would be useful in my future—not only in research, but also if I chose to become a psychology professional.



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### intro-8

## Introduction

Hi, it's great to meet you! My name is Dr. Guadalupe Carrillo. When I was an undergraduate, I struggled with learning data analysis. I had never had any experience in computer science before college, so it sometimes seemed like I was far behind everyone else. However, I was lucky to have a professor who supported me and convinced me that computer science would be useful in my future—not only in research, but also if I chose to become a psychology professional.



Now, as the principal investigator of my lab, I use R to analyze my data almost every day. Over the past two years, I have also developed the following learning module. With this module, I hope to provide a less intimidating learning environment for students who, like me, entered college with no prior experience in computer science. I hope you enjoy the lesson.

## **test**

Click to write the question text

## **lesson**

### **Lesson 1: Operators**

Most programming languages can act like basic calculators.

Try calculating  $627 / 3$  in the script.R window on the left. You will see the results of your code in the console on the right. (The character # means that everything on that line is a comment, and will be ignored by the computer.)

Tip: for the best experience, don't delete anything that we've already put in the script windows.



Submit



Nice! R supports all the basic functions: \* for multiplication, / for division, - for subtraction, and + for addition.

You can also combine multiple operations, using () to tell R which operations you want to do first.

Try running `100 * 2 + 5` and then `100 * (2 + 5)` in the window below.



Submit



Run

Submit



You get an error. That's because we use the = operator to create variables, which we will talk about later. If we want to check whether two values are equal to each other, use ==.

Try checking whether 8 is equal to 8, and then check whether 8 + 8 is equal to 16.

Submit



Note from Dr. {{placeholder}}:

Great job! If you thought this first lesson didn't seem relevant to the real world, that's also how I felt when I started taking computer science. Next, I'll show you how we can use these

concepts to do things that will actually be useful in the lab, like manipulating data.

## transition

Great job! We have some more R coding activities that are even more challenging than the ones you just completed.

You can choose to continue this lesson or you can choose to switch to a different lesson on a topic unrelated to computer programming.

The lessons are the same level of difficulty and will take the same amount of time to complete. You will earn credit for participating in the study no matter which lesson you choose.

Would you like to continue learning R?

- Keep learning R
- Switch to a different lesson

## extra-practice

### Lesson 2: Variables

You might need to store the results of a calculation so you can refer to it later. For example, you might want your computer to remember pi for you.

Try running the code below:



Run

Submit



Remember how we said = is used to create variables? That's what just happened: we made up a name for our variable and assigned a value to it.

Create a variable named `fav_num` and assign it to your favorite number.



Run

Submit



Awesome! But variables seem pretty boring by themselves. What's the point? One thing we could try is using our variables in a calculation.

What happens when you type `fav_num + 1`?



Run

Submit



Interesting. What happens when you create `fav_num` again, with a different number than what you had before? My favorite number is 7.

Try creating `fav_num` with the number 7.

Run

Submit



We call this variable reassignment. Variables are containers: we can put stuff in them. When we reassigned the variable, we just took out the number that was already in the container and replaced it with something else. That's why it's called a variable: we are able to vary (change) it.

Note from Dr. {{placeholder}}:

Nice work! If you make a mistake, try double checking your spelling and punctuation. When I started coding, I didn't realize how sensitive computers are to small typos!

Up next, we'll learn about functions, which are at the core of most coding you'll do.

Great job!

We have some more R coding activities that are even more challenging than the ones you just completed.

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- Switch to a different lesson

