

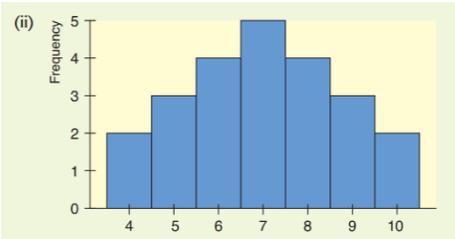
MIDLINE SURVEY

Each question in Midline contains suffix “_m” at the end of the variable

SECCIÓN 0. KNOWLEDGE TEST

| Nº | Question | Name in R code | Variable Name in Baseline Report |
|----|---------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|----------------------------------|
| 0 | Unique Anonymous Student Identification | | Student_id_p |
| 0 | Unique Class Identification | | True_Cohort_id |
| 0 | Date when the student has started Midline survey | | Date_Midline |
| 0 | Midline Take Up | | Participated_in_Midline |
| 2 | Statistics and scientific thinking | | |
| | Question 1 Please read carefully and select the correct answer. What measure of Central Tendency is derived from the most common value? | X0_2_1_M_stadistics_m | |
| | Question 2 How many 3-digit numbers can you do using the numbers 1, 2 and 3 without repeating? | X0_2_2_M_stadistics_m | |
| | Question 3 If the dogs eat more, then they'll eat more. This sentence is an example of: | X0_2_3_M_stadistics_m | |
| | Question 4 Consider the numbers 3,3,4,5,5: Calculate the average, mode and median? | X0_2_4_M_stadistics_m [always 0 due to no correct answer] | |
| | Question 5 Which histogram has the longest standard deviation? | X0_2_5_M_stadistics_m | |

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| <p>(i) Frequency vs. Value (4-10): (4,4), (5,3), (6,2), (7,5), (8,2), (9,3), (10,4)</p> <p>(ii) Frequency vs. Value (4-10): (4,2), (5,3), (6,4), (7,5), (8,4), (9,3), (10,2)</p> | | |
| <p>Question 6 What measure of Central Tendency is derived from the value of the medium or centre of a data set?</p> | X0_2_6_M_stadistics_m | |
| <p>Question 7 How many 2-digit numbers can you do using the numbers 1, 2, 3 and 4 without repeating?</p> | X0_2_7_M_stadistics_m | |
| <p>Question 8 A logical interpretation based on experience and prior knowledge is:</p> | X0_2_8_M_stadistics_m | |
| <p>Question 9 Consider the numbers 1,1,2,3,3: Calculate the average, mode and median?</p> | X0_2_9_M_stadistics_m | |
| <p>Question 10 Look at the histogram. Estimate the mode, mean and median of the histogram (i)?</p> <p>(i) Frequency vs. Value (4-10): (4,4), (5,3), (6,2), (7,5), (8,2), (9,3), (10,4)</p> | X0_2_10_M_stadistics_m [always 0 due to no correct answer] | |
| <p>Question 11 What measure of Central Tendency is interpreted as the "break-even point" of a data set?</p> | X0_2_11_M_stadistics_m | |
| <p>Question 12</p> | X0_2_12_M_stadistics_m | |