### Lesson 3: Vectors and Functions

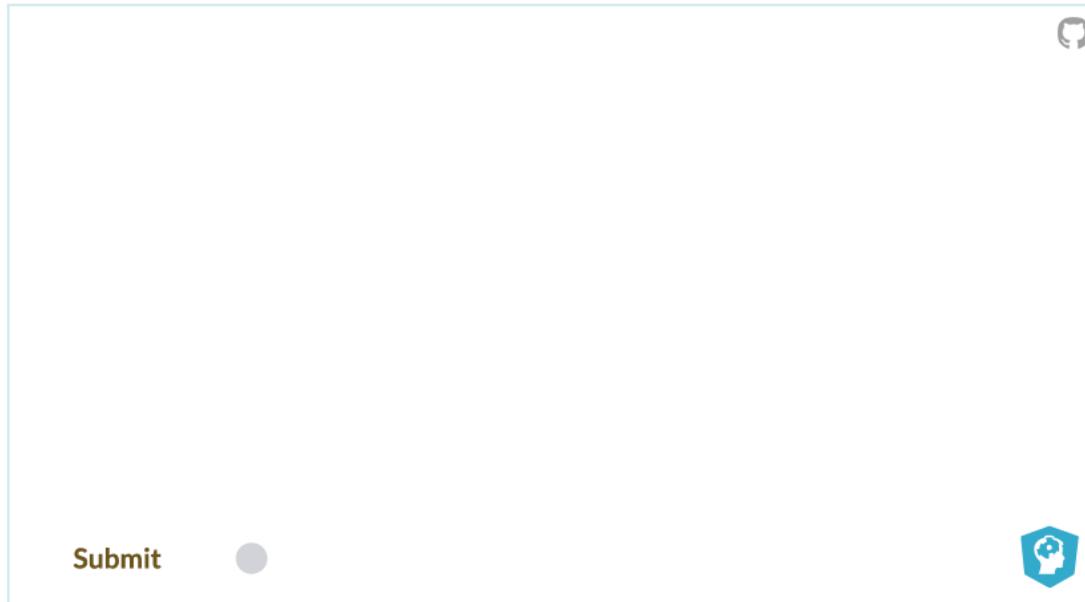
Functions are a new concept: think of them as commands we can use to accomplish certain tasks. There are 3 things you need to know about functions:

1. Every function has a name, followed by parentheses.
2. Every function takes 0 or more arguments, which go inside the parentheses.

### 3. Every function gives an output.

Functions are like little machines: you put some stuff in it, and depending on what you put in, something comes out.

Below, we've put an example using the `sum()` function. Try running the code to see what we mean!



As you can probably see, the `sum()` function adds numbers together. You put numbers in, and it puts out the sum of those numbers.

Coders can use functions to solve lots of interesting problems. Here is one: instead of storing a single value in a variable, what if we wanted to store multiple values together?

For example, let's say we wanted to create a health tracker app. One thing you could track is the number of steps you've taken over the past three days. How could you store all those numbers in one variable?

That's what vectors are for! When we want to make a vector, we can use the `c()` function and feed it the arguments we want to store in the vector.

In this case, `c` is the name of the function, and the output is a vector containing all the values we put into it. Remember, a vector is a variable that stores multiple values at once.

Try using `c()` to create a step count vector that stores the number of steps you walked for each of the past three days: on Monday you walked 1000 steps, on Tuesday you walked 700 steps, and on

Wednesday you walked 8000 steps.

Name the vector steps.

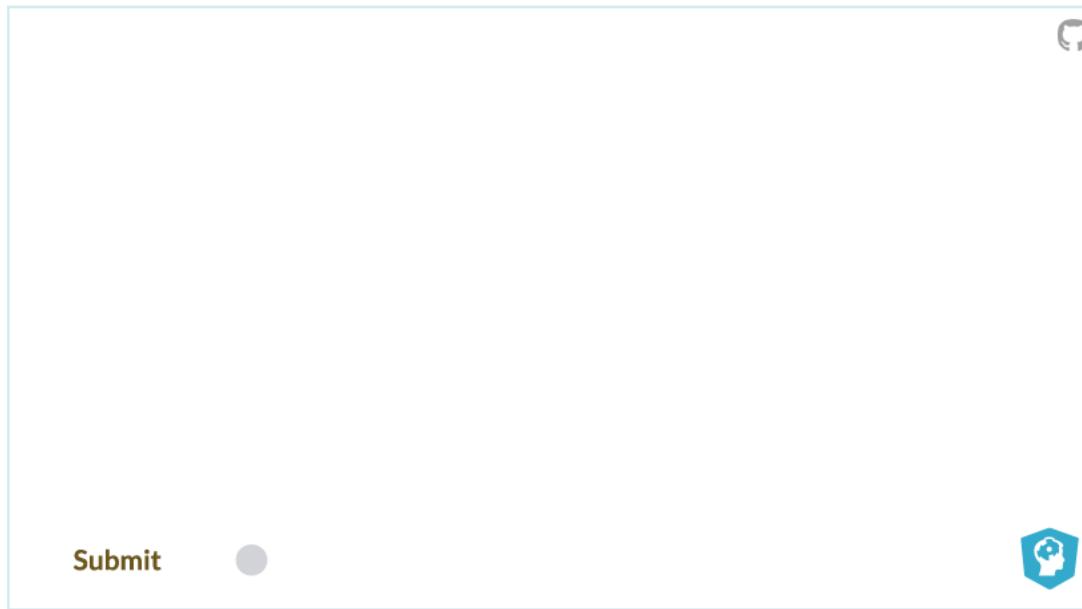
This is a screenshot of an interactive coding environment. At the top right is a blue circular icon with a white question mark. In the bottom left corner, the word "Submit" is displayed in brown text next to a grey circular button. In the bottom right corner is a teal hexagonal icon containing a white brain-like shape.