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|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|----------|--------------|---------------|-------------------------|---------|-------------------------|--|
| | How many 3-digit numbers can you do using the numbers 2, 3 and 4 without repeating? | | | | | | | | |
| | Question 13 What is the definition of a hypothesis? | X0_2_13_M_statistics_m | | | | | | | |
| | Question 14 Consider the numbers 5,5,6,7,7: Calculate the average, mode and median? | X0_2_14_M_statistics_m [always 0 due to no correct answer] | | | | | | | |
| | Question 15 Look at the histogram. Estimate the mode, median and mean of the histogram (ii)?  | X0_2_15_M_statistics_m [always 0 due to no correct answer] | | | | | | | |
| | Scientific thinking | | | | | | | | |
| | Question 1 Here are statements X - It is Ecuador Y- It is Latin America Please, fill the truth tables. | | | | | | | | |
| | <table border="1" data-bbox="315 1091 669 1217"> <tr> <td>X</td> <td>$\neg X$</td> </tr> <tr> <td>TRUE</td> <td>TRUE or FALSE</td> </tr> </table> | X | $\neg X$ | TRUE | TRUE or FALSE | X0_2_16A_M_scientific_m | | | |
| X | $\neg X$ | | | | | | | | |
| TRUE | TRUE or FALSE | | | | | | | | |
| | <table border="1" data-bbox="315 1254 721 1339"> <tr> <td>X</td> <td>Y</td> <td>$X \wedge Y$</td> </tr> <tr> <td>TRUE</td> <td>TRUE</td> <td>TRUE or</td> </tr> </table> | X | Y | $X \wedge Y$ | TRUE | TRUE | TRUE or | X0_2_16B_M_scientific_m | |
| X | Y | $X \wedge Y$ | | | | | | | |
| TRUE | TRUE | TRUE or | | | | | | | |

| | | | | | | | | | | |
|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|-------|-------------------|-------------------------|-------|---------------|--|--|-------------------------|
| | | | FALSE | | | | | | | |
| | <table border="1"> <tr> <td>X</td> <td>Y</td> <td>$X \vee Y$</td> </tr> <tr> <td>TRUE</td> <td>FALSE</td> <td>TRUE or FALSE</td> </tr> </table> | X | Y | $X \vee Y$ | TRUE | FALSE | TRUE or FALSE | | | X0_2_16C_M_scientific_m |
| X | Y | $X \vee Y$ | | | | | | | | |
| TRUE | FALSE | TRUE or FALSE | | | | | | | | |
| | <table border="1"> <tr> <td>X</td> <td>Y</td> <td>$X \rightarrow Y$</td> </tr> <tr> <td>FALSE</td> <td>TRUE</td> <td>TRUE or FALSE</td> </tr> </table> | X | Y | $X \rightarrow Y$ | FALSE | TRUE | TRUE or FALSE | | | X0_2_16D_M_scientific_m |
| X | Y | $X \rightarrow Y$ | | | | | | | | |
| FALSE | TRUE | TRUE or FALSE | | | | | | | | |
| | Question 2 | | | | | | | | | |
| | <p>1. Q1. Select three qualities of good research questions out of next (randomize order):</p> <ol style="list-style-type: none"> 2. Factible 3. Original 4. Interessante 5. Tedious. 6. Broad 7. Acceptable 8. Asymptotic 9. | | | | X0_2_17A_M_scientific_m | | | | | |
| | <p>Q2. To assume something helps to (keep the order)</p> <ol style="list-style-type: none"> 10. Avoid axiomatic approach 11. Avoid circular logic 12. Avoid progressive reasoning 13. None of the above | | | | X0_2_17B_M_scientific_m | | | | | |
| 3 | Spanish | | | | | | | | | |
| | Question 1 The means of communication currently in use are: | | | | X0_3_1_M_spanish_m | | | | | |

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| | Question 2 Identify the antonym of the bold word | | |
| | The trial that was to be resolved is postponed to Thursday | X0_3_2_M_spanish_m | |
| | Question 3 Within the elements of communication, whoever sends a message is known as: | X0_3_3_M_spanish_m | |
| | Question 4 Within the paralinguistic elements you can identify a: | X0_3_4_M_spanish_m | |
| | Question 5 For selective reading we find several elements within them we have the introduction that deals with: | X0_3_5_M_spanish_m | |
| | Question 6 Identify who does not correspond to the participants of the debate: | X0_3_6_M_spanish_m | |
| | Question 7 A good journalist should handle some important aspects, these are: | X0_3_7_M_spanish_m | |
| | Question 8 Answer with true or false as applicable: | | |
| | 1.- Within the graphic organizers we have the Flowchart. | X0_3_8a_M_spanish_m | |
| | 2.- In family relationships, comparisons are made between objects. | X0_3_8b_M_spanish_m | |
| | 3.- Est. Unid. It is a correct abbreviation. | X0_3_8c_M_spanish_m | |
| | 4. The paragraph is formed with a logical sequence of sentences. | X0_3_8d_M_spanish_m | |
| | 5.- The report must include a bibliography and annexes. | X0_3_8e_M_spanish_m | |
| | 6.- Critical reading is a simple reading | X0_3_8f_M_spanish_m | |
| 4 | English | | |
| | Choose the best option to complete each sentence | | |
| | a. She decided ___ an architect. | | |
| | b. We avoid _____ cigarettes. | X0_4_1_M_English_m | |
| | Choose one of the next options to complete the sentences. There is one | | |

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| | extra option that you don't need. | | |
| | a. She ___ to play with marbles when she was in school. | | |
| | b. ___ you go to Cuenca on your last holiday? | X0_4_2_M_English_m | |
| | Fill in the blanks with one word in each sentence. | | |
| | a. Quito ___ been the capital of Ecuador for many years. | | |
| | b. People ___ visited Galapagos Islands since 1934. | X0_4_3_M_English_m | |
| | Scramble the words to make a negative sentence. | | |
| | She Atacames will visit not | X0_4_4_M_English_m | |
| | Drag the next clauses and drop them in their corresponding places. | | |
| | a. If I visit Galapagos,_____ | | |
| | b. If I were the Governor of Galapagos,_____ | X0_4_5_M_English_m | |
| | Scramble the words to make an affirmative sentence. | | |
| | is prepared with fish Encebollado | X0_4_6_M_English_m | |

SECTION I - PSYCHOLOGICAL MEASURES

Q1: Personal Initiative I

| Nº | Question | Variable Name in R | Variable Name in Baseline Report |
|----|----------------------------------------------------------------------------------------------------------|--------------------|----------------------------------|
| 1 | Personal initiative_part A | | |
| | Please indicate in which extent the following elements describe your behaviour in the past three months: | | |
| | (Likert scale from 1= Strongly disagree to 5 = strongly agree) | | |
| | 1. I face problems actively. | X1_1_A1_M_PI_m | |
| | 2. When something goes wrong, I find a solution immediately | X1_1_A2_M_PI_m | |
| | 3. When there is an opportunity to be actively involved, I take it. | X1_1_A3_M_PI_m | |
| | 4. I take the initiative immediately even when other have not. | X1_1_A4_M_PI_m | |
| | 5. I take advantage of opportunities quickly to achieve my goals | X1_1_A5_M_PI_m | |
| | 6. I usually do more than what i'm required to do. | X1_1_A6_M_PI_m | |
| | 7. I am particularly good at materializing new ideas. | X1_1_A7_M_PI_m | |
| 2 | Personal initiative_part B | | |
| | Please indicate in which stent the following elements describe your behaviour in the past three months: | | |
| | (Likert scale from 1= Strongly disagree to 5 = strongly agree) | | |
| | 1. I take the initiative even when other don't. | X1_1_B1_M_PI_m | |
| | 2. I work on my tasks with more effort than it is normally expected | X1_1_B2_M_PI_m | |
| | 3. I establish my own goals to benefit my development and learning. | X1_1_B3_M_PI_m | |
| | 4. I look for new tasks independently | X1_1_B4_M_PI_m | |
| | 6. I anticipate the opportunities | X1_1_B5_M_PI_m | |

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| | 7. When I establish my on goal I pursue it persistently. | X1_1_B6_M_PI_m | |
| | 8. When I establish my own learning goal, I don't give up / Even when it does not turn as planned. | X1_1_B7_M_PI_m | |