Another useful function is `length()`. Use this to find the length of our vector.

This is a screenshot of an interactive coding environment, identical in layout to the one above. It features a blue circular icon with a white question mark at the top right, a "Submit" button with a grey circular button to its left in the bottom left, and a teal hexagonal icon with a white brain-like shape in the bottom right.

Let's try putting what we've learned together. Try using the `sum()` and `length()` functions together to find the \*mean\* number of steps taken over the three days.

Remember, the mean is the sum of all the values in the vector divided by the total number of values in the vector.









**Submit**

Note from Dr. {{placeholder}}:

You're doing great! Learning how to combine different functions in your code is an extremely powerful tool. It definitely took me a while, but once I found out how to do that part, I began to feel more confident in my coding abilities.

Great job!

We have some more R coding activities that are even more challenging than the ones you just completed.

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Would you like to continue learning R?

- Keep learning R
- Switch to a different lesson

## Lesson 4: Data Frames and More Functions

As you know, health tracker apps collect a lot more than just step counts. They also collect data on hours of sleep, distance walked, and heart rate.

We could store all of this information in separate vectors, and in fact that's what we are going to do.

To keep all of these vectors in one place, coders use data frames. Think of a data frame as a data table and a vector as a column in that table.

Here, we have uploaded data from the sleep behavior study and named it **tracker**. Type its name in the window below to view it.

✖

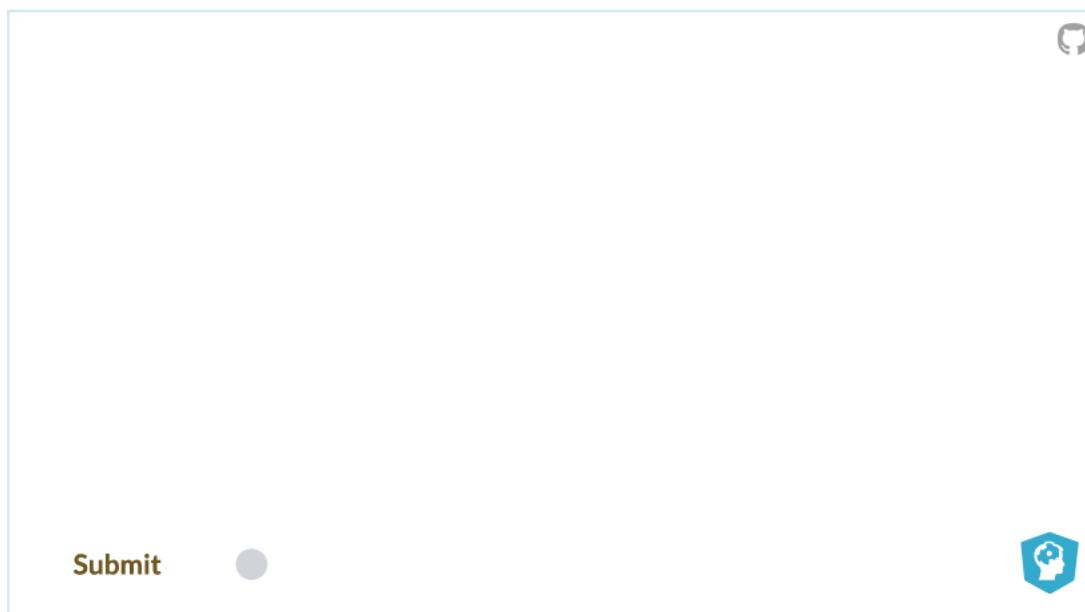
Submit

Note that each row represents the step count, heart rate, distance, and amount of sleep for a different

day. For now, you don't have to know how to create a data frame. But it's useful, when you're coding, to know how to use them.

To view one variable of a data frame, we use `$`. For example, you could type `df$var` to view a variable named `var` in a dataframe named `df`. What do you think `df` stands for?

Try viewing just the `heart_rate` variable from our data frame.