Q2: Negotiations

| Nº | Question | Variable Name in R | Variable Name in Baseline Report |
|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|----------------------------------|
| 1 | Case 1 | | |
| | <i>The teacher asks the class to enroll in a science project. You are very excited about one particular project, but only one student can join the group dprojects of 5 persons that already exists. Anna your classmate wants to join the project too. When you sought advice from your teacher about it, she said that you should solve it on your own.</i> | | |
| | <i>What to do?</i> | | |
| | <i>Order the following statements from 1: Your most probable answer to this situation to 5: Your least likely answer in this situation. Remember, there are no right or wrong answers to this question.</i> | | |
| | A. I try not to hurt Anna. If the project is that important to her, I don't want to stand in her way, there will be another opportunity for me in the future. | X1_2_1A_M_Negot_m | |
| | B. I try to convince Anna that I should be the one to join the group. I need to be firm in my position to win. | X1_2_1B_M_Negot_m | |
| | C. I make a compromise to Anna so each one of us join half the time of the project. This is not what I want, but it is better than nothing. | X1_2_1C_M_Negot_m | |

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| | D. I don't want to antagonize Anna. I ask the teacher again to solve things since it was she that put us in that difficult situation. | X1_2_1D_M_Negot_m | |
| | E. I need to find out more about Anna and ask her why she wants to join the project group. I am not sure but perhaps we can find a solution that works for both of us. | X1_2_1E_M_Negot_m | |
| | Case 2 | | |
| 2 | <i>A friend's uncle gave him a scooter and you ask him about the bicycle that he is not using and you always wanted. But he wants to sell it for 40\$, which you can't afford.</i> | | |
| | <i>What to do?</i> | | |
| | <i>Organize the following 5 statements from 1 : Your most probable answer in this situation to 5 : Your least probable answer in this situation. Remember there are no right or wrong answers to this question.</i> | | |
| | A. If this is what he is asking for, it is what he needs, after he demonstrates his good faith by charging only \$35, I don't want to take advantage of my friend more than needed. I ask my parents for money and close the deal. | X1_2_2A_M_Negot_m | |
| | B. I offer him \$10 and i show him my reluctance to make concessions. I know he might think I'm irrational. But I can only win if I stand firm in my position. | X1_2_2B_M_Negot_m | |
| | C. I do a counter-offer of \$20 Which I think is a fair price for the bike. He offers me to split the difference in half, in \$30. This is still a little bit more than what I am willing to spend. But it is a fair solution. All the parties should compromise to negotiate and get to an agreement. | X1_2_2C_M_Negot_m | |

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| | D. It is uncomfortable for me to dribble with a friend like this. And I don't want to put the friendship at risk over an old bicycle. Even though I'm still interested in the bicycle, I tell him I will think about it and wait for him to make a better offer in the future. | X1_2_2D_M_Negot_m | |
| | E. You ask him what he wants to spend the \$40 on. You are not sure but perhaps you have something that is of value to him and that you can trade off in return for the bike. | X1_2_2E_M_Negot_m | |

Self-Concept Scale

| Nº | Question | Variable Name in R | Variable Name in Baseline Report |
|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|----------------------------------|
| | <i>This questionnaire measures a variety of feelings and behaviors in several situations. A series of statements are listed below. Read each one as if it was referred to you.</i> | | |
| | <i>According to each statement write the number that best describe your acceptance or disagreement. Please respond to all statements. Rate in a 7-point scale from strongly disagree to strongly agree</i> | | |
| 1 | PartA | | |
| | 1. I enjoy being unique and different from others in several aspects. | X1_3_A1_M_SelfCon_m | |
| | 2. I can openly talk to a person I met for the first time, even when that person is a lot older than me. | X1_3_A2_M_SelfCon_m | |
| | 3. I do my own things, no matter what others thing. | X1_3_A3_M_SelfCon_m | |
| | 4. I feel it is important for me to act like an independent person. | X1_3_A4_M_SelfCon_m | |
| | 5 I rather say "NO" at first than risk being misunderstood. | X1_3_A5_M_SelfCon_m | |
| | 7. I rather being forward and honest when I deal with people I just met. | X1_3_A6_M_SelfCon_m | |
| | 8. I feel comfortable getting compliments and rewards. | X1_3_A7_M_SelfCon_m | |

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| | 9. Talking during class (or reunion) is not a problem for me. | X1_3_A8_M_SelfCon_m | |
| | 10. I always act the same no matter who I am with. | X1_3_A9_M_SelfCon_m | |
| | 14. I behave the same in my house and at school. | X1_3_A10_M_SelfCon_m | |
| | 15. I try to do what's best for me, no matter how that affect others. | X1_3_A11_M_SelfCon_m | |
| 2 | PartB | | |
| | 1. Even when I disagree completely with the members of the group, I avoid a discussion. | X1_3_B1_M_SelfCon_m | |
| | 2. I respect the authority figures that I interact with. | X1_3_B2_M_SelfCon_m | |
| | 3. I respect people that are modest about themselves | X1_3_B3_M_SelfCon_m | |
| | 4. I would sacrifice my own interests in benefit of the group that I belong to. | X1_3_B4_M_SelfCon_m | |
| | 5. I must consider my parents advice when making educations and career plans. | X1_3_B5_M_SelfCon_m | |
| | 9. Sometimes I feel like my relationship with others are more important than my own development. | X1_3_B6_M_SelfCon_m | |
| | 10. I would offer my seat to my teacher on a bus | X1_3_B7_M_SelfCon_m | |
| | 11. I feel happy when people around me are happy. | X1_3_B8_M_SelfCon_m | |
| | 12. I would stay in the group if they need me, even when I'm not happy with the group. | X1_3_B9_M_SelfCon_m | |
| | 14. It is important for me that everybody gets along in the group. | X1_3_B10_M_SelfCon_m | |
| | 15. In general, I agree with what others want to do even when I prefer to do something different. | X1_3_B11_M_SelfCon_m | |

Q1: Business Self-Efficacy

| Nº | Question | Variable Name in R | Variable Name in Baseline Report |
|----|---------------------------------------------------------------------------------|---------------------|----------------------------------|
| | Please, state your level of intention with respect to the following statements: | | |
| | (5-point Likert scale from 0=Nothing to 5=Totally) | | |
| 1 | How interested are you in: | | |
| | Start a company. | X1_4_A1_M_SelfEfi_m | |
| | Work on your own. | X1_4_A2_M_SelfEfi_m | |
| | Detect business opportunities. | X1_4_A3_M_SelfEfi_m | |
| | Overcome any problems you might have in the beginning of your business. | X1_4_A4_M_SelfEfi_m | |
| | Negotiate appropriately with other entrepreneur. | X1_4_A5_M_SelfEfi_m | |
| | Maintain an appropriate overview of financial affairs. | X1_4_A6_M_SelfEfi_m | |
| | Prepare and adequate business plan. | X1_4_A7_M_SelfEfi_m | |
| | Get the financial capital to start the business. | X1_4_A8_M_SelfEfi_m | |
| 2 | How confident are you that you could... | | |
| | Start a company. | X1_4_B1_M_SelfEfi_m | |
| | Work on your own. | X1_4_B2_M_SelfEfi_m | |
| | Detect business opportunities. | X1_4_B3_M_SelfEfi_m | |
| | Overcome any problems you might have in the beginning of your business. | X1_4_B4_M_SelfEfi_m | |
| | Negotiate appropriately with other entrepreneur . | X1_4_B5_M_SelfEfi_m | |
| | Maintain an appropriate overview of financial affairs. | X1_4_B6_M_SelfEfi_m | |
| | Prepare and adequate business plan. | X1_4_B7_M_SelfEfi_m | |
| | Get the financial capital to start the business. | X1_4_B8_M_SelfEfi_m | |

Entrepreneurial intentions

| Nº | Question | Variable Name in R | Variable Name in Baseline Report |
|----|---------------------------------------------------------------------------------|--------------------|----------------------------------|
| 1 | Original items | | |
| | Please, state your level of intention with respect to the following statements: | | |
| | (7-point Likert scale from 0=Nothing to 6=Totally) | | |
| | It is very likely that I will start a venture someday | X1_5_A1_M_EntInt_m | |
| | I am willing to make any effort to become an entrepreneur | X1_5_A2_M_EntInt_m | |
| | I have serious doubts whether I will ever start a venture | X1_5_A3_M_EntInt_m | |
| | I am determined to start a business in the future | X1_5_A4_M_EntInt_m | |
| | My professional goal is to be an entrepreneur | X1_5_A5_M_EntInt_m | |