A large, empty rectangular input field with a thin light blue border. In the top right corner of the input field, there is a small circular icon containing a white GitHub logo. In the bottom left corner of the input field, there is a small rectangular button with the word "Submit" in white text. To the right of the input field, there is a small circular progress bar consisting of two concentric circles, with the inner circle being grey and the outer circle being light blue.

Well done! Next, let's try using a new function. Many functions are meant to work with data frames. So, they take at least two arguments:

- the data frame you are analyzing
- the column you want to focus on

Use the `arrange()` function to sort the data in order by `distance`. Separate arguments using a comma `,`.



Submit



Notice that since each row represents one day's data, all the data from that day (row) moves together when we rearrange the data frame.

What if we want to see the longest distance first? The default setting for `arrange()` is to sort data in ascending order. If we want to arrange distance from highest to lowest, we can use the `desc()` function.

Try using `arrange()` and `desc()` together to view the longest distance first.



Submit



Note from Dr. {{placeholder}}:

I'm glad you stuck through it, even though the last questions were pretty difficult! It took me many weeks to get the hang of coding. You may or may not already know this, but you have what it takes to get there. These tools will be useful in ways you would never expect, like working in Excel!

Great job!

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## Lesson 5

Great work so far! The **filter()** function works similarly to the **arrange()** function, except that instead of supplying a data frame and a column argument, we supply a data frame and a condition.

For example, the condition **heart\_rate < 80** means that each row of the data will only be kept if the heart rate recorded for that day was less than 80.

Sometimes mistakes are made when entering data. To remove impossible values for **heart\_rate**, try filtering **tracker** to remove values greater than 150.



Run

Submit



Note from Dr. {{placeholder}}:

"Cleaning" data by removing mistakes and reformatting it into something we can use is a great skill for research. This is the first thing I learned as an undergraduate when I asked my professor to get involved in their lab. Keep it up!

Great job!

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Would you like to continue learning R?

- Keep learning R
- Switch to a different lesson

## Lesson 6

We can *visualize* data to find patterns in the data that tell us something about the source of the data. We ask questions like: If we know your step count for a particular day, can we predict that day's average heart rate, and why? Or: How unusual is your highest recorded distance walked, compared to all the other days' distances?

In order to start answering these questions, we will start exploring graphs. Try running the code below.

Now that you see what the **gf\_histogram** function does, modify the code so that it graphs **distance** instead of **heart\_rate**.



Run

Submit



What do you notice about the tallest peaks of both of the graphs you've produced?

Note from Dr. {{placeholder}}:

Nice work! Data visualization is an important subfield of statistics. It combines math and art to find the best way to represent a huge amount of information in a clear way to readers. Good visualizations can be persuasive to policymakers, the public, and more.

Great job!

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Would you like to continue learning R?

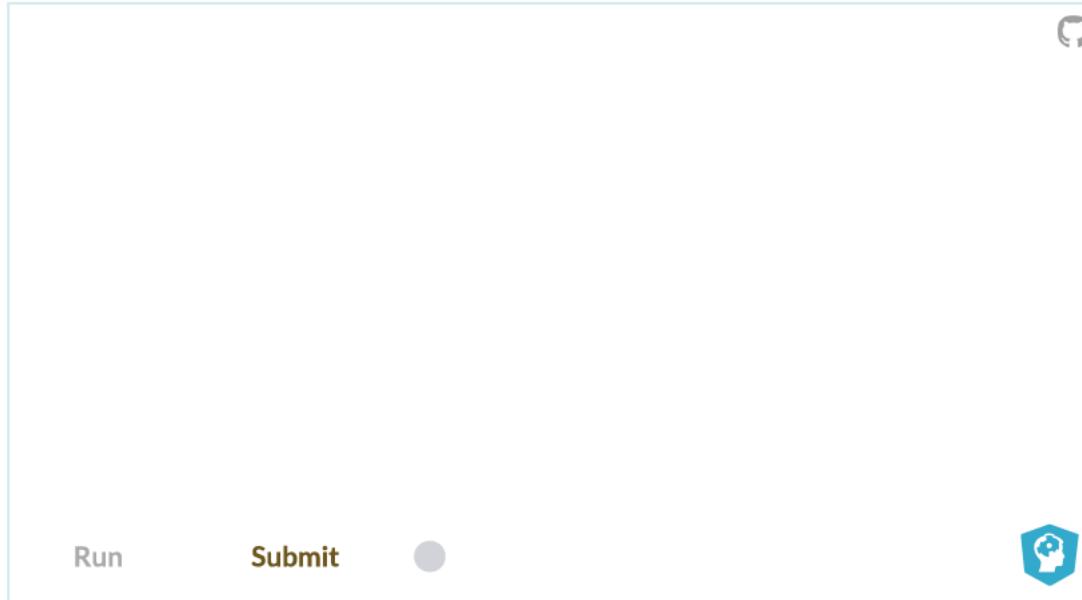
- Keep learning R
- Switch to a different lesson

## Lesson 7

How do we answer the question: what is the typical daily distance walked for the person who used this tracker app? Questions about typical values refer to the center of a distribution of data.