SECTION II. COURSE SATISFACTION

| Nº | Question | Variable Name in R | Variable Name in Baseline Report |
|----|-----------------------------------------------------------------------------------------------------|---------------------|----------------------------------|
| 1 | On a scale of 1 to 7, answer the following questions about the courses taught in the program | | |
| | 1. How much do you like the content of the course? | X2_1_A1_M_Sastis_m | |
| | 2. How well do you understand the course content? | X2_1_A2_M_Sastis_m | |
| | 3. How much do you find the content of the course interesting? | X2_1_A3_M_Sastis_m | |
| 2 | On a scale of 1 to 7, how much do you agree): | | |
| | 1. The examples and exercises proposed in the course are adequate and useful to develop my learning | X2_1_A4_M_Sastis_m | |
| | 2. The duration of the course is adjusted to my learning pace | X2_1_A5_M_Sastis_m | |
| | 3. The level of difficulty of this course is appropriate | X2_1_A6_M_Sastis_m | |
| | 4. Tasks are reasonable in time and difficulty | X2_1_A7_M_Sastis_m | |
| | 5. I would recommend this course to other students | X2_1_A8_M_Sastis_m | |
| 3 | On a scale of 1 to 7, how much do you agree): | | |
| | 1. After receiving this course, I feel that my knowledge about new topics has increased. | X2_1_A9_M_Sastis_m | |
| | 2. The course has helped to complete my education | X2_1_A10_M_Sastis_m | |
| | 3. The course has increased my interest in the topics received | X2_1_A11_M_Sastis_m | |
| | 4. Overall, the course has met my expectations | X2_1_A12_M_Sastis_m | |
| 4 | On a scale of 1 to 7, how much do you agree): | | |
| | 1. The assistance of the teacher assigned to the course is good | X2_1_A13_M_Sastis_m | |
| | 2. The registration on the platform is done without any inconvenience | X2_1_A14_M_Sastis_m | |
| | 3. The operation of the online platform is satisfactory | X2_1_A15_M_Sastis_m | |

SECTION III. INTENTIONS AND BELIEFS

INTENTIONS AND PREFERENCES

| Nº | Question | Variable Name in R | Variable Name in Baseline Report |
|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|----------------------------------|
| 1 | Translated: An entrepreneur is a person who starts a business with the aim of making a profit. So, an entrepreneur can be from a person who sets up their first online store or a freelancer or independent professional who has just started. Moreover, the entrepreneur can be considered in more everyday tasks such as a writer, a youtuber, a shopkeeper (shop salesman) or selling products (for example, a merchant) (Ferrerira, 2018). | | |
| A. | Attitudes towards Entrepreneurship | | |
| | On a scale from 1 to 7: In general, starting a business is... | | |
| | 1. Worthless / Worthwhile | X3_1_A1_M_Int_emp_m | |
| | 2. Boring / Fun | X3_1_A2_M_Int_emp_m | |
| | 3. Negative / Positive | X3_1_A3_M_Int_emp_m | |
| | 4. Need/Opportunity | X3_1_A4_M_Int_emp_m | |
| B. | Entrepreneurial Intentions | | |
| | On a scale from 1 to 7 (how much do you agree): | | |
| | 1. I often think about starting a business | X3_1_B1_M_Int_emp_m | |
| | 2. I have business ideas I am going to implement | X3_1_B2_M_Int_emp_m | |
| | 3. My goal is to become my own boss | X3_1_B3_M_Int_emp_m | |
| 2 | STEM Professional These are the professionals who work in the STEM knowledge areas (Science, Technology, Engineering, Mathematics). Within these four branches of knowledge there are an infinite number of university degrees, ranging from Nanoscience to Aeronautics, including Web Application Development and Medicine. Some professions catalogued as STEM are architecture, statistics, data processing (Big Data), virtual reality, the Internet of Things (IoT), Bioinformatics, | | |

| | | | |
|-----------|----------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|--|
| | etc. (Gomez, 2018) | | |
| A. | Attitudes towards STEM | | |
| | On a scale from 1 to 7: In general, starting a career in STEM (Science. Technologies, Engineering, Math) | | |
| | 1. Worthless / Worthwhile | X3_2_A1_M_Int_STEM | |
| | 2. Boring / Fun | X3_2_A2_M_Int_STEM | |
| | 3. Negative / Positive | X3_2_A3_M_Int_STEM | |
| B. | Entrepreneurial Intentions | | |
| | On a scale from 1 to 7 (how much do you agree): | | |
| | 1. I often think about starting career in STEM (Science. Technologies, Engineering, Math) | X3_2_B1_M_Int_STEM_m | |
| | 2. I have ideas in STEM (Science. Technologies, Engineering, Math) I am going to implement | X3_2_B2_M_Int_STEM_m | |
| | 3. My goal is to become a professional in STEM | X3_2_B3_M_Int_STEM_m | |
| 3 | Do you plan to go to the University? | | |
| 4 | Please, name top 3 specialization that you would choose to study in the University? | | |
| | First Option: _____ | X3_4_1_M_Int_opt_m [removed from the dataset as personal information] | |
| | Second Option: _____ | X3_4_2_M_Int_opt_m [removed from the dataset as personal information] | |
| | Third Option: _____ | X3_4_3_M_Int_opt_m [removed from the dataset as personal information] | |

BELIEFS/EXPECTATIONS

| Nº | Question | Variable Name in R | Variable Name in Baseline Report |
|----|-----------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|----------------------------------|
| 1 | Occupation/profession expectations | | |
| 2 | What do you expect you will be doing to earn a living in 5 years from now? Please, be specific and give example of specific occupation. | X3_5_1_M_Occup_m [removed from the dataset as personal information] | |
| | What do you expect you will be doing to earn a living in 10 years from now? | X3_5_2_M_Occup_m [removed from the dataset as personal information] | |
| | Expectations Professional STEM/entrepreneur | | |
| | How much do you agree with the next statement (7-point scale) | | |
| 3 | <ul style="list-style-type: none"> • I will succeed as an entrepreneur | X3_6_A1_M_Expect_success_m | |
| | <ul style="list-style-type: none"> • I will succeed as a STEM professional (Science, Technologies, Engineering, Math) | X3_6_A2_M_Expect_success_m | |
| 4 | <ul style="list-style-type: none"> • I will succeed as a public servant | X3_6_A3_M_Expect_success_m | |
| 4 | Salary expectations | | |
| | How much do you expect to earn per month in 5 years from now? | X3_7_1_M_Expect_salary_m | |
| | How much do you expect to earn per month in 10 years from now? | X3_7_2_M_Expect_salary_m | |
| 5 | Specific salary expectations | | |
| | Based on your knowledge, how much do you think the minimum wage per month in Ecuador? | X3_8_1_M_Expect_salE_m | |
| | How much do you think entrepreneur earn on average per month in Ecuador? | X3_8_2_M_Expect_salE_m | |
| 4 | How much do you think STEM professional (Science? Technologies, Engineering, Math) earn on average per month in Ecuador? | X3_8_3_M_Expect_salE_m | |

GAMES

| < | Question | Variable Name in R | Variable Name in Baseline Report |
|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|----------------------------------|
| 1 | 1. TRIANGLE TASK | | |
| | <p>Instructions: This task will consist of 6 rounds, the reward for this task will be chosen at random for 1 round only.</p> <p>Your task is to count the number of triangles in a figure that we will show you. There are difficult figures and easy figures. We will play for 6 rounds. We will start with an easy figure in the first round and continue with a difficult figure in the second round. From the third round onwards, before each round starts, you can choose whether you want to play the easy or the hard version of the game.</p> <p>If you choose the difficult version and give the correct answer, your extra reward will be 25 points if this round is selected at the end.</p> <p>If you choose the easy version and give the correct answer, your extra reward will be 6.25 points if this round is selected at the end.</p> <p>Please note that you can only be rewarded for one round of this task. You will know which one only in the next few months, so play every round as if it is the one that counts.</p> | | |
| | Decision - Prediction for 3rd round | prediction1Round3_m | |
| | Round 1 | round1answer_m | |
| | Round 2 | round2answer_m | |