One way to do this is to calculate the average, or the mean. The average is calculated by adding up all the values and dividing this sum by the total number of values. Fortunately, coders have the **mean()** function to do the work for them. The mean function takes one main argument: the data that you want to analyze.

Find the mean of **distance**,



Does this correspond with the tallest peak that you noted in the previous exercise?

- Yes

- Maybe
- No

Note from Dr. {{placeholder}}:

I'm so glad you've showed interest in statistics and computer science! We need researchers like you in the field who show initiative in learning new things.

### **word-construction-activity**

## **Word Construction Activity**

This is an activity in which you will construct every possible word you can from a basic letter combination you will have in front of you while you work. After you have come up with as many word constructions as you can, click **Next** to try a new letter combination

The rules you should follow are these:

1. Use any number of letters you wish out of the basic letter combination - from one to as many letters as there are in the letter combination.
2. Use each letter only once in a given word. You can construct many words using the same letter once each time as a part of each single word.
3. Construct only English words.
4. Construct no proper nouns, that is, no names whose first letter would be capitalized.
5. A basic word is counted only once; e.g., "bag" and "bags," or "cut" and "cuts" would count only once. An improperly spelled word is not counted.

Try the following letter combination: **M D E A**

Some of the words you could make would be:

a  
mad  
ma  
dam  
dame  
me

Try the following letter combination: **R O N T E**



Some possible solutions for **R O N T E** include:

ton  
not  
ten  
rot  
roe  
ore  
tore  
rent  
tenor

Try the following letter combination: **T R E I S P E**



Some possible combinations for **T R E I S P E** are:

spire

tire  
tries  
respite  
spree  
tree  
tie  
pie  
pit  
spit

Try the following letter combination: **L W F A F E**



Some possible solutions for **L W F A F E** are:

law  
awe  
few  
elf  
flea  
fale  
wale  
leaf  
flew  
flaw  
waffle

### **post-survey**

Great job!

You are finished with the lesson part of the study.

We have a post-survey with three parts for you to complete. You must complete this survey in order to receive credit for this study.

Please answer the questions thoughtfully and honestly. You may skip any questions you do not feel comfortable answering.

Click **next** to begin the survey.

Please take a moment to think about the features that you think characterize people who frequently use computer science in their job. Once you have this picture in mind, write a few sentences describing your picture of the average person who uses computer science. For example, what personality traits might they have, what does this person look like, what types of activities would they enjoy, etc.

Please answer the following question.

0      10      20      30      40      50      60      70      80      90      100

What percentage of  
computer scientists  
in the United States  
do you think are  
female?

Please answer the following five questions. **Make sure that your answers add to 100. You can input the number without the percentage symbol, e.g. enter "100%" as "100".**

What percentage of computer scientists in the United States do you think are Black?

What percentage of computer scientists in the United States do you think are Asian or Pacific Islander?

What percentage of computer scientists in the United States do you think are Latino?

What percentage of computer scientists in the United States do you think are white?

What percentage of computer scientists in the United States do you think are other races (e.g. mixed race, American Indian)?

Total

You were offered the choice to continue learning R or to switch to a different lesson. At any point, did you choose "switch to a different lesson"?

- Yes
- No

Why did you choose to switch to a different lesson?

Why did you decide to keep learning R and not switch to a different activity?

Please rate the degree to which you agree or disagree with the following statements

	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree
I think this activity was interesting	<input type="radio"/>					
I liked this activity	<input type="radio"/>					
What I learned in this activity will be useful	<input type="radio"/>					
What I learned in this activity is relevant to my everyday life	<input type="radio"/>					

Have you ever taken a computer programming course?

- Yes
- No

Why did you decide to take that course?

Why have you decided not to take a programming course?

Please rate how likely you would be to do each of the following...

	Very unlikely	Unlikely	Somewhat unlikely	Somewhat likely	Likely	Very likely
Take a computer programming course in the future	<input type="radio"/>					
Have a job that involves computer programming some day	<input type="radio"/>					
Learn some computer programming on my own	<input type="radio"/>					

Please explain your answer to the previous question about your future plans

In this activity you used R (a computer programming language). How would you describe your experience learning R?

Very negative	Negative	Somewhat negative	Somewhat positive	Positive	Very positive
<input type="radio"/>					

Please explain your answer to the previous question about R

Please rate the degree to which you agree or disagree with the following statements

Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree
-------------------	----------	-------------------	----------------	-------	----------------

Please rate the degree to which you agree or disagree with the following statements

Please answer the following questions regarding computer programmers

	1 = Not at all similar	2	3	4	5	6 = Very similar
How similar do you think you are to other students who enroll in Computer Science courses at this school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How similar do you think you are to professional computer programmers?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How similar do you think you are to people who do some coding as part of their job?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How similar do you think you are to people who teach computer programming at this school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How similar do you think you are to Computer Science Majors at this school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please answer the following questions

	1 = A lot less	2	3	4	5	6 = A lot more
Compared to other students, how much effort did you expend completing this activity?	<input type="radio"/>					
Compared with other students, how challenging did you find this activity?	<input type="radio"/>					
Compared with other students, how much energy does it take for you to succeed in school, in general	<input type="radio"/>					

This is the second set of the post-survey. We thank you for your efforts so far; you are almost done.

What is your year in school?

- Freshman
- Sophomore
- Junior
- Senior
- Other

Did you graduate from high school in the United States?

- Yes
- No

In what country did you graduate high school?

What is your age, in years?

What is your cumulative GPA at this school? (Round to the nearest hundredth)

What is your major? If you have not declared a major, please list any majors you are considering. You may list more than one major.

What best describes you?

- I am an undergraduate student who transferred here from another college / university
- I am an undergraduate student who began my undergraduate studies at this school
- I am a graduate student who transferred here from another college / university
- I am a graduate student who began my graduate studies at this school

About how many hours per week do you work at paid employment?

- I don't currently have paid employment
- 1-10 hours per week
- 11-20 hours per week
- 21-30 hours per week

- 31-40 hours per week
- 40+ hours per week

We are looking for students who can help us test and give feedback on new computer programming activities we are developing. Would you like us to contact you about opportunities to try new computer programming activities in the future?

- Yes
- No

### post-survey-3

This is the third and final set of the post-survey. We appreciate your effort.

Please answer the following questions based on how much you agree with the statements provided.

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
This person is similar to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I respect this person.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This person seems friendly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like this person.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

In what ways is this person similar to you?

Please answer the following questions. There are no right or wrong answers; we are interested in your honest experience.

Feminism refers to the belief in equality for all genders. There are different types of feminism, but most feminists believe in equality and point to ways that society and certain individuals treat women, girls, and nonbinary people in unfair ways.

Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
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	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
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I have learned a lot about feminism from my family, friends, class, or the media (books, internet, etc).

Antiracism refers to the belief in equality for all races. There are different types of antiracism, but most antiracists believe in equality and point to ways that society and certain individuals treat Black, Latino, Asian and Pacific Islander, Indigenous, and other races in unfair ways.

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
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I have learned a lot about antiracism from my family, friends, class, or the media (books, internet, etc).

Socialism refers to an economic and political system. There are different types of socialism, but most socialists believe that wealth should be owned or controlled by the workers and point to ways that capitalist society and companies treat workers in unfair ways.

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
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I have learned a lot about socialism from my family, friends, class, or the media (books, internet, etc).

Please answer the following questions.

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
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If I chose to pursue something that someone of my gender wouldn't normally pursue, my parents would be accepting of me.

If I chose to pursue something that someone of my gender wouldn't normally pursue, my close friends would be accepting of me.

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
If I showed support for socialism, my parents would be accepting of me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If I showed support for socialism, my close friends would be accepting of me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If I showed support for antiracism, my parents would be accepting of me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If I showed support for antiracism, my close friends would be accepting of me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My close friends are interested in computer science.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please answer the following questions.

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree	N/A
My mother knows a lot about computer science.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My father knows a lot about computer science.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My mother is politically involved (e.g. voting, community organizing, protesting).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My father is politically involved (e.g. voting, community organizing, protesting).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My mother is politically liberal.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My father is politically liberal.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>