| | | | |
|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|--|
| | Pre-Round 3 | predictionRound3_m | |
| | Round 3 - Easy | round3EAnswer_m | |
| | Round 3 - Hard | round3HAanswer_m | |
| | Pre-Round 4 | predictionRound4_m | |
| | Round 4 - Easy | round4EAnswer_m | |
| | Round 4 - Hard | round4HAanswer_m | |
| | Pre-Round 5 | predictionRound5_m | |
| | Round 5 - Easy | round5EAnswer_m | |
| | Round 5 - Hard | round5HAanswer_m | |
| | Pre-Round 6 | predictionRound6_m | |
| | Round 6 - Easy | round6EAnswer_m | |
| | Round 6 - Hard | round6HAanswer_m | |
| 2 | 2. UNSCRAMBLE TASK | | |
| | <p>Instructions: On the next screen, you will see a character set consisting of 12 letters. Your task is to create as many Spanish words as possible from this set of letters. Each letter in this set can only be used once for 1 word, which means that the longest word you could write contains 12 letters.</p> <p>For example: if the letter set is: abbc Then you can write 'abc', 'abb', 'ac', ... etc. but not 'abbb' or 'bbba' (there are only 2 'b' letters in the set). Note that these are only examples and are not real English words.</p> <p>For each correct word, you will get 0.1 point for the first letter, 0.2 points for the second, 0.3 for the third and so on. For example, a 0.5 letter word will give you $0.5 + 0.4 + 0.3 + 0.2 + 0.1 = 1.5$ points; a 6 letter word will give you $0.6 + 0.5 + 0.4 + 0.3 + 0.2 + 0.1 = 2.1$ points. This means that a long word will earn you a higher reward.</p> <p>You will only have 3 minutes for this task. Click "Next" once you are ready for the task.</p> | | |
| | Decision 1 | unscramble_text1_m | |
| | Decision 2 | unscramble_text2_m | |
| | Decision 3 | unscramble_text3_m | |

| | | | |
|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|--|
| 3 | 3. DICTATOR GAME | | |
| | <p>Instructions: You will be randomly and anonymously placed with another participant in your class. In this task, one of you will be Participant 1 and the other Participant 2. Before making a decision, you will learn your role, which will be randomly assigned.</p> <p>There are 40 points to be divided. Participant 1 will decide how much to retain. Then, the rest will go to Participant 2.</p> | | |
| | Dictator - Control: The amount of money you choose is the amount of money you would like to give to Participant 2 | dictatorCrt1_m | |
| | Dictator - Participant 1: You are Participant 1. Please decide how much of the 40 points you will keep for yourself. | dictator_decision_m | |
| 4 | 4. PRISONER'S DILEMMA | | |
| | <p>Instructions: this assignment, you will be randomly and anonymously matched with another participant in your class.</p> <p>Each of you will decide whether to take action A or B</p> <p>Your reward (in points) will be determined by the options you both choose as indicated below:</p> | | |
| | Control questions | | |
| | What is your reward if you choose A and the other participant chooses B? | prisonCrt1_m | |
| | What is your reward if you choose B and the other participant chooses A? | prisonCrt2_m | |
| | Decision - Prisoner | | |
| | I choose the option: | mcq_prisoner_m | |
| 5. | COIN TASK | | |
| | Can you see the coin below and can you rotate it when you click on it? | coinCtr4_m | |
| | Coin toss Control questions - 1 | | |
| | 1. I make 5 predictions in advance and then flip the coin 5 times. | CoinCtr1_m | |
| | 2. I make a prediction out loud. | CoinCtr2_m | |
| | 3. Each point is equal to 0.04 dollars (or 4 cents). | CoinCtr3_m | |
| | Coin tossing G2 Report result 2 | cointoss_G2_m | |

